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# | Drake University

## 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 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 of Christ 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 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 \$3.3 million 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, that 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 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 also renovated and plans were implemented for the upgrading of Cowles Library. 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, 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 working 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.

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, WA. From 1981 to 1989 he served as dean of undergraduate studies at Tufts University, where he was also a faculty member for 10 years.

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.

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.

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.

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# | Drake University

## 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.

Preprofessional 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: MBA/JD, MBA/PharmD, MPA/PharmD, and MPA/JD.

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 </academics/accreditatioins.php>

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# | Drake University

## 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. year-round 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, 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 admission website [www.drake.edu/advantage](http://www.drake.edu/advantage).

To schedule a visit or register to attend a specific visit program, please contact Drake's Office of Admission at 1-800-44-DRAKE, extension 2095, toll-free; please use 1-515-271-2095 to call locally and from outside the U.S. or visit the admission website at [/advantage](http://advantage).

### Application For Admission

Application for admission to most undergraduate degree programs may be made for any fall, spring or summer term. The deadline for admission into the pre-pharmacy or PharmD programs is granted only in the fall term (see below for specific information). Applications may be obtained by contacting the Office of Admission, or through the Web site:

Office of Admission  
Drake University  
2507 University Avenue  
Des Moines, IA 50311-4505 U.S.A  
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](mailto:admission@drake.edu)  
[international@drake.edu](mailto:international@drake.edu)

World Wide Web: [/advantage](#)

Students may choose to complete an undergraduate application by using one of three options, and each will receive equal consideration:

- Drake University Application for Undergraduate Admission – hardcopy paper application available upon request; \$25 application fee required.
- Drake University Online Application – available at [www.drake.edu/advantage](http://www.drake.edu/advantage); \$25 application fee is waived for those who apply online.
- *The Common Application* – available at [www.commonapp.org](http://www.commonapp.org). Students should submit the *Common Application* following the appropriate deadline dates; \$25 application fee is waived for those who apply online via the *Common Application*.

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

### **Application Deadlines**

**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-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*: December 1

### **Transfer PharmD students:**

Admission consideration is only at the professional program level; pre-pharmacy admission is not available to transfer students. Applications are submitted through Pharmacy College Application Service (PharmCAS) at <http://www.pharmcas.org>. A supplemental application and fee are required.

*The deadline for the PharmCAS application and supplemental application and fees*: December 1.

Admission to Drake University is selective and considers 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 on 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 15, applicants to all programs of study, except to the pre-pharmacy and the PharmD programs, are notified of an admission decision within 4 to 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. U.S.A

## **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 may be accepted after that date on a space-available basis.

Each completed application for admission is reviewed individually. Drake University considers this 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).
- Evidence of involvement and leadership in activities.
- Written communication as demonstrated through a writing sample.

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 Sciences 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 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 is the deadline for direct admission to the CPHS. The application and all required documents must be postmarked no later than December 1. All required documents must reach the Office of Admission no later than December 10. Notification of admission decisions for priority applicants is made in January.

## **First-Year Student Application Requirements**

- Completed application for admission in any manner as described above.
- Official high school transcript.
- Official test scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).
- High School Report and Counselor Recommendation Form.
- Personal essay is required.
- Optional Video Statement – students are invited to create a visual, personal statement that is two minutes or less in length; additional details about video statement content and submission are included on the undergraduate application.

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 examination should contact the Office of Admission.

Students who were enrolled at other colleges or universities during high school 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 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 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.

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 in any manner as described above.
- Official transcripts from **all** postsecondary institutions attended for all terms, including summer.
- If fewer than 24 academic 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 scores.
- Personal essay is required
- Optional Video Statement – students are invited to create a visual, personal statement that is two minutes or less in length; additional details about video statement content and submission are included on the undergraduate application.

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 consideration, 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 Drake supplemental application and appropriate application fees. The Drake University undergraduate transfer admission application cannot be accepted for this program.

Drake's application deadline is December 1 for fall admission, and early application is strongly recommended. Applicants must sit for the PCAT no later than October 2010 and scores must be submitted directly to PharmCAS at code [0104].

## **International Student Admission Requirements**

Applications for admission to undergraduate degree programs submitted to the Office of Admission. The priority deadline for scholarship and financial aid consideration for fall admission is March 1. The priority deadline for the spring term is November 1. The pre-pharmacy and PharmD application deadline is December 1. Applicants should refer to the first-year and transfer-student sections 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. [For more information, see the Financial Aid section of the catalog.](#)

Applicants wishing to improve their language proficiency before beginning an academic program may still apply for admission to both an academic 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. The IELTS required score for full-time study is 6.0.

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 with a qualifying grade. Credit is also awarded for the German Abitur, French Baccalaureate, and selected other national examinations. 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 a course-by-course evaluation. [For more information, see the Advanced Placement and College Credit section of the 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.

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

## **Transfer of Credit**

Once a student is admitted, the Office of Admission coordinates the evaluation of official transcripts documenting previous college-level work completed.

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 GPA 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 various degrees, there is no assurance that all courses transferred will apply toward the college/school or major degree requirements.

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. [For more information, see the Advanced Placement and College Credit by Examination section of the catalog.](#)

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 career-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 179 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 (179 hours for pharmacy) toward a bachelor's degree.

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

A course-by-course review of all courses attempted and completed is prepared for each admitted transfer student by his or her college or school. Students receive details on how to access their unofficial Drake transcript online along with contact information for their respective college or school. When final official transcripts are received for any additional courses completed after the point of admission, their Drake unofficial transcript is updated accordingly.

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/her academic goals, past performance and intent to seek admission for earning a bachelors degree. If the student does not intend to pursue a Drake degree, he/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 for all terms at all postsecondary institutions attended.

Applicants are required to meet the same standards for admission as transfer students. The Office of Admission coordinates the transcript evaluation process with the respective colleges and schools. 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 full- or part-time undergraduates 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 </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 be in their junior or senior year, provide a copy of their high school transcript, rank in the top one-third of their classes and have scored a composite of 115 on the PSAT, 1150 (critical reading and math only) on the SAT, 25 on the ACT PLAN or 25 on the ACT. Applicants to this program must complete a Visiting Student Form, available in the Office of Admission or at their high schools, and receive approval from their school counselor.

Additional information is available at [www.drake.edu/advantage](http://www.drake.edu/advantage).

## **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 request for registration as a non-degree seeking student available at the Office of Student Records. 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.

## **Scholarships and Financial Aid**

Information on merit scholarships and financial aid is available at [www.drake.edu/advantage](http://www.drake.edu/advantage).

First-year applicants (including first-year pre-pharmacy) eligible to compete for the National Alumni Scholarships must submit the separate scholarship online application and all other required admission application documents by the December 1, 2010 postmark deadline.

## **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 nonrefundable \$250 tuition deposit. Professional PharmD transfer students are encouraged to submit the Enrollment Reply Card and required enrollment deposit of \$350 by May 1. The nonrefundable 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 within a 45-mile radius. 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 \$250 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 \$250 housing deposit is fully refundable when a written refund request with a postmark no later than May 1 is submitted to the Office of Admission.

For more information about Drake University, write:

Office of Admission  
Drake University  
2507 University Avenue  
Des Moines, Iowa 50311-4505 U.S.A

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](mailto:admission@drake.edu)  
[international@drake.edu](mailto:international@drake.edu)

Web: [/advantage](#)

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.

## **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.

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# Tuition and Fees

Official tuition and fees are set by the Office of Business and Finance and administered through Student Accounts. The most up-to-date version of the Drake University Tuition and Fees are located on their Web site including contact information.

[/accounts/](#)

# 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.

[/finaid/](#)

# | Drake University

## Scholarships and Grants

Approximately 98 per cent of Drake full-time undergraduate students receive scholarships provided by the University. These scholarships include awards based on demonstrated financial need, academic achievement, and artistic or athletic talent. The University provides funds directly and through the generosity of friends and organizations interested in Drake students.

## Drake University Scholarships

### Merit-Based Scholarships for Students Entering Directly from High School

#### Drake National Alumni Scholarships

Drake University awards prestigious scholarships each year to outstanding first-year students entering directly from high school. Applicants for the National Alumni Scholarship competition 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, standard fees, and room and board in Drake residence halls
- Ten George T. Carpenter Scholarships providing for the cost of full tuition
- Trustee Scholarships of \$1,000 are awarded to all eligible students who complete the National Alumni Scholarship application process and participate in a Scholarship Day

For information regarding the specific requirements for being a part of the Drake National Alumni Scholarship competition, please check the Drake University Office of Admission web site at [/admission/](#)

**Presidential Scholarships** range from \$7,500 to \$13,000 per year. All prospective students who have applied and been admitted by the priority deadline of March 1 are automatically considered for these awards. Presidential Scholarships are based upon university enrollment goals and the individual academic achievement of applicants for admission.

Merit scholarships are available for a maximum of eight semesters of on campus study (fall and spring terms only) for the student's undergraduate degree with renewal based on the maintenance of full-time enrollment, satisfactory academic progress, and the required cumulative Grade Point Average (GPA). Requirements for the Alumni or Carpenter Scholarship are a 3.25 GPA. A 2.00 GPA is required for Trustee and Presidential Scholarship renewal. Alumni and Carpenter Scholarships supersede all other Drake merit awards.

## Scholarships for Entering Transfer Students

## **Presidential Transfer Awards**

All full-time undergraduate transfer students, who do not have previous bachelor's degrees, are considered for merit-based awards. Scholarships are renewable for additional semesters with consecutive enrollment depending on the number of credits transferred. Presidential Transfer Award renewal is also based on the maintenance of full-time undergraduate enrollment, satisfactory academic progress, and a 2.00 cumulative GPA. In determining scholarship eligibility, the cumulative transfer GPA is based upon coursework from all post-secondary institutions attended. Presidential Transfer Awards range from \$5,000 to \$8,000.

**Phi Theta Kappa Scholarships** of \$1,000 are awarded to eligible community college transfer students. Applicants must seek full-time undergraduate enrollment at Drake and submit a verification form from their PTK advisor documenting current PTK membership. In addition, students must complete a minimum of 45 academic semester hours prior to first-time enrollment at Drake, and have a minimum cumulative GPA of 3.50 on a 4.00 scale from all post-secondary schools attended. Other than the verification form and the application for admission, no separate scholarship application is required.

**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 GPA 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**

**Drake Grants** provide support for students with significant financial need as demonstrated by the results of filing the Free Application for Federal Student Aid (FAFSA). Drake Grants are available for undergraduate, full-time students for a maximum of eight fall/spring semesters with grant eligibility reviewed annually with the filing of a current year FAFSA.

**Fine Arts Scholarships** are available to selected full-time undergraduate students who display exceptional talent in art, music or theatre arts. Fine Arts scholarships are tuition-specific (may only be used toward full-time undergraduate tuition costs for fall and/or spring semesters) and typically require audition and/or portfolio submission to the appropriate fine arts department. Students are selected for Fine Arts awards by the music, theatre, and/or art departments with renewal criteria set by those departments.

**Division I NCAA Athletic Scholarships** are offered to outstanding student athletes in 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 for children, grandchildren and great-grandchildren of Drake graduates. The Legacy Award is \$1,500 per year and

is tuition specific (can only be used to reduce the cost of undergraduate fall/spring full-time tuition). No separate application is required and the award is limited to eight semesters.

**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

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 FAFSA for the appropriate award year. These grants will be a part of the financial aid award notice of any eligible student.

**Federal Pell Grants** are awarded to undergraduate students admitted to and enrolled in a first bachelor degree program who are eligible according to the Expected Family Contribution (EFC) criteria established each year by the federal processors. For 2010-2011, the maximum award is \$5,550.

**Federal Academic Competitiveness Grants (ACG)** provide support for freshmen and sophomore students who receive a Federal Pell Grant in the same term. ACG recipients must have graduated from high school (GED students are not eligible) having completed a rigorous high school curriculum. For 2010-2011, freshman awards (up to \$375 per term) can be made to students who graduated after January 1, 2006; sophomore awards (up to \$650 per term) require high school graduation after January 1, 2005. ACG eligibility is reviewed at the end of each semester with renewal in the next semester dependent upon a cumulative 3.00 GPA and appropriate grade level (0-29 earned credits for freshman eligibility; 30-59 earned credits for sophomore eligibility).

**Federal National Science and Mathematics Access to Retain Talent (SMART) Grants** provide additional funding for Junior (60 -89 credits) and senior (90 -124 credits) students who receive a Federal Pell Grant in the same term. The maximum grant award is \$2,000 per term. SMART Grant recipients must have a minimum 3.00 college cumulative GPA and must have declared one of the following majors at Drake: astronomy, molecular/cell biology, biology, chemistry, computer science, earth science, mathematics, neuroscience, environmental science or physics.

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

**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 2010-2011, the maximum grant is \$3,700.

## ROTC Scholarships and Grants

ROTC 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  
515-271-3952 or 800-44-DRAKE, extension 3952  
or 800-600-ROTC, extension 0308

## **Endowed University Scholarships and Outside Scholarships**

Drake University awards many endowed scholarships each academic year. Most endowed scholarships are based on academic performance, area of study, and calculated financial need (as determined by the student's FAFSA application and other awards already received). The Office of Student Financial Planning and/or the student's academic department select recipients. In most cases, endowed awards are used to replace already-awarded Drake need-based or merit-based grants or scholarships.

Corporations, civic groups and other clubs or organizations may award outside scholarships with most requiring 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 parent's places of employment to find out if the employer(s) will help finance student's education.
- For helpful links for financial assistance, scholarships and fellowships, visit [www.drake.edu/finaid/resources/](http://www.drake.edu/finaid/resources/)

Please note that outside scholarships are used in meeting financial need. If outside scholarships 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 Programs**

**The Federal Direct Stafford Loan Program** allows students to borrow low-interest loans and defer payment while attending college at least half-time. In the 2010-2011 academic year, the loan limits for freshman students are \$5,500, sophomores \$6,500 and \$7,500 for juniors and seniors. These loans may be subsidized or unsubsidized depending on the applicant's financial need.

Independent students have expanded borrowing capabilities. The 2010-2011 interest rate for a Subsidized Federal Direct Stafford Loan is a fixed rate of 4.5 percent while an Unsubsidized Federal Direct Stafford loan has a fixed rate of 6.8 percent. Subsidized loans do not accrue interest during the time a student is admitted to a degree program and enrolled at least half time in that program.

**Federal Perkins Loans** are available as funds permit and funding for this program is very limited. Federal Perkins Loans have a fixed interest rate of 5 percent, and loan repayment begins nine months after the student is no longer enrolled at least half-time in a degree program. Since Perkins funds are limited, typical Drake awards are \$2,000.

**Health Profession Student Loans** are awarded to students as funds permit (funding for this program is very limited) 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 including parental information. Repayment with a fixed interest rate of 5 percent begins twelve months after the student is no longer enrolled at least half-time in the Doctor of Pharmacy program.

**The Federal Direct 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, or loan payment may be deferred on the same schedule as the student Stafford loan. The interest rate for PLUS is fixed at 7.9 percent.

## Student Employment

Human Resources assists interested students in locating employment opportunities on campus. Drake students are employed on campus in student residence halls, libraries, recreation services, dining services and in many other campus offices. Positions available on campus are listed on the Web site [www.drake.edu/hr/student/employment.php](http://www.drake.edu/hr/student/employment.php). Employment is funded both by the university and through funds provided by the Federal Work Study program. Human Resources provides direct assistance for entering students with a Federal Work Study award.

### Employer Tuition Deferred Payment Plan

A deferred payment plan is available through the Office of Student Accounts 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 submitted for each term and may be faxed to 515-271-4004. In addition, there is a \$35 nonrefundable processing fee for each term. The maximum amount for the deferred payment plan may not exceed the amount the employer will reimburse at the end of the term or tuition costs for nine credit hours, whichever is less. Repayment is required within 45 days following the end of the term or withdrawal. Applications must be received at the Office of Student Accounts no later than two weeks prior to the beginning of each term. Students wishing to submit an application must log into blueView, Student Services Tab, My Drake Account and submit the on line application. Payment of the \$35.00 application fee must also be paid before the application can be processed. For questions regarding the deferred payment plan, contact the Office of Student Accounts, 515-271-2151 #4..

## **Financial Aid for Part-Time Students**

Part-time students, admitted and enrolled in a degree program, may apply for financial aid programs by filing a Free Application for Federal Student Aid (FAFSA). Financial aid awards for eligible part-time students include:

- Iowa Tuition Grants (July 1 FAFSA filing deadline)
- Federal Pell Grant
- Federal Direct Stafford and Federal Direct PLUS Loans
- Federal Academic Competitiveness Grants (FACG)
- Federal Science and Mathematics Access to Retain Talents Grants (FSMART Grants)

The Iowa Tuition Grant requires a minimum enrollment of three credits per term and is only available for fall and spring terms. The Federal Pell Grant is available for students enrolled in at least one credit, and the remaining federal grants and loans require at least 6-credit enrollment. For more information, contact the Office of Student Financial Planning.

## **Additional Admission and Financial Aid Information**

Please visit the following web pages for more complete information regarding undergraduate admission to Drake University and the financial aid programs available for Drake students:

Office of Admission at [/admission/](#)

Office of Student Financial Planning at [/finaid/](#)

# **| Drake University**

## **Academic Regulations**

### **Credit Hour/Semester Hour**

The credit hour or semester hour, terms used interchangeably, 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 GPA 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 GPA.

The GPA is determined by dividing the number of grade points earned by the number of credit hours attempted. Grades of "F" are computed in the GPA, 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 GPA. 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 GPA 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 (the midterm of the following semester) or may provide an extended deadline if special circumstances warrant (a semester abroad, student teaching, etc.). The instructor will indicate online the final grade for the course in the event the work is not completed. A copy of conditions that must be met to complete the course 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 (upon attaining the specified due date). Marks of incomplete are not computed in the GPA.

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."

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.

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 GPA.

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 GPA 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 a short course, 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 GPA 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 Dean’s Lists**

The President’s List and Dean’s List 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 GPA of 4.00. The Dean’s List include those undergraduate students with similar qualifications in each college and school who have achieved a GPA 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. (For more information, 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.
  - a. 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.
  - b. 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.
  - c. 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 GPA” 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/she can reasonably expect to attain the 2.00 cumulative GPA 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 the college/school and the University.

It is the college/school practice to mail suspension letters within 5 working days after grades are due from faculty. 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/she:
  - a. has a cumulative GPA 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 GPA 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/she:
  - a. has a cumulative GPA 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/she:
  - a. has a cumulative GPA 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/she:
  - a. is a full-time student and has a cumulative GPA less than 1.00 after the first semester at the University, or
  - b. is a full-time student and has a cumulative GPA less than 1.50 after one semester on probation, or
  - c. is a full-time student and has a cumulative GPA 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 GPA 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/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/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/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/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/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 GPA 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, noncredit 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/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/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 a 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/her financial aid by withdrawing from or repeating courses, receiving incompletes in courses or taking noncredit 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 GPA 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 adviser, 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”](#).)

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 more than half of his/her support for the calendar year from the taxpayer. Scholarships are not taken into consideration. 26 U.S.C. § 152.)

The University's policy regarding 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 and Academic Information, 515-271-2025 ([margie.davidson@drake.edu](mailto:margie.davidson@drake.edu)) or to Wanda Everage, Vice Provost for Student Affairs and Academic Excellence at 515-271-3751 ([wanda.everage@drake.edu](mailto: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](#).

