Undergraduate General Catalog
2007-2008

History and Character of Drake University 5
Collegial Structure 8
Undergraduate Admission 9
Financial Aid 19
Veterans Benefits 26
Academic Regulations 27
President's List and Deans' Lists 29
Academic Probation and Suspension 32
Student Records FERPA Policy Statement 36
AP, IB, CLEP Credit (For Students Entering Fall 2005) 39
The Drake Curriculum 42
Graduation Requirements 44
Commencement 46
Student Life 49
Academic Assistance and Student Services 53
Special Programs 60
Activities and Organizations 69
Board of Trustees 72
College of Art and Sciences 73
ACADEMIC REGULATIONS 73
GRADUATION REQUIREMENTS 73
FACULTY 73
  Areas of Study 74
Anthropology and Sociology 76
Astronomy 79
Biochemistry, Cell and Molecular Biology 81
Biology 84
Chemistry 87
Computer Science 90
English and English Writing 92
Environmental Policy 95
Environmental Science 97
Geography 102
History 103
International Relations 105
DULAP 108
Law, Politics and Society 110
MATHEMATICS 115
Neuroscience 118
Philosophy 120

Physics 122
Politics 126
Psychology 128
Religion 132
Rhetoric and Communication Studies 134
Sociology 140
Study of Culture and Society 142
Graphic Design 144
Studio Arts 145
Theatre Arts 146
Theatre Arts Requirements 146
Musical Theatre 147
Theatre Arts with a Teaching Certificate 149
Art History 150
Graphic Design 151
Studio Art 152
Music 153
Theatre Arts 155
Applied Music 157
Applied Instrumental 157
Applied Vocal 159
Bachelor of Music with Elective Studies in Business 162
Music Education 165
School of Fine Arts - Minors 171
  Minor in Piano Pedagogy 171
  Minor in Music 171
  Minor in Theatre Arts 172
  Academic Minor in Art 172
School of Fine Arts – Concentrations 173
  Concentration in Jazz Studies 173
  Church Music 173
Latin American Studies Concentration 174
Women's Studies Concentration 175
Accelerated M.B.A. Program 177
Arts and Sciences/Law School 3+3 Program 178
Independent Study 179
Individualized Major or Minor 180
Iowa Lakeside Lab Program 181
DULAP 182
Minors in Business Studies and Marketing 184
Teacher Education Programs 185
Medicine and Allied Fields 186
Pre-Law 187
Pre-Medical Program with a Major in Biochemistry, Cell and Molecular Biology 189

Pre-Medical Program with a Major in Biology 192
Pre-Medical Biology Major leading to a Bachelor of Arts degree: 192
Pre-Medical Biology Major leading to a Bachelor of Science degree: 193
Pre-Medical Program with a Major in Chemistry 195
Pre-Medical Chemistry Major leading to a Bachelor of Arts degree (37 or more credit hours in chemistry) 195
Pre-Medical Chemistry Major leading to a Bachelor of Science degree 196
Pre-Medicine/Pre-Dentistry 198
Pre-progessional Study and Combined Degree Programs 199
Bachelor of Arts and Bachelor of Science 200
Graduation Requirements 200
School of Fine Arts Graduation Requirements 201
Faculty 202
School of Fine Arts 213
College of Business and Public Administration 224
Areas of Study 224
Graduation Requirements 224
Academic Regulations 224
Faculty 224
Areas of Study 225
Accounting 226
Actuarial Science 232
Economics 235
Entrepreneurial Management 237
Finance 239
General Business 242
Information Systems 243
Insurance 245
International Business 246
Management 248
Marketing 250
Quantitative Economics 251
Graduation Requirements 253
Academic Regulations 256
Faculty 257
School of Journalism and Mass Communication 262
ACADEMIC REGULATIONS 264
GRADUATION REQUIREMENTS 264
FACULTY 264
Advertising- Creative 265
Advertising – Management 266
Broadcast News 268
Magazines 269
News-Internet 271

Public Relations....272
Radio TV....274
Advertising Minor....276
Journalism Major/Law Degree 3+3....277
Academic Regulations....278
Graduation Requirements....280
Faculty....282
School of Education....284
Areas of Study....285
Elementary Education....285
Secondary Education....288
General Requirements....290
Graduation Requirements....295
Faculty....296
Law School....299
College of Pharmacy and Health Sciences....301
Doctor of Pharmacy (PharmD)....304
The Pharm.D. Curriculum....304
First Year....304
Pharmacy/M.B.A. Joint Degree Program....308
Pharmacy/M.P.A. Joint Degree Program....308
Pharmacy/Law Joint Degree Program....308
Admission Requirements....309
Health Sciences....312
Faculty....315
Addendum....318

History and Character of Drake University

It was an ambitious undertaking.

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

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

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

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

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

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

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

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

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

The year 1893 marked the advent of organized, planned sports at Drake. John L. Griffith, who became coach and director of athletics in 1908, accelerated the growth of athletics at the

University. The D Club, which recognizes athletic letterwinners, was organized that year. The Drake teams, which had been called Ducklings, Drakes, Ganders and even Tigers, became the Drake Bulldogs.

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

With the 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 was formed 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. This strategic plan continues to be refined and updated. Under President Maxwell's leadership, the

University has strengthened its financial position, ending the 2005-06 fiscal year with a modest budget surplus and with an endowment valued at $131.5 million.

In recent years Drake has been renovating classrooms, residence halls and science facilities. Drake Stadium, home of the Drake Relays since its opening in 1926, was completely renovated during 2005-06. The $15 million project — finished just hours before the start of the 2006 Drake Relays — included new seating for fans, a Mondo surface track with a safety lane that meets international competition standards, a new throws venue to the north of the track for field events, a new scoreboard and a state-of-the-art artificial grass field by FieldTurf large enough to accommodate Drake's NCAA football and men's and women's soccer teams. The improvements position Drake and Des Moines to bid for the NCAA Outdoor Track and Field Championships, along with AAU and USA Track and Field competitions. In fact, Drake was selected to host the 2007 NCAA Midwest Regional Outdoor Track and Field Championships May 25-26, 2007.

The estimated economic impact of these events and the ongoing Drake Relays will be in excess of $300 million over 10 years.

Before joining Drake, Dr. Maxwell was director of the National Foreign Language Center from 1993 to 1999, and from 1989 to 1993 he was president of Whitman College in Walla Walla, Wash. From 1981 to 1989 he served as dean of undergraduate studies at Tufts University, where he was also 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 5,300 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, Pharmacy and Health Sciences; 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 master's degrees in accounting, business administration, education, communication leadership, financial management and public administration, as well as the Doctor of Pharmacy, Doctor of Jurisprudence and Doctor of Education degrees. The following joint degrees are also offered: M.B.A./J.D., M.B.A./Pharm.D. M.P.A./Pharm.D, and M.P.A./J.D.

Drake University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. A list of college, school and program accreditations is posted at http://www.drake.edu/academics/accreditations.php

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 schedule appointments two weeks in advance of their visit.

In addition to individual visits, students are welcome to attend one of Drake's Visit Programs that are designed to showcase the academic and extracurricular experience at Drake. The Visit 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 Visit Day, please contact Drake's Office of Admission at 1-800-44-DRAKE, extension 3181, toll-free, or locally and outside the U.S. at 1-515-271-3181 or visit the admission Web site at http://www.choose.drake.edu.

Application For Admission

Fall, spring or summer term. Entrance into the pre-pharmacy or PharmD programs 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: 1-800-44-DRAKE, extension 3181
Local/outside the United States: 1-515-271-3181
Fax: 1-515-271-2831
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, for all undergraduate programs except pre-pharmacy and PharmD:

Fall Term: March 1 to receive priority consideration for admission, financial aid, scholarships and housing.

Spring term: December 1

Summer term: April 15

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

Pre-Pharmacy and PharmD applicants:
(Please note that health sciences applicants follow standard first-year and transfer application procedures.)

First-year pre-pharmacy students:

Priority deadline: December 1

Transfer PharmD students:

Admission consideration is only at the professional program level

Application: available through Pharmacy College Application Service (PharmCAS) at http://www.pharmcas.org. Supplemental application and fee required.

Deadline: by the January deadline posted on PharmCAS at http://www.pharmcas.org

Applicants for the National Alumni Scholarship must apply for admission and submit all other required admission documents by the December 7, 2007, 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 to the pre-pharmacy and the PharmD programs, are notified of an admission decision within 4-6 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-Pre-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 December 7, 2007.

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 Pre-Pharmacy Admission Requirements

Health Science applicants follow standard first-year student application procedures. Admission to the pre-pharmacy program in 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 is a strict application deadline, and the students are 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, 2007, is the deadline for direct admission to the CPHS. The application must be postmarked no later than December 1, 2007. All required documents must reach the Office of Admission no later than December 10, 2007. Notification of admission decisions for priority applicants will be made in January.

First-year Student Application Requirements

- Completed application for admission with the $25 non-refundable application fee (this 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, particularly for pre-pharmacy applicants.

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 (this 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 PharmD Application Requirements

Transfer students are considered for admission only to the professional level of the Doctor of Pharmacy (PharmD) program. Admission is not offered to transfer applicants at the pre-professional level. All professional-program applicants must complete the application through the Pharmacy College Application Service (PharmCAS) available at http://www.pharmcas.org, as well as the supplemental application. The Drake University application cannot be accepted for this program.

Drake's application deadline is January 4, 2008 for fall 2008 admission, and early application is strongly recommended. Applicants must sit for the PCAT no later than October 2007 and scores must be submitted directly to PharmCAS at code [0104].

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 or spring terms. Pre-pharmacy and PharmD applicants should refer to the first-year and transfer-student sections, respectively, for specific information on application guidelines and deadlines.

International undergraduate students are eligible for all merit scholarships awarded by the Office of Admission 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 all programs of study at the undergraduate level except pre-pharmacy 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 71 (iBT), 197 (CBT), or 530 (PBT). Students with scores between 54 and 71, 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 54,157, 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. Credit for both higher and standard levels is awarded through course-by-course evaluation. 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 (critical reading and math only) 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 PharmD 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: 1-800-44-DRAKE, extension 3181
Local/outside the U.S.: 1-515-271-3181
Fax: 1-515-271-2831
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.

Student Health Insurance

Drake University international students are required to enroll in and pay for Drake's mandatory student health insurance plan. Beginning August 2007, Drake University also requires all domestic full-time undergraduate and graduate students, including Pharmacy and Law students, to either show proof of health insurance coverage or enroll in and pay for Drake's Student Health Plan. (Full-time enrollment is defined as 10 or more credit hours per semester.)

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.

Financial Aid

The Office of Student Financial Planning provides counseling and services designed to help students and their families meet the costs of financing an education at Drake University. Nearly all Drake students receive financial assistance, including merit and need-based assistance. More than 5,000 scholarships and grants are awarded and $50 million in financial assistance is provided to Drake students annually.

All official information about scholarships and financial aid are on their Web site including the Financial Aid Handbook.

http://www.drake.edu/finaid/

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 T. 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, ACTS 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 Transfer Awards ranging from $5,000 to $8,000 are awarded to prospective transfer students. All transfer students who have applied and been admitted are automatically considered for these awards. Recipients of these tuition awards are chosen on the basis of academic achievement.

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.

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 full-time 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 2006-2007, 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 2006-2007, the maximum grant was $4,000.

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 24th Street
Des Moines, IA 50311
Ph: 515-271-3952 or 800-44-DRAKE, extension 3952
Or 800-600-ROTC Extension 0308

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 you 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/tools/scholarship_search.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 lending institutions. In the 2006-07 academic year, dependent students may borrow up to $2,625 a year as freshman students, $3,500 as sophomores and $5,500 as juniors and seniors. In the 2007-2008 academic year, the loan limits for freshman students will be to $3,500 and sophomores to $4,500. 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. Repayment with a fixed interest rate of 6.8 percent begins six months after the student is no longer enrolled at least half-time.

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. The interest rate for PLUS is fixed at 8.5 percent.

Student Employment

Professional and Career Development Services assists interested students in locating employment opportunities. Drake students are employed on campus in student residence halls, libraries, recreation services, dining services and in many other campus offices. Open positions on campus are listed on the Professional and Career Development Services Web site at http://www.drake.edu/career.

Additional employment opportunities in the Des Moines community are available to those students who qualify for Federal Work Study, which is determined by the Office of Student Financial Planning. To be considered for Federal Work Study, a FAFSA must be completed.

Employer Tuition Deferred Payment Plan (ETDP)

A deferred plan is available for part-time students when their employer agrees to reimburse the student for all or part of tuition costs once the course is completed. 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 for the payment plan 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 are available for download at www.drake.edu/accounts/index.php. Applications must be received at the Office of Student Accounts no later than two weeks prior to the beginning of each term. 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

Part-time students admitted and enrolled in a degree program may apply for a number of financial aid programs by filing a Free Application for Federal Student Aid (FAFSA). These programs include

- Iowa Tuition Grant (July 1 FAFSA filing deadline)
- Federal Pell Grant
- Federal Stafford Loans

The Iowa Tuition Grant program requires minimum enrollment of 3 credits; the Federal Stafford Loan requires a minimum enrollment of 6 credits. 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 DVA 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 may not be 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 or college/school Web site.

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 earns 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. Neither the "credit" nor the "no credit" grades are included in the student's cumulative grade-point average.

The student may elect to take any course in the University as credit/no credit which is 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 fall and spring 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

1. 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

1. 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.
2. 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

1. 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.
2. 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.
3. 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 noncredit 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 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.

Student Records FERPA Policy Statement

The Provost's Office and its various subdivisions maintain student education records as an integral part of providing student services. All student education records and the information contained therein are subject to the provisions of the federal privacy act known as the Family Educational Rights and Privacy Act of 1974 (FERPA) and, subject to exceptions stated in FERPA, are not available for inspection by others without a written release from the student unless the person making the request is a University faculty or staff member with legitimate educational interests. Such personnel might include a faculty advisor, professor, dean or a counselor. Parents may or may not be excluded from seeing their student's education records or receiving information from the records without a release signed by their student, depending on the applicable provisions of FERPA (see "Special Note from the Provost" below).

Generally, students may inspect their own education records at any time the record keeping office is open. Prior notice is required to inspect your own file as inspections are done under the supervision of the office staff. Students may copy the contents of their own education records, although if the file is extensive there may be a reasonable copying charge. Students may not see their parents' Financial Aid Form or other financial records. Where records involve two or more students, the student may view only that part of the record that pertains to him/her. Students do not have a right to access records of instructional, supervisory or administrative personnel if those records are kept in the sole possession of the maker and are not accessible or revealed to any other person except substitute personnel. In addition, students do not have the right to access or review the records of Campus Security if the records were created for the purpose of law enforcement. In all cases where access to records is denied, the student and supervisor of the record shall attempt to informally resolve the matter. If the situation is not resolved in this manner, then the Provost, or his/her designee, shall make a final and binding decision regarding access after reviewing the arguments for access and denial of access.

If students find objectionable material in their file, they should call it to the attention of the supervisor of that record and if the supervisor agrees, the material can be deleted or amended. If the supervisor of the record does not agree to the student's suggested deletion or amendment after the student has had a chance to present all evidence in his/her favor, then the student may add additional or explanatory material to the file, which will be kept as part of the educational record.

All student files and records are subject to lawful subpoenas and court orders.

University files pertaining to students are normally purged after five years, although each department and College follows its own procedures.

Special note from the Provost on University Policy concerning release of student education records to parents and guardians:

Generally, it is Drake University's policy to request a signed consent from the student before the University will release the student's education records (including grades) to parents. The University treats students as adults, and encourages parents to become partners with their students. The University believes that this approach reinforces the importance of autonomy and accountability in student development.

There is no law forbidding students from voluntarily sharing all their information with parents after the student receives it from the University, and no consent form is required for such voluntary sharing between student and parent.

Under the following special circumstances, the University may release student education records to parents or others without student consent:

1. In an emergency, federal law (FERPA) allows the University to contact parents and other appropriate persons and disclose the information necessary to protect the health or safety of the student or other persons;
2. FERPA allows the University to disclose to parents or legal guardians information about their students' violation of any federal, state or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance, if (a) the student is under the age of 21; and (b) Drake determines that the student has committed a disciplinary violation with respect to such use or possession of alcohol or controlled substances;
3. The University may disclose to parents or guardians a student's education records or information therein to the extent necessary to process the student's financial aid request and for such related purposes as to:
    a. determine eligibility for the aid;
    b. determine the amount of the aid;
    c. determine the conditions for the aid; and/or
    d. enforce the terms and conditions of the aid; and
4. Finally, consistent with FERPA, if the student decides not to grant permission, then parents will have access to their student's records if they can provide evidence that meets the "dependent for tax purposes" requirement. (A dependent is an appropriate relative or member of the taxpayer's household who receives over half of his or her support for the calendar year from the taxpayer. Scholarships are not taken into consideration. 26 U.S.C. § 152.)

The University's policy with regard to disclosure of student information to parents is explained to parents and students at summer orientation. The release form is available on the web through the Student Services tab in blueView (the campus web portal). A separate release form is required for each office from which information is requested.

Questions regarding FERPA, University policy or parental access to student education records can be addressed to Margie Davidson, Director, Office of Student Records & Academic Information, 271-2025 (margie.davidson@drake.edu) or to Wanda Everage, Vice Provost for Student Affairs & Academic Excellence at 271-3751 (wanda.everage@drake.edu).

Adopted by the Faculty Senate, May 9, 2002
Supplemented by Provost to reflect University Policy concerning release of student education records to parents and guardians, November, 2007

Drake University Student Complaint and Appeal Resources and Procedures

The Informal Complaint Process
For the informal complaint, please click here.

Officially Documented Complaints

For the officially documented complaints, please click here.

AP, IB, 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	CHEM 1, 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. Starting in Fall 2007, the Engaged Citizen category will be subject to new prerequisites. All students who take a course to fulfill the Engaged Citizen category starting in August 2007 will be subject to the new requirements.

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.
- Honr 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 208 credit hours (209 for students entering as P1's for Fall 2007 and after).

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

Students must file an application for graduation by the deadline posted at http://www.drake.edu/studentrecords/commencement/Graduationapplication.php. 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.

Undergraduate Graduation

Once requirements have been fulfilled and verified, the Office of Student Records will post the degree and mail the diploma with the established graduation date in May, August, or December. The student must complete and the college office must verify all requirements within 45 days of graduation to have the degree posted with the applied-for graduation date. Students who meet the requirements for graduation at a later point in time will have an effective graduation date of the following established graduation date in May, August, or December.

Graduate, Pharmacy and Law Graduation

Once graduate, pharmacy and law students have filed an application for graduation and are certified to meet the requirements of graduation by the College office, the Office of Student Records will post the degree dated the 15th of the following month (pharmacy students cannot graduate prior to the established graduation date in May).

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. The master's gown has closed sleeves with an open or closed front. 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.

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. The overriding goal of the Office of Residence Life (ORL) is to align the residence education structure with that of the overall University to provide an intentional, progressive, and dynamic student experience.

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. The latter two exemptions require the student to be residing in a 45-mile radius of Des Moines, Iowa. 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. Students may also pursue medical exemptions from the residence rule by contacting the Office of Disability Students Services.

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, pizza, pasta and all you can eat to late-night and carryout choices. Dining services staff assists students to meet their individual dietary needs. All students living in the residence halls are required to also have a meal plan.

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 sub 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
- Audio/Video streaming and podcasting services

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 600,000 books and journals, 100,000 federal and state government documents, 777,000 microform records, 118 electronic databases and approximately 22,000 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 an access point to the online catalog and subject sources, including a wide variety of databases, indexes, full-text electronic journals, e-books, encyclopedias and other reference tools. All these services are accessible through the campus computer network and to off-campus users enrolled at Drake. Assistance can also be obtained through the Ask a Librarian virtual reference service.

The library facility contains an Information Commons with 50 computer workstations and a full service support center that is staffed 72 hours per week. Other features of the facility include wireless computer access, a recently restored grand reading room and events center, and the

adjacent James Collier-Drake Heritage Room.

Information Technology

Technology is incorporated into all majors and many classes at Drake and into campus life. The Office of Information Technology has available a web-based Learning Management System used by many professors for course work. A Multimedia Studio provides training, hardware and software so that faculty and students can create their own multimedia projects. Help in connecting to the network, password resets, and other computer problems are handled by the Help Desk, which also distributes free software for Microsoft Office 2003 and 2007, and for SPSS statistical software.

The Drake Portal offers secure, web-based access to online services such as registration, a student's course and financial information. The portal also provides information about the large number of events of all types on campus, including student activities and entertainment in Des Moines. The portal also has information about internships, career development, and opportunities for overseas study. Online library services are available via the portal and the libraries' web site.

Drake has a secure network, accessible via cable and wireless connections. The cable network is accessible from almost every room on campus. There is a wireless network in the areas which students typically use, including the residence halls, Olmsted Center, library and classroom buildings. Off-campus access to the network is available on the Internet.

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. One-on-one consultations are available by appointment only. A fall "Connections" seminar series addresses the basics of academic success and is open to all students. Students are also encouraged to utilize the various resources (labs, supplemental instruction, writing workshop) offered through the academic departments as noted on the Drake Web site at http://www.drake.edu/acadassist. 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 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 to be paired with a PMAC.

Professional and Career Development Services

Professional and Career Development Services encourages students to develop an appreciation for exploring and connecting intellectual study to personal life and social responsibility. This results 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, 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, Tuesday, and Thursday, 8:30 a.m. to 5 p.m., Wednesday, 8:30 a.m. to 6:00 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
- developing familiarity with US culture and English language proficiency for non-native speakers.

Individuals who want to know more about these programs should contact:

The International Center
Drake University
2507 University Avenue
Des Moines, IA 50311-4505 USA
Telephone: 1-515-271-2084
Fax: 1-515-271-4588
http://www.drake.edu/international

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.

For information about Study Abroad, contact The International Center (see above) or go to http://www.drake.edu/international/studyabroad/

International Student Services

Drake hosts approximately 300 international students and scholars from over 60 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
http://www.choose.drake.edu
USA Telephone: 1-515-271-3181 outside the U.S., or

1-800-44-DRAKE toll-free within the U.S.
The fax number is 1-515-271-2831.
Drake's e-mail address is admitinfo@acad.drake.edu

More information for international students can be found at.

The International Center (see above) or go to 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 18 hours per week in classroom study 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 Intensive English Program, contact

The International Center (see above) or go to http://www.drake.edu/international/esl

Services For Students With Disabilities

Student Disability Services 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 ; 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.

Evening and weekend graduate students may complete these programs:

- Master of Accounting
- Master of Business Administration
- Master of Communication Leadership
- 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)
    -
    - 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
    - Education Leadership with Superintendent Licensure
- 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 1-515-271-2182 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 provided course enrollment does not exceed a total of 12 credit hours as a non-degree seeking student.

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.eduhttp://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 (DULAP)

The Drake University Language Acquisition program (DULAP) is a unique, learner-centered approach to language education/learning.

DULAP offers nine languages: Arabic, Chinese, French, German, Hindi, Italian, Japanese, Russian and Spanish.

The Drake University Language Acquisition Program (DULAP) mentors students as they gain functional proficiency in a language other than English, develop cultural understanding, and become responsible global citizens. Students prepare to study or live abroad, enhance professional development, and pursue personal interests while working alongside native speakers and language aquisition specialists.

DULAP COURSES:
Language study in DULAP is a 4-credit commitment. The first three credits are the DILS course, where students practice communicating in the language of study. The last credit is a one-hour, co-requisite language learning strategies course. This is required of all language students for the first two semesters they study language in DULAP.

DILS
Focusing on the development of functional communicative competency, students learn to use the language rather than merely learning about the language. In order to foster a communicative classroom environment in which all students are active participants, course sections are limited to a maximum of four students. Students meet for three hours a week with a native speaker of the language of study. The native speaker functions as a model and a resource person. Students also work with their Language Coordinator, a professional linguist who mentors their progress.

Students are primarily evaluated through midterm and final exams and an ePortfolio. All midterm and final exams include an oral interview with the outside examiner, with content based on the materials assigned in the syllabus. Questions may include materials not directly assigned but ones appropriate to the student's experience and skill level. Outside examiners are professionals in the target language, often professors from other universities. They are also consulted in the development of courses. Examiners know where students' skill levels should be and are needed to give an objective assessment of student progress. The ePortfolio is a collection of work produced by a student throughout his or her time in DULAP. It is a means of documenting student progress over time. Contained in the ePortfolio are a student's audio, video, and writing samples and reflective journal.

Language Learning Strategies
In their first two semesters of language study, all students taken Language Learning Strategies. This one-credit course meets once a week with students from all languages. It is led by the language coordinators and is designed to guide students through beginning language study at Drake. Through the Language Learning Strategies courses, students are introduced to strategies for more effective language learning, receive instruction on the technology required for the program, and discuss concepts of culture and cultural identity.

Taking DULAP courses
Students interested in taking classes in DULAP must submit the online application (available on the Dulap Web site: http://dulap.drake.edu. Students who have previous experience studying the

language must complete the placement process to ensure that they begin study in DULAP at the level for which they are prepared. Students are registered for DULAP courses by the program; students do not register online for DULAP courses.

Drake University does not have a general language requirement, though several academic programs do require language study (Art History, International Business, International Relations, Vocal Performance, Education endorsements in Spanish, French, German, and ESL, and the Global Ambassador Certificate).

In addition to academic offerings, DULAP organizes additional opportunities for students and members of the Des Moines community to engage with language.

DULAP organizes weekly conversation tables for each of the languages offered. A schedule is available at the beginning of each semester.

The Drake International Film Festival is co-sponsored by DULAP and the Center for Global Citizenship, with support from the U.S. Department of Education. Three films are shown every semester, with introductions by Drake faculty and staff.

Occasionally, DULAP sponsors other activities, such as karaoke night and an origami workshop.

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 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 Ambassador 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.

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 other internationally oriented events on campus or in the community and regular participation in the activities of the Global Ambassador Program.**
- **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 should be completed in 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). As an alternative to the group project, students may fulfill the senior capstone requirement by taking (when available) SCSS 150 Global Citizenship, taught by the respective professor.

Optional Program Component:

Students may participate in either a Model United Nations or Model European Union program. This experience is not a required component of the Global Ambassadors Program, but the Model UN/EU experience will be included among the activities listed on the Global Ambassadors Program certificate for those students who complete one or both.

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.

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 and an excellent interdisciplinary concentration in Law and Business, there is no particular major or curricular path necessary for admission to law school. Undergraduates, law schools recommend, should major in subjects that are both interesting and challenging.

Pre-law students also are encouraged to take advantage of several learning opportunities offered by the Drake Law School. For example, the Dwight D. Opperman Lecture in Constitutional Law has brought nine U.S. Supreme Court justices to campus to deliver the Opperman Lecture and otherwise be available to discuss significant constitutional issues. In addition, 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 and the Constitutional Law Speaker Series, which brings three distinguished scholars to campus for public lectures.

Intercollegiate Mock Trial teaches students about the legal process and also helps them to develop important critical thinking and public speaking skills. Drake undergraduate teams have participated in this competition for more than twenty years and regularly do very well in regional tournaments as well as the national tournament, including one national championship.

Military Science
Army Reserve Officers' Training Corps

Military Science courses, commonly referred to as Army ROTC courses, are the only on-campus ROTC classes at Drake University and are instructed by Army Officers assigned as faculty at Drake University. The instruction is primarily leadership based and utilizes many team-building and hands-on activities. All Military Science courses can be counted toward general elective requirements and students may take up to the first two years of the courses without committing to join the Army. There are two, three, and four year scholarships available for those who qualify. Students who successfully complete the ROTC program and receive a degree from Drake University are eligible to receive a commission as an officer in the United States Army. They begin at the rank of second lieutenant and may serve on active duty or in the Army Reserve or the Army National Guard.

There are four levels of Military Science (MS) courses, referred to as MS1, MS2, MS3, and MS4. The MS levels are traditionally aligned with the freshman, sophomore, junior and senior years, respectively. The MS1 and MS2 classes are collectively called the Basic Course and can be taken by any student without committing to service in the Army, unless a scholarship is offered and accepted. The MS3 and MS4 classes are collectively called the Advanced Course and require a commitment to service in the Army. Each MS level has a fall and spring class and each class has a corresponding lab. The classes are taught separately by MS level, normally in a classroom setting, and are instructed by the ROTC faculty. All labs are held concurrently and instructed outdoors or in a gymnasium setting. The labs are based on military skills, tactics and techniques and primarily instructed by the MS3 and MS4 cadets with faculty supervision. This provides the

MS3 and MS4 cadets practical, hands-on experience in planning and executing instructional events as well as practicing their public speaking and leadership skills.

Basic Course (Any student)				**Advanced Course** (Contracted cadets only)			
MS1 Freshman		MS2 Sophomore		MS3 Junior		MS4 Senior	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MILS 011	MILS 012	MILS 012	MILS 022	MILS 101	MILS 102	MILS 111	MILS 112
• 1 Credit each • 1 Credit Lab		• 2 Credits each • 1 Credit Lab		• 3 Credits each • 1 Credit Lab		• 3 Credits each • 1 Credit Lab	

In addition to the courses listed above, cadets can take MILS 015 – Army Physical Readiness. MILS 015 is not a required class for Army ROTC cadets. It is a one credit class that is completed by attending the Army ROTC fitness sessions three times per week. Any student on campus can take this class with or without taking any other MS classes. Attending Army ROTC fitness sessions is highly recommended for anyone seriously considering requesting a contract. This class can be taken multiple times.

The Advanced Course is structured to provide the necessary preparation to qualify as a 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 Army National Guard. The length of service will vary. For details contact the Military Science Department.

Students may get credit for the Basic Course in several ways. If they have at least four years of college remaining they should complete it over two years as designed. With three years remaining they can take the MS1 and MS2 classes simultaneously over one year. If they have two years remaining they may complete a 28-day course called Leaders Training Course (LTC) located at Ft. Knox, KY. If the department clears you to attend LTC it can be registered for as a class as well. The class is MILS 023 and it is a 3 credit course. Veterans, National Guard soldiers and Army Reserve soldiers may also receive Basic Course credit for completing basic training.

Students enrolled in the Advanced Course are required to attend a 32-day course at Ft. Lewis, WA called the Leadership Development and Assessment Course (LDAC). LDAC can be registered for as a class as well. The class is MILS 103 and it is a 6 credit course. This course is attended between the MS3/Junior and MS4/Senior years. The course is a leadership laboratory where students are assessed on their tactical, technical and leadership abilities based on what they've learned on campus.

Persons interested in military science may contact the Military Science Department located at 1153 24 Street, Des Moines, IA 50311. The phone numbers are (515) 271-3952 or (515) 294-0308 or 800-44-DRAKE, ext. 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.

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.

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 five-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 $750 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. Further information is available at:
http://www.drake.edu/studentrecords/HowToAnswers/CROSSENROLL.php

Washington Semester

This semester-long study-away program is offered by American University in Washington, D.C., and Drake University's College of Arts and Sciences. Programs of study include American government, public law, peace and conflict resolution, foreign policy, criminal justice, journalism and economic policy, among others. Students must apply and be admitted to the program in order to participate. Program descriptions are available on the Washington Semester's Web site: http://www.american.edu/washingtonsemester. Interested students should contact Rachel Paine

Caufield in Drake's Department of Politics and International Relations for more information and an application.

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 online in the Drake University Student Handbook at: http://www.drake.edu/dos/handbook/index.php, or by inquiring at the Student Life Center located in the Olmsted Center.

Fraternities And Sororities

The Office of Fraternity and Sorority Life works with the Interfraternity Council (IFC), Panhellenic Council (Panhel) and National Pan-Hellenic Council (NPHC) to provide students with opportunities for self-development in value-based leadership organizations.

The following inter/national social fraternities have a chapter 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 inter/national sororities have a chapter at Drake: Alpha Phi, Delta Gamma, Kappa Alpha Theta and Kappa Kappa Gamma.

The following historically black sorority also has a chapter at Drake: 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), the South Asian Student Association (SASA), the Vietnamese American Student Association (VASA), the Muslim Student Association (MSA), the Malaysian Student Association (MASA), 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 opportunities for all students to meet informally for programs and activities.

Religious Life

Protestant, Catholic, Jewish and Muslim 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; 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, women's volleyball and men's and women's tennis.

The Wellness Program offers group exercise programs, 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.

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.php.

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.

Faculty Senate

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.

Student Senate

The Drake University Student Senate is elected by the members of the student body, which has 26 voting members: 3 executive officers, elected at large: The Student Body President, who serves as chair; the Vice President of Student Life; and the Vice President of Student Activities; 7 Academic Senators elected by each college, except for the College of Arts and Sciences, which has a Fine Arts Senator and a Liberal Arts Senator elected by their respective constituencies; 3 organizational Senators elected from and by the Organizational Council, 3 Diversity Interest Senators elected from and by the Diversity Interest Convention, and 10 Senators-at-Large, elected at large.

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 officer.

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 Art and Sciences

The mission of the College of Arts & Sciences is to provide an exceptional learning environment for students to develop the talents and skills necessary for personal and professional success. Combining a solid grounding in their major disciplines with an interdisciplinary approach to education, Arts & Sciences students learn, practice and value analysis, experimentation, creativity and ethical action. In collaboration with the entire university, the College encourages students to assume responsibility for their education and to become engaged citizens on both the local and global levels.

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 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 the School of Fine Arts.

AREAS OF STUDY
ACADEMIC REGULATIONS
GRADUATION REQUIREMENTS
FACULTY

COLLEGE OF ARTS AND SCIENCES

Areas of Study

Majors

- Anthropology / Sociology
- Art History
- Astronomy
- Biochemistry, Cell and Molecular Biology
- Biology
- Chemistry
- Computer Science
- Drawing
- English
- Environmental Policy
- Environmental Science
- Graphic Design
- History
- International Relations
- Law, Politics, & Society
- Mathematics
- Mathematics Education
- Music Business
- Music Education
- Music Performance
- Music
- Neuroscience
- Painting
- Philosophy
- Physics
- Politics
- Printmaking
- Psychology
- Religion
- Rhetoric
- Study of Culture and Society
- Sculpture
- Sociology
- Theatre Acting
- Musical Theatre
- Theatre Directing
- Theatre Design
- Theatre
- Writing

Minors only

- Art
- Geography
- Music
- Theatre

Concentrations

- ISIT
- Women's Studies
- Jazz Studies
- Latin American Studies

Anthropology and Sociology

Degree Options

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.

Requirements 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, SCSS080, SCSS 133, SCSS 135, SCSS 151, SCSS 170, SCSS 173, SCSS 174, SCSS 175, SCSS 176
3. Two methods-intensive courses (one sociology, one anthropology)*. Choose from STAT 50, SCSA 156, SCSS 77, 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 the 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.

Requirements 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 Options

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.

Requirements for Major

The Bachelor of Science degree requires a minimum of 49 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 61 – Error Theory
- 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.

Requirements for Major

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, 18 or 12, 13 (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 Chemistry 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, 18 or 12, 13 (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 Biochemistry) 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 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 studies, 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 Graduate Record Exam (GRA) or Medical College Administrative Test (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.