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# | Drake University

## AP, IB, CLEP Credit

### For Students Entering Fall 2011

(Revised on Nov. 3, 2010)

[Download a PDF document of this page.](#)

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 Office of 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 preprofessional 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 History	4	3	ART 75
Art General	4	3	Art Elective
Art Drawing	4	3	Art Elective
Biology	4	8	BIO 1, 1L, BIO Elective

Calculus AB*	3	4	MATH 50
Calculus AB subgrade	3	4	MATH 50
Calculus BC*	3	8	MATH 50, 70
Chinese Lang and Culture	4	6	CHIN 1, 2
Chemistry	4	8	CHEM 1, 2, 3, 4
Comparative Govt.	4	3	POLS 65
Computer Science, A	3	3	CS elective
Computer Science, AB	3	3	CS 65
Economics, Macro	4	3	ECON 1
Economics, Micro	4	3	ECON 2
English Literature**	4	6	ENG 1 + Elective
English Language**	4	6	ENG 1 + Elective
Environmental Science	4	3	ENV 35
European History	4	6	HIST elective
French Language	4	6	FREN 001 + 002
French Literature	4	9	FREN 001, 002, 051***
German Language	4	6	GERM 001 + 002
Human Geography	4	3	SCSG 2
Italian Lang and Culture	4	6	General Elective
Japanese Lang and Culture	4	6	JAPN 1, 2
Latin: Vergil	4	6	General Elective
Latin Literature	4	6	Elective language
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	4	6	SPAN 001 + 002***
Spanish Literature	4	9	SPAN 001, 002, 051***
Statistics	3	3	STAT 71
Studio Art	4	3	Art Elective

Studio Art: 2-D Design	4	3	Art 13
Studio Art: 3-D Design	4	3	Art 14
U.S. Govt. & Politics	4	3	POLS 1
U.S. History	4	6	HIST 75, 76
World History	4	6	HIST 1, 2

\* Not more than 8 semester hours of Advanced Placement credit for calculus will be granted.

\*\* Not more than a total of 6 semester hours of Advanced Placement English credit will be granted.

\*\*\* Students who complete both Language and Literature classes in French and Spanish will receive only 3 additional credits for the Literature exam.

## 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
Arabic Language (A1) Standard Level	5-7	6	Arabic 001, 002
Arabic Language (A1) Higher Level	5-7	9	Arabic 001, 002, 051
Arabic Language (B) Standard Level	5-7	9	Arabic 001, 002, 051
Arabic Language (B) Higher Level	5-7	12	Arabic 001, 002, 051, 052
Art higher	5	3	Art elective
Art standard	5	3	Art elective
Biology higher	5	8	BIO 1, 1L, BIO Elective
Biology standard	5	4	BIO 1, 1L
Business & Mgt higher	4	6	BUS Elective
Business & Mgt standard	4	3	BUS Elective
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
Design Technology higher	4	7	Physical Science + lab + elective
Design Technology standard	4	3	Physical Science + lab
Economics higher	5	6	ECON 1, 2
Economics standard	5	3	ECON 1
Eng Lang A1 & A2 higher	5	6	ENG Elective
Eng Lang A1 & A2 std	5	3	ENG Elective
Eng. Lang B higher	5	6	ENG Elective
Eng. Lang B standard	5	3	ENG Elective
French Language (A1) Standard Level	5-7	6	French 001, 002
French Language (A1) Higher Level	5-7	9	French 001, 002, 051
French Language (B) Standard Level	5-7	9	French 001, 002, 051
French Language (B) Higher Level	5-7	12	French 001, 002, 051, 052
Geography higher	4	8	SCSG 1 no lab + SCSG elective
Geography standard	5	3	SCSG 3
German Language (A1) Standard Level	5-7	6	German 001, 002
German Language (A1) Higher Level	5-7	9	German 001, 002, 051
German Language (B) Standard Level	5-7	9	German 001, 002, 051
German Language (B) Higher Level	5-7	12	German 001, 002, 051, 052
History higher (including subcategories)	5	3	HIST elective
History standard	5	3	HIST elective
Information Technology higher	4	3	IS Elective
Information Technology standard			No credit

Islamic History higher	4	3	HIST elective
Islamic History standard	4	3	HIST elective
Latin higher	4	6	General Elective
Latin standard	5	3	General Elective
Math Studies standard	5	4	MATH 20
Math Methods standard	5	4	MATH 20
Mathematics higher level	4	8	MATH 50 + elective
Mathematics standard level	5	8	MATH 50 + elective
Advanced Math standard	5	4	MATH 54
Music higher	5	3	MUS 5
Music standard (including subcategories)	4	3	MUS 80
Physics higher	4	8	PHY 11 + Elective
Physics standard	4	4	PHY 11
Psychology higher	4	4	PSY 1
Psychology standard	4	3	PSY 1
Social Anthro higher	4	6	SCSA 2 + SCSA elective
Social Anthro standard	5	3	SCSA 2
Spanish Language (A1) Standard Level	5-7	6	Spanish 001, 002
Spanish Language (A1) Higher Level	5-7	9	Spanish 001, 002, 051
Spanish Language (B) Standard Level	5-7	9	Spanish 001, 002, 051
Spanish Language (B) Higher Level	5-7	12	Spanish 001, 002, 051, 052
Theatre higher	4	4	Elective
Theatre standard	4	3	Elective
Visual Arts Standard Level	5	3	Art Elective
Visual Arts Higher Level	5	3	Art Elective

## College-Level Education Program (CLEP)

Revised effective 10-1-10

Any undergraduate student may qualify to earn credit toward 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	65	50	3	POLS 1
Biology	50	50	4	BIO 1, 1L
Business Law	50	50	3	BLAW 60
Financial Accounting	50	50	3	ACCT 41
Chemistry	50	50	4	CHEM 1, 3
Chemistry	76		8	CHEM 1, 3 & 2, 4
College Mathematics	61	50	3	Math 17
Calculus w/ Elementary Functions	61	50	4	MATH 50
Human Growth + Development	58	50	3	EDUC 105 or 106
Pre-Calculus	61	50	4	MATH 20
Sociology, Introductory	56	50	3	SCSS 1
Psychology, Introduction	59	50	3	PSY 1
Macroeconomics, Principles	50	50	3	ECON 1
Microeconomics, Principles	50	50	3	ECON 2

Credit will not be granted for the following exams: Information Systems, Algebra/Trigonometry, Trigonometry, College Algebra, Principles of Marketing, and Intro to Educational Psychology.

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# | Drake University

## 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: [/dc](#).

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

**Areas of Inquiry:** The Areas of Inquiry requirements are designed to provide students with a solid introduction to a variety of intellectual fields and a diversity of learning experiences. Students are required to take one course in each Area of Inquiry listed below, with the exceptions of the historical consciousness and science areas where two courses each are required. In the science area, one course must be on the physical sciences list and the other course must be on the life and behavioral sciences list. One of the two science courses must carry a one-credit lab. Descriptions of each Area of Inquiry are available on the [Drake Curriculum Web site](#).

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

Students select courses for each Area of Inquiry from approved course lists. Selections should be made in consultation with the student's academic adviser. With specific exceptions, students and advisers must choose from the approved lists in fulfilling area requirements. The exceptions to this rule involve honors courses, independent study courses, special topics courses, study-abroad courses and transfer courses. Students may apply courses of these types to an appropriate Area

of Inquiry requirement with the approval of their adviser. It is mandatory, however, that courses falling into one of these categories must centrally address the goals and expectations of the relevant Area of Inquiry (as specified in the Area description) before they can be approved as fulfilling the area requirement. First Year Seminars may not be counted toward the Areas of Inquiry requirements. Also, a single course can count for no more than one Area of Inquiry. In cases where a given course is listed under two (or more) areas, the course may be counted toward one or the other. Approved course lists for each Area of Inquiry are available on the Drake Curriculum Web site.

**Honors Program Track:** As an alternative to the Areas of Inquiry requirements, students may fulfill the Drake Curriculum by completing the requirements of the Honors Program Track. Students pursuing the Honors Program Track must still take a First Year Seminar and a Senior Capstone. 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 for the 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/Project 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](#).

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# | Drake University

## 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 209 credit hours.

Drake University accepts up to 66 credit hours of college-level transfer credit applicable to an associate degree from an accredited community or two-year college as any part of the first 94 credit hours toward a bachelor's degree (except pharmacy; [see College of Pharmacy and Health Sciences](#)), 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 successfully complete 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 ("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 GPA 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 bachelor's 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.

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# | Drake University

## Commencement

### Application

Students must file an application for graduation by the deadline posted at </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 GPA 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/her major department(s) with a minimum GPA 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 GPA 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 [/studentrecords/commencement](#).

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# | Drake University

## 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. 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 and mail service. The size of the rooms varies, 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 jack with phonemail. All residence hall rooms are wired for cable TV, as well as Ethernet, which provides Internet access. All residence halls also offer wireless internet connection.

Drake Dining Services offers meal plans that enable students to enjoy meals and snacks seven days a week at several locations on campus. 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 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, meeting rooms and conference facilities.

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## Resources for Study

### Libraries

Cowles Library (<http://library.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 700,000 books, e-books and journals, 100,000 federal and state government documents, 777,000 microform records, 140 electronic databases and approximately 29,000 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. A number of library resources and services can also be reached via mobile devices.

The library facility contains an Information Commons with 60 computer workstations and a full service support center that is staffed 72 hours per week. Netbooks are available for check-out. Other features of the facility include wireless computer access, a coffee-cafe, a restored grand reading room and events center, and the adjacent James Collier-Drake Heritage Room.

### Drake Telemedia Center (DTC)

Located in the lower level of Meredith Hall, the Drake TeleMedia Center provides audiovisual (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 Mediacom cable. Residence Life Cinema and CampusNet teletext, both on-campus cable services, are also programmed and maintained by DTC. DTC provides multimedia, IT and training support to the entire campus community.

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## **Academic Assistance and Student Services**

Students looking for ways to enhance their academic success (improving reading comprehension, studying efficiently and time management) are encouraged to contact the Academic Achievement Coordinator at 515-271-3752. One-on-one consultations are available by appointment only. A fall academic 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. 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; they are generalists who focus on issues that are applicable to student success regardless of a 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, PMACs are available to work with transfer and nontraditional students. Contact the Office of the Provost at 515-271-3751 to be paired with a PMAC.

## **Professional and Career Development Services**

Drake's Professional and Career Development Services (PCDS) focuses on professional career development rather than placement. This focus is a perfect fit for higher education due to its emphasis on learning a process. Career development, at its best, begins your first year and builds with each internship, research study,

service project or part-time job. Ultimately, this process culminates in you seeking out and landing a job. Professional and Career Development Services offers comprehensive services for students both in and outside the classroom.

## **Career Exploration**

PCDS has many tools to assist you with career exploration at any point in your academic career. Career assessments are used to gather information to make career suggestions based on your interests, skills and values. Counseling is available to explore the careers that are possible within your intended major.

## **Internship and Career Fair**

PCDS hosts an All-University Career Fair each spring. Representatives from many businesses and graduate schools attend to talk with students. In addition targeted fairs are held for students pursuing pharmacy, actuarial science, accounting/finance and government services.

## **Job Search Strategies**

PCDS will provide the following services to you at any point in your academic career:

*Networking*

*Career bluePrint (Drake's online job posting board)*

*Internship and service learning experience*

*Resume/Cover Letter Development*

*Mock Interviews*

*Portfolio Development*

## **Graduate/Professional School**

Deciding to attend graduate school requires self assessment. PCDS will guide you through researching your program of choice at several different schools. PCDS will also assist with applications, references, and personal statement development.

More information is available at [www.drake.edu/career](http://www.drake.edu/career)

## **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,
- facilitating the success and involvement of international students on campus and in the community
- developing familiarity with U.S. culture and English language proficiency for nonnative 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  
Toll-free: 1-800-44-DRAKE, extension 2084  
Local/outside the United States: 515-271-2084  
Fax: 515-271-4588  
[/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 taught 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 [/international/studyabroad/](#)

## International Student Services

Drake hosts approximately 300 international students and scholars from more than 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  
 Toll-free: 1-800-44-DRAKE, extension 3181  
 Local/outside the United States: 515-271-3181  
 Fax: 515-271-2831  
 E-mail: [admission@drake.edu](mailto:admission@drake.edu)  
 World Wide Web: <http://www.choose.drake.edu>

More information for international students can be found at The International Center (see above) or go to [/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 that 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 [/international/esl](#)

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# 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
  - Mental Health Counseling
  - Elementary School Counseling
  - Secondary School Counseling
  - Adult Learning and Organizational Performance
- Master of Science in Education (including summer classes)
  - Teaching Effectiveness and Professional Development with emphases in the following strands:  
Curriculum Leadership, Education Endorsements, Urban Education, Advanced Studies in Elementary Education
  - Education Leadership (Principal licensure for PK–12)
  - Special Education
- Specialist in Education
  - Education Leadership with Superintendent Licensure
- Doctor of Education
  - Education Leadership

Undergraduate degrees are attainable by combining day and evening classes.

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## Extension Classes

The Extension Division, located in the School of Education, coordinates off-campus classes across the state of Iowa. A variety of courses is scheduled each semester at locations across Iowa. For information on extension classes, call 515-271-2182 or visit <http://www.drakecontinuinged.com>. Courses taken through the extension division of the School of Education may lead to endorsements or may be used in some master's 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.

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## 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 through Drake's online registration system. Non-Drake students may enroll by contacting the Office of Student Records and Academic Information, 515-271-2025.

## 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 contacting the Office of Student Records and Academic Information at 515-271-2025.

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](#).

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.

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## 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 several languages: Arabic, Chinese, French, German, Japanese, Russian and Spanish.

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 acquisition specialists.

#### **DULAP COURSES:**

Language study in DULAP is a 4-credit commitment. Directed Independent Language Study (DILS), where students practice communicating in the language of study, is a 3-credit course. The additional credit is a 1-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. 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/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: [/international/dulap/](http://international/dulap/)). 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; several academic programs require language study (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.

The Drake International Film Festival is cosponsored by DULAP and the Center for Global Citizenship, with support from the U.S. Department of Education. Many 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.
- build a strong community of individuals committed to rigorous intellectual and creative thought, as well as an active social community that organizes a wide array of activities for fellow students such as cause-based fundraisers,

dinner with select faculty and weekend retreats.

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 people come to understand the world. Honors Program students also take classes in three of the Areas of Inquiry: Artistic Experience, a laboratory science and quantitative literacy. This track allows students to explore simultaneously the creative, interdisciplinary nontraditional 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 social events and service projects.

All motivated students are encouraged to participate in the Honors Program and must 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 GPA 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 Practicum, a one-credit class during the fall semester. This course introduces the Honors Program, its community and its structure and gives first-year students initial experience with some of the learning practices often experienced in Honors courses. 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 GPA 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**

### **Program Overview**

Offered through the Drake University Center for Global Citizenship (CGC), the

Global Ambassador Program is a certificate program designed to complement a student's central program of academic study. Students who complete the program will receive a certificate and a notation on their university transcript. 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.

## Requirements:

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

- **Take WLC 148 Intercultural Communication.** An equivalent course from study abroad may be substituted.
- **Complete two semesters of language study** through World Languages and Cultures 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.
- **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 (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. Students must attend at least four events each semester that they are enrolled as a Global Ambassador.
- **Global Ambassador Capstone Experience (2 credits)** As a culmination of the Global Ambassador Program, students will participate in a group learning experience that is designed to put the concept of global citizenship into practice by educating the campus and/or community about a global issue or a cultural perspective. The capstone should be completed in a student's senior year. 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) one of the following courses: SCSS 173 Global Citizenship; POLS/PHIL 079 Ethics in a Globalizing World; POLS 123 Grassroots Globalism.

## 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 on availability of staff and instructional resources. Applications may be downloaded from the Center for Global Citizenship website. Completed application forms should be submitted to the CGC director.

## **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 transport to Ames if required. Classes are held one day each week, during the first two years of the program and two days per week for the last two years of the program. Upon request, Air Force ROTC classes may be taught using standard distance-learning technology. 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 Air Force ROTC 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.

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 nonflying category; 10 years of active duty in the United States Air Force if a pilot; or 6 years as a navigator. Uniforms and texts are supplied to the cadets, and those in the POC receive a subsistence allowance from \$450 to \$500 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.

This section temporarily unavailable while agreements concerning scholarship information are being clarified.

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.airforce.iastate.edu> .

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# **| Drake University**

## **Activities and Organizations**

### **Cocurricular Activities**

Drake students may choose from a wide range of cocurricular 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: </life/studentlife/>, 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) and the Panhellenic Council to provide students with opportunities for self-development in value-based leadership organizations. The fraternity and sorority community prides itself on academic excellence, leadership development, personal growth, service to the community, and social advancement.

Drake is home to nine North-American Interfraternity Council (NIC) chapters. These international social fraternities include: Delta Tau Delta, Pi Kappa Alpha, Pi Kappa Phi, Phi Gamma Delta (FIJI), Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, Tau Kappa Epsilon and Theta Chi.

The following National Panhellenic Council (NPC) international sororities have a chapter at Drake: Alpha Delta Pi, Alpha Phi, Delta Gamma, Kappa Alpha Theta and Kappa Kappa Gamma.

There are three National Pan-Hellenic Council (NPHC) organizations on campus: Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., and Omega Psi Phi Fraternity, Inc. Many of our NPHC chapters have joint charters with Iowa State University. Other NPHC fraternities and sororities have been involved at Drake in years past and can reaffiliate 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.

## **Multicultural Student Organizations**

Drake University recognizes the African Students Association, Coalition of Black Students (CBS), Chinese Students Association, Black American Law Students Association (BALSA), La Fuerza Latina (Hispanic students), the South Asian Student Association (SASA), the Vietnamese American Student Association (VASA), the Malaysian Student Association (MASA), Rainbow Union, (LGBT and Ally group) and the International Student Association (ISA). These organizations sponsor a variety of programs, including Black History and Hispanic Heritage months. The Black Cultural Center, CAYA (Come As You Are) 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.

The Wellness Program offers group exercise classes, wellness programs, and a wellness lunch series with topics related to current health issues. The goal of the program is to promote healthy lifestyles. Individual fitness tests, exercise prescriptions, and nutritional assessments are available.

Club sports are available for individuals who wish to compete against other universities. Current clubs include women's volleyball and men's and women's tennis, women's soccer, men's basketball, Triathlon, Ultimate Frisbee and men's lacrosse.

## **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 also elected 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.

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# | Drake University

## Board of Trustees

## 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 nonvoting members.

### Student Senate

The Drake University Student Senate is elected by the members of the student body, which has 25 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; 6 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, and the Law School, which has a nonvoting representative serving as a diplomat; 3 organizational Senators elected from and by the Organizational Council, 3 Diversity Interest Senators elected from and by the Diversity Interest Convention, 9 Senators-at-Large, elected at large, and 1 First-Year, elected by First-Years.

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

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# | Drake University

## College of Arts and Sciences

The mission of the College of Arts and 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 and 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, humanities, social sciences, and sciences. 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; Social Sciences and Fine Arts.

- [Areas of Study](#)
- [Graduation Requirements](#)
- [Academic Regulations](#)
- [Faculty](#)
- [School of Fine Arts](#)

# | Drake University

## Graduation Requirements

### BA and BS

#### General Requirements

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

1. must complete a minimum of 124 credit hours, at least 40 of which must be earned in courses numbered 100 and above
2. must complete a major offered in the College of Arts and Sciences
3. must complete the Drake Curriculum general education requirements
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 GPA 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 of knowledge 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: acting; anthropology and sociology; art history; applied music; astronomy; biochemistry, cell and molecular biology (BCMB); biology; chemistry; computer science; directing; drawing; English; environmental policy; environmental science; graphic design; history; international relations; law, politics and society; mathematics; mathematics education (secondary); music; music business; music education; musical theatre; neuroscience; painting; philosophy; physics; politics; printmaking; psychology; religion; rhetoric and communication studies; sculpture; sociology; study of culture and society; theatre arts; theatre design; theatre education; 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 a BS Degree**

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

### **A. Requirements for majors offered in the Division of Natural Science:**

1. A major in a natural science, as determined by the appropriate department. Current majors in the Division of Natural Science are astronomy, biochemistry, cell and molecular biology(BCMB), biology, chemistry, computer science, environmental science, environmental policy, mathematics, neuroscience, physics and psychology.
2. Twelve credit hours in natural science courses other than in the major area.
3. One course in a natural science requiring a laboratory.
4. Course(s) in either statistics or computer science (minimum of 3 credits).
5. Additional requirements as stipulated by particular departments.

### **B. Requirements for majors offered in the divisions of Humanities or Social Sciences:**

1. A major in a discipline other than a natural science, as determined by the appropriate department.
2. A minor in a natural science, as designated by the appropriate minor department.
3. One course in a natural science requiring a laboratory.
4. Course(s) in either statistics or computer science (minimum of 3 credits).