Requirements for Major

Minimum of 32 credit hours in biology, of which at least eleven credit hours must be from laboratory courses, including the following requirements:

- Biology 12 and 13 — General and Pre–Professional Biology
- Biology 191 and 192 — Seminar in Biology
- Biology 199 — Senior Capstone Experience

And one course from each of the following five categories (asterisk * denotes courses with laboratory component):

- Molecular and Cellular Processes
    - Biology 105 — Introduction to Genetics
    - Biology 165* — Cell Biology
    - Biology 186*— Molecular Biology
    - Biology 188* — Structural Biology
- Biological Diversity
    - Biology 019* — Introduction to Botany
    - Biology 101* — Comparative Anatomy of Vertebrates
    - Biology 103* — Microbiology
    - Biology 121* — Parasitology
    - Biology 123* — Biology of Invertebrates

- Systems Biology
    - Biology 018* — Introductory Anatomy and Physiology
    - Biology 126* — Developmental Biology
    - Biology 127* — Histology
    - Biology 129* — Mammalian Physiology
    - Biology 182* — Immunology
- Ecology/Evolution
    - Biology 091 — Understanding Evolution
    - Biology 117* — Ecology
    - Biology 125* — Conservation Biology
    - Biology 152* — Field Botany
    - Biology 168* — Limnology
- Applications of Biological Principles
    - Biology 024* — Field Ornithology
    - Biology 061 — Natural History Photography
    - Biology 095 — Principles of Microbiology
    - Biology 099 — Biological Research and Statistical Methods
    - Biology 104 — Introduction to Virology
    - Biology 106* — Research in Genetics
    - Biology 108 — Emerging Infectious Diseases
    - Biology 110* — Iowa Natural History
    - Biology 115* — Aquatic Biology
    - Biology 119* — Herpetology
    - Biology 120* — Ecosystem Ecology
    - Biology 122* — Mammalogy
    - Biology 124* — Collaborative Research
    - Biology 138 — History of Biology
    - Biology 141 — Biology of Terrorism
    - Biology 145 — Selected Topics in Biology
    - Biology 156 — Biology Short Course
    - Biology 158 — Biomedical Aspects of Aging
    - Biology 167* — Population and Community Ecology
    - Biology 176* — Neurophysiology
    - Biology 185 — Human Genetics
    - Biology 187* — Molecular/Cell Biology Lab
    - Biology 189 — Regulatory Biology
    - Biology 193* — Senior Lab Assistant
    - Biology 195* — Advanced Molecular Life Science Lab

- Biology 197* — Undergraduate Research
- Biology 198 — Independent Study in Biology

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

BA Degree: 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.

BS Degree: 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 2 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 or electronic document. 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.

First-year students: 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 have the responsibility to develop their program of study and review it with their faculty adviser in biology.

Program of study for minor: Completion of 20 credit hours in biology, of which at least three courses must be from courses having laboratory experiences ("L" courses). 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 for the Biology Department.

Individualized programs of study that vary significantly from the typical program must be planned with the assistance of the faculty advisor 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.

Requirements for Major, Bachelor of Science

The **required program** for the Bachelor of Science degree with a major in chemistry:

- Chemistry 1 and 3, 2 and 4 — General Chemistry
- Chemistry 81 — Quantitative Chemical Analysis
- Chemistry 107 and 109, 108 and 110 — Organic Chemistry
- Chemistry 148 — Research in Chemistry (at least 2 credit hours)
- Chemistry 165, 166 — Physical Chemistry
- Chemistry 180 — Advanced Inorganic Chemistry
- Chemistry 182 — Chemical Instrumentation and Methods of Analysis
- Chemistry 198 — Integrated Advanced Chemical Research (twice; 4 credit hours)

Chemistry electives — **two** of the following three

- Chemistry 130 and 131, 132 and 133 — Biochemistry and Advanced Biochemistry
- Chemistry 155 — Advanced Organic Chemistry
- Chemistry 190 — Selected Topics in Chemistry.

Supplementary Courses: BS chemistry majors must take Calculus, Mathematics 50 and 70; and one year of physics. Mathematics 100 is recommended for students taking Chemistry 166.

Requirements for Major, Bachelor of Arts

The **required program** for the Bachelor of Arts degree with a major in chemistry:

- Chemistry 1 and 3, 2 and 4 — General Chemistry
- Chemistry 81 — Quantitative Chemical Analysis
- Chemistry 107 and 109, 108 and 110 — Organic Chemistry
- Chemistry 148 — Integrated Advanced Chemical Research (2 credit hours)
- Chemistry 165 — Physical Chemistry

Advanced Chemistry Electives - Choose **one** of the following:

- Chemistry 165 — Physical Chemistry
- Chemistry 182 — Instrumental Analysis
- Chemistry 161 — Biophysical Chemistry

Advanced Molecular Sciences electives — (Note: If you are double majoring in chemistry and another discipline, the advanced class must be selected from outside your second major's requirements. For example, if you double major in physics and chemistry, your advanced class should not be a physic major requirement, though it can be a physics major elective.) Choose **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
- Biology 188 — Structural Biology
- Physics 180 — Atomic and Molecular Physics
- Pharmacy 140 — Pharmaceutics
- Other advanced courses with a strong chemical component as approved by the chemistry department.

Supplementary Courses: BA Chemistry majors must take one semester of Physics and Mathematics 50 (Calculus) (unless you choose Chem 166, for which Calculus up to and including Mathematics 100 is recommended.)

Requirements 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.

Requirements 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 three 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

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 3

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.

Requirements for Minor

Students who choose a minor in computer science must have a departmental minor adviser and complete a minimum of 21 hours of computer science and related courses, including (1) CS 65, 66, 130, 135; (2) an additional upper-division computer science courses, or IS courses numbered 145 or higher (excluding CS 140 — the tutoring course, and the Capstone course) and (3) Mathematics 54 — Discrete Mathematics. Completion of Mathematics 80 — Linear Algebra is strongly recommended.

English and English Writing

Degree Options

Bachelor of Arts with majors in English and Writing.

Description of the 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.

Requirements for 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, 90, 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, 88, 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.

Requirements for Writing Major:

Each student, in regular consultation with a department adviser, works out an individual program to complete 36 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, 88, 90, 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 (3 hours)

- Choose one: ENG 175-197, excluding 196

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.

Requirements for English Minor:

Minimum of 18 credit hours in English, including ENG 60 and ENG 61, one from each of the two column in the writing core and at least six credit hours in courses numbered above 100. An English faculty adviser is required.

Requirements for Writing Minor:

Minimum of 18 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 advisor is required.

Environmental Policy

Degree Options

Bachelor of Arts with a major in Environmental Policy.

Description of the 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 nongovernmental capacities on environmental issues and policy-making.

Requirements for 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
      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

Requirements for 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 Options

Bachelor of Arts [or Bachelor of Science*] with a major in Environmental Science.

*See requirements for Bachelor of Science.

Description of the Program

This interdisciplinary science degree prepares students in a liberal arts tradition to understand connections between human beings and the Earth's 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 (for example an 8,000 acre prairie restoration project including bison and elk at the Neal Smith national Wildlife Refuge, 20 miles east of campus), with offerings at Iowa Lakeside Laboratory in Milford, Iowa (a biological field station 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, Mississippi.

Requirements for Major:

The Environmental Science major is offered as two tracks — Life Science and Physical Science. These are designed to provide students with a combination of coursework that will best develop the expertise and experience that is appropriate for their specific career goals. Completion of one of these tracks is required for the Environmental Science degree.

Physical Science Track: Required 60 credits

Core Curriculum [27]

Electives (take one of each couplet)
(i) BIO 1,1L – The Biological Sciences OR
BIO 13,13L – General/Pre-Professional Biology II (3,1 credits)

(ii) BIO 18,18L – Introduction to Anatomy & Physiology OR
BIO 19,19L – Introduction to Botany (3,1 credits)
ENSP 35 – One Earth: Global Environmental Science (3 credits)
ENSP 36 – One Earth Laboratory (1 credit)
ENSP 41 – Principles of Geology (4 credits)
CHEM 1 – General Chemistry I (4 credits)
CHEM 2 – General Chemistry II (4 credits)
ENSP 65 – Geographic Information Systems (3 credits)

Chemistry & Quantitative [14]

Required
CHEM 81 – Quantitative Chemistry (4 credits)
CHEM 107 & 108 – Organic Chemistry (4 credits)
MATH 50 – Calculus I (3 credits)

(i) BIO 99 – Biological Research & Statistical Methods OR
STAT 6 – Statistics for the Life Sciences (3 credits)

Area of Specialization [10]

Electives - Take 10 credit hours in advisor approved upper-level courses
Examples:
BIO 103,103 – Microbiology (3,2 credits)
BIO115, 115L – Aquatic Biology (2,1 credits)
BIO 168,168L – Limnology (3,1 credits)
BIO18 – Molecular Biology (3 credits)
ENSP 51 – Energy and the Environment (3 credits)
ENSP141 – Environmental Geology (4 credits)
ENSP165 – Advanced GIS (3 credits)
CHEM130 – Biochemistry (3 credits)
CHEM18 – Instrumental Chemistry (1-4 credits)
PHSC 71 – Solar Energy I (2 credits)
PHSC 72 – Solar Energy II (1 credit)
LLAB 166 – Watershed Hydrology and Surficial Processes (4 credits)
LLAB 168 – Aquatic Ecology (4 credits)
Or advisor approved electives (3-4 credits)

Science and Policy Integration [6]

Electives - Take 6 credits
ENSP 135 – Global Climate Change: Science & Policy (3 credits)
ENSP 156 – Environmental Politics and Policy (3 credits)
ENSP 157 – Environmental Justice (3 credits)
ENSP111 – International Environmental Policy (4 credits)
Or advisor approved electives (3-4 credits)

Capstone [3]

ENSP 191: Environmental Science & Policy Practicum (3 credits)

Requirements for Minor:

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

Life Science Track: Required 60 credits

Core Curriculum [27]

Electives (take one of each couplet)
(i) BIO 1,1L – The Biological Sciences OR
BIO 13,13L – General/Pre-Professional Biology II (3,1 credits)

(ii) BIO 18,18L –Introduction to Anatomy & Physiology OR
BIO 19,19L –Introduction to Botany (3,1 credits)
ENSP 35 –One Earth: Global Environmental Science (3 credits)
ENSP 36 –One Earth Laboratory (1 credit)
ENSP 41 –Principles of Geology (4 credits)
CHEM 1 –General Chemistry I (4 credits)
CHEM 2 –General Chemistry II (4 credits)
ENSP 65 –Geographic Information Systems (3 credits)

Theory of Ecology [15]

Required
BIO 117 –Ecology (3 credits)
BIO 118L:–Ecology Lab (2 credits)

Electives (take one of each couplet)
(i) BIO 120, 120L– Ecosystem Ecology OR
BIO 167, 167L:–Population & Community Ecology (3,1 credits)

(ii) ENSP 165:– Applications of Geographic Information Systems OR
ENSP 154 –Environmental Decision-Making (3 credits)

(iii) BIO 99 –Biological Research & Statistical Methods OR
STAT 60 –Statistics for the Life Sciences (3 credits)

Field Biology Component [9]

Electives - Take 9 credit
ENSP 101 –Restoration Ecology Practicum (3 credits)
ENSP 115 –Environmental Field Course (1-6 credits)
BIO 24,24L –Field Ornithology (1,1 credits)
BIO 110,110L –Iowa Natural History (1,1 credits)
BIO 119,119L – Herpetology (2,1 credits)
BIO 122,122L – Mammalogy (2,1 credits)
BIO 123,123L – Biology of Invertebrates (3,1 credits)
BIO 152,152L – Field Botany (2,1 credits)
BIO 168,168L – Limnology (3,1 credits)
LLAB 119 – Amphibians and Reptiles (4 credits)
LLAB 124 – Ornithology (4 credits)
LLAB 152 – Plant Taxonomy (4 credits)
LLAB 161 – Freshwater Algae (4 credits)
LLAB 161 – Biology of Aquatic Plants (4 credits)
LLAB 164 – Prairie Ecology (4 credits)
LLAB 168 – Aquatic Ecology (4 credits)
LLAB 169 – Ecosystems of North America (4 credits)
LLAB 170 – Introduction to Insect Ecology (4 credits)
LLAB 171 – Plant Ecology (4 credits)
LLAB 172 – Wetland Ecology (4 credits)
LLAB 174 – Behavioral Ecology (4 credits)
Or advisor approved electives (3-4 credits)

Science and Policy Integration [6]

Electives - Take 6 credits
ENSP 125 – Conservation Biology (4 credits)
ENSP 135 – Global Climate Change: Science & Policy (3 credits)
ENSP 156 – Environmental Politics and Policy (3 credits)
ENSP 157 – Environmental Justice (3 credits)
ENSP111 – International Environmental Policy (4 credits)
Or advisor approved electives (3-4 credits)

Capstone [3]

ENSP 191 – Environmental Science & Policy Practicum (3 credits)

Requirements for 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

Geography

Requirements for Minor:

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 with a major in History.

Description of the 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.

Requirements 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, including History 1 and 2, 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.

- Advanced-level courses (numbered 100-149) are designed to allow individuals to undertake an intensive examination of a narrower topic than is possible in introductory courses. The major requires at least 6 hours of Advanced Level Courses.
- 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.

Requirements 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 Options

Bachelor of Arts with a major in International Relations.

Description of the 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 responsible global citizenship and 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.

Requirements for Major:

Completion of requirements in five interdependent areas described below.

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 (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.

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
- Politics 65 — Comparative Politics
- Politics 75 — World Politics
- SCSG 002 Human Geography OR
  SCSG 003 World Regional Geography

- Hist 113 – America as a World Power OR
  Politics 179 – American Foreign Policy

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 regional area. Options include Europe, Latin America, and Asia. 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. Asia: SCSG 135;
   History 22, 127, 128, 129, 153; SCSS 130.
D. Cross-Regional: Politics 129, 165, 166, 168; Religion 5; History 161.

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.

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; JMC 148.

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.

DULAP

Drake University Language Acquisition Program (DULAP)

The Drake University Language Acquisition Program (DULAP) is a unique, learner-centered approach to language education/learning.

DULAP offers nine languages: Arabic, Chinese, French, German, Hindi, Italian, Japanese, Russian, and Spanish.

The Drake University Language Acquisition Program mentors students as they gain functional proficiency in a language other than English, develop cultural understanding, and become responsible global citizens. Students prepare to study or live abroad, enhance professional development, and pursue personal interests while working alongside native speakers and language acquisition specialists.

DULAP COURSES:

Language study in DULAP is a 4-credit commitment. The first 3-credits are the DILS course, where students practice communicating in the language of study. The last credit is a one-hour, co-requisite language learning strategies course. This is required of all language students for the first two semesters they study language in DULAP.

DILS

Focusing on the development of functional communicative competency, students learn to use the language rather than merely learning about the language. In order to foster a communicative classroom environment in which all students are active participants, course sections are limited to a maximum of 4 students.

Students meet for three hours a week with a native speaker of the language of study. The native speaker functions as a model and a resource person. Students also work with their Language Coordinator, a professional linguist who mentors their progress.

Students are primarily evaluated through midterm and final exams and an ePortfolio. All midterm and final exams include an oral interview with the outside examiner, with content based on the materials assigned in the syllabus. Questions may include materials not directly assigned but ones appropriate to the student's experience and skill level. Outside Examiners are professionals in the target language, often professors from other universities. They are also

consulted in the development of courses. Examiners know where students' skill levels should be and are needed to give an objective assessment of student progress. The ePortfolio is a collection of work produced by a student throughout his or her time in DULAP. It is a means of documenting student progress overtime. Contained in the ePortfolio are a student's audio, video, and writing samples and reflective journal.

Language Learning Strategies

In their first two semester of language study, all students take Language Learning Strategies. This one-credit course meets once a week with students from all languages. It is led by the language coordinators and is designed to guide students through beginning language study at Drake. Through the Language Learning Strategies courses, students are introduced to strategies for more effective language learning, receive instruction on the technology required for the program, and discuss concepts of culture and cultural identity.

Taking DULAP Courses

Students interested in taking classes in DULAP must submit the online application (available on the DULAP website: http://dulap.drake.edu). Students that have previous experience studying the language must complete the placement process to ensure that they begin study in DULAP at the level for which they are prepared. Students are registered for DULAP course by the program; students do not register online for DULAP courses.

Drake University does not have a general language requirement, though several academic programs do require language study (Art History, International Business, International Relations, Vocal Performance, Education endorsements in Spanish, French, German, and ESL, and the Global Ambassador Certificate).

In addition to academic offerings, DULAP organizes additional opportunities for students and members of the Des Moines community to engage with language.

DULAP organizes weekly conversation tables for each of the language offered. A schedule is available at the beginning of each semester.

The Drake International Film Festival is co-sponsored by DULAP and the Center for Global Citizenship, with support from the U.S. Department of Education. Three films are shown every semester, with introductions by Drake faculty and staff.

Occasionally, DULAP sponsors other activities, such as karaoke night and an origami workshop.

Law, Politics and Society

Degree Options

Bachelor of Arts with a major in Law, Politics and Society.

Description of the Program

The Law, Politics and Society program offers students a multidisciplinary perspective on the complex interactions of law, culture, economics, politics, and social structure. Situated firmly within a liberal arts education, the program does not treat law as a fixed, naturally given feature of social life, or as a professional practice reserved for specialists such as lawyers, judges, and legislators. Instead, the program understands law, as a pervasive part of everyday life, to be socially constructed and contested. The LPS major is designed to prepare students for effective participation as citizens in a civil society. In this major students will:

- participate actively as citizens in civil society;
- read and understand legal texts, court decisions, and theoretical writing, and use those texts effectively to convey complex ideas and arguments in writing;
- know and articulate the difference between law as a professional practice and law as a topic of liberal arts inquiry;
- demonstrate awareness of how issues of justice, morality, authority, order, legitimacy, individualism, and community create tensions within ordered social life;
- explain how historical development and different cultural practices, social organizations, and political systems affect law and justice around the world;
- assess critically how people interpret, respond to, and experience law and the legal system based on factors such as race/ethnicity, class, gender, and religion;
- deploy contemporary legal, critical, and/or interpretive theories in their own analyses of political, social, or legal events or situations.

Oversight for the program is provided by an interdisciplinary Advisory 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.

Requirements for Major:

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.

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 001 Introduction to Law, Politics, and Society
   LPS 24/ SCSR 24: Rhetoric as Liberal Art

   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

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:

- 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

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:

    - LAW 248: Civil Rights Law
    - LAW 330: Sexuality and the Law
- 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

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

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

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 with a major in Mathematics or Mathematics for Secondary 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 the 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.

Requirements 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 applied mathematics courses chosen from the following courses in mathematics and statistics: 110, 120, 121, 125, 131, 132, 150, 165; at least six hours must be in pure mathematics courses chosen from the following courses in mathematics: 150, 153, 155, 156, 157, 176, 184, 185, 187. 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.