### **C. In addition to A or B above, all students pursuing Bachelor of Science degrees in the College of Arts and Sciences must complete all Drake Curriculum requirements.**

## **Additional 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.

***Graduation Requirements go into effect for Spring 2009***

# | Drake University

## Academic Regulations

## Academic Regulations

### Academic Dishonesty Policy Statement

1. Definitions: Academic dishonesty is an all-encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. It includes plagiarism (the misrepresentation, either by intent or negligence, of another's ideas, phrases, discourse, or works as one's own), cheating (the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirement, including examinations), fabrication (intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise), and facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty). Examples of such cases include, but are not limited to:
  - a) copying from the Internet or worldwide web and representing it as one's own thoughts or work;
  - b) copying from another student's paper, laboratory report, or other report, or computer files or listing and representing it as one's own thoughts or work;
  - c) using, during a test or laboratory experiment, material and/or devices not authorized by the instructor in charge;
  - d) without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;
  - e) incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices), or submitting commercially prepared papers as one's own;
  - f) submission of multiple copies of the same or similar papers without prior approval of the several instructors involved;
  - g) claiming as one's own work that which was done by tutors or others with no mention of credit to or the assistance of those persons;
  - h) deliberately damaging or destroying another's laboratory experiments, computer work or studio work;

i) knowingly obtaining access to, using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;

j) substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation;

k) intentional and unauthorized falsification or invention of any information or citation in an academic exercise;

l) forgery, alterations, or misuse of University documents;

m) falsifying information submitted or failure to reveal relevant information in any University application form or offering any false information in any University disciplinary proceeding. Each instructor reserves the right to further clarify and define his/her expectations of academic integrity orally or in written form, such as through the course syllabus.

2. Penalties: The penalty for cheating or plagiarism will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred; upon the prior record of the person being penalized; and upon evidence suggesting the existence or absence of a pattern of academic dishonesty in the academic performance of the person committing the offense. Possible penalties include a reprimand, grade penalty, dismissal from the course and a recommendation for dismissal from the University. Responsibility for dealing with cases of academic dishonesty begins with the faculty member who identifies an instance of academic dishonesty.

3. Appeals: Not later than fourteen (14) days after an alleged Academic Integrity Policy violation comes to his/her attention, the instructor shall

a) provide the student with written notice describing the alleged violation and

b) make a good faith effort (normally, both an e-mail and a phone mail message during the academic year; and an e-mail and a regular U.S. letter during the summer or winter break) to meet with the student to discuss the alleged violation. After the meeting, or after it becomes clear that the student refuses to meet, the instructor shall exercise professional judgment in selecting his/her course of action. A student may appeal an instructor's decision regarding a violation of the Academic Integrity Policy by notifying the dean or the associate/assistant dean within ten (10) working days of notification of the penalty(s) imposed by the instructor. The dean's office will refer the issue to the chair of the Academic Integrity and Appeals Committee to schedule a hearing. The chair of the Academic Integrity and Appeals Committee will notify the student and the instructor in writing at least ten (10) working days prior to the hearing date. The notification shall include the alleged Academic Integrity Policy violation giving rise to the hearing, hearing procedures, the date, time, and location of the hearing, copies of documents that the committee intends to use at the hearing and the name of the chair. Specific details regarding the hearing process and rights therein will be provided to the student when he or she notifies the dean or the associate/assistant dean of a potential appeal. The Academic Integrity and Appeals Committee will present a verdict. The student or the instructor may appeal the decision(s) of the Academic Integrity and Appeals Committee to

the dean. A written notice of appeal must be delivered to the office of the dean within ten (10) working days from the receipt of the hearing report from the committee. Written details pertaining to this final appeal process are available in the college office. The dean's decision on appeal is final.

## **Adjustments to Academic Regulations**

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

## **Appeals of Academic Evaluations**

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

## **Credit/No Credit Regulations**

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

## **Probation and Suspension**

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

## **Transfer of Non-Drake Credits**

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

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

## **Student Responsibility**

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

## **Withdrawal Policy**

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

## **Academic Advising**

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

Upon matriculating, each student is assigned a faculty adviser related to the student's areas of interest. Students and advisers work together to develop a program that challenges the student to build upon strengths and overcome deficiencies while meeting educational and professional goals.

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

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

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

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

## **Additional School of Fine Arts Academic Regulations**

The following regulations must be observed by students enrolled in the Drake University School of Fine Arts:

1. Students are assigned faculty advisers who guide them in their program selection. However, the student alone is ultimately held responsible for the selection of the proper course in the proper sequence to fit the selected degree program.
2. A fine arts student may take a maximum of 12 hours of work on a credit-no credit basis. For details, see the Credit-No Credit Program.
3. Thirty hours of credit by examination may be applied toward degrees in the School of Fine Arts. These credits may be for any University course within the fine arts degree program except for major area courses, defined as art for the art major, music for the music major or theatre arts for the theatre arts major. The final 30 hours of any degree must be in coursework completed at Drake University.

- [Areas of Study](#)
- [Department of Arts and Design](#)
- [Department of Music](#)
- [Department of Theatre](#)
- [Facilities](#)
- [Faculty](#)
- [Scholarships](#)

# | Drake University

## Faculty

### Faculty

#### Professors

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.

BOHORQUEZ, MARIA DEL VALLE (1995), Windsor Professor of Science and Professor of Chemistry. Chair of the Chemistry Department. Director of the Drake Undergraduate Science Collaborative Institute. Ph.D., University of Rio Cuarto, Argentina.

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

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

CLASSEN, ANDREW B. (1992), Fred and Patty Turner Professor in Jazz Studies; Jazz Ensemble Director; Assistant Director of Bands. B.A., University of Wisconsin-Eau Claire; M.M., University of Tennessee.

CRAIG, ROBERT G. (1991), Professor of Art, chair of the Art and Design Department. B.A., Eastern Illinois University; M.F.A., Florida State University.

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

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. A.B., University of Michigan; M.Litt., Oxford University, England; M.A., Ph.D., University of Chicago.

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), Dean and Professor of English. 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.

MEUNIER, ROBERT W. (1988), Professor of Percussion; Director of Bands. B.S., University of Mary; M.M., University of Wisconsin-Madison.

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

PADILLA, CLARENCE S. (1993), Professor of Woodwind Instruments (Clarinet) and Chair of the Music Department. B.M., California State University-Long Beach; M.M., University of Southern California.

PETERSEN, VIBEKE RUTZOU (1993), Professor of Women's Studies. Chair of the Department for the Study of Culture and Society. B.A., M.A., Ph.D., New York University.

RENNER, MICHAEL (2009), Provost and Professor of Psychology and Biology. B.A., Boise State University; M.S., University of Oklahoma; Ph.D., New York University.

ROSBURG, THOMAS R. (1998), Professor of Biology. Chair of the Biology Department and Director of the Environmental Science and Policy Program. B.S., M.S., Ph.D., Iowa State University.

SANDERS, ARTHUR (1990), Associate Provost and Professor of Politics. B.A., Franklin and Marshall College; Ph.D., Harvard University.

SANDERS, BRIAN (1989), Professor of Psychology. B.A., Cornell College; Ph.D., University of Tennessee.

SCHNEIDER, JOSEPH W. (1970), Ellis and Nelle Levitt Professor of Sociology. B.A., M.A., Ph.D., University of Iowa.

SKIDMORE, DAVID G. II (1989), Professor of Politics and International Relations. Director of the Center for Global Citizenship. B.A., Rollins College; M.A., Ph.D., Stanford University.

SWILKY, JODY (1988), Professor of English. Chair of the Department of English, Coordination of Instruction in Writing. B.A., State University of New York, Genesco; M.F.A., University of Iowa; D.A., SUNY-Albany.

SYMONDS, DEBORAH A. (1988), Professor of History. B.A., Bennington College; M.Litt., University of Edinburgh; M.A., Ph.D., State University of New York at Binghamton.

TROYER, RONALD J. (1980), Senior Counselor for International Initiatives and Professor of Sociology. B.S., Huntington College; M.A., Ball State University; Ph.D., Western Michigan University.

WRIGHT, SUSAN E. (1975), Deputy 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. Associate Chair of the Mathematics and Computer Science Department. B.S., Creighton University; M.S.E., Drake University; Ph.D., Iowa State University.

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

BERNS, NANCY (2003), Associate Professor of Sociology. B.A., Doane College; M.A., Ph.D., University of Illinois, Urbana-Champaign.

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.

CADD, MARC (2005), Associate Professor of Second Language Acquisition and Acting Director of the World Languages and Cultures Program. B.A., University of Missouri-Columbia; M.A., University of Houston-University Park; Ph.D., University of Illinois, Urbana-Champaign.

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

CAUFIELD, RACHEL PAINE (2001), Associate Professor of Politics. B.A., Hood College; Ph.D., George Washington University.

CONLEY, DEENA (2001), Associate Professor of Theatre Arts. B.F.A., Marshall University; M.A., University of Oklahoma.

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

CRAMER, RENEE ANN (2006), Associate Professor of Law, Politics, and Society. Director of the Law, Politics, and Society Program. B.A., Bard College; M. Phil., Ph.D., New York University.

CRAVERO, ANN (2003), Associate Professor of Voice. B.M.E., Bradley University; M.A., University of Iowa.

DHUSSA, RAMESH (1989), Associate Professor of Geography. B.A., M.A., Patna

University; M.A., University of Akron; Ph.D., Kent State University.

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. 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 Voice. B.M.E., University of South Dakota-Vermillion; M.M., Drake University.

HARVEY, JENNIFER (2004), Associate Professor of Religion. Chair of Philosophy and Religion Department. B.A., Westmont College; M.D., Ph.D., Union Theological Seminary.

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

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

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.

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

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

MARSTON, JAN (2002), Associate Professor of Second Language Acquisition. B.A., University of Oregon; M.A., Ph.D., University of Texas, Austin.

McCRICKERD, JENNIFER (1994), Associate Professor of Philosophy. 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.

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.

NELSON, CHARLES (2001), Associate Professor of Astronomy. Chair of the Physics and Astronomy Department. B.A., Oberlin College; M.S., Vanderbilt University; Ph.D., University of Virginia.

OWENS, CRAIG (2003), Assistant Professor of English, Director of the Center for the Humanities, Academic Affairs Fellow. B.A., DePauw University; Ph.D., Indiana University, Bloomington.

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

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. 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.

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

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

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

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

SLEISTER, HEIDI (2002), Associate Professor of Biology, Interim Chair of the Biology Department and Director of the Environmental Science and Policy Program. B.A., Central College; Ph.D., University of Iowa.

SMITH, DINA (2004), Associate Professor of English. B.A., Vanderbilt University; M.A., University of Maryland; Ph.D., University of Florida, Gainesville.

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. B.S., M.S., Georgia Institute of Technology; Ph.D., University of California-Los Angeles.

SUMMERVILLE, KEITH S. (2002), Associate Dean and Associate Professor of Environmental Science. B.S., Westminster College; M.En., Ph.D., Miami University, Ohio.

VANDEGRIFT, DARCIE (2004), Associate Professor of Sociology, Interim Director of the Center for Global Citizenship. B.A., Trinity University; M.A., Ph.D.,

University of California, Santa Barbara.

VITHA, MARK F. (1998), Associate Professor of Chemistry. B.A., University of St. Thomas; Ph.D., University of Minnesota.

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

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. B.A., Western Michigan University; Ph.D., Boston College.

YOUNGER, A. ELIZABETH (2003), Associate Professor of English. Director of the Women's Studies Program. B.A., Humboldt State University; M.A., Ph.D., Louisiana State University.

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

### **Assistant Professors**

ADAMS-THIES, BRIAN (2008), Assistant Professor of Anthropology. B.A., Creighton University; M.A., Ph.D. University of Arizona.

ARROYO, FRED (2007), Assistant Professor of English. B.A., M.A., Purdue University; M.F.A., Warren Wilson College; Ph.D., University of Wisconsin-Milwaukee.

BACHMANN, CHINATSU SAZAWA (2003), Assistant Professor of Second Language Acquisition. B.A., Aoyama Gakuin University, Tokyo, Japan; M.A., University of Iowa.

BAYER, NATALIE (2010), Assistant Professor of History. Specialist, Moscow State University; M.A., Ph.D., Rice University.

BROWN, MEGAN (2005), Assistant Professor of English. B.A., Amherst College; M.A., Ph.D., Pennsylvania State University.

BUSCH, MARC (2009), Assistant Professor of Biology. B.S., University of California–Irvine; Ph.D., University of California–Davis.

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

CARMALT, JEAN (2010), Assistant Professor of Law, Politics, and Society. A.B., Vassar College; J.D., Cornell University Law School, A.B.D., University of Washington.

CHIANG, MICHAEL (2007), Assistant Professor of History. B.A., University of California, Los Angeles; M.A., Ph.D., University of Michigan.

CHRISTENSEN, DEBORA (2008), Assistant Professor of Biology. B.S., Ph.D., Iowa State University.

CROWELL, BRADLEY (2007), Assistant Professor of Religion. B.A., Moody Bible Institute. M.Div, Westminster Theological Seminary; M.A., Ph.D., University of Michigan.

DAO, CHINH (2007), Assistant Professor of Biology. B.S., University of Iowa; Ph.D., Emory University.

EATON, MUIR (2007), Assistant Professor of Biology. B.A., Carleton College; Ph.D., University of Minnesota.

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.

GARCIA, EDUARDO VILLADA (2007), Assistant Professor of Second Language Acquisition. B.S., Technological University of Pereira; M.A., M.S., University of Iowa; Ph.D., Iowa State University.

GARDNER, BENJAMIN (2008), Assistant Professor of Art. B.F.A., Millikin University; M.F.A., Illinois 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.

GROUT, JASON (2009), Assistant Professor of Mathematics. B.S., Missouri State University; M.S., Ph.D., Brigham Young University.

HAEDICKE, MICHAEL (2008), Assistant Professor of Sociology. B.A., Kalamazoo College; M.A., Ph.D., University of California, San Diego.

HAMAD, MAHMOUD (2008), Assistant Professor of Politics. B.A., M.A., Cairo University, Ph.D., University of Utah.

KARNICKY, JEFFREY (2005), Assistant Professor of English. B.A., Rutgers University; M.A., Ph.D., Pennsylvania State University.

KASH, KARLA (2007), Assistant Professor of Theatre. B.F.A., Wright State University; M.F.A., Brandeis University.

KLIMASZEWSKI, MELISA (2008), Assistant Professor of English. B.A., University of Michigan; M.A., Ph.D., University of California, San Diego.

LAZAREVA, OLGA (2008), Assistant Professor of Psychology. B.A., M.S., Kazan State University; Ph.D., Moscow State University.

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

MANLEY, ERIC (2009), Assistant Professor of Computer Science. B.S., University of Nebraska at Omaha; M.S., Ph.D., University of Nebraska–Lincoln.

MARRS, LESLIE (2006), Assistant Professor of Flute. 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 FABER (2005), Assistant Professor of Rhetoric, Coordinator of Instruction in Public Speaking. B.A., M.A., Boise State University; Ph.D., University of Iowa.

McCARTHY, MARY (2007), Assistant Professor of Politics. B.A., M.A., M.Phil., Ph.D., Columbia University.

McCOY, SARAH (2006), Assistant Professor of Graphic Design. B.A., M.A., M.F.A., University of Iowa.

MCGRANAHAN, A. GRAYDON, IV (2007), Assistant Professor of Low Brass. B.A., Indiana University; M.M., Northwestern University; D.M.A., Florida State University.

MORI, AKIRA (2008), Assistant Professor of Music; Director of Orchestral Studies. B.M., New England Conservatory; Diploma in Orchestral Conducting, Wiener Meisterkurse, Vienna, Austria; M.M., Indiana University.

MOSSER, JOANNA (2006), Assistant Professor of Politics. B.A., University of Portland, M.A., M.Phil., Ph.D., Yale University.

PAREDES, SOFIA (2009), Assistant Professor of Second Language Acquisition. B.A., Pontifica Universidad Católica del Ecuador; M.A., Universidad Andina Simón Bolívar; Ph.D., University of California, Davis.

PERRINE, JENNIFER (2006), Assistant Professor of English. B.A., Susquehanna University; M.A., Bucknell University.; Ph.D. Florida State University.

PLUM, SARAH (2007), Assistant Professor of Violin and Viola, B.S., M.S., Juilliard School of Music; D.M.A., State University of New York.

ROSS, Nanci (2010), Assistant Professor of Biology. B.S., University of Nebraska-Lincoln; M.S., Ph.D., University of Connecticut.

SENCINA, DAVID (2006), Assistant Professor of Biology. B.A., B.A., University of Northern Iowa; Ph.D., Iowa State University.

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

SLETT, THOMAS (2008), Assistant Professor of Music. B.A., Concordia College; M.A., University of St. Thomas.

SZRAMEK, KATHRYN (2009), Assistant Professor of Environmental Science. B.A., Carleton College; M.S., Ph.D., University of Michigan.

UCHIDA, RIKI (2005), Assistant Professor of Piano and Music Theory. B.A., Tsuda College, Tokyo, Japan; M.A., D.M.A. University of Oregon.

URNES, 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.

### **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.

### **Lecturers**

ELLIOTT, CLIVE (1990), Daniel B. Goldberg Artist-in-Residence. Honours Diploma from The Royal Academy of Dramatic Art.

POPPEN, JOSEFA, Instructor of Theatre Arts. B.A., Coe College.

SCHNEIDER, M. CHRISTINE, Director of the Community School of Music; Lecturer in Music Theory. B.M., M.M., University of Cincinnati College Conservatory of Music.

### **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.

ARCHER, JULIAN, Professor Emeritus of History.

BARTON, MIKE, Professor Emeritus of Theatre Arts.

BLACK, RICHARD R., Professor Emeritus of Art.

BROWN, JOANNE H., Associate Professor Emerita of English.

CANARINA, JOHN, Professor Emeritus of Conducting and Orchestral Activities.

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, HARRY L., JR., 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.

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.

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.

HOGANSON, DEAN A., Professor Emeritus of Biology.

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.

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.

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., Ellis and Nelle Levitt Professor Emeritus of English.

MARTY, MYRON, Dean and Professor Emeritus of History.

McCAW, JOHN E., Professor Emeritus of Religion.

MILLER, DALE, Professor Emeritus of Religion.

MILLER, KENNETH E., Professor Emeritus of Sociology.

MILLER, VERN, Assistant Professor Emeritus of Voice.

MYSZEWSKI, MICHAEL E., Professor Emeritus of Biology.

NELSON, CHARLES A., Professor Emeritus of History.

NEWKIRK, WAYNE, Professor Emeritus of Economics.

OAKLAND, DAVID O., Associate Professor Emeritus of Mathematics and Computer Science

O'BRIEN, DENNIS C., Associate Professor Emeritus of Geology.

OXLEY, THERON, Associate Professor Emeritus of Mathematics and Computer Science.

PATRICK, DALE A., Professor Emeritus of Religion.

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.

ROGERS, RODNEY, Professor Emeritus of Biology.

SCULT, ALLEN, Professor Emeritus of Philosophy and Rhetoric.

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.

TORGERSON, JON, Professor Emeritus of Philosophy.

TORRENCE, GAYLORD, Professor Emeritus of Art.

VAN DYCK, ROSEMARIE, Professor Emerita of Spanish.

VEEDER, DAVID A., Associate Professor Emeritus of German.

WACHA, RICHARD, Professor Emeritus of Biology.

WEAST, ROBERT D., Professor Emeritus of Wind Instruments, Brass.

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

WUELLNER, GUY. S., Associate Professor Emeritus of Piano.

### **Visiting Faculty**

ACERBO, MARTIN (2010), Visiting Assistant Professor of Psychology. M.S., National Buenos Aires University; Ph.D., University of Konstanz.

BRADWAY, KAREN (2008), Visiting Assistant Professor of English. B.A., Mount Holyoke College; M.F.A., Sarah Lawrence College.

BUSHA, R. ANNE (2010), Visiting Assistant Professor of Psychology. B.A., Hiram Scott College; M.A., University of Northern Colorado; Ph.D., University of Iowa.

HARBOUR, JENNIFER (2008), Visiting Assistant Professor of History. B.A., Central Michigan University; M.A., The George Washington University; Ph.D., University of Iowa.