Requirements for Major in Mathematics for Secondary Education:

This major is designed to furnish students with the mathematics content necessary for secondary certification in mathematics; in order to teach secondary mathematics, students will also need to complete the secondary education major offered in the School of Education. Students must complete the following mathematics and related courses:

- Mathematics 45 - Mathematics and Technology
- Mathematics 50, 70 — Calculus I, II
- Mathematics 54 - Introduction to Discrete Mathematics
- Mathematics 80 — Linear Algebra
- Mathematics 101 — Mathematical Reasoning
- Mathematics 144 - Methods of Teaching Secondary School Math
- 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 course, Mathematics Tutoring (currently under the Mathematics 195 number), is strongly recommended.

Requirements 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.

Requirements for Minor in Mathematics for Secondary Education:

A student must have a departmental minor adviser and complete the following courses: Mathematics 50, 54, 70, 80, 101, 153, 157, Computer Science 65, and either Statistics 71 or Statistics 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.

Neuroscience

Degree Options

Bachelor of Science with a major in Neuroscience.

Description of the 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.

Requirements 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 12, 13 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)

Requirements for Minor

- PSY 1
- BIO 12, 13
- 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 Options

Bachelor of Arts with a major in Philosophy.

Description of the 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.

Requirements for Major:

39 credit hours that fulfill the following requirements.

No more than 15 hours of <100 level courses may count toward major. At least two >100 level courses from an Analytic approach and two >100 level courses from a Continental approach.

Individual requirements *may* be waived with departmental approval only if student has taken additional courses outside the major that substantially strengthen the student's major and only if the courses waived do not weaken the student's major experience. This should happen only in extraordinary circumstances.

Philosophy majors must keep an electronic portfolio of their work for all classes in their major and meet with their adviser at least once each semester to discuss and assess the student's progress toward meeting the outcomes of the major. Additionally, all majors will receive a written assessment of their performance in philosophy classes from the professor, which will be given to both them and their advisers and will be a component of the adviser/major conversation each semester.

1. Philosophy 90 — Ethics (3 credit hours)
2. Philosophy 21 — Introduction to Philosophy (3 credit hours)
3. History of Philosophy (12 credit hours)
   Philosophy 104 (Ancient Philosophy) AND Phil 106 (Modern Philosophy) are required
   6 hours from another history of philosophy course. Some examples
   19th Century Philosophy
   Phenomenology

Existentialism
Pragmatism
Medieval Philosophy

4. Phil 114 — Symbolic Logic (3 credit hours)
5. Theories of Language, Thought and Reality (3 credit hours)
   Phil 128 — Philosophy or Language & Reality
   Phil 126 — Theories of Knowledge and Belief
   Phil 120 — Introduction to Philosophical Hermeneutics
6. Non-Western Philosophy Course (3 credit hours)
   Phil 111 — Eastern Philosophy
7. Phil 197 (Senior Capstone) (may or may not overlap with other requirement)

   Remaining credit hours from Philosophy elective courses.

   Suggested fields of study that would complement the Philosophy major but do not count toward the major: Math, Latin, History, Theology, Physics, English, Sociology, Political Theory, Economic theory.

Requirements for Minor:

All minors must have an adviser in the department and must successfully complete 18 credit hours that fulfill the following requirements:

1. Phil 21
2. Phil 90 or upper-level ethics or social/political philosophy course
3. Three credit hours to be satisfied by Philosophy 104 or 106.
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 with a major in Physics. Students may choose one of several options in Pure and Applied Physics.

Description of the 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.

Requirements for Major:

The Bachelor of Arts degree requires a minimum of 42 credit hours in physics, and the Bachelor of Science degree requires a minimum of 50 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 seven 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 61 — Error Theory
- 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.

Requirements for Minor:

Minimum of 24 credit hours of physics courses: Physics 1, 2 and 5 and Physics 50, 59, 61, 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
COMPUTER SCIENCE 65 — Introduction to Computer Science I	3
MATHEMATICS 50, 70 — Analytic Geometry and Calculus I, II	8
PHYSICS 1 — Introductory Physics I	4
PHYSICS 5 – Introductory Topics in Physics	4
ELECTIVES — Social Science or Humanities 1	15
TOTAL	34

Second Year	
CHEMISTRY 1, 2 — General Chemistry I, II with labs	8
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 61 — Error Theory	1
PHYSICS 191 — Physics Seminar I	1

ELECTIVES — Social Science or Humanities	6
TOTAL	32

Politics

Degree Options

Bachelor of Arts with a major in Politics and International Relations. (For the latter, see "International Relations")

Description of the Program

The Department of Politics and International Relations provides an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. 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.

Requirements 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 or by the statistics department.

Politics majors and minors interested in internships should examine the possibilities connected with Politics 193 and 194, Internship in Politics.

Requirements 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 with a major in Psychology.

Description of the 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 Bachelor of Arts 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.

Requirements 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 134 – Ethnopolitical Conflict
    - PSY 182 – Perf. Mgmt.
    - PSY 183 – Industrial Psych
- Applied Research
    - PSY 111 – Advanced Statistics
    - PSY 130 – Exp. Social
    - PSY 133 – Psych. Assessment
    - PSY 145 – Applied Ethics in Psychology
    - 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 145 – Applied Ethics in Psychology
    - 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 Basis of Behavior
    - PSY 124 — Health Psych.
    - PSY 125 – Cognitive Psych.

Requirements 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 28, 120/121, 122, 123, 124, 125
    b. Psychology 60, 76, 85, 133, 162, 176, 177, 182, 183
    c. Psychology 30, 42, 130, 132, 134, 137

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.

Requirements 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 with a major in Religion.

Description of the 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.

Requirements for Major:

39 credit hours.

No more than 15 hours of <100 level courses may count toward major.

Individual requirements *may* be waived with departmental approval only if student has taken additional courses outside the major that substantially strengthens the student's major and only if the courses waived do not weaken the student's major experience. This should happen only in extraordinary circumstances.

Religion majors must keep an electronic portfolio of their work for all classes in their major and meet with the adviser at least once each semester to discuss and assess the student's progress toward meeting the outcomes of the major. Additionally, all majors will receive a written assessment of their performance in religion classes from the professor, which will be given to both them and their advisers and will be a component of the adviser/major conversation each semester:Religion 1, Introduction to Religious Studies, (3 credit hours) **OR** Religion 20, World Religion (3 credit hours)

1. Religious Traditions - two specific different traditions, one of which must be in a non-Abrahamic tradition (6 credit hours)
    a. Religion 11 — Introduction to Protestantism
    b. Religion 12 — Introduction to Catholicism
    c. Religion 14 — Introduction to Islam
    d. Religion 15 — Introduction to Judaism
    e. Religion 111 — Eastern Philosophy

2. Bible: any course with a focus on Bible (basic method & content); one of which must be >100 (6 credit hours)
    a. Religion 51 — Old Testament
    b. Religion 52 — New Testament
    c. Religion 53 — Life and Teachings of Jesus
    d. Religion 150 — Prophetic Literature of the Old Testament
    e. Religion 148 — Wisdom Literature
    f. Independent Study Hebrew

3. Ethics, Society and Culture course (3 credit hours)
    a. Religion 91 — Contemporary Ethical Problems
    b. Religion 118 — Race, Religion and Civic Culture

4. Theories of Religion (3 credit hours):
    a. Religion 125 — Philosophy of Religion (3 credit hours)

5. Theology (3 credit hours)
    a. Religion 153 — Christian Theologies
    b. Religion 155 — Liberation and Feminist Theologies

6. Senior Capstone: Thesis

7. Remaining hours of religion elective courses.

    Suggested fields of study that would complement the Religion major but do not count toward the major: Philosophy, Culture & Society, English, History.

Requirements for Minor:

All minors must have an adviser in the department and must successfully fulfill the following requirements (or their equivalents).

- Religion 1 or 20 (World Religion)
- Philosophy/Religion 91
- Six credit hours to be satisfied by Religion 10, 51 or upper division courses in biblical studies
- Religion 153 or Philosophy/Religion 125
- 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

Degree Options

Bachelor of Arts with a major in Rhetoric and Communication Studies.

Description of the 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 for Major:

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 by 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.

Majors (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.

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 Options

Bachelor of Arts with a major in Sociology.

Description of the 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.

Requirements for Major:

Minimum of 37 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 080, SCSS 133, SCSS 135, SCSS 151, SCSS 170, SCSS 173, SCSS 174, SCSS 175, SCSS 176
3. Two methodology-intensive courses*. Choose from STAT 50, SCSA 156, SCSS 77, 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 six elective courses (18 hours) in sociology. Up to six hours of anthropology courses and one course in the Study of culture and Society (SCS) 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 the anthropology and sociology major.

Honors

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

Requirements 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 Options

Bachelor of Arts with a major in the Interdisciplinary study of Culture and Society (SCS).

Description of the 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.

Requirements for Major:

Minimum of 37 credit hours that include the following:	
SCS 110 Culture, Knowledge, Power*	3
SCS 120 Modes of Cultural Inquiry*	3
21 Credits Distributed across three areas	21
Cultural Difference and Diversity* Choose from SCSG 192, SCSR 114, SCSS 130, SCSS 156, SCSS 167, SCS 143, SCS 146, SCSS 72, ENG 168	(6)
Public Culture* Choose from SCSR 144, SCSR 128, SCSR 134, HONR 144, HONR152, ART 108, ART 110, ENG 128	(6)
Gender and Sexuality* Choose from WS 195/HONR 151, SCSS 174, WS 90/ENG 86	(6)
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.

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.

Requirements for Minor:

The minor in the Study of culture and Society (SCS) focuses on the interdisciplinary study of cultural practices, social institutions, and knowledge. Core courses focus on contemporary critical social and cultural theories, analysis, ethnography, interviewing, media critique, and other practices. Course in each area focus more closely on specific themes of cultural difference, public culture and media, and studies of gender and sexuality. The minor stresses the recognition of the contested and changing character of cultural categories, the relationship between knowledge and power, and the influence of social location and identify on the creation of knowledge. Courses in the minor will help students develop a greater understanding of how cultural knowledge is produced, and of their own role as knowers.

SCS 110 — Culture, Knowledge, Power (3 credits)
SCS 120 — Modes of Cultural Inquiry (3 credits)
1 course in each of three areas (9 credits)
- Cultural Difference and Diversity
- Public Culture
- Gender and sexuality

1 additional course in one area (3 credits)
Total = 18 Credit Hours

BACHELOR OF FINE ARTS
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 FINE ARTS
Studio Arts

Bachelor of Fine Arts Degree

(with emphasis in drawing, painting, printmaking, or sculpture)

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 PROBLEMS - Art 175 - 176	4
SENIOR STUDIO PROBLEMS - Art 183 - 184	6
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
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.

THEA 3	Acting I	3 hrs.
THEA 5	Readings in Theatre	2 hrs.
THEA 14	Movement I	2 hrs.
THEA 20	Voice I	1 hrs.
THEA 30	Stagecraft I (including lab)	4 hrs.
THEA 31	Costuming (including lab)	4 hrs.
THEA 32	Makeup	2 hrs.
THEA 103	Directing I	3 hrs.
THEA 120	Theatre History I	3 hrs.
THEA 121	Theatre History II	3 hrs.
THEA 124	Tech Practicum (scene or costume)	1 hr.
THEA 160	Stage Management	3 hrs.
THEA 190	Senior Capstone	1 hr.
	Total	32 hrs.

BACHELOR OF FINE ARTS
Musical Theatre

Bachelor of Fine Arts Degree

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 — Acting III	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	
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 FINE ARTS
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 Arts
Art History

Degree Options

Bachelor of Arts with a major in Art History.

Description of the Program

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.

Requirements for Major:

ART

	Credit Hours
FIRST-YEAR PROGRAM - ART 13 or 14, 15, 16	9
Basic Studio - Painting, Printmaking or Sculpture	3
ART HISTORY	6
FIRST-YEAR PROGRAM - Art 75 and 76	3
Modern or Contemporary Art - Art 109 or 110	15
Art History Electives	4
Senior Project - Art 197 and 198	
TOTAL ART AND ART HISTORY HOURS	40
ACADEMIC	
Drake Curriculum and electives (may be art)	84
TOTAL ACADEMIC HOURS	

Bachelor of Arts
Graphic Design

Degree Options

Bachelor of Arts with a major in Graphic Design.

Description of the Program

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 a presentation of a graphic design portfolio.

Requirements for Major:

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

Bachelor of Arts
Studio Art

Degree Options

Bachelor of Arts with a major in Studio Arts.

Description of the Program

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.

Requirements for Major:

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

Bachelor of Arts
Music

Degree Options

Bachelor of Arts with a major in Music.

Description of the Program

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.

Requirements for Major:

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.

Bachelor of Arts
Theatre Arts

Degree Options

Bachelor of Arts with a major in Theatre Arts.

Description of the Program

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.

Requirements for Major:

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	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

Bachelor of Music
Applied Music

Description of the Program

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, organ, strings, wind, and percussion instruments) in the Bachelor of Music curriculum takes 39 to 40 hours in the applied major and minor, 31 to 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	1
Applied Music Minor	3

MUSIC 3 — Materials of Music II	1
MUSIC 4 — Materials of Music II	6
DRAKE CURRICULUM	1
ENSEMBLE — MUSIC 148 or 150 —Band or Orchestra	Cr.
MUSIC 21 — Recitals (Required)	16
TOTAL	

Sophomore Year — First Semester	4
APPLIED MUSIC MAJOR	1
MUSIC 49 — Piano Laboratory III or Applied Music Minor	3
MUSIC 51 — Materials of Music III	1
MUSIC 52 — Materials of Music III	6
DRAKE CURRICULUM	1
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	Cr.
MUSIC 21 — Recitals (Required)	16
TOTAL	

Sophomore Year — Second Semester	4
APPLIED MUSIC MAJOR	1
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	3
MUSIC 53 — Materials of Music IV	1
MUSIC 54 — Materials of Music IV	6
DRAKE CURRICULUM	1
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	Cr.
MUSIC 21 — Recitals (Required)	16
TOTAL	

Junior Year — First Semester	4
APPLIED MUSIC MAJOR	3
MUSIC 107 — Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music I	2
MUSIC 114 — Studio Teaching Procedures	2
MUSIC 161 — Conducting	1
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	Cr.
MUSIC 21 — Recitals (Required)	15
TOTAL	

Junior Year — Second Semester	4
APPLIED MUSIC MAJOR	3
MUSIC 112 — Music History II	
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 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
MUSIC 154 --- Vocal Pedagogy	2
Foreign Language/DULAP	4
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 112 — History of Music II	3
Foreign Language/DULAP	4
DRAKE CURRICULUM OR FREE ELECTIVES	6
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Senior Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 140 – Vocal Literature	2
Music 154 – Vocal Pedagogy	2
MUSIC ELECTIVE	3
DRAKE CURRICULUM OR FREE ELECTIVES	9 - 10

ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Senior Year — Second Semester	
APPLIED MUSIC MAJOR	4
DRAKE CURRICULUM OR FREE ELECTIVES	9 - 10
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
SENIOR RECITAL (Required)	Cr.
TOTAL	16 - 17

Bachelor of Music
Bachelor of Music with Elective Studies in Business

Description of the Program

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 132-133 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 junior or 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	
MUSIC 6 — Piano Laboratory I or Applied Music Minor	2
MUSIC 1 — Materials of Music I	1
MUSIC 2 — Materials of Music I	3
ECONOMICS 1 — Principles of Macroeconomics	1
FIRST YEAR SEMINAR	3
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	3
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 17

First Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC 7 — Piano Laboratory II or Applied Music Minor	2
MUSIC 3 — Materials of Music II	1
MUSIC 4 — Materials of Music II	3
MUSIC 5 – Intro. to Music Literature	1
ECONOMICS 2 — Principles of Microeconomics	3
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	4
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr.

	18
Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	
MUSIC 49 — Piano Laboratory III or Applied Music Minor	2
MUSIC 51 — Materials of Music III	1
MUSIC 52 — Materials of Music III	3
ACCOUNTING 41 — Introduction to Accounting I	1
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	6
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 17
Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	2
MUSIC 53 — Materials of Music IV	1
MUSIC 54 — Materials of Music IV	3
ACCOUNTING 42 — Introduction to Accounting II	1
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	6
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 17
Junior Year — First Semester	
APPLIED MUSIC MAJOR	
MUSIC 107 —Analysis of Post-Tonal Music	2
MUSIC 111 — History of Music I	3
MUSIC 161 — Instrumental Conducting OR MUSIC 163 — Choral Conducting	3
DRAKE CURRICULUM	2
STATISTICS 71 – Statistics I	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	3
MUSIC 21 — Recital (Required)	1
TOTAL	Cr. 17
Junior Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC 112 — History of Music II	2
MARKETING 101 – Marketing Principles	3
BUSINESS LAW 60	3
DRAKE CURRICULUM OR FREE ELECTIVES	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	6
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 18
Senior Year — First Semester	
APPLIED MUSIC MAJOR	
MUSIC 165 — Professional Internship in Music	2

MANAGEMENT 110 — Management Process and Behavior	3
DRAKE CURRICULUM OR FREE ELECTIVES	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	5 or 6
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 14 or 15

Senior Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC ELECTIVE	2
FINANCE 101* — Corporate Finance	2
DRAKE CURRICULUM OR FREE ELECTIVES	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	6
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 14

*Finance 101 will substitute for Finance 95 for a minor in business from the College of Business.

Bachelor of Music
Music Education
Description of the Program

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 130 – 131 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.

All Drake University music education majors are required to hold a current membership in Collegiate Music Educations National Conference (CEMC), the student affiliate of the professional organization for music education. Students are expected to actively participate and attend regularly scheduled meetings held throughout the academic year, as well as attend the Iowa Music Educations Associate state music conference in November. Additionally, Drake University music education majors are expected to hold membership and participate in discipline specific student organizations such as the American Choral Directors Association (ACDA) and National/Iowa Bandmasters

Association (N/IBA) to allow for further professional growth and development in the fields of vocal and instrumental music education.

The basic program of study for the music education major is outlined below.