HOGAN, SARAH (2010), Visiting Assistant Professor of English. B.A., M.A., Syracuse University; Ph.D., State University of New York, Buffalo.

KALMANSON, LEAH (2010), Visiting Assistant Professor of Philosophy. B.A., Oglethorpe University; M.A., A.B.D., University of Hawai'i at Manoa.

MALLEA, AMAHIA (2007), Visiting Assistant Professor of History. B.A., Portland State University; M.A., Ph.D., University of Missouri–Columbia.

OLES, DENISE (2007), Visiting Assistant Professor of Rhetoric. B.S., Ball State University; M.A., Ph.D., Wayne State University.

ROTH, MARTIN (2009), Visiting Assistant Professor of Philosophy. B.S., Willamette University; Ph.D., University of California, Davis.

SHAW, KELLY (2008), Visiting Assistant Professor of Politics. B.A., Central College; M.A., Iowa State University; Ph.D., University of Missouri–Columbia.

SIDDALL, RALPH (2007), Visiting Assistant Professor of Rhetoric. B.S., Bradley University; M.A., University of Iowa.

TODSEN, JOHN (2010), Visiting Assistant Professor of Politics. B.A., M.A., New Mexico State University; Ph.D., University of New Mexico.

WILLIAMS, HILARY (2009), Visiting Assistant Professor of Graphic Design. B.A., Williams College; M.F.A. University of Tennessee.

# College of Arts and Sciences

## School of Fine Arts

### Graduation Requirements

Candidates for the Bachelor of Arts degree within the School of Fine Arts must satisfy the Drake Curriculum requirements of the College of Arts and Sciences. Each department within the School of Fine Arts has established its own graduation requirements for professional degree candidates. A description of those requirements may be found under the individual departmental listings.

### Academic Regulations

The following regulations must be observed by students enrolled in the Drake University School of Fine Arts:

1. Students are assigned faculty advisers who guide them in their program selection. However, the student alone is ultimately held responsible for the selection of the proper course in the proper sequence to fit the selected degree program.
2. A fine arts student may take a maximum of 12 hours of work on a credit-no credit basis. For details, see the Credit-No Credit Program in the General Information section of this catalog.
3. Thirty hours of credit by examination may be applied toward degrees in the School of Fine Arts. These credits may be for any University course within the fine arts degree program except for major area courses, defined as art for the art major, music for the music major, or theatre arts for the theatre arts major. The final 30 hours of any degree must be in coursework completed at Drake University.

## College of Arts and Sciences

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

- [Anthropology and Sociology](#)
- [Astronomy](#)
- [Biochemistry, Cell and Molecular Biology](#)
- [Biology](#)
- [Chemistry](#)
- [Computer Science](#)
- [English](#)
- [Environmental Policy](#)
- [Environmental Science](#)
- [History](#)
- [International Relations](#)
- [Law, Politics and Society](#)
- [Mathematics](#)
- [Mathematics Education](#)
- [Neuroscience](#)
- [Philosophy](#)
- [Physics/Physics Engineering](#)
- [Politics](#)
- [Psychology](#)
- [Quantitative Economics](#) (B.A. only)
- [Religion](#)
- [Rhetoric and Communication Studies](#)
- [Sociology](#)
- [Study of Culture and Society](#)
- [Writing](#)

### *Minors only*

- [Art](#)
- [Geography](#)
- [Military Studies](#)
- [Piano Pedagogy](#)

### *Concentrations*

- [Behavior Analysis of Developmental Disabilities](#)
- [Comparative and Global Public Health](#)
- [Latin American Studies](#)
- [Leadership](#)
- [Primate Studies](#)
- [Women's Studies](#)

## *Certificates*

- [Certificate of Competence in Language and Culture \(World Languages and Cultures\)](#)
- [Global Ambassador](#)

# | Drake University

## Anthropology and Sociology

### Degree Option

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

### Description of Program

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

The combined anthropology and sociology major (ANSO) includes courses in anthropology and sociology, encouraging a multidisciplinary perspective on self and society. Concerned with meaning, difference and power, ANSO cultivates reflexive, interpretive and empathetic forms of cultural analysis. Drawing together biography, history and ethnography, the major encourages students to reflect critically on human diversity from cultural and social perspectives. The anthropology curriculum at Drake focuses on cultural anthropology.

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.

### 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 credits)\*. 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 (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.

## **Minor in Anthropology**

### **Description of Program**

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

### **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 6 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.

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# | Drake University

## Astronomy

### Degree Option

Bachelor of Science with a major in astronomy.

### Description of Program

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

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

Approximately 15 students are enrolled in the major. Average class size is 7 students; many classes are shared with physics majors.

### 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)

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# **| Drake University**

## **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 biochemistry, cell and molecular biology (BCMB) major prepares students for careers in one of the most exciting areas of science: the interface between biology, chemistry and physics. The development of techniques, like genetic engineering and microscale analysis, have brought an increasingly molecular focus to the traditional scientific disciplines of chemistry, biology and the health sciences. Biochemistry, cell and molecular biology are at this interdisciplinary crossroads. 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 (biotechnology, drug, food, agriculture and clinical industries), students preparing for health professional schools (medical, veterinary, dental and optometry), and students interested in graduate programs in molecular life sciences (biochemistry, cell and molecular biology, genetic engineering and 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.

There are currently about 160 students in the program. This size allows faculty and peers to help students with academic issues, as well as provide mentoring for research experiences, professional networking and planning for postgraduate education and career choices.

Research is very important in the BCMB Program. B.A and B.S. students participate in research. Students begin research as soon as possible; some begin their first year or second year. Faculty and collaborating scientists provide a wide range of

potential research projects in which students may engage.

During their junior and senior years, students participating in the Advanced Molecular Life Sciences course are directly involved in collaborative research. Students write and orally present their research projects during their senior year as part of the Capstone experience. Students often present their research at professional scientific meetings and in scientific journals.

## Requirements for Major

The B.A. and B.S. majors require students to demonstrate knowledge of course-based content and compile a portfolio. They differ in their content requirements as shown below.

### Course-Based Content

#### Bachelor of Arts Degree:

- Biology 1, 12, 13, 18 or 19 and laboratories (Biological Sciences) 8 credits
- Biology 105 (Genetics) 3 credits
- Biology 165 (Cell Biology) 4 credits
- Chemistry 1/3, 2/4 (General Chemistry) 8 credits
- Chemistry 107/109, 108/110 (Organic Chemistry) 8 credits
- Chemistry 130/131 (Biochemistry) 4 credits
- Chemistry 132/133 (Advanced Biochemistry) 4 credits
- Biology 186 (Molecular Biology) 3 credits
- Biology 187L (Molecular Biology Laboratory) 2 credits
- BCMB 137 (Advanced Molecular Life Sciences Laboratory)  
OR BCMB 199 (Research)  
OR BCMB 198 (Internship 3-12 credits)
- BCMB 195 (Senior Seminar) 1 credits
- Statistics or Calculus 3-4 credits
- \*Career Focus Area 15 credits
- Two advanced electives from a selection of the following:
- Biology 116 (Bioinformatics) 3 credits
- Biology 126/126L (Developmental Biology and laboratory) 4 credits
- Biology 182 (Immunology) 3 credits
- Biology 188/188L (Structural Biology) 5 credits
- Biology 189 (Regulatory Biology) 2 credits
- BCMB 161 (Biophysical Chemistry and Laboratory) 4 credits
- Biology 104 (Virology)
- Biology 176 (Neurophysiology)

#### Bachelor of Science Degree

- Biology 1, 12, 13, 18 or 19 and laboratories (Biological Sciences) 8 credits
- Biology 105 (Genetics) 3 credits
- Biology 165 (Cell Biology) 4 credits
- Chemistry 1/3, 2/4 (General Chemistry) 8 credits
- Chemistry 81 (Quantitative Chemistry)
- Chemistry 107/109, 108/110 (Organic Chemistry) 8 credits

- Chemistry 130/131 (Biochemistry) 4 credits
- Chemistry 132/133 (Advanced Biochemistry) 4 credits
- BCMB 161 (Biophysical Chemistry)  
OR Chemistry 165 (Physical Chemistry)  
OR Chemistry 182 (Advanced Analytical) 3-4 credits
- Biology 186 (Molecular Biology) 3 credits
- Biology 187L (Molecular Biology Laboratory) 2 credits
- BCMB 137 (Advanced Molecular Life Sciences Laboratory) 3 credits  
OR BCMB 199 (Research) 1-3 credits  
OR BCMB 198 (Internship) 3-12 credits
- BCMB 195 (Senior Seminar) 1 credit
- Physics 11, 12 8 credits
- Mathematics 50 (Calculus) 4 credits

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# | Drake University

## Biology

### Degree Options

Bachelor of Arts or Bachelor of Science degrees with a major in biology.

### Description of Program

Biology is the study of life and all its remarkable forms and processes. Pursuing a degree in biology will be very rewarding, exciting and valuable. Biologists learn and study how living things work from the level of cells to the level of ecosystems and the biosphere. The Drake Biology program is designed to build a solid foundation of general biological understanding while at the same time providing opportunities for students to develop expertise in a more specific discipline.

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. Drake University's biology program is notable for having a large number of new faculty actively engaged in research and a rich diversity of courses in traditional and modern areas of biology

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 medicine, 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, conservation biology, food science, agriculture and forensic science.

### Requirements for Major

Minimum of 32 credit hours in biology, which must include 6 courses having laboratory experiences (courses with "L" designations) and the following requirements:

- BIO 12 and 13 (General and Pre-Professional Biology)
- BIO 191 and 192 (Seminar in Biology)
- BIO 199 (Senior Capstone Experience)

One course from each of the five core areas is needed:

- Molecular and Cellular Processes
  - BIO 105 (Introduction to Genetics)
  - BIO 165, 165L (Cell Biology)

- BIO 186, 186L (Molecular Biology)
- Biological Diversity
  - BIO 019, 19L (Introduction to Botany)
  - BIO 101, 101L (Comparative Anatomy of Vertebrates)
  - BIO 103, 103L (Microbiology)
  - BIO 113, 113L (Vertebrate Biology)
  - BIO 123, 123L (Biology of Invertebrates)
- Systems Biology
  - BIO 018, 18L (Introductory Anatomy and Physiology)
  - BIO 126, 126L (Developmental Biology)
  - BIO 127, 127L (Histology)
  - BIO 129, 129L (Mammalian Physiology)
- Ecology/Evolution
  - BIO 114, 114L (Evolution)
  - BIO 117, 117L (Ecology)
  - BIO 125, 125L (Conservation Biology)
  - BIO 152, 152L (Field Botany)
  - BIO 168, 168L (Limnology)
- Applications of Biological Principles
  - BIO 21 (selected Topics in Biology)
  - BIO 24, 24L (Field Ornithology)
  - BIO 61 (Natural History Photography)
  - BIO 95 (Principles of Microbiology)
  - BIO 98 (Introduction to Primatology)
  - BIO 99 (Biological Research and Statistical Methods)
  - BIO 104 (Introduction to Virology)
  - BIO 106, 106L (Research in Genetics)
  - BIO 108 (Emerging Infectious Diseases)
  - BIO 110, 110L (Iowa Natural History)
  - BIO 115, 115L (Aquatic Biology)
  - BIO 116 (Bioinformatics)
  - BIO 119, 119L (Herpetology)
  - BIO 120, 120L (Ecosystem Ecology)
  - BIO 121, 121L (Parasitology)
  - BIO 122, 122L (Mammalogy)
  - BIO 130, 130L (Ornithology)
  - BIO 133, 133L (Kinesiology)
  - BIO 134, 134L (Biology of Exercise and Sport)
  - BIO 145 (Selected Topics in Biology)
  - BIO 156 (Biology Short Course)
  - BIO 158 (Biomedical Aspects of Aging)
  - BIO 167, 167L (Population and Community Ecology)
  - BIO 176, 176L (Neurophysiology)
  - BIO 182, 182L (Immunology)
  - BIO 185 (Human Genetics)
  - BIO 187, 187L (Molecular/Cell Biology Lab)
  - BIO 188, 188L (Structural Biology)
  - BIO 189 (Regulatory Biology)

Additional requirements for the major include:

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

**B.A. Degree:** Students pursuing the B.A. degree also must take one course of at least 3 credit hours in either calculus, statistics or Computer Science 65.

**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.

**B.S. Degree:** The B.S. degree program in Biology is designed to provide significant experience in biological research by engaging students in genuine scientific investigations similar to what students will encounter in their future careers . Students will become collaborators with faculty and contribute to all aspects of a research project from proposal and hypothesis formation to data analysis, interpretation and presentation. The research typically occurs at Drake University with Drake faculty, but it could also happen during an off-campus experience with a non-Drake adviser (e.g., study abroad, local workplaces). Off campus research still requires a Biology faculty adviser (through enrollment in BIO 197 or 197L).

### **B.S. Requirements:**

- Collaboration with a faculty advisor in a significant research investigation (minimum of 2 semesters)
- Research proposal submitted to the Biology department for approval before your senior year
- BIO 99, Biological Research and Statistical Methods, or its advisor-approved equivalent
- A minimum of 2 credits of BIO 197/197L, Undergraduate Thesis Research
- Presentation of the research in BIO 192 (student should be enrolled in 192 the spring semester the research is presented); for students graduating in fall, presentation in BIO 191 is an option
- Research paper and a copy of the presentation submitted to the department

Students planning to complete a B.S. in Biology should obtain a copy of the full description of the B.S. requirements from their advisor or the department office by their sophomore year.

**Program of study for minor:** Completion of 20 credit hours in biology, at least 3 of which must be from laboratory 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 of the Biology Department.

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# | Drake University

## Chemistry

### Degree Options

Bachelor of Arts in chemistry and Bachelor of Science in chemistry.

### 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, BS

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

- Chemistry 1 and 3, 2 and 4 (General Chemistry)
- Chemistry 61 (Inorganic Chemistry)
- Chemistry 81 (Quantitative Chemical Analysis)
- Chemistry 97 and 98, 108 and 110 (Organic Chemistry)
- Chemistry 130 and 131 (Biochemistry)
- Chemistry 148 (Research in Chemistry) - 3 credit hours
- Chemistry 165
- Chemistry 195, 196, 197, and 198
- Chemistry electives — at least 12 credit hours from the following
  - Chemistry 132 and 133 (Biochemistry and Advanced Biochemistry)
  - Chemistry 155 (Advanced Organic Chemistry)
  - Chemistry 166 (Intermediate Physical Chemistry)
  - Chemistry 180 (Advanced Inorganic Chemistry)
  - Chemistry 182 (Advanced Analytical Chemistry)

- Chemistry 190 (Integrated Chemistry Topics)
- Molecular Class

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, BA

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 97 and 98, 108 and 110 (Organic Chemistry)
- Chemistry 197 and 198 (Senior Seminar I and II)

### Requirements I

- Chemistry 165 (Physical Chemistry), Chemistry 182 (Advanced Analytical Chemistry), or
- Chemistry 161 (Biophysical Chemistry)

**Requirements II** — (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 physics major requirement, though it can be a physics major elective.) Choose 4 credit hours selected from:

- Chemistry 130 and 131 (Biochemistry)
- Chemistry 155 (Advanced Organic Chemistry)
- Chemistry 161
- Chemistry 165
- Chemistry 180 (Advanced Inorganic Chemistry)
- Chemistry 182 (Advanced Analytical Chemistry)
- Chemistry 190 (Integrated Chemistry Topics)
- 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:

- CHEM 1, 2, 3, 4 (General Chemistry)
- CHEM 81 (Quantitative Chemical Analysis)
- CHEM 97, 98, 108, 110 (Organic Chemistry)
- One course chosen from CHEM 130 (Biochemistry) and CHEM 131 or

- CHEM 155 (Advanced Organic Chemistry), or
- CHEM 165 (Physical Chemistry)
- CHEM 161

A minimum GPA of 2.0 must be achieved, and credit/no credit courses may not be used.

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# | Drake University

## Computer Science

### Degree Options

Bachelor of Arts and Bachelor of Science degrees with a major or minor 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 BA or BS 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.

Students who desire a more scientific emphasis will complete the Arts and Sciences College requirements for a BS degree; the computer science requirements for the B.A. and B.S. degrees are the same.

This program brings a problem-solving focus to the study of computer science and applications of computer science. Most upper-level classes are small enough to allow close interaction between students and faculty members. Interested students may also find opportunities for independent studies on topics of interest or to work with faculty members on student research projects.

### Requirements for Major

All programs are to be planned in careful consultation with a departmental advisor and must have the approval of the advisor. Requirements for a major in computer science are:

#### Core

25 hours required.

The following core courses 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)
- Math 50 (Calculus 1)
- Math 54 (Discrete Mathematics)
- Math 80 (Linear Algebra)

## Upper Division Component

15 hours with approval of the advisor from the following:

- At least 9 hours from other computer science courses numbered 100 or above (excluding CS 140), the tutoring course and the capstone course, or Info Systems courses 145 or higher.
- Mathematics 70, Statistics 71, Statistics 72
- Upper-division courses in mathematics, statistics, actuarial science or quantitative methods (Mathematics 101 and CS 114 may not both be counted; Mathematics 140 and the capstone course may not be counted)
- Other courses chosen with the approval of the department advisor

## Requirements for Minor

Students who choose a minor in computer science must have a departmental minor advisor and complete a minimum of 21 hours of computer science and related courses, including (1) CS 65, 66, 130, 135; (2) two 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 and is a prerequisite for CS 147, CS 150, and CS 165.

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# | Drake University

## English

### Degree Options

Bachelor of Arts with a major and minor in English.

### Description of Program

The program in English is committed to establishing a habit of lifelong learning that emphasizes the relationship of reading, writing and critical thinking. Undergraduate English 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 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 online), collaborative projects, conferences, presentations, independent study, internships, 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, the English major permits 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.

Our graduates pursue professional careers in such fields as professional writing, editing, 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 coursework: a common core of 24 hours, plus 12 hours of electives. Students may take up to 6 hours of electives in relevant coursework 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 first or second year)
  - ENG 61 Writing Seminar (Should be taken first or second year)
- Genres of Representation (Choose 1)
  - 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\*
- Historicity (Choose 2)
  - ENG 42, 44, 54, 56, 58, 99\*, 124, 128\*, 130\*, 131\*, 142, 143, 145, 147, 150, 152, 174\*, 175\*, 182\*, 197\*
- Culture and Identity (Choose 1)
  - ENG 20, 65, 66, 67, 68, 75, 77, 86, 88, 99\*, 124\*, 148, 162, 163, 164, 165, 166, 168, 174\*, 178, 188, 195, 197\*
- Critical Practice and Theory (Choose 1)
  - ENG 160, 171, 173 (Should be taken in the third year, before the Capstone)
- Capstone (Choose 1)
  - One English course numbered 175-197, excluding 196.
- Electives (4 courses)
  - Twelve hours of adviser-approved courses in a related area of interest. Students are encouraged to select courses from the curriculum that best suit their interests, concentrating their selections in specific areas. A total of 6 hours can be taken outside the department with adviser approval.

# Requirements for English Minor

Minimum of 18 credit hours in English, including ENG 60 and ENG 61, and at least 6 credit hours in courses numbered above 100. An English faculty adviser is required.

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# **| Drake University**

## **Environmental Policy**

### **Degree Option**

Bachelor of Arts with a major in environmental policy.

### **Description of Program**

This interdisciplinary degree prepares students in a liberal arts tradition to understand the connections between human beings and the Earth's environment. The program will enable students to understand and engage in the intersection of social and natural sciences that produces environmental policy. Students will develop expertise in decision-making, policy formulation and implementation, the natural sciences, 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.

Environmental policy is forged at the intersection of scientific and political systems; therefore students 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. Coursework that emphasizes theory and application of policy is required, and students are able to choose a focus on either national or international issues. Policy must also be evaluated in its sociological impact and effect on cultural justice. Students will develop an understanding of natural science disciplines including the life sciences, physical sciences and environmental issues. An understanding of organisms and their environments, ecosystem function and atmospheric process is fundamental to formulating policy that protects air, land, water and biodiversity. A course in statistics will develop an understanding of the importance of research and data analysis for both natural and social scientists. The Capstone experience will require students to complete a group service-learning project in which, working as environmental consultants, they will produce and present a product to a local or regional client.