Instrumental/General Classroom Emphasis

First Year — First Semester	Credit Hours
APPLIED MUSIC MAJOR	
MUSIC 6 — Piano Laboratory I or Applied Music Minor	2
MUSIC 1 — Materials of Music I	1
MUSIC 2 — Materials of Music I	3
MUSIC 5 — Introduction To Music Literature	1
FIRST YEAR SEMINAR	3
DRAKE CURRICULUM	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	3
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 17
First Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC 7 — Piano Laboratory II or Applied Music Minor	2
MUSIC 3 — Materials of Music II	1
MUSIC 4 — Materials of Music II	3
DRAKE CURRICULUM	1
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	9
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 17
Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	
MUSIC 49 — Piano Laboratory III or Applied Music Minor	2
MUSIC 51 — Materials of Music III	1
MUSIC 52 — Materials of Music III	3
Music 62 — Voice Methods and Materials	1
INSTRUMENTAL METHODS*	1
DRAKE CURRICULUM	1
EDUC 103 — Foundations	4
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	3
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 17
Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	2
MUSIC 53 — Materials of Music IV	1
MUSIC 54 — Materials of Music IV	3

MUSIC 81 — World Music	1
INSTRUMENTAL METHODS *	3
DRAKE CURRICULUM	1
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	6
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 18

Junior Year — First Semester	
APPLIED MUSIC MAJORMUSIC 107 — Analysis of Post-Tonal Music	
MUSIC 111 — History of Music	2
MUSIC 146 — Techniques in Jazz Performance	3
INSTRUMENTAL METHODS*	3
MUSIC 156 — Elementary Vocal/General/Music Education	2
EDUC 106 — Human Development and Learning	1
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	3
MUSIC 21 — Recitals (Required)	3
TOTAL	1 Cr. 18

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	
MUSIC 112 — History of Music II	
INSTRUMENTAL METHODS*	2
MUSIC 159 — Instrumental Performance In the Junior and Senior High School	3 2
DRAKE CURRICULUM	3
SPED 120 — Introduction to Exceptional Children And Adults	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	3
MUSIC 21 — Recitals (Required)	1
TOTAL	Cr. 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 or 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	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
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 II	3
MUSIC 4 — Materials of Music II	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 III	3
MUSIC 52 — Materials of Music III	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 IV	3
MUSIC 54 — Materials of Music IV	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	Credit Hours
APPLIED MUSIC MAJOR	2
MUSIC 154 — Vocal Pedagogy	2
MUSIC 162 — Planning and Assessment in Music Education	1
MUSIC 164 – SURVEY OF ORCHESTRAL INSTRUMENTS FOR VOCAL MAJORS	1
DRAKE CURRICULUM	6
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	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

School of Fine Arts - Minors

Minor in Piano Pedagogy

This program is intended to be a supplemental area of study for the piano performance major interested in acquiring basic training in piano pedagogy. This is an attractive and viable supplement for pianists who may not wish to pursue careers as professional performers, but would like to learn more about the art of teaching.

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
EDUC 105 / EDUC 106 - Human Development	3
Total:	16

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 —	3 - 4
MUSIC 10, 73, 78, 81, 95, 96, 106, 109, 110, 111, 112, 119, or 140	5 – 6
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.)	
TOTAL	**23 - 25**

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 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 76 — Introduction to the Theatre	3
THEA 120 or 121 — Theatre History I or II	3
TOTAL	**27**

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 13 or ART 14 - Design	3
ART 15 - Drawing	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**

School of Fine Arts – Concentrations

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.

	Credit Hours
REQUIRED COURSES	
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

Church Music

ADMISSIONS TO THE CHURCH MUSIC PROGRAM ARE CURRENTLY SUSPENDED.

FOR INFORMATION ON THIS PROGRAM, PLEASE CONTACT THE COLLEGE OF ARTS AND SCIENCES DEAN'S OFFICE.

Latin American Studies Concentration

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 — Latino/a Literature
- ENG 165 — Postcolonial Literature: The Américas
- HIST 125 — Colonial Latin America
- HIST 126 — Modern Latin America
- HIST 170 — Sex & Power in Aztec Empire
- HIST 170 — Sport & Culture in Latin America
- POLS 164 — Government and Politics in Latin America

For further information, contact the director of Latin American Studies.

Women's Studies Concentration

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 1	Women's Health & Re/creation
WS 4/FYS 31	Space Matters: Readings in Science Fiction
WS 5/FYS 17	Diversity in the U.S.
WS 6/FYS 14	Masculinities in Film
WS 15/ENG 77	Women and Literature
WS 16/ENG 66	American Multicultural 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 126/ENG 124	Salem Witch Trials
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 135/ENG 135	Adolescent Literature
WS 136/ENG 136	Adolescence in American Literature
WS 140/REL 155	Liberation Theologies
WS 143/HONR 142	Speaking with Many Voices
WS 145	Special Topics
WS145/SCSA 150	Women in the Global Factory
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 159/HIST 159	American Women's History to 1850
WS 160/PSY 137	Psychology of Gender
WS 170/SCSS 183	Gender Inequality
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 181/REL 151	Women and the Hebrew Scriptures

3. Three hours of a Related Course. One course chosen from:

ENG 126	World Cinema
ENG 168	Storytelling as a Social Practice
ENG 178	Race Mixture in American Literature
PSY 095	Science Ethics and Diversity (1 Credit)
REL/PHIL 91	Contemporary Ethical Problems
REL 151	Race, Religion and Civic Culture
SCSA 002	Introduction to Cultural Anthropology
SCSA 150	Postcolonial South Asia
SCSR 134	Rhetorics of Class
SCSS 130	Contemporary Chinese Society
SCSS 150	Sociology of the Family
SCSS 150	Global Citizenship
SCSS 156	Representing Race
SCSS 161	Race and Ethnicity
SCSS 167	Sociology of the Afro-American Experience
SCSS 180	Social Movements

4. 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/ENG 180	Literary Theory: Feminism
WS 195/LAW 301	Women and the Law
WS 195/LAW 330	Sexuality and the Law
WS 195/HIST 166	Women in the Western Intellectual Tradition
WS 195/HONR 151	Science, Cyborgs and Monsters
WS 195/EDUC 198	Educational Equity and Social Justice
WS 195/EDUC 199	Feeding the Hunger Within: Global Perspectives in Spirituality and Learning

Three hours of Practicum/Praxis:

WS 192	Independent Study OR Internship
WS 191	

Prerequisite: Minimum nine credit hours completed in women's studies and approval of a women's studies faculty adviser.

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

DULAP

Drake University Language Acquisition Program (DULAP)

The Drake University Language Acquisition Program (DULAP) is a unique, learner-centered approach to language education/learning.

DULAP offers nine languages: Arabic, Chinese, French, German, Hindi, Italian, Japanese, Russian, and Spanish.

The Drake University Language Acquisition Program mentors students as they gain functional proficiency in a language other than English, develop cultural understanding, and become responsible global citizens. Students prepare to study or live abroad, enhance professional development, and pursue personal interests while working alongside native speakers and language acquisition specialists.

DULAP COURSES:

Language study in DULAP is a 4-credit commitment. The first 3-credits are the DILS course, where students practice communicating in the language of study. The last credit is a one-hour, co-requisite language learning strategies course. This is required of all language students for the first two semesters they study language in DULAP.

DILS

Focusing on the development of functional communicative competency, students learn to use the language rather than merely learning about the language. In order to foster a communicative classroom environment in which all students are active participants, course sections are limited to a maximum of 4 students.

Students meet for three hours a week with a native speaker of the language of study. The native speaker functions as a model and a resource person. Students also work with their Language Coordinator, a professional linguist who mentors their progress.

Students are primarily evaluated through midterm and final exams and an ePortfolio. All midterm and final exams include an oral interview with the outside examiner, with content based on the materials assigned in the syllabus. Questions may include materials not directly assigned but ones appropriate to the student's experience and skill level. Outside Examiners are professionals in the target language, often professors from other universities. They are also consulted in the development of courses. Examiners know where students' skill

levels should be and are needed to give an objective assessment of student progress. The ePortfolio is a collection of work produced by a student throughout his or her time in DULAP. It is a means of documenting student progress overtime. Contained in the ePortfolio are a student's audio, video, and writing samples and reflective journal.

Language Learning Strategies

In their first two semester of language study, all students take Language Learning Strategies. This one-credit course meets once a week with students from all languages. It is led by the language coordinators and is designed to guide students through beginning language study at Drake. Through the Language Learning Strategies courses, students are introduced to strategies for more effective language learning, receive instruction on the technology required for the program, and discuss concepts of culture and cultural identity.

Taking DULAP Courses

Students interested in taking classes in DULAP must submit the online application (available on the DULAP website: http://dulap.drake.edu). Students that have previous experience studying the language must complete the placement process to ensure that they begin study in DULAP at the level for which they are prepared. Students are registered for DULAP course by the program; students do not register online for DULAP courses.

Drake University does not have a general language requirement, though several academic programs do require language study (Art History, International Business, International Relations, Vocal Performance, Education endorsements in Spanish, French, German, and ESL, and the Global Ambassador Certificate).

In addition to academic offerings, DULAP organizes additional opportunities for students and members of the Des Moines community to engage with language.

DULAP organizes weekly conversation tables for each of the language offered. A schedule is available at the beginning of each semester.

The Drake International Film Festival is co-sponsored by DULAP and the Center for Global Citizenship, with support from the U.S. Department of Education. Three films are shown every semester, with introductions by Drake faculty and staff.

Occasionally, DULAP sponsors other activities, such as karaoke night and an origami workshop.

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.

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

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-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.

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, 18 or 12, 13— 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	
BCMB 99 — Professional Development	3
BIOLOGY 165 — Cell Biology	4
BIOLOGY 105 — Genetics	3
CHEMISTRY 107/109-108/110 — Organic	8
Chemistry	3
BCMB 99 — Professional Development	9
GENERAL EDUCATION ELECTIVES	3
STATISTICS	33
TOTAL	
Third Year	2
BCMB 199 — Research	5
BIOLOGY 103 — Microbiology	5
BIOLOGY 129 — Physiology	2
BIOLOGY 150 — Proficiency Symposium	8
CHEMISTRY 130 — 133 — Biochem and Adv	8
Biochem	30
PHYSICS 11-12 — General Physics	
TOTAL	
	3
Fourth Year	2
BCMB 137 — Advanced Molecular Life Sciences	1

Lab	4
BCMB 199 — Research	6
BCMB 195 — Seminar	9
BIOLOGY 186/187 — Molecular Biology	3
GENERAL EDUCATION ELECTIVES	31
GENERAL ELECTIVES	
Writing	
TOTAL	

Pre-Medical Biochemistry, Cell and Molecular Biology Major leading to a Bachelor of Science degree

First Year	Credit
BIOLOGY 1, 18 or 12, 13 — Biological Sciences	Hours
CHEMISTRY 1/3-2/4 — General Chemistry	8
First Year Seminar	8
GENERAL EDUCATION ELECTIVES	3
Mathematics 50 — Calculus	3
Information Systems 44	4
TOTAL	3
	29
Second Year	
BCMB 99 — Professional Development	
BIOLOGY 165 — Cell Biology	3
BIOLOGY 126 — Developmental Biology	4
CHEMISTRY 107/109-108/110 — Organic	4
Chemistry	8
CHEMISTRY 81 — Quantitative Analysis	4
GENERAL EDUCATION ELECTIVES	6
Statistics	3
TOTAL	32
Third Year	
BCMB 199 — Research	2
BIOLOGY 103 — Microbiology	5
BIOLOGY 150 — Proficiency Symposium	2
CHEMISTRY 130 – 133 — Biochem and Adv	8
BiochemPHYSICS 11-12 — General Physics	8
GENERAL EDUCATION ELECTIVES	9
TOTAL	31
Fourth Year	
BCMB 137 — Advanced Molecular Life Sciences	3
Lab	2
BCMB 199 — Research	1

BCMB 195 — Seminar	4
BIOLOGY 186/187 — Molecular Biology	3
BIOLOGY 105 — Genetics	5
BIOLOGY 129 — Physiology	4
CHEM 182 — Advanced Analytical	9
GENERAL EDUCATION ELECTIVES	33
TOTAL	

Pre-Medical Program with a Major in 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 Biology Major leading to a Bachelor of Arts degree:

First Year	Credit Hours
BIOLOGY 12/12L and 13/13L — Biological Sciences	8
BIOLOGY 15 — Introduction to Biology	1
CHEMISTRY 1/3 and 2/4 — 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 101/101L — Comparative Anatomy	4
BIOLOGY 126/126L — Developmental Biology or	
BIOLOGY 121/121L — Parasitology	4
BIOLOGY 105 — Introduction to Genetics	3
CHEMISTRY 107/109 and 108/110 — Organic	8
Chemistry	3
ETHICS	6
GENERAL EDUCATION ELECTIVES	3
GENERAL ELECTIVES	31
TOTAL	
Third Year	5
BIOLOGY 103/103L — Microbiology	5
BIOLOGY 129/129L — Physiology	
BIOLOGY 91 — Understanding Evolution or	3
BIOLOGY 117 – Ecology	8
PHYSICS 11/12 — General Physics	6
GENERAL EDUCATION ELECTIVES	4
GENERAL ELECTIVES	31
TOTAL	
Fourth Year	
BIOLOGY 186 — Molecular Biology or	3
BIOLOGY 182 — Immunology	

BIOLOGY 187L —Molecular/Cell Biology Lab or	2-3
BIOLOGY 106 – Research in Genetics	1
BIOLOGY 191 — Seminar in Biology	1
BIOLOGY 192 — Seminar in Biology	3
BIOLOGY 199 — Capstone	6
GENERAL EDUCATION ELECTIVES	6
GENERAL ELECTIVES	9
BIOLOGY ELECTIVES	31-32
TOTAL	

Pre-Medical Biology Major leading to a Bachelor of Science degree:

First Year	Credit Hours
BIOLOGY 12/12L and 13/13L — Biological Sciences	8
BIOLOGY 15 — Introduction to Biology	1
CHEMISTRY 1/3 and 2/4 — 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 101/101L — Comparative Anatomy	4
BIOLOGY 126/126L — Developmental Biology or	
BIOLOGY 121/121L — Parasitology	4
BIOLOGY 105 — Introduction to Genetics	3
CHEMISTRY 107/109 and 108/110 — Organic	8
Chemistry	3
ETHICS	6
GENERAL EDUCATION ELECTIVES	3
GENERAL ELECTIVES	31
TOTAL	

Third Year	5
BIOLOGY 103/103L — Microbiology	5
BIOLOGY 129/129L — Physiology	3
BIOLOGY 99 — Biological Research and Statistical	8
Methods	6
PHYSICS 11/12 — General Physics	4
GENERAL EDUCATION ELECTIVES	31
GENERAL ELECTIVES	
TOTAL	

Fourth Year	3
BIOLOGY 91 – Understanding Evolution or	
BIOLOGY 117 — Ecology	3
BIOLOGY 186 — Molecular Biology or	
BIOLOGY 182 — Immunology	2-3
BIOLOGY 187L — Molecular/Cell Biology Lab or	1
BIOLOGY 106L — Research in Genetics	1
BIOLOGY 191 — Seminar in Biology	2
BIOLOGY 192 — Seminar in Biology	3
BIOLOGY 197L — Undergraduate Research	6
BIOLOGY 199 — Capstone	6
GENERAL EDUCATION ELECTIVES	4
GENERAL ELECTIVES	31-32
BIOLOGY ELECTIVES	
TOTAL	

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 and 18 — 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	32
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 GENERAL ELECTIVES	9
TOTAL	19
	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 18 — 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	
CHEMISTRY 107 and 108, 109 and 110 — Organic Chemistry	4
PHYSICS 1-2 or 11-12 — General Physics	8
GENERAL EDUCATION COURSES	8
TOTAL	12
	32
Third Year	
CHEMISTRY 141 and 142 — Junior Seminar in Chemistry	
CHEMISTRY 165 and 166 — Physical Chemistry	1
and Intermediate Physical Chemistry	8
BIOCHEMISTRY or other ADVANCED CHEMISTRY ELECTIVE*	
BIOLOGY 129 — Physiology	4
BIOLOGY 103 — Microbiology OR	5
CHEMISTRY 182 — Advanced Analytical Chemistry	
GENERAL EDUCATION COURSES	4 or 5
TOTAL	9
	31-32
Fourth Year	
CHEMISTRY 192 — Seminar in Chemistry	
CHEMISTRY 199 — Research in Chemistry	1
CHEMISTRY 180 — Advanced Inorganic Chemistry	3
CHEMISTRY 182 — Chemical Instrumentation and Methods of Analysis	4
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.

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-progessional 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.

Bachelor of Arts and Bachelor of Science
Graduation 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.

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

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.

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), Ellis and Nelle Levitt 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.

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), 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.

HOLMAN, JOHN W. (1991), Associate Professor of Theatre Arts. B.A., University of Sciences and Arts of Oklahoma; M.F.A., University of Utah.

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.

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.

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., Gradate Theological Union, San Francisco Theological Seminary.

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

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 Politics 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

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.

BATTLE, ANGELA (2000), Associate Professor of Art. B.F.A., B.S., Virginia Commonwealth University; M.F.A., University of New Mexico.

BOHORQUEZ, MARIA DEL VALLE. (1995), Associate Professor of Chemistry. Director of the Drake University Science collaborative Institute. 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. Chair of the Department of Art and Design. B.A., Eastern Illinois University; M.F.A., Florida State University.

COURARD-HAURI, DAVID (2000), Associate Professor of Environmental Science and Policy. B.S., Georgetown University; M.P.A., Princeton University; Ph.D. Stanford 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. 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.

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

MARSTON, JAN (2002), Associate Professor. 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., Jacksonville 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.

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

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

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.

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.

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

Assistant Professors

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.

CALDWELL, CURT (2005), Assistant Professor of History. B.A. University of California, Davis; M.A. California State University, Sacramento; Ph.D., Rutgers 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.

CRAMER, RENAE ANN (2006), Assistant Professor of Law, Politics, and Society. B.A., Bard College; M. Phil., Ph.D., New York 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.

DULANEY, JOHN (2006), Assistant Professor of Music. B.A., M.A., Arkansas State University; Ph.D, University of Mississippi.

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.

GITUA, JOHN, (2005), Assistant Professor of Chemistry. B.S., M.S., Egerton University, Kenya; Ph.D., State University of New York at Binghamton.

HARVEY, JENNIFER (2004), Assistant Professor of Religion. B.A., Westmont College; M.D., Ph.D., Union Theological Seminary.

HE, LIN, (2006), Assistant Professor of Music. B.M., Shanghai Conservatory of Music; M.M., Pennyslvania State University.

HEWAMANNE, SANDYA, (2005), Assistant Professor of Anthropology. B.A. University of Colombo; M.A., Ph.D., University of Texas, Austin.

HUMRICHOUSER, ANTHONY (2005), Assistant Professor of Theatre. B.A., Western Michigan University; M.F.A., Rhode Island College.

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

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

MARRS, LESLIE, (2006), Assistant Professor of Music. B.M. Virginia Commonwealth University; M.M., Florida State University; D.M.A., University of North Carolina.

METRICK-CHEN, LENORE, (2006), Assistant Professor of Art History. M.S., Ph.D., University of Chicago.

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.

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

ROTH, NICHOLAS (2003), Assistant Professor of Piano, B.M., M.M., Indiana University; D.M.A., Michigan State University.

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.

SIDON, ASHLEY, (2006), Assistant Professor of Music. B.M., M.M., Ph.D., University of Cincinnati College – Conservatory of Music.

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.

URNESS, TIMOTHY (2006), Assistant Professor of Mathematics and Computer Science. B.S., University of Wisconsin-La Crosse; M.S., Ph.D., University of Minnesota.

VALDOVINOS LODER, 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.

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., 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.

Instructors

MOSSER, JOANNA, (2006), Instructor of Politics. B.A., University of Portland; M.A., M. Phil., Yale University

PERRINE, JENNIFER (2006), Instructor of English. B.A., Susquehanna University; M.A., Bucknell University.

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 Acquisition 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.

CHRISTIANSEN, JAMES L., Professor Emeritus of Biology.

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.

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.

KOPECKY, KENNETH, Professor Emeritus of Mathematics and Computer Science

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.

MARTIN, BRUCE K. (1967), Ellis and Nelle Levitt Professor Emeritus of English.

MARTY, MYRON, Dean and Professor Emeritus of History.

McCAW, JOHN E., Professor Emeritus of Religion.

MERKLEY, WAYNE B. (1969), Professor Emeritus of Biology.

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.

STAPLIN, CARL B., Professor Emeritus of Organ and Church Music.

STRATTON, DONALD, Ellis and Nelle Levitt Professor Emeritus of Physiology and Professor Emeritus of Biology.

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.

WORTHEN, THOMAS F., Associate Professor Emeritus of Art.

WRIGHT, R. DEAN, Ellis and Nelle Levitt Professor Emeritus of Sociology.

WUELLNER, GUY. S

School of Fine Arts

Department of Arts 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, visiting artists, 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 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

School of Fine Arts
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, 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 applicants for admission to the Music Department are 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 and the Bachelor of Music Education 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 the Bachelor of Music Education programs must fulfill a four semester applied minor requirement and demonstrate keyboard competency. Majors in these programs, who have little or no keyboard skills, are required to enroll in the four-semester piano laboratory sequence (Mus 6, 7, 49, 50). Successful completion of the four semesters of this sequence will satisfy the applied minor requirement.

Students may be placed within the laboratory sequence based on a piano proficiency examination given during their first semester. Students who successfully complete portions of the piano proficiency will be a) placed appropriately in the laboratory sequence, and b) be required to study other instrument(s) and/or voice for the remaining number of semesters. Upon completion of the piano sequence, students may combine a variety of instruments and/or voice in order to fulfill the remainder of the applied minor requirement.

Students who successfully complete all elements of the piano proficiency exam will be required to enroll in four semesters of lessons on piano, other instrument(s) and/or voice, in order to fulfill the applied minor requirement. Students may combine a variety of instruments and/or voice in order to fulfill this degree requirement.

Transfer students must meet the piano competency required by the department. Placement in the piano laboratory sequence for these students will be based on examination. All transfer students are required to meet the applied minor requirements as outlined above.

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

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 gives three public performances each year and is open to all students.

The MARCHING BAND performs at all home football games and is a participant in many campus activities. It is open to all students, whether or not they participate in any other ensembles. The marching band also includes the Drake Flag Line.

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 and the NCAA tournaments. Bulldog Brass is open to all students. Students receive a stipend for each performance.

The DRAKE JAZZ ENSEMBLE I 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 JAZZ ENSEMBLE II also performs several times each year, and has recently performed at the UNC-Greeley Jazz Festival, where the ensemble received a superior rating.

ORCHESTRA

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.

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 Department of

Music maintains the Drake University 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, conducting, strings, and voice. 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 or ensemble.

Master classes are offered by nationally and internationally-renowned musicians throughout the year. Recent clinicians have included Sherill Milnes (Drake Alumnus), Stanford Olson and Dawn Upshaw, voice; Frederic Chiu, Ralph Votapek, Marvin Blickenstaff, and Jon Nakamatsu, piano; Marina Piccinini, flute; Richard Stoltzman and Robert Spring, clarinet; Jean-Marie Londeix, saxophone; the Tokyo String Quartet; The Seoul Women's Chorus; the king's singers; Libby Larsen, David Berger, Maria Schneider and David Holsinger; composers; Jack Stamp, conductor, 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 with Macintosh-based software. 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 and viewing stations and houses the fine arts library of more than 9000 CDs, LP records, tapes videos, and DVDs.

COMPUTER LABORATORY

A music computer laboratory, with Macintosh computers and MIDI keyboards, is housed in the Fine Arts Center.

DES MOINES SYMPHONY ORCHESTRA

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 $240 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 $240 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

Ashley Sandor	cello
Clarence Padilla	clarinet
Leslit Marrs	flute
Robert Meunier	percussion
Nicholas Roth	piano
Rika Uchida	piano
James Romain	saxophone
Grady McGranahan	trombone, euphonium, tuba
Andrew Classen	trumpet
Leanne Freeman	voice
Ann Cravero	voice

Teaching artists offer lessons in clarinet, guitar, jazz bass, jazz guitar, jazz piano, harp, horn, oboe, organ, saxophone, string bass, tuba, and voice.

School of Fine Arts
Department of Theatre

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.

School of Fine Arts Facilities

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.

College of Business and Public Administration

The Drake University College of Business and Public Administration provides a four-year undergraduate program leading to the BS in Business Administration (BSBA) The graduate programs lead to the Master of Business Administration (MBA), Master of Accounting (MACC), Master of Public Administration (MPA) and Master of Financial Management (MFM).

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.

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 GPA of 2.75 or higher for all work at Drake and a cumulative GPA 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.

Areas of Study

Graduation Requirements

Academic Regulations

Faculty

Areas of Study

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
    - Accounting / Actuarial Science
    - Accounting / Finance
    - Offered as a combined major with any other business major in additional to Actuarial Science and Finance as listed.
- Actuarial Science
    - Actuarial Science / Finance
- Economics
- Entrepreneurship
- 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., M.F.M., M.P.A., and M.A.C.C. degrees are nationally accredited by AACSB. International – The Association to Advance Collegiate Schools of Business.

Accounting

Description of Program

The Drake University School of Accounting is accredited by AACSB International. 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 International.

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.

Requirements

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 (Introduction to Financial Accounting) and 42 (Introduction to Managerial Accounting), 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.

Almost all 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. 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 185, 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.

Suggested course sequence in the major:

Freshman Year

Fall Semester	**Credit hours**
Accounting 41 — Introduction to Financial Accounting	3
Spring Semester	
Accounting 42 — Introduction to Managerial Accounting	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 185 — Individual Taxation	3
Accounting 167 — Financial Accounting III	3

Spring Semester

Accounting 186 — Business Entity Taxation	3

Accounting Awards

Each year, senior accounting majors receive recognition from the following organizations:

- 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.
- The Iowa Chapter of the Financial Executives International (FEI) presents an award to the outstanding senior majoring in both accounting and finance. The selection is made on the basis of scholarship and promise for a successful career in accounting or finance.
- The Des Moines Chapter of the Institute of Management Accountants (IMA) presents an award to an outstanding accounting senior at its spring meeting. The selection is made on the basis of scholarship and promise for a successful accounting career in industry or the not-for-profit sector.
- 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, 185, 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.
  - 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; Finance 150.
  - For the student to be fully prepared for the fourth professional actuarial science examination, he/she should complete Actuarial Science 160 – Credibility and Simulation. Statistics 142 – Statistical Modeling and Data Analysis II OR Economics 107 — Econometrics is required to earn Validation by Educational Experience credit from the actuarial societies.
- **Accounting / Insurance**
  - Non-business requirement: Economics 105
  - Finance requirement: Finance 102, 119, 193, 197 plus the requirements of one of the finance tracks
- **Accounting / Finance**
  - Non-business requirement: Economics 105
  - Finance requirement: Finance 102, 119, 193, 197 plus the requirements of one of the finance tracks
- **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 / Information Systems**
  - Non-business requirement: Computer Science 65
  - Information Systems requirement: IS 50, 80, 145, 160, 172, and 180
- **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 four of the following: Marketing 106, 108, 109, 114, 115, 170 or JMC 176

Actuarial Science

Description of Program

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 five 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 two or three semesters, and the second exam after three to four semesters.

Non-business requirements:

- Mathematics 50, 70, 100 — Calculus I, II and III
- Mathematics 80 – Linear Algebra
- 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
- Economics 105 – Money and Banking

- Finance 102 – Advanced Corporate Finance
- Finance 150 - Derivatives Mathematics

For the student to be fully prepared for the fifth professional examination, he or she also should complete Actuarial Science 160 – Credibility and Simulation.

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 Joint Major

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
- 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
- Economics 105 – Money and Banking
- Finance 102 – Advanced Corporate Finance
- Finance 150 - Derivatives Mathematics
- Finance 193 – Portfolio Analysis
- Finance 197 – Seminar in Finance
- Two of the following three:
    - Finance 119 - Financial Institutions, Instruments, and Markets
    - Finance 129 - Financial Institutions Management
    - 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 fifth professional examination, he or she also should complete Actuarial Science 160 – Credibility and Simulation. Statistics 142 – Statistical Modeling and Data Analysis II or Economics 107 - Econometrics 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

Description of Program

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.

Degree Options

Bachelor of Science in Business Administration (BSBA) with a major in economics, and a Bachelor of Arts (BA) with a 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 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.

Additional requirements for the B.S.B.A. degree: Candidates must complete the required business core curriculum, 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.

Entrepreneurial Management

Description of Program

The Entrepreneurial Management major is designed for students who are interested in concepts related to starting and growing a business. Additionally, when combined with another business major, this major will help a student develop an entrepreneurial perspective relevant to any field. Students learn the process for new product or service concept generation, feasibility analysis and implementation and gain understanding in the leadership and management qualities of entrepreneurs.

Requirements for Major

Students are required to complete at least 124 credit hours. At least 42 of these hours must be taken in courses numbered 100 or above. During their first year, students typically focus on building a liberal arts foundation prior to pursuing the business core and major courses. These first year courses may include accounting, business law, economics, English, mathematics, rhetoric and communication studies, and electives. The following table provides a list of courses for the major.

Course Code	Course Name	Typical Year	Prerequisites
PSY 001	Introduction to Psychology	Freshman	None
ACCT 090	Profit planning and Control	Sophomore	ACCT 042 and IS 044.
ENTR 090	Entrepreneurial Leadership	Sophomore	None
MGMT 160	Planning and Control of Operations	Junior/Senior	IS 044, MGMT 120, and STAT 072
MGMT 175 or MGMT 182	Employee and Industrial Relations Human Resource Management	Junior/Senior Junior/Senior	MGMT 110 MGMT 110
MKTG 106 or MKTG 114	Promotional Management Sales Management	Junior/ Senior Junior/Senior	MKTG 101 MKTG 101
MKTG 118	Marketing Management	Junior/ Senior	MKTG 101 and STAT 071
BLAW 180 or BLAW 190 or INS 141	Legal Issues of Business Org. Legal Topics of Current Interest Risk Management	Junior/Senior Senior Junior	BLAW 060 BLAW 060 Sophomore standing
ENTR 190	Creating a Company	Senior	ACCT 090, ENTR 090, and MKTG 101

Special Opportunities/Internships

Paid internships opportunities are usually available during the school year and summer. Internships help students gain valuable on-the-job experience and a competitive edge in today's market. A number of internships are usually available with organizations in the Des Moines area. Faculty advisors work closely with the students to provide program planning and career guidance. Additionally, ENTR 090 provides a mentoring component.

Career Options

Students may wish to become an entrepreneur, an individual who starts a new business enterprise, especially one involving a new product or service. Alternatively, students may wish to become an entrepreneur, an individual who operates in a similar fashion to an entrepreneur, but who develops innovative ideas within an organization in which they are employed.

Organizations and Opportunities

Organizations available to Entrepreneurial Management majors include clubs, competitions, and conferences. Students in Free Enterprise (SIFE) is a club that offers students the opportunity to apply what they are learning in the classroom to solve real world problems. The John Pappajohn Entrepreneurial Center (JPEC) allows students to participate in a statewide annual student business plan competition, which awards up to three $5,000 seed grants. The Drake Entrepreneurship Day is an opportunity for students, faculty and community entrepreneurs to gather to network and learn about the field of entrepreneurship. Finally, the Collegiate Entrepreneur Iowa Conference (CEIC) is an annual event sponsored by the five JPEC centers and brings together entrepreneurial leaders and students from across Iowa.

Finance

Description of Program

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 included. 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 and Statistics 72 by the end of their sophomore 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 pursued 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 developing, implementing, and monitoring a financial plan that will allow an individual to meet his or her personal goals. It requires 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 185 - Individual Taxation
- 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)
- Finance 129 – Financial Institutions Management
- 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 provides a solid foundation 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 185 - Individual Taxation
    - 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

*At least one elective must be a finance elective. Finance 170 is recommended.

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. The accounting requirements provide a solid foundation for understanding a firm's financial statements.

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
- Finance 170 – International Finance
- One of:
    - Accounting 185 – Individual Taxation
    - 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

Description of Program

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 Law
- Economics
- Entrepreneurial Management
- 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

Description of Program

Successful organizations understand the unique capabilities of information technology and how its use enables efficient operations and effective support of organizational strategy. 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.

Requirements for Major

Track requirement

Information systems majors must select a track consisting of six credit hours from a single discipline in business other than information systems. The student's adviser must approve the track selections.

Suggested Course Sequence

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	
Computer Science 65 - Introduction to Computer Science I	3
Second Semester	
Information 80 - Visual Basic	3

Junior Year

First Semester	
Information Systems 101 - Information Systems and Electronic Commerce	3
Information Systems 145 - Website Programming	3
Second Semester	
Information Systems 160 - Database Systems	3

Senior Year

First Semester	
Information Systems 172 - Data Communications	3
Track course	3
Second Semester	
Information Systems 180 - Information Systems Analysis and Development	3
Track course	3

Insurance

Description of Program

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
- Insurance 141 — Business Risk Management
- Insurance 161 — Insurance Company Operations

International Business

Description of Program

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.

Requirements for Major

Non-business requirements:

- Psychology 1 (Introductory Psychology),
- Geography 3 (World Regional Geography),
- Political Science 65 (Comparative Politics),
- Foreign language
- 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.

Business requirements:

- 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

Description of Program

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 the management program may 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.

Requirements for Major

Non-business requirements:

- Psychology 1
- SCSS Sociology 1

Business requirements:

- 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

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

Description of Program

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.

Requirements for Major

Non-business requirements:

One economics course numbered 100 or above

- SCSS Sociology 1
- Psychology 1, Introductory Psychology

Business requirements:

- 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 114 – Sales Management
- Marketing 115 – Consumer Behavior
- Marketing 170 – Global Marketing, and
- JMC 176 – Advertising Principles
- Marketing 109 - Internet Marketing

Quantitative Economics

Description of Program

This major offers integrated study in mathematics, statistics, and economics. The program is to prepare students for graduate study in economics (M.A. or Ph.D. programs) or business (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 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 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 - 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 CBPA. majors (1 hour)
        - BUS 195 for the B.S.B.A. in CBPA. (3 hours)

Students earning the B.S.B.A. degree must also complete the required business core curriculum.

Graduation Requirements

Candidates qualifying for the degree of Bachelor of Science in Business Administration must complete 124 credit hours. At least 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.

Required Curriculum

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
Economics 1 and 2 – Principles of Macroeconomics and Microeconomics	6
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
Statistics 71 and 72* – Statistics I and II	6
Total	**39**

* Actuarial science majors take Statistics 131 — Introduction to Probability I and Statistics 141 — Statistical Modeling and Data Analysis I.

Non-Business Requirements

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
Total	**12-13**

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-Introducation to Accounting II	3
Economics 2-Principles of Microeconomics	3
IS44-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**

SCS Rhetoric 73 or Business Law 60	3
Statistics 72-Statistics II	3
Other non-business requirements	9-10
Total	**15-16**
Total Hours Completed	**62**

Academic Regulations

Specific course requirements are given in the basic programs and in the curricula for the various majors on various 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 for student affairs 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.

Faculty

Administration

EDWARDS, CHARLES C., JR (2003), Dean.

HEASTON, PATRICK H. (1983), Associate Dean of Academic Affairs.

BLUM, RANDALL J. (2003), Associate Dean, Student Affairs.

KENNE, DANETTE (2002), Director, Graduate and Professional Programs.

GAVIN, SHERI L. (2001), Budget and Office Manager.

WATSON, ANNETTE (2007), Career Services Manager.

PRITCHARD, SARAH (2007), Senior Advancement Officer.

Professors

CLAPHAM, STEPHEN E. (1990), Professor of Management and International Business. B.S., Ball State University; M.S., M.B.A., Ph.D., Indiana University.

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 Western Ontario; Ph.D., University of Nebraska-Lincoln.

HEASTON, PATRICK H. (1983), 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.B.A., 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.

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., St. Thomas University; M.A., M.P.A., Ph.D., University of Oklahoma.

MILLER, CHIP (2001), Professor of Marketing. B.A., M.B.A., M.A., University of Kansas; Ph.D., University of Washington.

PARSA, RAHUL (1990), Professor of Actuarial Science. B.S., M.S., Osmania University; Ph.D., Texas A&M University.

SIMPSON, LOU ANN (1973), Professor of Business Law. 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; A.S.A., C.P.C.U., A.C.A.S.

Associate Professors

BOAL, WILLIAM M. (1995), Associate Professor of Economics. B.A., Wesleyan University; Ph.D., Stanford 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.