Students are strongly encouraged to develop depth in a focus area of interest by consulting with their academic adviser or the program director. Students planning to attend either graduate school or law school should also work with their adviser to determine what additional courses will be needed to prepare for admission.

Drake's environmental policy major is distinguished by its strong focus on interdisciplinary study, emphasis on experiential learning, opportunities for research and independent study, and service learning approach to the senior capstone experience.

### **PROGRAM SIZE**

Approximately 15 students are enrolled in the major. Average class size is 20 students.

## Requirements for Major

Minimum 50 credit hours. Students must complete the following courses to earn a degree in environmental policy:

### Core Curriculum [minimum 23]

Courses	Credits
<b>Required:</b>	
ENSP 35 (One Earth: Global Environmental Science)	3
ENSP 36 (One Earth Laboratory)	1
Elective (choose one)	
(i) Biology 1,1L (The Biological Sciences) <b>OR</b>	
Biology 13,13L (General/Pre-Professional Biology II) <b>OR</b>	
Biology 19,19L (Introduction to Botany)	3,1
<b>Required:</b>	
ENSP 65 (Geographic Information Systems)	3
<b>Elective (take one course)</b>	
(ii) ENSP 41 (Principles of Geology) <b>OR</b>	4
ENSP 51 (Energy and Environment) <b>OR</b>	3
ENSP 22 (Meteorology: Science and Weather)	3
<b>Required:</b>	
Economics 2 (Microeconomics)	3
<b>Elective (take one course)</b>	
(iii) Political Science 1 (American Political System*) <b>OR</b>	
Political Science 75 (World Politics**)	3
<b>Required:</b>	
Biology 117 (Ecology)	3
<b>Elective (take one course)</b>	
(iv) Statistics 50 (Statistics for Social Sciences)	3
Biology 99 (Biological Research and Statistical Methods)	3

\* Prerequisite for Political Science 155, ENSP 156 and American Politics group

\*\* Prerequisite for International Politics group

### Public Policy Theory and Application [15]

<b><i>Required</i></b>	<b>Credits</b>
Political Science 155 (American Public Policy)	3
ENSP 156 (Environmental Politics and Policy)	3
<b><i>Elective (take one course)</i></b>	
(i) ENSP 157 (Environmental Justice) <b>OR</b>	
ENSP 103 (Foundations of Environment)	3
<b><i>Electives (take two 3 credit courses from an area of concentration)</i></b>	
American Politics and Policy	
Political Science (110-119); POLS (150-159)	
International Politics and Policy	
Political Science (120-129); Political Science (170-179)	6

### Data Analysis, Interpretation and Inference [6]

<b><i>Electives (take 6 credits)</i></b>	<b>Credits</b>
Biology 118L (Ecology Lab)	2
ENSP 105 (Principles of Environ. Geology)	4
ENSP 165 (Advanced GIS)	3
Economics 109 (Public Economics)	3
ENSP 154 (Environmental Decision Making)	3

### Science and Policy Integration [3]

<b><i>Elective (take 3 credits)</i></b>	<b>Credits</b>
ENSP 135 (Global Climate Change: Science and Policy)	3
ENSP 125 (Conservation Biology)	3
<i>Or adviser approved elective</i>	3

### Capstone [3]

ENSP 191 (Environmental Science and Policy Practicum)	3
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# Requirements for Minor

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

- Biology 1 (Intro to Biological Science)
- Economics 2 (Principles of Microeconomics)
- ENSP 35 (One Earth: Global Environmental Science)
- ENSP 36 (One Earth: Global Environmental Science Laboratory)
- ENSP 106 (Environmental Decision Making) OR  
ENSP 157 (Environmental Justice)
- Political Science 1 (American Political System)
- Political Science 114 (Public Opinion) OR  
Political Science 116 (Media and Modern Politics) OR  
ENSP 111 (International Environmental Policy Seminar)
- ENSP 156 (Environmental Politics and Policy)

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# | Drake University

## Environmental Policy

### Degree Option

Bachelor of Arts with a major in environmental policy.

### Description of Program

This interdisciplinary degree prepares students in a liberal arts tradition to understand the connections between human beings and the Earth's environment. The program will enable students to understand and engage in the intersection of social and natural sciences that produces environmental policy. Students will develop expertise in decision-making, policy formulation and implementation, the natural sciences, 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.

Environmental policy is forged at the intersection of scientific and political systems; therefore students 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. Coursework that emphasizes theory and application of policy is required, and students are able to choose a focus on either national or international issues. Policy must also be evaluated in its sociological impact and effect on cultural justice. Students will develop an understanding of natural science disciplines including the life sciences, physical sciences and environmental issues. An understanding of organisms and their environments, ecosystem function and atmospheric process is fundamental to formulating policy that protects air, land, water and biodiversity. A course in statistics will develop an understanding of the importance of research and data analysis for both natural and social scientists. The Capstone experience will require students to complete a group service-learning project in which, working as environmental consultants, they will produce and present a product to a local or regional client.

Students are strongly encouraged to develop depth in a focus area of interest by consulting with their academic adviser or the program director. Students planning to attend either graduate school or law school should also work with their adviser to determine what additional courses will be needed to prepare for admission.

Drake's environmental policy major is distinguished by its strong focus on interdisciplinary study, emphasis on experiential learning, opportunities for research and independent study, and service learning approach to the senior capstone experience.

### PROGRAM SIZE

Approximately 15 students are enrolled in the major. Average class size is 20 students.

## Requirements for Major

Minimum 50 credit hours. Students must complete the following courses to earn a degree in environmental policy:

### Core Curriculum [minimum 23]

Courses	Credits
<b>Required:</b>	
ENSP 35 (One Earth: Global Environmental Science)	3
ENSP 36 (One Earth Laboratory)	1
Elective (choose one)	
(i) Biology 1,1L (The Biological Sciences) <b>OR</b>	
Biology 13,13L (General/Pre-Professional Biology II) <b>OR</b>	
Biology 19,19L (Introduction to Botany)	3,1
<b>Required:</b>	
ENSP 65 (Geographic Information Systems)	3
<b>Elective (take one course)</b>	
(ii) ENSP 41 (Principles of Geology) <b>OR</b>	4
ENSP 51 (Energy and Environment) <b>OR</b>	3
ENSP 22 (Meteorology: Science and Weather)	3
<b>Required:</b>	
Economics 2 (Microeconomics)	3
<b>Elective (take one course)</b>	
(iii) Political Science 1 (American Political System*) <b>OR</b>	
Political Science 75 (World Politics**)	3
<b>Required:</b>	
Biology 117 (Ecology)	3
<b>Elective (take one course)</b>	
(iv) Statistics 50 (Statistics for Social Sciences)	3
Biology 99 (Biological Research and Statistical Methods)	3

\* Prerequisite for Political Science 155, ENSP 156 and American Politics group

\*\* Prerequisite for International Politics group

### Public Policy Theory and Application [15]

<b><i>Required</i></b>	<b>Credits</b>
Political Science 155 (American Public Policy)	3
ENSP 156 (Environmental Politics and Policy)	3
<b><i>Elective (take one course)</i></b>	
(i) ENSP 157 (Environmental Justice) <b>OR</b>	
ENSP 103 (Foundations of Environment)	3
<b><i>Electives (take two 3 credit courses from an area of concentration)</i></b>	
American Politics and Policy	
Political Science (110-119); POLS (150-159)	
International Politics and Policy	
Political Science (120-129); Political Science (170-179)	6

### Data Analysis, Interpretation and Inference [6]

<b><i>Electives (take 6 credits)</i></b>	<b>Credits</b>
Biology 118L (Ecology Lab)	2
ENSP 105 (Principles of Environ. Geology)	4
ENSP 165 (Advanced GIS)	3
Economics 109 (Public Economics)	3
ENSP 154 (Environmental Decision Making)	3

### Science and Policy Integration [3]

<b><i>Elective (take 3 credits)</i></b>	<b>Credits</b>
ENSP 135 (Global Climate Change: Science and Policy)	3
ENSP 125 (Conservation Biology)	3
<i>Or adviser approved elective</i>	3

### Capstone [3]

ENSP 191 (Environmental Science and Policy Practicum)	3
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# Requirements for Minor

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

- Biology 1 (Intro to Biological Science)
- Economics 2 (Principles of Microeconomics)
- ENSP 35 (One Earth: Global Environmental Science)
- ENSP 36 (One Earth: Global Environmental Science Laboratory)
- ENSP 106 (Environmental Decision Making) OR  
ENSP 157 (Environmental Justice)
- Political Science 1 (American Political System)
- Political Science 114 (Public Opinion) OR  
Political Science 116 (Media and Modern Politics) OR  
ENSP 111 (International Environmental Policy Seminar)
- ENSP 156 (Environmental Politics and Policy)

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# | Drake University

## Environmental Science

### Degree Option

Bachelor of Arts or Bachelor of Science with a major in environmental science.

See [requirements for Bachelor of Science](#).

### Description of Program

This interdisciplinary science degree prepares students in a liberal arts tradition to understand connections between human beings and their effects on the Earth's environment. Drake environmental science students are grounded in the natural sciences disciplines while also acquiring the ability to synthesize information across disciplines. Students develop technical and quantitative skills including laboratory and field methods, statistical analysis and the implementation of geographic information systems (GIS). Courses in the social sciences such as economics, politics, policy and ethics provide an important link to the human element associated with environmental issues. 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 nongovernmental 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 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), and with semester-long marine science experiences at the University of Southern Mississippi's Gulf Coast Research Laboratory in Ocean Springs, Mississippi.

Drake's environmental science major is distinguished by its strong focus on interdisciplinary study, emphasis on field experiences, opportunities for research and independent study, and service learning approach in the Senior Capstone experience.

**B.S. Degree:** The B.S. degree program is designed to provide significant experience in research. Students in either the life science or physical science track of the ENS major may select this option. Students will become collaborators with faculty and contribute to all aspects of a research project from proposal and hypothesis formation to data analysis, interpretation and presentation. The research typically occurs at Drake University with Drake faculty, but it could also be completed during an off-campus experience with a non-Drake adviser (e.g., study

abroad, local workplaces). Off campus research still requires an ENSP faculty adviser (through enrollment in ENSP 197).

### **B.S. Requirements:**

- Collaboration with a faculty advisor in a significant research project (minimum of 2 semesters)
- Research proposal submitted to the ENSP program and approved before your senior year
- Biology 99, Biological Research and Statistical Methods, or its advisor-approved equivalent
- A minimum of 2 credits of ENSP 197, Undergraduate Thesis Research
- Oral presentation of the research to ENSP faculty and students
- Research paper and a copy of the presentation submitted to the ENSP program

Students planning to complete a B.S. in ENS should obtain a copy of the full description of the B.S. requirements from their advisor or the program director by their sophomore year.

### **PROGRAM SIZE**

Approximately 50 students are enrolled in the Environmental Science major. Average class size is about 20 students.

## **Requirements for Major**

The environmental science major is offered as two tracks — Physical Science and Life 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.

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

### **Physical Science Track: Required 60 credits**

#### **Core Curriculum [27]**

<b><i>Electives (take 2 into to Biology courses)</i></b>	<b>Credits</b>
(i) Biology 1,1L (The Biological Sciences) <b>OR</b>	3,1
Biology 13,13L (General/Pre-Professional Biology II)	3,1
(ii) Biology 18,18L (Introduction to Anatomy & Physiology) <b>OR</b>	3,1
Biology 19,19L (Introduction to Botany)	3,1
ENSP 35 (One Earth: Global Environmental Science)	3

ENSP 36 (One Earth Laboratory)	1
ENSP 41 (Principles of Geology)	4
Chemistry 1,3 (General Chemistry I)	4
Chemistry 2,4 (General Chemistry II)	4
ENSP 65 (Geographic Information Systems)	3

### Chemistry & Quantitative [14]

<b>Required</b>	<b>Credits</b>
Chemistry 81 (Quantitative Chemistry)	4
Chemistry 107, 108 (Organic Chemistry)	4
Math 50 (Calculus I)	3
(i) Biology 99 (Biological Research & Statistical Methods) <b>OR</b>	3
Statistics 60 (Statistics for the Life Sciences)	3

### Area of Specialization [10]

<b><i>Electives - Take 10 credit hours in adviser-approved upper-level courses</i></b>	<b>Credits</b>
Biology 103,103L (Microbiology)	3,2
Biology 115, 115L (Aquatic Biology)	2,1
Biology 168,168L (Limnology)	3,1
Biology 186 (Molecular Biology)	3
ENSP 51 (Energy and the Environment)	3
ENSP 141 (Environmental Geology)	4
ENSP 165 (Advanced GIS)	3
Chemistry 130 (Biochemistry)	3
Chemistry 18 (Instrumental Chemistry)	1-4
Physical Science 71 (Solar Energy I)	2
Physical Science 72 (Solar Energy II)	1
LLAB 166 (Watershed Hydrology and Surficial Processes)	4
LLAB 168 (Aquatic Ecology)	4
<i>Or adviser-approved electives</i>	3-4 credits

## Science and Policy Integration [6]

<b><i>Electives - Take 6 credits</i></b>	<b>Credit</b>
ENSP 111 (International Environmental Policy)	4
ENSP 135 (Global Climate Change: Science & Policy)	3
ENSP 156 (Environmental Politics and Policy)	3
ENSP 157 (Environmental Justice)	3
<i>Or adviser-approved electives</i>	3-4

## Capstone [3]

ENSP 191: Environmental Science & Policy Practicum	3
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## Life Science Track: Required 60 credits

### Core Curriculum [27]

<b><i>Electives (take 2 into Biology courses)</i></b>	<b>Credit</b>
(i) Biology 1,1L (The Biological Sciences) <b>OR</b>	3,1
Biology 13,13L (General/Pre-Professional Biology II)	3,1
(ii) Biology 18,18L (Introduction to Anatomy & Physiology) <b>OR</b>	3,1
Biology 19,19L (Introduction to Botany)	3,1
ENSP 35 (One Earth: Global Environmental Science)	3
ENSP 36 (One Earth Laboratory)	1
ENSP 41 (Principles of Geology)	4
Chemistry 1,3 (General Chemistry I)	4
Chemistry 2,4 (General Chemistry II)	4
ENSP 65 (Geographic Information Systems)	3

### Theory of Ecology [15]

<b><i>Required</i></b>	<b>Credits</b>
Biology 117 (Ecology)	3
Biology 118L (Ecology Lab)	2

<b><i>Electives (take one of each couplet)</i></b>	<b>Credits</b>
(i) Biology 120, 120L (Ecosystem Ecology) <b>OR</b>	3,1

Biology 167, 167L (Population and Community Ecology)	3,1
(ii) ENSP 165 (Applications of GIS) <b>OR</b>	3
ENSP 154 (Environmental Decision-Making)	3
(iii) Biology 99 (Biological Research & Statistical Methods) <b>OR</b>	3
Statistics 60 (Statistics for the Life Sciences)	3

### Field Biology Component [9]

<b><i>Electives - Take 9 credits</i></b>	<b>Credits</b>
ENSP 101 (Restoration Ecology Practicum)	3
ENSP 115 (Environmental Field Course)	1-6
Biology 24,24L (Field Ornithology)	1,1
Biology 110,110L (Iowa Natural History)	1,1
Biology 114, 114L (Evolution)	3,1
Biology 119,119L (Herpetology)	2,1
Biology 122,122L (Mammalogy)	2,1
Biology 123,123L (Biology of Invertebrates)	3,1
Biology 152,152L (Field Botany)	2,1
Biology 168,168L (Limnology)	3,1
LLAB 119 (Amphibians and Reptiles)	4
LLAB 124 (Ornithology)	4
LLAB 152 (Plant Taxonomy)	4
LLAB 161 (Freshwater Algae)	4
LLAB 161 (Biology of Aquatic Plants)	4
LLAB 164 (Prairie Ecology)	4
LLAB 168 (Aquatic Ecology)	4
LLAB 169 (Ecosystems of North America)	4
LLAB 170 (Introduction to Insect Ecology)	4
LLAB 171 (Plant Ecology)	4
LLAB 172 (Wetland Ecology)	4
LLAB 174 (Behavioral Ecology)	4
<i>Or adviser-approved electives</i>	3-4

## Science and Policy Integration [6]

<b><i>Electives - Take 6 credits</i></b>	<b>Credits</b>
(i) ENSP 125 (Conservation Biology) <b>OR</b>	4
ENSP 135 (Global Climate Change: Science & Policy)	3
(ii) ENSP 156 (Environmental Politics and Policy) <b>OR</b>	3
ENSP 157 (Environmental Justice) <b>OR</b>	3
ENSP 111 (International Environmental Policy)	4
<i>Or adviser-approved electives</i>	3-4

## Capstone [3]

ENSP 191 (Environmental Science & Policy Practicum)	3
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## Requirements for Minor

Program of study for the minor: All minors must have an adviser in the program and must successfully complete a minimum 22 credit hours that fulfill the following requirements:

ENSP 035 (One Earth: Global Environmental Science)  
ENSP 036 (One Earth: Global Environmental Science Laboratory)  
Biology 001 (Introduction to Biological Science), or equivalent  
Biology 117 (Ecology)  
Biology 118L (Ecology Lab)

Elective – take one course from this group

- (i) ENSP 041 (Principles of Geology), **OR**  
ENSP 065 (Geographic Information Systems), **OR**  
ENSP 105 (Environmental Geology), **OR**  
ENSP 135 (Global Change: Science and Policy)

ENSP elective in Environmental Policy  
ENSP 100-level elective

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# | Drake University

## History

### Degree Options

Bachelor of Arts degree with a major in history.

### Description of Program

The discipline of history lies at the core of liberal education. The History Department provides undergraduates with an historical perspective from which they can analyze the contemporary world. Knowledge of the past is key to understanding the present. To think historically is to think critically but with the advantage of contextualizing and interpreting the present in light of the past. It is what every informed citizen does when formulating an opinion or facing an important life decision, especially in times of profound change.

At a time when the average college graduate will work in four or more different professions during their lifetime, our program prepares and empowers students with modular and transferable skills. Mastering the “information age” requires students to read, write, think, speak, and analyze data proficiently, but students must also possess the flexibility and adaptability to function in an ever-changing global economy.

The department’s courses investigate those ideas and institutions by which people have attempted to shape and order their world. The department is especially interested in periods that experience pronounced social, economic and political conflict. The department believes that comparative history is an effective way to achieve many 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 several special interest courses and encourages students to propose their own independent study projects. Individuals considering careers that demand the historian’s skills should ask us about internships.

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, which must come from a second major. All majors must take History 1 and 2, at least 6 hours of advanced level courses, at least 6 hours of colloquia, and 3 hours of a senior 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 150-190) 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.
- Senior seminars (numbered 196-198) 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 12 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 6 hours in advanced-level courses (numbered 100-149) and 6 hours in Colloquia (numbered 150-190). The student's major adviser can supervise the program for the history minor.

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# | Drake University

## International Relations

### Degree Option

Bachelor of Arts degree with a major in international relations.

### Description of Program

The international relations major is an interdisciplinary program designed to meet the needs of students interested in understanding and/or working in international affairs. The goal is to train students for 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.

#### Foreign Language Requirement

Students must take two years of coursework or credits in a single language or demonstrate equivalent competence. Options for fulfilling this requirement include family background or life experience, high school training, college coursework by transfer from another institution, study abroad and coursework through Drake's World Languages and Cultures program. Students must take two years of coursework or credits in a single language or demonstrate equivalent competence. Options for fulfilling this requirement include family background or life experience, high school training, college coursework by transfer from another institution, study abroad and coursework through Drake's World Languages and Cultures program.

#### 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 2 (Human Geography) **OR**  
SCSG 3 (World Regional Geography)

- Hist 113 (America as a World Power) **OR**  
Politics 179 (American Foreign Policy)
- Econ 130 (International Economic) **OR**  
Econ 175 (Developing Economies) **OR**  
Pols 123 (Globalization: Salvation, Scourge or Myth?)