GARDNER, LISA (2006), Associate Professor of Statistics. B.S., Economics, University of Wyoming; M.B.A., Drake University; Ph.D., Georgia State University.

HEWETT, ROGER (1981), Associate Professor of Economics. B.A., Tufts University; M.A., Ph.D., University of Illinois.

HOULE, PHILIP A. (1974), Associate Professor of Information Systems. B.S., M.S., Ph.D., University of Minnesota.

LUETHGE, DENISE (2007), Associate Professor of Management and International Business. B.S., M.B.A., Michigan State University; Ph.D., Indiana University.

MEYER, BRADLEY C. (1989), Associate Professor of Management and International Business. B.S., M.S., Ph.D., Iowa State University.

NJOROGE, JOYCE (2000), Associate Professor of Accounting. B.C., University of Nairobi; MAcc, Ph.D., Washington State University.

NORMAN, ANDREW (2003), Associate Professor of Marketing. B.A., Arizona State University; M.B.A., Brigham Young University; Ph.D., The University of Arizona.

REED, DIANA (1984), Associate Professor of Management and International Business. B.S., Southwestern University; M.S., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.

ROOT, THOMAS H. (1999), Associate Professor of Finance. B.S., M.A., Ph.D., University of Kansas.

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 and International Business. B.S.E., Drake University; M.S., Iowa State University; Ph.D., University of Iowa.

SENTEZA, JIMMY D. (2000), Associate Professor of Finance. B.A., Makerere University, Kampala; B.A., M.B.A., Ph.D., Washington State University.

STRADER, TROY J. (2003), Associate Professor of Information Systems. B.B.A, M.S., Iowa State University; Ph.D., University of Illinois at Urbana-Champaign.

TERLOUW, CHARLES D. (2004), Associate Professor of Accounting. B.S. B.A., Drake University; C.P.A.

WEAVER, JANICE (1983), Associate Professor of Economics. B.A., Knox College; M.A., Ph.D., University of Illinois.

ZAGOREN, ALLEN (2005), Associate Professor of Public Administration. B.A., Hofstra University; M.P.A., Drake University; D.O., Philadelphia College of Osteopathic Medicine.

Assistant Professors

BISHOP, DEBRA S. (1996), Assistant Professor of Management and International Business. B.S., M.S., Ph.D., Iowa State University.

CLAYTON, SUZANNE (2005), Assistant Professor of Information Systems. B.S., Iowa State University; M.B.A., Drake University.

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.

ROY, SUNANDA (2002), Assistant Professor of Economics. B.A., M.A., University of Calcutta; Ph.D., University of Southern California.

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.

NEWKIRK, WAYNE, Professor Emeritus of Economics.

PEARCE, W. LEON, Professor Emeritus of Information Systems.

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.

School of Journalism and Mass Communication

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 an d 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 or 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
- Special Areas
    - SJMC/Law School Program
    - Advertising Minor
    - Documentary Production Concentration

Excellent students may want to consider enrolling I 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.

AREAS OF STUDY
ACADEMIC REGULATIONS
GRADUATION REQUIREMENTS
FACULTY

Advertising- Creative

CREATIVE TRACK			
First-Sophomore Years		Junior-Senior Years	
JMC 30	Communications in Society	JMC 119	Continuity Writing
JMC 40	Pre-professional Workshop	, JMC 119	The Magazine in American Society
JMC 54	News and Reporting Principles	(-or-)	
		JMC 135	Public Relations Principles
JMC 56	Broadcasting Principles	JMC 104	Communications Law and Ethics
JMC 59	Introduction to Visual Communication	JMC 124	Advertising Copywriting
JMC 121	Advertising Principles	JMC 130	Advertising Research
		JMC 132	Advertising Media Planning
		JMC 145	Advertising Campaign Strategy
			JMC electives (1-4 hours)

Courses Required for Creative Track	**Credit Hours**
CORE Requirements	16
JMC 56 — Broadcast Advertising	3
JMC076 — 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

Students should see Graduation Requirements for additional required coursework.

Advertising – Management

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.

REQUIRED CREDIT HOURS AND COURSES FOR MAJOR

124 credit hours total, including 31 to 34 semester hours in a major sequence within the School of Journalism and Mass Communication.

The Accrediting Council on Education in Journalism and Mass Communications specifies the amount and general nature of non-JMC courses to help assure that students have a well-rounded undergraduate education. At least 90 of the 124 hours required for graduation must be in non-JMC courses, and 65 of those 90 hours must be in courses offered by the College of Arts and Sciences or in other courses that are liberal arts in nature.

Advertising - Journalism and Mass Communication Major Sequences

Requirements for each of the SJMC programs of study are listed under separate major headings that follow. Courses numbered 1 through 99 are primarily for first-year students and sophomores; 100 through 199, for juniors and seniors.

MANAGEMENT TRACK

First-Sophomore Years		Junior-Senior Years	
JMC 30	Communications in Society	JMC 104	Communications Law and Ethics
JMC 40	Pre-professional Workshop	JMC 124	Advertising Copywriting
JMC 54	News and Reporting Principles	JMC 130	Advertising Research
JMC 56	Broadcasting Principles	JMC 132	Advertising Media Planning
JMC 59	Introduction to Visual Communication	JMC 145	Advertising Campaign Strategy
JMC 121	Advertising Principles		JMC electives (1-4 hours)

REQUIRED CREDIT HOURS AND COURSES OUTSIDE MAJOR

In addition to requirements of the Drake Curriculum noted below, all advertising students must complete Economics 1 and 2, Political Science 1, Psychology 1 and Sociology 1. With the approval of the adviser, another introductory sociology course may be used to fulfill this requirement.

Advertising majors must also enroll in Marketing 101 and 106, or another 3-hour marketing elective.

AREA OF CONCENTRATION

To assure depth and focus, all SJMC graduates 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 particularly appropriate to the student's major or 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 in the area of concentration.

Courses Required for Account Management Track	**Credit Hours**
CORE Requirements	16
JMC 076 – Advertising Principles	3
JMC 129 — Account Management	3
JMC 130 — Advertising Research	3
JMC 132 — Advertising Media Planning	3
JMC 145 — Advertising Campaign Strategy	3
JMC Electives	0-6
Total SJMC hours	31-37

Advertising Account 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

Students should see Graduation Requirements for additional required coursework.

Broadcast News

BROADCAST NEWS			
First-Sophomore Years		Junior-Senior Years	
JMC 30	Communications in Society	JMC 100	Television Field Photography
JMC 40	Pre-professional Workshop	JMC 104	Communications Law and Ethics
JMC 54	News and Reporting Principles	JMC 163	Broadcast Management
JMC 57	Broadcasting Methods	JMC 173	Broadcasting Public Affairs
JMC 64	News and Reporting Principles II	JMC 193	Broadcast News Practicum
JMC 73	Radio News Reporting and Editing		JMC electives (0-1)
JMC 111	Continuity Writing		
Broadcast news students complete Economics 1 or 2, Sociology 1, Political Science 1 and History 102.			

Courses Required for Broadcast News	**Credit Hours**
CORE Requirements	16
JMC 57 — Broadcasting Methods	3
JMC 67 — Digital Audio Writing and Production	3
JMC 73 — Radio News Reporting and Editing	3
JMC 100 — Television Field Photography	3
JMC 173 — Reporting for Television and the Web	3
JMC 193 — Broadcast News Practicum	3
JMC Electives	0-3
Total SJMC hours	31-37

Students should be Graduation Requirements for additional required coursework.

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.

REQUIRED CREDIT HOURS AND COURSES FOR A MAJOR
124 credit hours total, including from 31 to 34 credit hours in the School of Journalism and Mass Communication. The Accrediting Council on Education in Journalism and Mass Communications specifies the amount and general nature of non-JMC courses to help assure that students have a well-rounded undergraduate education. At least 90 of the 124 semester hours required for graduation must be in non-JMC courses, and 65 of those 90 hours must be in courses offered in the College of Arts and Sciences or in other courses that are liberal arts in nature.

In their first semester, all JMC majors enroll in JMC 30 -Communications in Society, and in a First-Year Seminar. In the second semester of the first year, magazines students should complete JMC 54 - News Reporting Principles, JMC57 - Broadcast Methods, or JMC 59 - Introduction to Visual Communication. The remainder of the first-year schedule is chosen, in consultation with the student's academic adviser, to satisfy Drake Curriculum's general requirements. Courses numbered 1 through 99 are primarily intended for first-year students and sophomores; 100 through 199, for juniors and seniors.

Required classes for Magazines students

- JMC 30 - Communications in Society
- JMC 40 - Pre-professional Workshop
- JMC 54 - News and Reporting Principles
- JMC 59 - Introduction to Visual Communication
- JMC 91 - Magazine Article Writing
- JMC 104 - Communications Law and Ethics
- JMC 119 - The Magazine in American Society
- JMC 120 - Advanced Article Writing
- JMC 122 - Magazine Editing and Publishing
- JMC 142 - Magazine Practicum Electives (4-7 semester hours)

REQUIRED CREDIT HOURS
In addition to any Drake Curriculum requirements, all JMC majors take ECON 1, POLS 1 and SOC 1. With the approval of the adviser, an introductory sociology course other than SOC 1 may be used to fulfill this requirement.

All Drake students complete at least one laboratory science course as part of their general requirements. Magazines majors also include HIST 102 - American History from 1877, in their programs.

To assure depth and focus, the JMC graduate completes a 21 credit-hour block of non-JMC courses approved by the adviser and dean. This area of concentration taken in a single department or as a unified area of concentration crossing departmental lines, is appropriate to the student's major or special interests. 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 in the area of concentration.

Courses Required For Magazines	**Credit Hours**
CORE Requirements	16
JMC 91 — Magazine Staff Writing	3
JMC 92 – Magazine Editing **OR** JMC 70 — Print Media Editing	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

Students should see Graduation Requirements for additional required coursework.

News-Internet

The News-Internet major 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 **OR** JMC92 — Magazine Editing	3
JMC 98 – Reporting & Writing for the World Wide Web	3
JMC 102 — Editing Practicum	3
JMC 103 – Public Affairs Journalism Online	3
JMC 105 – Web Page Design	3
JMC 171 — The Digital Newsroom	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

Students should see Graduation Requirements for additional required coursework.

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 CREDIT HOURS AND COURSES FOR A MAJOR

124 credit hours total, including from 31 to 34 credit hours in a major sequence in the School of Journalism and Mass Communication. At least 90 of the 124 hours required for graduation must be in non-JMC courses, and 65 of those 90 hours must be in courses that are liberal arts in nature.

First-Sophomore Years

- JMC 30 - Communications in Society
- JMC 40 - Pre-professional Workshop
- JMC 54 - Reporting and Writing Principles
- JMC 59 - Introduction to Visual Communication
- JMC 135 - Public Relations Principles

Junior-Senior Years

- JMC 104 - Communications Law and Ethics
- JMC 123 - Public Relations Writing
- JMC 131 - Public Relations Collateral Materials
- JMC 136 - Public Relations Research
- JMC 143 - Publicity
- JMC 144 - Public Relations Case Studies Management
- JMC 146 - Public Relations Campaign Strategy
- JMC Electives (1-4 hours)

AREA OF CONCENTRATION

To assure depth and focus, all SJMC graduates must complete a 21 credit-hour block of non-SJMC courses approved by the adviser and dean. This concentration, taken in a single department or as a unified area of concentration crossing departmental lines, is usually 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 in the area of concentration.

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

Students should see Graduation Requirements for additional required coursework.

Radio TV

Electronic media students pursue a major in either Broadcast News or Radio-Television. Radio-Television students find a broad spectrum of opportunities in traditional broadcasting, sports production, multimedia production and emerging interactive technologies. Electronic Media students learn disciplines and techniques of studio and field production, writing, editing, and presentation in both lecture and intensive laboratory settings.

REQUIRED CREDIT HOURS AND COURSES

124 semester hours, including 31 to 34 hours in the major sequence.

In the first semester, e-media majors enroll in JMC 30 -Communication in Society, and in a First-Year Seminar. New students also take 3 other classes aimed at satisfying general education requirements for a total of 15 or 16 credit hours.

In the second semester of the first year, majors select JMC 54 - News Reporting Principles or JMC 57 - Broadcast Methods. The remainder of the second-semester schedule is chosen, in consultation with the student's academic adviser, to satisfy general education requirements.

Catalogued courses numbered 1 through 99 are primarily for first-year students and sophomores; 100 through 199, for juniors and seniors.

REQUIRED CREDIT HOURS AND COURSES OUTSIDE MAJOR

At least 90 of the 124 hours required for graduation must be in non-JMC courses, and 65 of those 90 hours must be College of Arts and Sciences courses or other courses that are liberal arts in nature. The Accrediting Council on Education in Journalism and Mass Communications requires electronic media students to experience a well-rounded education.

The Drake Curriculum, required of all undergraduates, is designed to help students meet personal and professional goals as they acquire fundamental knowledge and abilities in ten Areas of Inquiry, including communication, critical thinking, artistic experience, historical consciousness, information and technology literacy, international and multicultural experiences, scientific and quantitative literacy, values and ethics and engaged citizenship. Students work closely with their academic advisers to craft a program of study in general education that prepares students for civic and professional leadership.

The Drake Curriculum also requires first-year seminars, which foster development of critical thinking and written and oral communication skills through a topical focus; and a

Senior Capstone, in which students demonstrate the capacity to bring information, skills and ideas to bear on one project.

Courses Required for Radio-Television	**Credit Hours**
CORE Requirements	16
JMC 57 — Broadcasting Methods	3
JMC 67 — Digital Audio Writing and Production	3
JMC 100 — Television Field Photography	3
JMC 114 — Producing Sports Television	3
JMC 163 — Broadcast Management	3
JMC 194 — Radio-Television Practicum	3
JMC Electives	0-3
Total SJMC hours	31-37

RADIO - TELEVISION

First-Sophomore Years		**Junior-Senior Years**	
JMC 30	Communications in Society	JMC 100	Television Field Photography
JMC 40	Pre-professional Workshop	JMC 104	Communications Law and Ethics
JMC 54	News and Reporting Principles	JMC 114	Television and Radio Production
JMC 57	Broadcasting Methods	JMC 134	Video Planning and Analysis
JMC 111	Continuity Writing	JMC 163	Broadcast Management
		JMC 194	Radio-Television Practicum
			JMC Electives (1-4)

Radio-TV students complete Economics 1 or 2, Sociology 1 and Political Science 1.

Advertising Minor

The Advertising Minor is designed to provide students who anticipate careers involving an advertising component, such as Marketing, Management and Business, with a well-rounded background in advertising principles and concepts. In addition, there will be some exposure to advertising's creative process. The minor is made up of 21 hours of journalism coursework.

Required courses:

	Credit Hours
JMC 30 — Communications in Society (Spg Only)	3
JMC 59 — Visual Communication	3
JMC 76 — Advertising Principles	3
JMC 145 — Advertising Campaigns	3

Choose three of the following:

	Credit Hours
JMC 56 — Broadcast Advertising	3
JMC 124 — Advertising Copywriting	3
JMC 132 — Advertising Media Planning	3
JMC _ _ _ — JMC Elective (To be approved by your Adviser)	3

Advertising minors must also include ECON 1 and 2, PSYCH 1, MKTG 101 and SOC1 in their program.

Journalism Major/Law Degree 3+3

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.

Thirty-one to 34 credits must be completed in a SJMC sequence. All SJMC students complete 4 required classes:

- JMC 30 -- Communications in Society
- JMC 40 -- Pre-professional Workshop
- JMC 54 -- News and Reporting Principles
- JMC 104 -- Communications Law and Ethics

Academic 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 Dual Degrees

With careful planning, SJMC majors can earn a double major or dual degree 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.

Student Internship Credit Regulations

All internships for credit should be added before the semester's add period, when possible.

Students registered for fewer than 12 credits at the end of the add period cannot add an internship after the add period has expired. In other words, if adding internship credit changes a student's status from part time to full time, the internship cannot be added. These students may add their internship credits to the next semester. If the next semester is summer, students are required to pay the summer rate for each credit hour. If, in any semester, the internship hours, along with the student's other coursework exceeds 18 credit hours, the over-hours fee will apply. Students may not hold internship credit past the next semester.

Students registered for 12 credits or more at the end of the add period, may add the internship credits at the time the internship becomes available. The deadline will be the Friday before finals of each semester. Students who exceed 18 credit hours allowed in a semester, due to the internship credits, will be charged the over-hours fee.

Graduation Requirements

The **Bachelor of Arts in Journalism and Mass Communication** degree requires 124 credit hours, including between 31 and 37 credit hours in major coursework 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.

All SJMC Majors

Required Credit Hours and Courses

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 — Reporting and Writing Principles	3

JMC 59 — Introduction to Visual Communication	3
JMC 66 — Race, Media Responsibility Over Time	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 approval of the adviser, an introductory sociology course other than Sociology 1 may be used to fulfill this requirement.)

Particular majors 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.

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 majors 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.

Faculty

Administration

EDWARDS, CHARLES C., JR. (2002), Dean. B.A., University of Colorado.

RICHARDSON, KATHLEEN (2001), Director and Associate Professor of Journalism and Mass Communication (News/Internet). B.A., J.D. Drake University.

WRIGHT, DAVID A. (1990), Associate 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.

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

HENRY, SANDRA (2007), Assistant Professor of Journalism and Mass Communication (Advertising). B.A. Drake University, M.S. Miami of Ohio

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.

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.

PRIJATEL, PATRICIA (1984), Professor Emerita of Journalism and Mass Communication (Magazines).

STRENTZ, HERBERT, Professor Emeritus of Journalism and Mass Communication.

WOLTER, LOUIS J., Professor Emeritus of Advertising and Public Relations.

WOODWARD, ROBERT D. Professor Emeritus of Journalism and Mass Communication.

School of Education

Our Mission

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 central theme of our teacher education program is making a difference in the life of a student through professional relationships. 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.

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.