## **Specialized Tracks**

Minimum of 21 credits. Elective courses within the major are spread across two specialized tracks: Comparative Perspectives and Thematic Perspectives. Majors are required to take a minimum of 9 credit hours under Comparative Perspectives. Of these, 6 hours must be taken in a single regional area and at least 3 hours must be taken under the Cross-Regional category. Majors are also required to take a minimum of 9 credit hours under Thematic Perspectives. In consultation with their academic adviser, students are strongly encouraged to select courses under this area that complement one another in some purposeful way. The remaining 3 credit hours of the 21 total credit hours may be taken from either Comparative Perspectives OR Thematic Perspectives, at the student's discretion. Credit hours from study abroad may be counted toward these requirements with the approval of a student's academic adviser.

## **Comparative Perspectives**

- Europe: SCSG 132; History 099, 133, 134, 136, 137; Politics 128, 160, 161, 171.
- Latin America: Eng 164; History 122, 123, 124, 125, 126, 160; Politics 156.
- Asia: SCSG 135, 176; History 22, 127, 128, 129, 153, 177; SCSS 130; Pols 162, 163, 178.
- Africa: Hist 061, 067, 161; SCSG 134.
- Middle East: Politics 136, 137, 174; SCSG 192
- Cross-Regional: SCSG 122, 192; SCSS 146, Politics 129, 137, 165, 166, 168; Religion 5, 151.

## **Thematic Perspectives**

Econ 130, 175; Eng 166; Hist 139; Pols/Phil 079, 121, 123, 124, 125, 127, 129, 170, 171, 173, 175, 176, 178; Psy 134; Rel 155; SCS 072, 150; SCSR 112; WLC 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 should consider study-abroad options in consultation with their academic adviser and the study-abroad coordinator.

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# **| Drake University**

## **Law, Politics and Society**

### **Degree Option**

Bachelor of Arts degree with a major in law, politics and society.

### **Description of 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 Council 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**

**Students will be required to take the following courses:**

- LPS 001 (Introduction to Law, Politics, and Society)

- Phil 090 (Ethics)
- LPS 100 (Intermediate Seminar in Law, Politics, and Society)
- LPS 190 (Senior Seminar in Law, Politics, and Society)

**And at least 3 of the following 5:**

- POLS 153 (Judicial Politics)
- PHIL 1XX (Rights and Responsibilities)
- SCS 151 (Criminology)
- SCSR 140 (Communications and the Law)
- POLS 190 (Seminar in Constitutional Law)

Students are required to take 2 courses numbered 100 or above from each of the following categories for a total of 6 courses.

Any single course may count, for a particular student, in only one LPS major requirement category.

At least two courses numbered 100 or above must have an international focus.

**(1) Creating Law and Policy**

Courses in this category will focus primarily on the structures and people that create, interpret and implement laws. Students should leave these courses with an understanding of the political, legal and social pressures on lawmakers and legal systems, and ways that various official sites of legality interact with each other in the creation of law and policy, and the governance of society.

Inexhaustive list of examples of courses in this category:

- PolS 151 (The American Presidency)
- PolS 152 (Congress/Legislative Process)
- PolS 153 (Judicial Politics)
- PolS 155 (American Public Policy)
- PolS 170 (International Law)
- Econ 180 (Regulation/Antitrust)
- Econ 109 (Public Economics)
- Econ 115 (Labor Economics)

**(2) Understanding and Responding to Contemporary Issues:**

Courses in this category will engage students in an in-depth examination of particular problems facing society, focusing on identifying the complex web of contributing factors (legal, political and social) as well as possible avenues of solution. Courses are focused on particular issues and provide students with ways of thinking that will translate to examination of other issues not discussed in class.

Inexhaustive list of examples of courses in this category:

- PolS 79/Phil 79 (Ethics in a Globalizing World)
- PolS 125 (Post-Conflict Justice)
- Psy 134 (Ethno-Political Conflict and Peace)
- Phil 124 (Health and Social Justice)

- Soc 150 (Restorative Justice)
- ENSP 135 (Sci/Policy of Global Warming)
- ENSP 191 (Env Sci and Political Practicum)
- Pols 156 (Environmental Politics and Policy)
- Pols 157 (Crime and Punishment in U.S.)
- Phil 124 (Health and Social Justice)
- Honr 149 (Health and Human Rights)
- Honr 163 (Environmental Justice)
- Pols 120 (Globalization: Salvation, Myth)
- Pols 123 (Grassroots Globalism)

### (3) Constructing Conceptions of Law, Politics and Society

Courses in this category will focus primarily on the way particular factors (social, structural, historical, cultural, rhetorical, literary) shape understanding of law, politics and society. As a result of these courses, students should question the ideal of neutrality often presented in these realms. Students should leave these classes with a more critical and nuanced attitude toward claims of the way the law, politics and society interact and be able to critically evaluate how their beliefs about these things have shaped their view of this interaction. Finally, these courses should provide students with ways to make decisions about different aspects of law, politics and society in the face of the recognition that such decisions are not neutral.

Inexhaustive list of examples of courses in this category:

- Soc 150 (Restorative Justice)
- Econ 162 (Marxian Political Economics)
- Pols 157 (Crime and Punishment in U.S.)
- SCSR 134 (Moral Monsters, Law, Culture)
- SCSS 150 (Prisons and Society)
- Hist 155 (Intro to Marxism)
- Hist 170 (U.S. and Vietnam)
- Hist 170 (New Women 1900-1945)
- Hist 170 (Era of the Civil War)
- Hist 170 (Chinese Communist Revolution)
- Hist 170 (African-American History 1877-Present)
- Hist 170 (African-American History to 1877)
- Hist 170 (Gilded Age & Progressive Era – U.S. 1870)
- Eng 168 (Storytelling as Social Practice)
- SCSR (Rhetorics of Class)
- SCSR (Rhetorics of Race)

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# **| Drake University**

## **Mathematics**

### **Degree Options**

Bachelor of Arts and Bachelor of Science degrees with a major in mathematic. Graduate programs leading to the Master of Science in Education and Master of Arts in Teaching degrees in mathematics also are available through the School of Education.

### **Description of Program**

Students majoring in mathematics are able to plan programs appropriate for careers that require understanding of structures and patterns and analysis of data, or for further graduate study in theoretical or applied mathematics or related fields, such as other scientific disciplines or economics and MBA programs in business administration. 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 who desire a more scientific emphasis will complete the Arts and Sciences College requirements for a BS degree; the mathematics requirements for the BA and BS degrees are the same.

### **Requirements for Major**

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 6 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, actuarial science,

econometrics, finances, or other areas approved by the advisor; see the [department's web page](#) for the list of specific courses approved.

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 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.

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# | Drake University

## Mathematics for Secondary Education

### Degree Options

Bachelor of Arts and Bachelor of Science degrees with a major in 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 Program

The focus of the program is to provide the necessary mathematics content and methods for students to become mathematics teachers at the middle school to high school level.

In addition to receiving this degree in the College of Arts and Sciences, students must also complete the secondary education major in the School of Education. Students will learn theory and application of mathematics in a range of lower- and upper-level classes, as well teaching methodology appropriate for teaching at the secondary level. In addition, students will learn how to use appropriate technology in teaching.

### Requirements for Major

This major is designed to furnish students with the mathematics content necessary for secondary certification in mathematics; 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 (Topics for Mathematics Teaching)
- 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)
- One of the following: Statistics 71 — Statistics I **OR** Statistics 131 (Probability and Mathematical Statistics I)

The courses, Mathematics Tutoring (currently under the Mathematics 195 number)

and Math 125 (Mathematical Modeling), are strongly recommended.

## **Requirements for Minor in Mathematics for Secondary Education**

A student must have a departmental minor advisor 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.

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# | Drake University

## Neuroscience

### Degree Options

Bachelor of Science degree with a major in neuroscience, minor in neuroscience.

### Description of Program

**Effective immediately, the neuroscience major is not available until further notice. [Addendum statement, added September, 2014: the neuroscience major resumed during the 2012-2013 academic year.]**

Students who have already declared a neuroscience major and first-year and transfer students who start the fall 2008 semester with a declared neuroscience major will fulfill the current major requirements. However, while the program is being revised, Drake is not accepting additional majors. Students wishing to become Neuroscience majors when the new program is available will fulfill the new major requirements in place at that time.

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 if 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 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 and nursing. Still others may want exposure to neuroscience topics because of an interest in professional writing (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 BS 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:
  - BIO 105 (Introduction to Genetics)
  - BIO 165 (Cell Biology)
  - BIO 129 (Mammalian Physiology)
- PSY 123 (Biological Basis of Behavior)
- PHAR 119 (Topics in Neuropharmacology)
- One of
  - PSY 122 (Sensation and Perception)
  - PSY 125 (Cognitive Psychology)
  - 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:
  - PSY 15 (Research Methods and Statistics)
  - PSY 10 (Introductory Statistics for Psychology)
  - STAT 71 (Statistics)
  - BIO 99 (Biological Research Methods)

## Requirements for Minor

- PSY 1
- BIO 12, 13
- PSY 11 or 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)

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.

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# | Drake University

## Philosophy

### Degree Option

Bachelor of Arts degree with a major in philosophy.

### Description of Program

The study of philosophy attempts to develop a student's understanding of the presuppositions underlying the main areas of human inquiry, an awareness of the range of reasonable answers to the ultimate questions individuals ask themselves, and a habit of critical reflection concerning the student's own convictions about belief and conduct. The major is designed to permit broad interdepartmental studies and interdisciplinary synthesis. It provides a desirable background for graduate study and work in human relations, law, literature, the social sciences and theology.

In addition to the possibilities that the study of philosophy itself offers, we have much to offer as a department. Our size affords us the luxury of really getting to know our students. We take seriously Drake's commitment to collaborative learning between faculty and students. As faculty, we value time we spend with students beyond the classroom, engaging in conversation, mentoring students, and building community.

### Requirements for Major

39 credit hours.

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

#### Required Courses

- Introductory (3 hrs):
  - PHIL 21 Introduction to Philosophy
- Ethics (3 hrs):
  - PHIL 90 Ethics
- History of Philosophy (12 hrs) (Ancient, Modern, and any two of the other courses listed below):
  - PHIL 104 Ancient Philosophy (required)
  - PHIL 106 Modern Philosophy (required)
  - PHIL 105 Medieval Philosophy
  - PHIL 107 Contemporary Philosophy
  - PHIL 109 American Philosophy
  - PHIL 110 Phenomenology
  - PHIL 123 Philosophy of History

- PHIL 151 Continental Philosophy
- Logic (3 hrs):
  - PHIL 115 Symbolic Logic
- Theories of Language, Thought and Reality (3 hrs) (any one of the courses listed below):
  - PHIL 120 Introduction to Philosophical Hermeneutics
  - PHIL 126 Theories of Knowledge and Belief
  - PHIL 128 Language and Reality
- Non-Western Philosophy (3 hrs):
  - PHIL 124 Eastern Philosophy
- Senior Capstone (3 hrs):
  - PHIL 197 Senior Capstone

Elective Courses (9 hrs)

Special Notes

- No more than 15 hours of < 100 level courses may count toward major.
- Suggested fields of study that would nicely complement the Philosophy major but that do not necessarily count toward the major include Math, Latin, History, Theology, English, Sociology, Political Theory, Economic Theory.
- Individual requirement 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.

## Requirements for Minor

18 credit hours

Required courses or other requirements:

- PHIL 21 Introduction to Philosophy
- PHIL 90 Ethics
- Either PHIL 104 Ancient Philosophy or PHIL 106 Modern Philosophy
- Nine credit hours in upper division philosophy courses
- No more than 12 credit hours in the minor may be in courses numbered below 100

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# | Drake University

## Physics

### Degree Options

Bachelor of Arts and Bachelor of Science degrees with a major in physics.

### Description of Program

The basic physics major is designed for students who are interested in a career in industry, government laboratories and applied science or in further study toward a graduate degree.

For students planning to teach middle school or 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 BA degree requires a minimum of 42 credit hours in physics, and the BS 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.

Both programs include a common core of 7 physics courses in the first 2 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 BA and BS 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 BA include one of the following:**

- Physics 149 or 159 (Advanced Laboratory II or III)
- Physics 197 or 198 (Research Participation)

## **In addition, the BS 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 are required. 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.

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# | Drake University

## Politics

### Degree Options

Bachelor of Arts degree with a major in Politics.

### Description of 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.

Drake's location allows students to supplement classes with experiences in government and politics. Des Moines is both the state capitol and the largest city in the state, making it a center of both government and politics. Students can find internship/volunteer experiences in both government (for example, the state legislature, Governor's office, various state agencies and nonprofit organizations that work with government) and politics (the political parties, offices of U.S. Senators, interest groups and other political organizations). And once every four years, it is the center of the Iowa caucuses, providing unparalleled opportunities for political activity.

### Requirements for Major

Students entering beginning fall 2008:

1. Majors must complete a minimum of 33 credits of politics coursework to be distributed as follows:

a. Required courses (21 credits):

- POLS 001 (The American Political System)
- POLS 065 (Comparative Politics)
- POLS 075 (World Politics)
- POLS 18x (a course in political theory)
- POLS 085 (Concepts in Politics)
- POLS 095 (Methods in Politics)
- POLS 191 (Senior Seminar in Politics)

b. The remaining 12 credit hours or more of coursework in politics are departmental electives that students may select in any subfield, in consultation with their adviser regarding their interests and career plans.

2. Nine credit hours (in 100-level courses) in a single related field – history, sociology, philosophy or economics. Students can meet the related fields requirement in other appropriate disciplines or with a group of classes that combine disciplines after discussion with, and approval from, their adviser.

Students entering prior to fall 2008:

1. Majors must complete a minimum of 30 hours in politics in the following manner:

a. As the distribution core of the 30 hours in politics, majors must complete the following 5 required courses for a total of 15 credit hours:

- POLS 001 (The American Political System)
- POLS 065 (Comparative Politics)
- POLS 075 (World Politics)
- POLS 180, 181, 184, 185, 186 or 189
- POLS 191 (Senior Seminar in Politics)

b. The remaining 15 credit hours or more of coursework in politics are departmental electives that students may select in any subfield, in consultation with their adviser regarding their interests and career plans.

2. Majors must also complete 12 hours of 100-level courses, to be chosen with the approval of their politics adviser, in the related fields of economics, history, philosophy, and sociology, as follows:

- At least 6 of these 12 hours must be in a single related field.
- Students may fulfill their related-fields requirement also by double-majoring in one of these related fields.

## Requirements for Minor

The minor in politics provides a broad overview of the breadth of topics examined in the field and the opportunity to delve more deeply into a specific area of political science.

Eighteen credit hours of politics coursework distributed as follows:

- Required courses (12 credits):
  - 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: (6 credits)

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# **| Drake University**

## **Psychology**

### **Degree Options**

Bachelor of Arts and Bachelor of Science degrees with a major in psychology.

### **Description of Program**

The Department of Psychology provides courses in the fundamental areas of study that comprise the science of behavior. The psychology department encourages students to participate in experiential learning opportunities in the form of research seminars, independent study, and internships in addition to traditional coursework. 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.

A B.A. degree in psychology can be completed as part of many preprofessional programs of study, including pre-business, pre-law and pre-social work. Because human behavior is an essential part of any career a B.A. degree can also complement a student's primary area of study. 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 B.S. 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.

All Psychology students are encouraged to take courses in the arts and sciences that improve their verbal, quantitative and critical reasoning abilities.

### **Requirements for Major, B.A. Degree**

39 credits of coursework in the Department of Psychology, which must include:

1. Psychology 1 (Introductory Psychology with lab)
2. Psychology 15 (Statistics and Research Methodology), or Psychology 10 (Research methods in Psychology) and Psychology 11 (Introduction to Statistics for Psychology)
3. Students must pass Psychology 15, Psychology 10, and 11 with a grade of "C" or better to enroll in some upper-division psychology courses and to complete the BS psychology major.

4. One course including a laboratory section from among Psychology 120/121, 123, 125, 130, or 133
5. 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. Independent studies, internships, and research seminars do not count towards these 12 hours, but count as electives.
6. At least one course must be completed in each of the following four themes to help assure a broad exposure to the discipline:
  - a. Psychology 26, 28, 122, 123, 124, 128
  - b. Psychology 60, 120/121, 125, 129, 162
  - c. Psychology 76, 81, 132, 133, 137, 176, 177
  - d. Psychology 30, 42, 80, 85, 130, 134, 142, 148, 183

## **Requirements for Major, B.S. Degree:**

39 credits of coursework in the Department of Psychology, which must include:

1. Psychology 1 (Introductory Psychology with lab)
2. Psychology 15 (Statistics & Research Methodology), or Psychology 10 (Research methods in Psychology) and Psychology 11 (Introduction to Statistics for Psychology)
3. Students must pass Psychology 15, Psychology 10, and 11 with a grade of "C" or better to enroll in some upper-division psychology courses and to complete the BS psychology major.
4. One course including a laboratory section from among Psychology 120/121, 123, 125, 130, or 133
5. 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. Independent studies, internships, and research seminars do not count towards these 12 hours, but count as electives.
6. At least one course must be completed in each of the following four themes to help assure a broad exposure to the discipline:
  - a. Psychology 26, 28, 122, 123, 124, 128
  - b. Psychology 60, 120/121, 125, 129, 162
  - c. Psychology 76, 81, 132, 133, 137, 176, 177
  - d. Psychology 30, 42, 80, 85, 130, 134, 142, 148, 183
7. 12 hours of natural science courses outside the Psychology Department in astronomy, biology, chemistry, computer science, mathematics (20 or above), physics or environmental science (a science-based course). Math 20 and Math 50 are among the courses that may be selected to complete this requirement. Two of the natural science courses (8 of 12 hours) outside the major department must include a laboratory.

Students interested in graduate study in Psychology are encouraged to participate in research seminars (Psychology 198) and/or independent study (Psychology 190, 191) and take Psychology 151, History and Systems. Courses strongly recommended for students with a GPA 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. Students must obtain a GPA of 2.0 in psychology to graduate with a B.A. or B.S. in

## Requirements for Minor

Minimum of 22 credit hours of courses offered by the Department of Psychology, which must include Psychology 1 with lab, Psychology 15 or Psychology 10 and at least one upper-division course. 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.

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# | Drake University

## Quantitative Economics

### Degree Options

Bachelor of Arts or Bachelor of Science in Business and Administration degrees with a major in Quantitative Economics.

### Description of Program

Quantitative Economics is a joint program of the College of Business and Public Administration and the Mathematics Department of the College of Arts and Sciences. The program offers integrated study in mathematics, statistics, and economics. The program is designed to prepare students for graduate study in economics (MA or PhD programs) or business (PhD programs or quantitatively oriented MBA programs). The program also prepares students for research-oriented jobs in government, business or consulting.

Two degree options are offered: a Bachelor of Science in Business Administration (B.S.B.A.) with a major in Quantitative Economics, and a Bachelor of Arts (B.A.) with a major in Quantitative Economics. Students who choose the B.S.B.A. degree should enroll in the College of Business and Public Administration. Students who choose the B.A. degree may enroll in either the College of Business and Public Administration or the College of Arts and Sciences.

### Requirements for Major

The quantitative economics major requires 15 credits of mathematics, 6 credits of statistics, and 21 credits of economics.

All students must complete the following, in addition to fulfilling the requirements of the Drake Curriculum.

- Mathematics (21 credits)
  - Math 50 (Calculus I)
  - Math 70 (Calculus II)
  - Math 80 (Linear Algebra)
  - Math 100 (Calculus III)
  - At least two elective course in Mathematics at the 100 level chosen from the following list:
    - Math 110 (Multivariate Calculus)
    - Math 120 (Applied Differential Equations I)
    - Math 125 (Mathematical Modeling)
    - Math 127 Game Theory
    - Math 176 (Advanced Linear Algebra)
    - Math 184 (Introduction to Real Analysis)

Courses in differential equations are especially recommended for students interested in an advanced degree in mathematical financial economics.

- Statistics (6 credits)
  - Stat 131 (Introduction to Probability I)
  - Stat 72 (Statistics II), OR Stat 141 (Statistical Modeling and Data Analysis I)
- Economics (21 credits)
  - 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 credits)
  - Students choose one of the following, depending on the college and degree to be earned:
    - Math 195 for A&S Majors (3 credits)
    - Econ 199 for the B.A. degree in CBPA. majors (1 credits)
    - BUS 195 for the .B.S.B.A. in CBPA. (3 credits)

Students earning the BSBA degree must also complete the required business core curriculum.

# | Drake University

## Quantitative Economics

### Degree Options

Bachelor of Arts or Bachelor of Science in Business and Administration degrees with a major in Quantitative Economics.

### Description of Program

Quantitative Economics is a joint program of the College of Business and Public Administration and the Mathematics Department of the College of Arts and Sciences. The program offers integrated study in mathematics, statistics, and economics. The program is designed to prepare students for graduate study in economics (MA or PhD programs) or business (PhD programs or quantitatively oriented MBA programs). The program also prepares students for research-oriented jobs in government, business or consulting.

Two degree options are offered: a Bachelor of Science in Business Administration (B.S.B.A.) with a major in Quantitative Economics, and a Bachelor of Arts (B.A.) with a major in Quantitative Economics. Students who choose the B.S.B.A. degree should enroll in the College of Business and Public Administration. Students who choose the B.A. degree may enroll in either the College of Business and Public Administration or the College of Arts and Sciences.

### Requirements for Major

The quantitative economics major requires 15 credits of mathematics, 6 credits of statistics, and 21 credits of economics.

All students must complete the following, in addition to fulfilling the requirements of the Drake Curriculum.

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  - Math 70 (Calculus II)
  - Math 80 (Linear Algebra)
  - Math 100 (Calculus III)
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    - Math 110 (Multivariate Calculus)
    - Math 120 (Applied Differential Equations I)
    - Math 125 (Mathematical Modeling)
    - Math 127 Game Theory
    - Math 176 (Advanced Linear Algebra)
    - Math 184 (Introduction to Real Analysis)

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  - Stat 72 (Statistics II), OR Stat 141 (Statistical Modeling and Data Analysis I)
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  - 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 credits)
  - Students choose one of the following, depending on the college and degree to be earned:
    - Math 195 for A&S Majors (3 credits)
    - Econ 199 for the B.A. degree in CBPA. majors (1 credits)
    - BUS 195 for the .B.S.B.A. in CBPA. (3 credits)

Students earning the BSBA degree must also complete the required business core curriculum.

# | Drake University

## Religion

### Degree Options

Bachelor of Arts degree with a major in religion.

### Description of Program

A major or minor in religion at Drake University is a study of sacred texts and their interpretation, of theological and ethical reasoning, of the breadth of religious thinking and practice, and of the meaning of the religious quest for a comprehensive understanding of reality. Courses can prepare students for an understanding of the diverse religious traditions of the world, for graduate professional training for ministry, for an active religious life, or for critical reflection on the ways in which human communities experience and describe the sacred.

In addition to the possibilities that the study of religion itself offers, the size of the department affords the luxury of really getting to know our students, offering collaborative learning between faculty and students. The faculty, values time spent with students beyond the classroom, engaging in conversation, mentoring students and building community.

### Requirements for Major

39 credits.

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

#### Required Courses

- Introductory (3 credits):
  - REL 001 (Intro to Religious Studies) OR REL 020 (World Religions)
- Religious Traditions (two traditions, one of which must be non-Abrahamic) (6 credits):
  - REL 011 (Protestantism)
  - REL 012 (Catholicism)
  - REL 014 (Islam)
  - REL 015 (Judaism)
  - REL 111 / PHIL 124 (Eastern Philosophy)
- Bible (two courses, one of which must be >100) (6 credits):
  - REL 051 (Old Testament)
  - REL 052 (New Testament)
  - REL 053 (Life and Teachings of Jesus)
  - REL 150 (Prophetic Literature of the Old Testament)

- Independent Study in Hebrew
  - Other Bible courses as offered.
- Ethics, Society and Culture (3 credits):
  - REL 091 (Contemporary Ethical Problems)
  - REL 118 (Race, Religion and Civic Culture)
  - REL 120 (Black Christianity and Prophetic Politics)
- Theories of Religion (3 credits):
  - REL 125 (Philosophy of Religion)
- Theology (3 credits):
  - REL 153 (Introduction to Christian Theologies)
  - REL 155 (Liberation and Feminist Theologies)
- Senior Capstone (3 credits):
  - Student will work with faculty member on an independent study topic or participate in a senior seminar.

Elective Courses (12 credits)

### Special Notes

- No more than 15 hours of <100 level courses may count toward major.
- Suggested fields of study that would nicely complement the Religion major but that do not necessarily count toward the major include philosophy, culture and society, English and history.
- 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.

## Requirements for Minor

Eighteen credits

- REL 001 (Introduction to Religious Studies)
- PHIL/REL 091 (Contemporary Ethical Problems)
- Six credit hours to be satisfied by REL 010, 051, 052, 053, or upper-division courses in biblical studies
- PHIL/REL 125 (Philosophy of Religion)
- 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

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# **| Drake University**

## **Rhetoric and Communication Studies**

### **Degree Option**

Bachelor of Arts degree with a major in rhetoric and communication studies.

### **Description of Program**

Rhetoric and communication studies majors study public discourse, with particular emphasis on the role of persuasion in political life and popular culture. The Rhetoric program investigates the ways that our uses of language and symbols shape who we are and what we do. Courses address different kinds of texts and different kinds of audiences. The study of rhetoric includes visual, vocal, and written texts and both formal and popular communication. Courses study a variety of texts, ranging from political speeches and legal documents to newspapers, movies, television, and the Internet. Students in the Rhetoric program learn to analyze communication strategies and techniques, and are introduced to theories that help them to consider larger social and cultural patterns in the production and reception of public discourse. The curriculum highlights the political and ethical issues at stake in the relationships between language, power, identity and culture.

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 critical theory, discourse analysis, and cultural performance, and it should culminate in the critical thinker, articulate citizen, and effective advocate. Rather than preparing students for professional work in a specific career, the program attempts to cultivate qualities of leadership that are common to many aspects 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 ethics, politics, and power, and develops analytical and performative skills. Courses in Rhetoric and Communication Studies emphasize the careful reading of primary texts, open discussion of alternative interpretations and cultural and political implications, analysis of the efficacy and ethics of rhetorical appeals, writing original and creative essays and research papers, and giving skillful and innovative oral presentations.

Students who major in Rhetoric typically go on to careers in business or public service, or to professional school or graduate school in a number of disciplines (including law, business, communication studies, education, and other fields). Many students complete other majors or interdisciplinary concentrations.

### **Faculty**

The Rhetoric and Communication Studies program includes two full-time faculty members, both of which have earned their doctorate degrees in Rhetorical Studies.

The faculty members teach courses ranging from introductory level to upper-level courses in their area of specialization.

## **Academic Preparation**

There are no high school prerequisite courses or requirements needed for enrollment in the Rhetoric and Communication Studies program.

## **Requirements for Major**

The Rhetoric and Communication Studies program offers a major consisting of 30-credit hours, and a minor requiring 18-credit hours. All Rhetoric Majors are expected to complete:

- SCSR 24 – Rhetoric as a Liberal Art
- SCSR 73 – Public Speaking

either

- SCSR 125 – Rhetorical Criticism, or
- SCSR 150 – Rhetorical Theory

and

- a Senior Project, associated with another Rhetoric course, in which students demonstrate the capacity to bring information, skills, and ideas to bear on one project.

We want to help each student have the richest possible education while at Drake University, and we believe that the best preparation of the world of the 21st century requires a flexible approach to acquiring a broad range of experiences and skills. Each student program for a major or minor 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.

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 education 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 6 of the first 30 hours of the major, and all sections must be approved by the Rhetoric and Communication Studies faculty. Students are responsible for fulfilling any prerequisites for such courses.

All program decisions for the major or minor must be approved by the student's academic adviser in the department. Selection and scheduling will be done to optimize coordination with the student's other areas of study (other majors and minors, concentrations in interdisciplinary studies, the Honors program) and with other educational opportunities such as study abroad.

## **Requirements for Minor**

Eighteen hours are required for a minor. Minor programs in Rhetoric involve only courses that are taught by faculty in the department. There is still considerable flexibility for individual planning.

## **Drake Curriculum**

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.

## **Internships & Opportunities**

Internships are available for credit 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, government offices, advertising firms, and community organizing.

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# **| Drake University**

## **Sociology**

### **Degree Option**

Bachelor of Arts degree with a major in sociology.

### **Description of Program**

The study of sociology enables students to appreciate and engage the complexities of social life. The program in sociology is designed as a central component of the curriculum in the college of arts and sciences and in the university.

As a result of taking classes in sociology, students should develop an awareness of how sociologists produce knowledge, of the nature of that knowledge and of the relevance of sociological inquiry in society. Students should develop sociological imaginations and an ability to appreciate and articulate the connection between personal biography, social structure and human history, and they should be able to bring this imagination to focus in the effort to understand local national and global communities. Students must be intellectually and personally stimulated by their classroom experiences, must be able to think critically about those experiences and about the larger social arena in which their work has relevance and gain a sense of the moral and ethical implications of the production and application of sociological knowledge.

The sociology major prepares students for careers in contemporary society and for graduate study in sociology and in other professional fields. Additionally, the sociology major enhances student preparation for effective participation in the community and society at large.

The various courses in the sociology program examine social groups and processes in a wide diversity of contexts, with an emphasis on critical thinking and social justice. The program has flexibility built into the core course requirements and includes anthropology in the curriculum. There are also opportunities for internships and service learning.

### **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 SCSS 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, SCSS 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 6 elective courses (18 hours) in sociology. Up to 6 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.

## **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 6 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.

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# | Drake University

## Study of Culture and Society

### Degree Option

Bachelor of Arts degree with a major in the interdisciplinary study of culture and society (SCS).

### Description of Program

The Study of Culture and Society (SCS) is an interdisciplinary major focusing on the study of cultural practices, social institutions and knowledge. The major focuses on contemporary critical social and cultural theories, as well as modes of cultural research and criticism, including textual and discourse analysis, ethnography, interviewing, media critique and other practices. The orientation of the major is reflexive and places strong emphasis on students developing a sense of themselves as knowers. Courses in the major stress the recognition of the contested and changing character of cultural categories, the relationship between knowledge and power and the influence of social location and identity on the creation of knowledge.

The major requires two core courses: SCS 110 (Culture, Knowledge, Power) and SCS 120 (Modes of Cultural Inquiry) which will introduce students to current questions, debates, theories and methodological practices in cultural research. Students will also take 21 credits distributed over 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.

This is a unique interdisciplinary program that blends courses in the humanities and social sciences for students interested in cultural theory, knowledge and research.

### 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 3 areas	21

Cultural Difference and Diversity* Choose from SCSS 192, SCSR 114, SCSS 130, SCSS 156, SCSS 167, SCS 143, SCS 146, SCSS 72, ENG 168	
Public Culture* Choose from SCSR 144, SCSR 128, SCSR 134, HONR 144, HONR 152, ART 108, ART 110, ENG 128, ENG 124	
Gender and Sexuality* Choose from WS 195/HONR 151, SCSS 174, WS 90/ENG 86	
2 additional courses in one area:	6
Senior Capstone*	4
<b>Total</b>	<b>37</b>

\*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 3 topic areas; all others must be upper-level (100 and above).

Students may double major in Sociology and SCS; however, only one theory- and one methods-intensive course (from the sociology or anthropology/sociology majors) can count toward the SCS major, and only 9 elective credits will be allowed to count for both majors. Students who double major must complete a separate Capstone for each major.

## Honors

Qualified students are invited to receive departmental honors.

## 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 identity 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 credit hours

SCS 120 (Modes of Cultural Inquiry) 3 credit hours

1 course in each of three areas (9 credit hours)

Cultural Difference and Diversity

Public Culture

Gender and sexuality

1 additional course in one area (3 credit hours)

Total = 18 Credit Hours

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# | Drake University

## Writing

### Degree Options

Bachelor of Arts with a major in writing.

### Description of Program

The program in writing is committed to establishing a habit of lifelong learning that emphasizes the relationship of reading, writing and critical thinking.

Undergraduate 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.

Courses involve students in a range of activities, including discussions (in class and online), collaborative projects, conferences, presentations, independent study, internships 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, the Writing major permits 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.

Our graduates pursue professional careers in such fields as professional writing, editing, 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.

### Requirements for Major

Each student, in regular consultation with a department adviser, works out an individual program to complete 36 credit hours offered by the English Department (or advisor-approved courses outside 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 credits)

- ENG 60 Literary Study (Should be taken first or second year)
- ENG 61 Writing Seminar (Should be taken first or second year)
- ENG 20-80, 99 Choose one

#### Writing Core (12 credits)

- 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\*

#### Area of Interest (12 elective credits)

- Twelve hours (4 courses) 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 nonfiction, documentary film, cultural studies, new media, nonfiction and editing and more. Students are free to design their own area of interest.

#### Capstone (3 hours)

- Choose one: ENG 175-197, excluding 196.

## Requirements for Writing Minor

Minimum of 18 credit hours in English, including ENG 60, ENG 61, and one from each of the two columns in the writing core. An English faculty adviser is required.

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# **| Drake University**

## **Art History**

### **Description of Program**

The Department of Art and Design helps students develop their artistic and intellectual potential, explore new areas and discover career opportunities. Drake offers both intensive experiences in art and a solid liberal arts education. Students are immersed in a professional art and design environment, develop consummate technical skills and achieve formalistic and conceptual abilities in preparation for a rewarding visual arts career.

### **Degree Option**

Bachelor of Arts (BA) in Art History: Art history majors receive individual attention from their faculty adviser and other professors who are passionate about teaching.

This program enables students to develop both the vocabulary and the conceptual framework for the analysis of artistic productions from a broad range of time periods and cultures. Students develop the research and writing skills necessary for critical investigation. Familiarity with traditional and contemporary scholarship becomes a basis for focused, independent art historical inquiry.

Unlike many comparable programs, the study of art history at Drake is fully integrated within the studio and design areas of the department. The art history major combines studio experience with an introduction to the practices, theories, and debates of the discipline. Students therefore gain experience in making images as well as in interpreting them.

The art history major prepares students to navigate the complexity of visual culture, whether past or present, by introducing them to the specialized language and strategies of image making as well as by providing them with a rigorous historical introduction to the production, interpretation and circulation of images. The curriculum employs new models of teaching and theorizing art history in order to acknowledge changes in the field. For example, unlike the longstanding emphasis on chronology in beginning surveys of art history, the introductory courses at Drake employ a thematic approach that traces formal and conceptual concerns across multiple time periods and cultures. Upper-level courses offer critical reexaminations of the categories fundamental to the founding of art history including national tradition, stylistic periods and definitions of modernity.

### **Academic Requirements**

A minimum of 124 credit hours is required for all undergraduate art degrees.

A student is placed on probation if either the cumulative grade-point average or the

average in Department of Art and Design 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 continue progress toward a Department of Art and Design degree, a student must have at least a 2.5 cumulative grade-point average and a 2.5 GPA in the Department of Art and Design 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 upon at least 15 credit hours earned at Drake. Students who achieve the 2.5 GPA at the 60th-hour level are placed on probation if their GPAs fall below 2.5 in a subsequent semester. If the GPA is not raised to 2.5 or better after the probationary semester, the student may not continue in Department of Art and Design or re-enroll later.

## Drake Curriculum

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.

## Requirements for Major

<b>Art</b>	<b>Credit Hours</b>
First-year program - Art 13 or 14, 15, 16	9
Basic Studio - Painting, Printmaking, or Sculpture	3
<b>Art History</b>	
First-year program - Art 75 and 76 (Survey of Art History I & II)	6
Modern or Contemporary Art - Art 109 or 110	3
Art History Electives	15
Senior Project - Art 197 and 198	4
Total Art and Art History Credits	40

<b>Academic</b>	
Drake Curriculum and electives (may be art)	
Total Academic Credits	84

# | Drake University

## Studio Art

### Description of Program

The Department of Art and Design helps students develop their artistic and intellectual potential, explore new areas and discover career opportunities. Drake offers both intensive experiences in art and a solid liberal arts education. Students are immersed in a professional art and design environment, develop consummate technical skills and achieve formalistic and conceptual abilities in preparation for a rewarding visual arts career.

### Degree Options

**Bachelor of Arts (BA) in Studio Art:** This degree 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. Individualized academic goals can be achieved while students earn their emphasis in drawing, painting, printmaking or sculpture. The Capstone experience is a project that includes both written and visual components.

**Bachelor of Fine Arts (BFA) in Studio Art:** This degree is for students who wish to enter an intensive studio art program or continue their education at the graduate level. Professional skills and a personal aesthetic philosophy are achieved by students with an emphasis in drawing, painting, printmaking or sculpture. Students must possess an exceptionally strong commitment to their work. The comprehensive art curriculum is enhanced with a variety of individualized choices from the Drake Curriculum. Beginning with the junior year, students take part in the B.F.A. reviews that are held at the end of spring semester. The Capstone experience is a senior exhibition.

### Academic Requirements

A minimum of 124 credit hours is required for all undergraduate art degrees.

A student is placed on probation if either the cumulative grade-point average or the average in Department of Art and Design 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 continue progress toward a Department of Art and Design degree, a student must have at least a 2.5 cumulative grade-point average and a 2.5 GPA in the Department of Art and Design 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 upon at least 15 credit hours earned at Drake. Students who achieve the 2.5 GPA at the 60th-hour level are placed on probation if their GPAs fall below 2.5 in a subsequent semester. If the GPA is not raised to 2.5 or better after the probationary semester, the student may not continue in Department of Art and Design or re-enroll later.

## Drake Curriculum

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.

## Drawing

Drawing provides fundamental skills for students majoring in all areas of the visual arts. The drawing emphasis develops formal and conceptual abilities as the basis for expressive representation and visual communication. Each course is designed to expand students' understanding of pictorial structures and the process of conceptualization, utilizing a full range of graphic elements. Students are introduced to a variety of media and subject matter, and imagery will be developed through the balance of observation and conceptualization.

## Requirement for Major

### Bachelor of Arts (BA) in Studio Art - Drawing

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Drawing - Art 065, 066, 165, 166, 177	18
Art History Elective	3
Total Art Hours	48

Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	76

The BA Studio Art Capstone culminates with a public presentation of a group exhibition where each student is expected to present a body of artwork created specifically for the exhibition. This exhibition may occur in the Weeks Gallery or an exhibition space in Des Moines may be procured.

### **Bachelor of Fine Arts (BFA) in Studio Art - Drawing**

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Drawing - Art 065, 066, 165, 166, 177	18
Studio Minor (beyond basic studio requirements)	9-12
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory - Art 199	3
Art History Elective	6
Art Electives (may include art history)	12-16
Senior Capstone Experience - Art 175 and 176	6
Total Art Hours	84-91
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

The Capstone experience is a senior exhibition.

## **Graphic Design**

### **Requirements for Major**

#### **Bachelor of Arts in Graphic Design**

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, 191	20
Graphic Design Elective	3
Art History Elective	3
Total Art Hours	47
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	77

### **Bachelor of Fine Arts (BFA) in Graphic Design**

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, and Sculpture	9
Graphic Design - Art 21, 51, 52, 115, 116, 155, 156, 191	24
Graphic Design Elective	9
Studio Minor (beyond basic studio requirement)	9
Modern or Contemporary Art - Art 109 or 110	3
Art History Elective	6
Art Electives (may include art history)	6
Total Art Hours	84
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Art Hours	40

## **Painting**

The painting emphasis fosters creativity in ways that lead to significant artistic expression. Students are mentored in the development of critical visual thinking skills necessary to the development of a highly individualized aesthetic. Technical skills are honed in a process-based environment designed to facilitate a diversity of investigative methods. At advanced stages students are encouraged to both embrace and test the traditions of painting through the deliberate synthesis of materials, methods and ideas.

# Requirements for Major

## Bachelor of Arts in Studio Art - Painting

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Painting – Art 064, 125, 126, 163, 164	19
Art History Elective	3
Total Art Hours	49
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	75

The BA Studio Art Capstone culminates with a public presentation of a group exhibition where each student is expected to present a body of artwork created specifically for the exhibition. This exhibition may occur in the Weeks Gallery or an exhibition space in Des Moines may be procured.

## Bachelor of Fine Arts in Studio Art - Painting

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Painting – Art 064, 125, 126, 163, 164	19
Studio Minor (beyond basic studio requirement)	9-12
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory – Art 199	3
Art History Elective	6
Art Electives (may include art history)	12-16
Senior Capstone Experience – Art 175 and 176	6
Total Art Hours	85-92

Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

The Capstone experience is a senior exhibition.