Areas of Study
General Requirements
Graduation Requirements
Faculty

Areas of Study

Elementary Education
Secondary Education

Elementary Education

The School of Education offers a strong professional program with a solid foundation in the arts and sciences, providing knowledge and perspective for disciplines taught in elementary schools. Within their educational program, elementary education students master a variety of methods of classroom instruction and assessment in courses that can lead to teacher certification in any state. Drake students are also empowered to apply their learning through classroom experiences in some of Iowa's top schools in all four years of the program. In the junior year, elementary education students have a variety of field experiences that are tailored to extend the research-based coursework in reading, science, mathematics, and social studies by applying those methods in elementary classrooms.

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) *27 credit hours must be completed before registration for*	1
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	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	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	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	6

Elementary Teaching Area Endorsements

The following endorsements are offered for Elementary Teachers. See adviser for current requirements.

- Art
- Coaching (Second Endorsement Only)
- Early Childhood Education
- (Pre K - Kindergarten)
- Unified Early Childhood Education (Teacher-PK-3 with emphasis in Special Education)
- English/Language Arts
- ESL (K-12) (second endorsement only)
- Health
- History
- Mathematics
- Middle School (second endorsement only)
- Reading
- Science
- Social Studies
- Special Education-instructional Strategist I (second endorsement only)
- Rhetoric and Communication Studies/Theatre

Internships and Opportunities

Education majors begin observing working classrooms during their first year in order to experience a variety of educational settings at all levels of elementary certification (grades K-6). In their sophomore year, elementary education majors complete a 40-hour practicum at two levels in two local elementary classrooms. The variety of field experiences in the junior year give elementary students specialized methods instruction and prepares them for the education capstone experience—student teaching. During student teaching, elementary education students spend 15 weeks in Iowa PK-6 classrooms under the mentorship of an experienced teacher. The elementary education program at Drake follows a coaching model, including weekly contact with a university supervisor.

Students can gain additional enriching experiences through university or community organizations. For example, students can tutor adults as part of the Drake School of Education Adult Literacy Program, act as student mentors for the Drake Community Center, volunteer for the Des Moines Big Brother-Big Sister organizations, and even collaborate with faculty on research projects through Undergraduate Research Assistantships. Other tutoring opportunities are available through area service agencies.

Secondary Education

Bachelor of Science in Education

(NOTE: **Bachelor of Arts** in Education for teaching at the secondary level is a degree option in the School of Arts and Science with Majors in art, general business, English/language arts, biology, journalism, English/rhetoric/theatre (English emphasis), theatre/rhetoric/English (theatre emphasis), physics, mathematics, reading economics(second field only), chemistry, earth science, general science, physical science, all science (5-8, 7-12), world history, American history, American history/American government, all Social Studies, World Languages: Spanish, French, German. Endorsement course requirements vary according to discipline.)

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) *27 credit hours must be completed before registration for*	1
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	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	3

(10-hour practicum included)	
EDUC 160 — Advanced Technology	2
Total	9

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	12

Additional Requirements	**Credit hours**
One mathematics or statistics course	3
Total	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
- Coaching (second endorsement only)
- English/Language Arts
- English/Language Arts (second endorsement only)
- English/Rhetoric/Theater
- Theater/Rhetoric/English
- Reading (second endorsement only)
- ESL (K-12) (second endorsement only)
- Mathematics (second endorsement only)
- Middle School (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
- Special Education-instructional Strategist I (second endorsement only)
- World History
- World Languages
- French
- German
- Spanish

General Requirements

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 here for the M.A.T. or here 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 (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 here.

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 and 208
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 Requirements

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.

Faculty

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.

GILLESPIE, CATHERINE (1996), Professor of Education. B.A., M.Ed., Wellesley College; Ph.D., University of Tennessee.

MERIDETH, EUNICE M. (1989), Professor of Education. B.A., Iowa State University; M.A., Loras College; Ph.D., Iowa State University.

ROMIG, JAMES L. (1988), Allbee Distinguished Professor of Education. A.B., Whittier College; Ed.D., University of Southern California.

STENSRUD, ROBERT (1986), Professor of Education. B.A., Wartburg College; M.A., Ed.S., University of Northern Iowa; Ed.D., Drake University.

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), Associate 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.

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.

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

CRABTREE-GROFF, KRISTEN (2004), Assistant Professor of Education. B.A., Coe College; M.S., Ed.S., 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, Dean and Professor Emeritus of Education.

MOON, DONALD, Associate Professor Emeritus of Education.

PANYAN, MARION V. 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.

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 have all practiced law before teaching, and this law in action perspective enables them to bring a balance of theory and practice to their teaching and scholarship. They share a commitment to teaching, public service, and scholarship, regularly publishing books, chapters and articles. The school's first-class facilities include the award-winning Dwight D. Opperman Hall and Law Library and state-of-the-art Neal and Bea Smith Legal Clinic. The Law School also has received national recognition for its electronic classrooms and wireless network.

Drake law students have ample opportunities to use the legal theories they learn in class. They work with clients at the Neal and Bea Smith Law Center; clerk for state and federal judges at the trial and appellate levels; intern with state and federal administrative agencies, the Iowa Legislature and state prosecutors; and work for insurance companies, law firms and private companies in Iowa’s capital city. Des Moines serves as an excellent legal laboratory; approximately 85 percent of Drake students either have clerkship opportunities or work part-time in the legal field during their education at Drake.

Refer to http://www.law.drake.edu for more information regarding the Drake Law School.

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.

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.

Programs

The College of Pharmacy and Health Sciences offs 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)
- Bachelor of Science in Health Sciences

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 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 also offers admission to transfer students at the professional program level. 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 and apply through the centralized application service, PharmCAS, located at http://www.pharmcas.org.

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. Students entering as first year students Fall 2007 and after will complete the Pharmaceutical Sciences Track as part of the Bachelor of Science in Health Sciences program, as this degree will not be conferred after May 2011.

The Bachelor of Science in Health Sciences is a four-year program that focuses on developing the knowledge base, skill sets and professional experiences necessary for success in health-science related fields. This degree will expose students to a wide range of healthcare-related experiences while providing the foundational skills of a liberal education. Students will participate in an interdisciplinary curriculum that combines course work in the biomedical, pharmaceutical and clinical sciences, business and health care management, and health behavior. At the end of the first year of curriculum, students will select one of the following tracks:

- Clinical and Applied Sciences
- Health Services Management
- Pharmaceutical Sciences

The capstone experience of this four-year program will vary depending on the student's track and career interests. Also, opportunities exist for research and other internships to provide the student with exposure to the various careers within the Health Science.

Doctor of Pharmacy (PharmD)

The principal goal of the pharmacy program, one of only 100 accredited pharmacy programs nationwide, is to provide an educational experience that prepares graduates for careers in pharmacy. The curriculum provides a balance between theoretical principles, practical applications and structured practice experience. Since 1984, pharmacy graduates have enjoyed a 100% placement rate.

First-year students are selected for direct admission to the College of Pharmacy and Health Sciences as pre-pharmacy students from a pool of applicants. Students admitted directly from high school into Drake's pre-pharmacy program are offered the Drake PharmD Difference, through which students are guaranteed consideration for the professional program. In addition, they are assigned a pharmacy faculty advisor, are able to belong to professional student organizations, and participate in orientation courses and interview preparation activities. The PCAT is not required for students who are admitted Drake's pre-pharmacy program.

Students who are not selected for direct admission to the College of Pharmacy and Health Sciences may be admitted to their second choice program. These students may apply for admission to the professional level of the pharmacy program. through the centralized application service, PharmCAS, located at www.pharmcas.org and must take the PCAT.

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 012	Biology		4
CHEM 001/3	Chemistry I/Lab		4
FYS	First Year Seminar		3
ELEC	Drake Curriculum/General Elective		3
PHAR 011	CAPS I (Career, Academic Professional Success)		0.5
		Total	**14.5**

Spring		**Credit hour**

BIO 013	Biology		4
CHEM 002/4	Chemistry II and Lab		4
ELEC	Drake Curriculum/General Elective		3
MATH 050	Calculus I		4
PHAR 031	CAPS II		0.5
		Total	**15.5**

Second Pre-professional Year

Fall			**Credit hour**
CHEM 107/9	Organic Chemistry and Lab		4
ELEC	Drake Curriculum/General Elective		9
ELEC	Drake Curriculum Written Communication AOI		3
PHAR 051	CAPS III		0.5
		Total	**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	CAPS IV		0.5
RHET 073	Public Speaking		3
STAT 060	Statistics		3
		Total	**16.5**

Professional Program
First Professional Year

Fall			**Credit hour**
BIO 128	Physiology		4
ELEC	Electives		3
PHAR 144	Basic Pharmacy Skills & Applications 1		2
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
		Total	**18**

Spring			**Credit hour**
PHAR 132	Pathophysiology		4
PHAR 133	Principles of Drug Action I		5
PHAR 140	Pharmaceutics 1		0.5
PHAR 145	Basic Pharmacy Skills & Applications 2		2
PHAR 171	Social Behavioral Aspects of Pharm Care		3
		Total	**18**

Second Professional Year

Fall			**Credit hour**
PHAR 134	Principles of Drug Action II		5
PHAR 141	Pharmaceutics II		3
PHAR 142	Kinetics I		3
PHAR 154	Intermediate Pharmacy Skills & Application 1		3
PHAR 172	Literature Evaluation Methods		3
		Total	**18**

Spring			**Credit hour**
ELEC	Electives		3
PHAR 135	Principles of Drug Action III		4
PHAR 143	Kinetics II		2
PHAR 155	Intermediate Pharmacy Skills & Applications 2		3
PHAR 169	Nonprescription Therapies		3
PHAR 190	Therapeutics I		3
		Total	**18**

Third Professional Year

Fall			Credit hour
ELEC	Electives		3
PHAR 162	Pharmacy Law & Ethics		3
PHAR 174	Management in Pharmacy		3
PHAR 184	Advanced Pharmacy Skills & Applications		4
PHAR 191	Therapeutics II		4
		Total	**18**

Spring			Credit hour
ELEC	Electives		6
PHAR 173	Applied Social & Administrative Pharmacy		3
PHAR 185	Advanced Pharmacy Skills & Applications 2		4
PHAR 192	Therapeutics III		5
		Total	**18**

Fourth Professional Year

Fall			Credit hour
PHAR 285	Rotations		22
		Total	**22**

Spring			Credit hour
PHAR 285	Rotations		18
		Total	18

Electives

Pharmacy majors must complete electives that enable them to fulfill the outcomes of the Drake Curriculum, described in the front section of this catalog along with enough electives to complete the required number of credits for graduation. Students may also use electives to pursue a second major, a minor or a concentration.

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.pharmacy.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. Students begin at Drake in pharmacy and apply to the College of Business and Public Administration after completing 90 credit hours. 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.

Admission Requirements

Students may apply to the College of Pharmacy and Health Sciences and enter the pre-pharmacy direct from high school and, upon completion of established criteria, may enter into the Doctor of Pharmacy (PharmD) professional program. Students entering as first year pre-pharmacy students in Fall 2008 will be required to undergo an interview requirement in addition to a minimum cumulative grade point average of 3.0 and a 3.0 grade point average in the required math and science course work. Students may apply for progression into the PharmD professional program if the established criteria are not met.

Students who have successfully completed a minimum of 60 credit hours — including the required math and science courses and electives applicable to the pharmacy curriculum — may be considered for placement in the first year of the professional program. Students who have completed coursework at other institutions must apply for admission into the PharmD program 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.

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 at http://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://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.

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 required course after two attempts will be dropped 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

a) Adapt to the college environment
b) Assist in the development of the student's education plan by providing input and feedback
c) Encourage discussions about the appropriateness of their chosen career track and the career options within the profession
d) Assist in identification of opportunities for professional skill development and
e) 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.

Organizations and Activities

Students have the opportunity to belong to the unified pharmacy student organization, **Drake University Pharmacy (Rx) Unified Group of Students** (DRxUGS). As members of this organization, students also are members of the Iowa Pharmacy Association and one of the following national organizations:

- American Pharmaceutical Association (APhA)
- American Society of Health-Systems Pharmacists (ASHP)
- National Pharmaceutical Association (NPhA)
- Association of Managed Care Pharmacy (AMCP)
- National Community Pharmacists Association (NCPA).

Professional fraternities include:

- Phi Delta Chi
- Kappa Psi.

Honorary societies include:

- Phi Lambda Sigma (leadership)
- Rho Chi (academic)

Other opportunities include positions on:

- Dean's Student Advisory Council
- Pharmacy Day Committee
- Academic Integrity Policy Committee
- Student Senate
- Student representatives to various college faculty and staff committees.

Health Sciences

with tracks in:

- Clinical and Applied Sciences
- Health Services Management
- Pharmaceutical Sciences

The undergraduate program in the Health Sciences is a four year degree program that focuses on developing the knowledge base, skill sets and professional experiences necessary for success in health-science related fields. Students will participate in an interdisciplinary curriculum that combines course work in the biomedical, pharmaceutical and clinical sciences, business and health care management, and health behavior. Because many students are drawn to the health care field but are often unsure of which direction may be best for them, this degree will expose students to a wide range of healthcare-related experiences while providing the foundational skills of a liberal education.

The Bachelor of Science in Health Sciences is a four-year undergraduate degree program in the College of Pharmacy and Health Sciences. The program provides students with coursework and laboratory opportunities in the health sciences that allow them to develop highly sought-after skills that are applicable to work in research and health care environments. 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 health 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. All students will complete a four-semester sequence of courses called Issues in Health Sciences in addition to a series of foundational courses in business and biomedical sciences. The Issues in Health Sciences sequence provides an introduction to health science professions and the health care system as well as the opportunity to explore current issues and controversies facing professionals in the health care field.

Students who begin at Drake after completing their high school experiences will begin as open major health sciences students. Following their enrollment in the Issue in Health Sciences first year series, students select which track they would like to pursue:

- Clinical and Applied Sciences
- Health Services Management
- Pharmaceutical Sciences

Students pursuing the Clinical and Applied Sciences track will follow a sequence of courses and experiences that focus on the application of biomedical and clinical sciences in preparation for clinical work in the primary health care professions as well as allied

health fields such as occupational therapy, physical therapy, physician assistant, audiology, and clinical and laboratory sciences.

Students pursuing the Health Services Management track will follow a sequence of courses and experiences that focus on developing skills in management, marketing and data analysis. This track prepares students or employment in related health care fields such as insurance companies, health systems, pharmacy benefit management companies, managed care organizations and health related non-profit organizations.

Students in the Pharmaceutical Sciences track will focus on laboratory-based courses and research experiences that prepare them for careers in research, drug development and pursuit of graduate education.

EDUCATIONAL GOALS

The purpose of the health sciences program is to provide graduates with the relevant knowledge base, skills, attitudes, ethics and values to succeed in basic and applied health-related careers.

Goal 1. Knowledge Base and Life Long Learning Skills

Graduates will have a strong foundation in the physical, biological, clinical and behavioral sciences coupled with an understanding of how business and management models apply to health sciences-related fields. Graduates will develop the skills and habits to acquire and apply new knowledge.

Goal 2. Values and Ethics

Graduates will understand and accept their duties and responsibilities outlined by their chosen career and to society in general. The graduates are expected to have developed value systems and ethical standards that guide their behavior.

Goal 3. Critical Thinking Skills

Graduates will use critical and creative thinking and an evidenced-based approach to identify, analyze and solve problems.

Goal 4. Communication and Collaborative Skills

Graduates will be able to communicate effectively with their peers and their constituents in a variety of formats and actively participate in collaborative environments.

Goal 5. Career Planning and Development

Graduates will emerge from the program with realistic ideas regarding how to implement their knowledge, skills, and values in a variety of settings.

The Health Sciences Curriculum

The following links display the curriculum for the different tracks within the Health Sciences major.

- Clinical and Applied Sciences (http://pharmacy.drake.edu/aspx/Programs/curriculum_print.aspx?id=17)
- Health Services Management (http://pharmacy.drake.edu/aspx/Programs/curriculum_print.aspx?id=15)
- Pharmaceutical Sciences (http://pharmacy.drake.edu/aspx/Programs/curriculum_print.aspx?id=16)

Internships and Opportunities

Drake is located in Iowa's capital – the hub of business, insurance, government and health care for the state. The College of Pharmacy and Health Sciences has a record of placing students in over 500 sites related to health care activities each year. The program in Health Sciences utilizes these opportunities to provide experiential learning throughout the curriculum. In the early stages of the program, students are involved in experiencing the world of health sciences through job shadowing, career mentoring and project development. In the latter part of the curriculum, students participate in work experiences in areas related to their career interests. Students in the Clinical and Applied Sciences track are provided the opportunity to participate in rotation-style experiences associated with major medical centers and local clinics. Students following the Health Services Management track are placed at sites associated with health insurance, information management, health systems management or public health. Students in the Pharmaceutical Sciences track carry out novel research projects with faculty in the clinical, biomedical and pharmaceutical sciences. Drake University strongly promotes research opportunities at the undergraduate level. The Drake Undergraduate Science Collaborative Institute (DUSCI) is an organized group of faculty and students that works to promote, support and coordinate efforts in undergraduate research. The Institute also serves as a platform for interdisciplinary discussions and collaborations among faculty and students.

Faculty

Professors

BELL, EDWARD (1989), Professor of Pharmacy Practice, Pediatrics. B.S., Pharm.D., University of Maryland-Baltimore.

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

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.

DEWITT, JANE (2001), Associate Professor of Pharmacy Administration. B.S., Drake University; Ph.D., University of Iowa.

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.

KOENIGSFELD, CARRIE S (1999), Associate Professor of Pharmacy Practice, Ambulatory Care. Pharm.D., University of Iowa.

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SELLERS, SANDRA L. Professor Emerita of Nursing.

Addendum

The Undergraduate Catalog is published annually. After that initial update all subsequent changed are tracked on this addendum page.

12/9/2007 - **Student Records Family Educational Rights and Privacy Act (FERPA) Policy Statement** added to General Information Academic Regulations page: /catalog/archive/ugrad0708/geninfo/acadregulation.php

12/9/2007 - **School of Journalism and Mass Communication added policy for internship credit regulations** and will effect all students applying for internship credit starting spring 2008. Policy added the following page under section "Student Internship Credit Regulations": /catalog/archive/ugrad0708/sjmc/regulations.php

12/4/2007 - School of Journalism and Mass Communication **removed the concentration for Documentary Production**. Information on concentration was located here: /catalog/archive/ugrad0708/sjmc/documentary.php