## Printmaking

The printmaking emphasis develops technical abilities as well as creative methods for the visual articulation of individual concepts and emotions. A full range of relief, intaglio and lithographic techniques are taught on all levels in a spacious, well-equipped and efficiently organized studio. Students learn the skillful use of numerous essential printmaking tools, materials and processes and acquire an understanding of their characteristics and appropriateness to varying image-making demands. The development of clarity of vision, purpose and self-direction is supported by discussions and critical analyses in both group and individual contexts.

## Requirement for Major

### Bachelor of Arts (BA) in Studio Art - Printmaking

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis:	
Printmaking – Art 057, or 058, or 059	6
Printmaking – Art 147, or 148, or 149	12
Art History Elective	3
Total Art Hours	48
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	76

The BA Studio Art Capstone culminates with a public presentation of a group exhibition where each student is expected to present a body of artwork created specifically for the exhibition. This exhibition may occur in the Weeks Gallery or an exhibition space in Des Moines may be procured.

### Bachelor of Fine Arts in Studio Art - Printmaking

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis:	
Printmaking – Art 057, or 058, or 059	6
Printmaking – Art 147, or 148, or 149	12
Studio Minor (beyond basic studio requirement)	9-12
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory – Art 199	3
Art History Elective	6
Art Electives (may include art history)	12-16
Senior Capstone Experience – Art 175 and 176	6
Total Art Hours	84-91
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

The Capstone experience is a senior exhibition.

## Sculpture

The sculpture emphasis enhances creative abilities by developing a comprehensive understanding of three-dimensional concepts and processes. The sculpture facilities provide students with well-equipped studios for woodworking, welding, forging, casting and installation. Students gain a strong understanding of traditional and nontraditional materials and methods while honing their ability to critically evaluate their own and peer work. This comprehensive engagement encourages individual expression by establishing an understanding of selecting the appropriate form, material and process to support an idea.

## Requirement for Major

### Bachelor of Arts (BA) in Studio Art - Sculpture

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18

Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Sculpture – Art 080, 139, 140, 179, 180	19
Art History Elective	3
Total Art Hours	49
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	75

The BA Studio Art Capstone culminates with a public presentation of a group exhibition where each student is expected to present a body of artwork created specifically for the exhibition. This exhibition may occur in the Weeks Gallery or an exhibition space in Des Moines may be procured.

### **Bachelor of Fine Arts (BFA) in Studio Arts - Sculpture**

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 75, 76	18
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Sculpture – Art 080, 139, 140, 179, 180	19
Studio Minor (beyond basic studio requirement)	9-12
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory – Art 199	3
Art History Elective	6
Art Electives (may include art history)	12-16
Senior Capstone Experience – Art 175 and 176	6
Total Art Hours	85-92
Academics	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

The Capstone experience is a senior exhibition.

# | Drake University

## Music

### Degree Option

Bachelor of Arts with a major in music.

### Description of Program

Candidates for the B.A. degree in music are prepared for graduate studies in music (particularly in musicology, music theory, ethnomusicology or music therapy) or interdisciplinary fields that emphasize musical knowledge or related skills (such as music criticism or library science). This degree is particularly well suited for students wishing to pursue a double major in music and another field, for those interested in pursuing academic research in music, or for those looking for a wide-ranging liberal arts curriculum that emphasizes studies in music. The candidate must complete a minimum of 124 credit hours: 56 in music and 68 in the arts and sciences. The completion of a senior thesis on a topic in music of the candidate's choice is required during the senior year.

The B.A. degree in Music is not intended to be a substitute for any of the professional degrees offered by the Department of Music.

### Requirements for Major

Required Courses	Credit Hours
Applied Music	8
Music 1 and 2 (Materials of Music I)	4
Music 3 and 4 (Materials of Music II)	4
Music 5 (Introduction to Music Literature)	3
Music 51 and 52 (Materials of Music III)	4
Music 53 and 54 (Materials of Music IV)	4
Music 81 (World Music)	3
Music 107 (Analysis of Post-Tonal Music)	3
Music 111 (Music History I)	3
Music 112 (Music History II)	3
Music 148, 149, or 150 (Band, Choir, or Orchestra)	8

Music 167 (Junior Research Seminar)	1
Music 168 (Senior Thesis)	2
Music Literature/Theory Electives	5-6
<b>TOTAL</b>	<b>55-56</b>

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(recital attendance) are required in addition to all coursework.
4. Sixty-eight credit hours are to be taken in courses outside of music.

## Music Minor

### Description of Minor

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.

### Requirements for Minor

<b>REQUIRED COURSES</b>	<b>CREDITS</b>
APPLIED MUSIC (four semesters)	4
MUSIC 1 (Materials of Music I)	3
MUSIC 2 (Materials of Music I)	1
MUSIC 3 (Materials of Music II)	3
MUSIC 4 (Materials of Music II)	1
MUSIC 5 (Intro. to Music Literature)	3
MUSIC HISTORY/LITERATURE:	
MUSIC 10, 73, 78, 81, 106, 109, 110, 111, 112, 116, 119, 120, or 140	3-4
MUSIC ELECTIVES (Any music course for which the student is qualified. No more than two ensemble or six additional applied music hours apply toward the minor requirement.)	5-6
<b>TOTAL</b>	<b>23-25</b>

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# | Drake University

## Music Business

### Degree Option

Bachelor of Music with a major in music education.

### Description of Program

Candidates for the B.M. 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 8 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.

### Requirements for Major

The program of study for this degree is outlined below.

First Year — First Semester	
Applied Music Major	
Music 6 (Piano Laboratory I or Applied Music Minor)	
Music 1 (Materials of Music I)	2
Music 2 (Materials of Music I)	1
Economics 1 (Principles of Macroeconomics)	3
First Year Seminar	1
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	3
Music 21 (Recitals, Required)	3
<b>Total</b>	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	
<b>Total</b>	<b>Cr.</b>	<b>18</b>
Sophomore Year — First Semester		
Applied Music Major	2	
Music 49 (Piano Laboratory III or Applied Music Minor)	1	
Music 51 (Materials of Music III)	3	
Music 52 (Materials of Music III)	1	
Accounting 41 (Introduction to Accounting I)	3	
Drake Curriculum	6	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1	
Music 21 (Recitals, Required)	<b>Cr.</b>	
<b>Total</b>	<b>17</b>	
Sophomore Year — Second Semester	2	
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)	3	
Accounting 42 (Introduction to Accounting II)	6	
Drake Curriculum	1	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	<b>Cr.</b>	
Music 21 (Recitals, Required)	<b>17</b>	
<b>Total</b>		
	2	
Junior Year — First Semester	3	
Applied Music Major	3	
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	1	
Statistics 71 (Statistics I)	<b>Cr.</b>	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	<b>17</b>	
Music 21 (Recital, Required)	2	
<b>Total</b>	3	
	3	
Junior Year — Second Semester	3	
Applied Music Major	6	
Music 112 (History of Music II)	1	
Marketing 101 (Marketing Principles)	<b>Cr.</b>	
Business Law 60	<b>18</b>	
Drake Curriculum OR Free Electives		
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	2	
Music 21 (Recitals, Required)	3	
<b>Total</b>	3	
	5 or 6	
Senior Year — First Semester	1	
Applied Music Major	<b>Cr.</b>	
Music 165 (Professional Internship in Music)	<b>14 or 15</b>	
Management 110 (Management Process and Behavior)		
Drake Curriculum OR Free Electives	2	

Ensemble— Music 148, 149 or 150 (Band, Choir or Orchestra)	2
MUSIC 21 (Recitals, Required)	3
<b>Total</b>	6
Senior Year — Second Semester	1
Applied Music Major	Cr.
Music Elective	<b>14</b>
Finance 101* (Corporate Finance)	
Drake Curriculum OR Free Electives	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	
Music 21 (Recitals, Required)	
<b>Total</b>	

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

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# **| Drake University**

## **Music Education**

### **Degree Option**

Bachelor of Music Education with a major in music education.

### **Description of 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 to 136 credits: 18 credits in applied music, 19 credits in music theory, 12 credits in music history-literature, 18 to 22 credits of music education and methods courses, 28 credits of professional education and 7 credits 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 also 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 4 credit hours of wind, percussion or string instrument for an instrumental emphasis or 4 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 Education's National Conference (CMENC), 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 Education Association's 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.

## Requirements for Major

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

### Instrumental/General Classroom Emphasis

	Credits
First Year — First Semester	
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
First Year Seminar	3
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17
First Year — Second Semester	2
Applied Music Major	1
Music 7 (Piano Laboratory II or Applied Music Minor)	3
Music 3 (Materials of Music II)	1
Music 4 (Materials of Music II)	4
Drake Curriculum	1
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	3
EDUC 105 or 106 Human Development	1
Music 21 (Recitals, Required)	Cr.
Music 13 - Intro to Music Education	16
Total	2
Sophomore Year — First Semester	1
Applied Music Major	3
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	1
Music 52 (Materials of Music III)	1-2
Music 62 (Voice Methods and Materials)	3
Instrumental Methods*	3
SPED 120 Intro to Exceptional Children	1
Educ 103 (Foundations)	Cr.
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	16-17
Music 21 (Recitals, Required)	
Total	2
Sophomore Year — Second Semester	1
Applied Music Major	3
	1

Music 50 (Piano Laboratory IV or Applied Music Minor)	3
Music 53 (Materials of Music IV)	1-2
Music 54 (Materials of Music IV)	6
Music 81 (World Music)	1
Instrumental Methods*	Cr.
Drake Curriculum	18-19
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	
Music 21 (Recitals, Required)	
Total	

By the completion of the sophomore year, music education students must have completed EDUC 103, 106, and SPED 120. Prospective teachers must pass the Praxis I exam, known as the Pre-Professional Skills Test (PPST) in order to apply for entrance into the Teacher Education Program. Scores should be sent electronically to the School of Education. In addition, the candidate's G.P.A. must be 2.5 or higher to be admitted into the Teacher Education Program.

Junior Year — First Semester	
Applied Music Major	2
Music 107 (Analysis of Post-Tonal Music)	3
Music 111 (History of Music)	3
Instrumental Methods*	2-4
Music 156 (Elementary Vocal/General/Music Education)	3
Educ 109 (Educational Technology)	2
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16-18
Junior Year — Second Semester	2
Music 146 (Techniques in Jazz Performance)	2
Applied Music Major	3
Music 112 (History of Music II)	2
Instrumental Methods*	3
Music 159 (Instrumental Performance In the Junior and Senior High School)	3
Drake Curriculum	3
EDUC 142 (Reading and Interdisciplinary Curriculum)	1
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	Cr.
Music 21 (Recitals, Required)	17-19
Total	

Senior Year — First Semester	
Applied Music Major	
Instrumental Methods*	
Music 134 (Marching Band Technique)	
Music 161 (Instrumental Conducting)	
Music 162 (Planning and Assessment in Music Education)	
Drake Curriculum	
Educ 164 (Persp Race, Ethn, Gndr)	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	
Music 21 (Recitals, Required)	
Total	

Senior Year — Second Semester	
EDUC 166 (Student Teaching: Elementary)	
EDUC 167 (Student Teaching Seminar)	
EDUC 168 (Student Teaching: Secondary)	
EDUC 169 (Electronic Portfolio)	
Total	

\*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	
Applied Music Major	<b>Credits</b>
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
Music 75 (Diction for Singers I)	3
First Year Seminar	2
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	3
Music 21 (Recitals, Required)	1
Total	Cr. 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
EDUC 105 or 106 (Human Development)	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	1
Music 13 (Intro to Music Education)	Cr.
Total	17
Sophomore Year — First Semester	2
Applied Music Major	1
Music 49 (Piano Laboratory III or Applied Music Minor)	3
Music 51 (Materials of Music III)	1
	4

Music 52 (Materials of Music III)	3
Drake Curriculum	3
EDUC 103 (Foundations)	1
SPED 120 (Introduction to Exceptional Children)	Cr.
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	18
Music 21 (Recitals, Required)	
Total	2
	1
Sophomore Year — Second Semester	3
Applied Music Major	1
Music 50 (Piano Laboratory IV or Applied Music Minor)	9
Music 53 (Materials of Music IV)	1
Music 54 (Materials of Music IV)	Cr.
Drake Curriculum	17
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	
Music 21 (Recitals, Required)	
Total	

By the completion of the sophomore year, music education students must have completed EDUC 103, 106, and SPED 120. Prospective teachers must pass the Praxis I exam, known as the Pre-Professional Skills Test (PPST) in order to apply for entrance into the Teacher Education Program. Scores should be sent electronically to the School of Education. In addition, the candidate's G.P.A. must be 2.5 or higher to be admitted into the Teacher Education Program.

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 164 (Perspectives in Race, Gender, Ethnicity)	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17
Junior Year — Second Semester	2
Applied Music Major	3
Music 112 (History of Music II)	3
Music 158 (Secondary Vocal/General Music Education)	2
Music 166 (Advanced Choral Conducting)	2
EDUC 109 (Educational Technology)	2
MVC 155 (Jazz & Show Choir Techniques)	3
EDUC 142 (Reading and Interdisciplinary Curriculum))	1
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	Cr.
Music 21 (Recitals, Required)	2
Total	18

Senior Year — First Semester	<b>Credits</b>
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	9
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	2
Music 21 (Recitals, Required)	1
TOTAL	Cr. 18
Senior Year — Second Semester	
EDUC 166 (Student Teaching: Elementary)	5
EDUC 167 (Student Teaching Seminar)	1
EDUC 168 (Student Teaching: Secondary)	6
EDUC 169 (Electronic Portfolio)	1
TOTAL	13

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## Applied Music

### Degree Option

Bachelor of Music with a major in applied music (instrumental, piano or voice performance).

### Description of Program

Candidates for the BM 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 BM 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 BM 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.

\* Fulfillment of foreign language requirements include two semesters of the same foreign language; French, German, or Italian.

### Requirements for Major

#### Applied Piano

	Credits
First Year — First Semester	
Applied Music Major	4
Applied Music Minor	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Music 5 (Intro. to Music Literature)	3
First Year Seminar	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.

Total	16
First Year — Second Semester	4
Applied Music Major	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, 149 or 150 (Band, Choir or Orchestra)	Cr.
Music 21 (Recitals, Required)	16
Total	4
Sophomore Year — First Semester	1
Applied Music Major	3
Applied Music Minor	1
Music 51 (Materials of Music III)	2
Music 52 (Materials of Music III)	6
Music 109 (Piano Literature to 1800)	1
Drake Curriculum	Cr.
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	18
Music 21 (Recitals, Required)	
Total	4
Sophomore Year — Second Semester	1
Applied Music Major	3
Applied Music Minor	1
Music 53 (Materials of Music IV)	2
Music 54 (Materials of Music IV)	3
Music 92 (Advanced Keyboard Skills)	1
Music 110 (Piano Literature from 1800 to the Present)	Cr.
Drake Curriculum	16
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	
Music 21 (Recitals, Required)	4
Total	3
Junior Year — First Semester	3
Applied Music Major	2
Music 107 (Analysis of Post-Tonal Music)	3
Music 111 (History of Music I)	1
Music 161 (Conducting) or Music 163 (Choral Conducting)	Cr.
Drake Curriculum	16
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	4
Music 21 (Recitals, Required)	3
Total	3
Junior Year — Second Semester	3
Applied Music Major	3
Music 112 (History of Music II)	1
Music 113 (Piano Studio Teaching Techniques and Materials)	Cr.
Drake Curriculum	17
Free Elective	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	4
Music 21 (Recitals, Required)	10
	1

Total	Cr. 15
Senior Year — First Semester	
Applied Music Major	4
Drake Curriculum or Free Electives	8 or 9
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	Cr. 13 or 14
Senior Year — Second Semester	
Applied Music Major	
Drake Curriculum or Free Electives	
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	
Music 21 (Recitals, Required)	
Senior Recital (Required)	
Total	

## Applied Instrumental

First Year — First Semester	<b>Credits</b>
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	4
Applied Music Major	1
Music 7 (Piano Laboratory II or 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	4
Sophomore Year — First Semester	1
Applied Music Major	3
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	6
Music 52 (Materials of Music III)	1
Drake Curriculum	Cr.
Ensemble — Music 148 or 150 (Band or Orchestra)	16
Music 21 (Recitals, Required)	
Total	4
Sophomore Year — Second Semester	1
	3

Applied Music Major	1
Music 50 (Piano Laboratory IV or Applied Music Minor)	6
Music 53 (Materials of Music IV)	1
Music 54 (Materials of Music IV)	Cr.
Drake Curriculum	16
Ensemble — Music 148 or 150 (Band or Orchestra)	
Music 21 (Recitals, Required)	4
Total	3
	3
Junior Year — First Semester	2
Applied Music Major	2
Music 107 (Analysis of Post-Tonal Music)	1
Music 111 (History of Music I)	Cr.
Music 114 (Studio Teaching Procedures)	15
Music 161 (Conducting)	
Ensemble — Music 148 or 150 (Band or Orchestra)	4
Music 21 (Recitals, Required)	3
Total	2
	1
Junior Year — Second Semester	
Applied Music Major	7
Music 112 (Music History II)	1
Instrumental Literature:	Cr.
Music 106 (Symphonic Literature) OR	18
Music 116 (String Literature) OR	
Music 130 (Directed Independent Study)	4
Music 181 (Chamber Ensemble)	10 or 11
Drake Curriculum or Free Electives	1
Ensemble — Music 148 or 150 (Band or Orchestra)	Cr.
Music 21 (Recitals, Required)	15 or 16
Total	4
	9
Senior Year — First Semester	
Applied Music Major	1
Drake Curriculum or Free Electives	Cr.
Ensemble — Music 148 or 150 (Band or Orchestra)	Cr.
Music 21 (Recitals, Required)	14
Total	
Senior Year — Second Semester	
Applied Music Major	
Drake Curriculum or Free Electives	
Ensemble — Music 148 or 150 (Band or Orchestra)	
Music 21 (Recitals, Required)	
Senior Recital (Required)	
Total	

## Applied Vocal

First Year — First Semester	<b>Credits</b>
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	3
Applied Music Major	3
Music 3 (Materials of Music II)	1
Music 4 (Materials of Music II)	3
Music 5 (Intro. to Music Literature)	1
Music 7 (Piano Laboratory II or Applied Music Minor)	2
Music 76 (Diction II)	3
Drake Curriculum	1
Ensemble — Music 149 (Choir)	Cr.
Music 21 (Recitals, Required)	17
Total	4
Sophomore Year — First Semester	1
Applied Music Major	3
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	6
Music 52 (Materials of Music III)	1
Drake Curriculum	Cr.
Ensemble — Music 149 (Choir)	16
Music 21 (Recitals, Required)	
Total	4
Sophomore Year — Second Semester	1
Applied Music Major	3
Music 50 (Piano Laboratory IV or Applied Music Minor)	1
Music 53 (Materials of Music IV)	6
Music 54 (Materials of Music IV)	1
Drake Curriculum	Cr.
Ensemble — Music 149 (Choir)	16
Music 21 (Recitals, Required)	
Total	4
Junior Year — First Semester	3
Applied Music Major	2
Music 107 (Analysis of Post-Tonal Music)	2
Music 111 (History of Music I)	4
Music 163 (Choral Conducting)	1
Music 154 (Vocal Pedagogy)	Cr.
Foreign Language/German, French, Italian	17
Ensemble — Music 149 (Choir)	
Music 21 (Recitals, Required)	4
Total	3
Junior Year — Second Semester	3
	4
	6
	1

Applied Music Major	Cr.
Music 112 (History of Music II)	18
Foreign Language/German, French, Italian	
Drake Curriculum or Free Electives	4
Ensemble — Music 149 (Choir)	2
Music 21 (Recitals, Required)	2
Total	3
	9 - 10
Senior Year — First Semester	1
Applied Music Major	Cr.
Music 140 (Vocal Literature)	17
Music 154 (Vocal Pedagogy)	
Music Elective	4
Drake Curriculum or Free Electives	9 - 10
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	Cr.
	16 - 17
Senior Year — Second Semester	
Applied Music Major	
Drake Curriculum or Free Electives	
Ensemble — Music 149 (Choir)	
Music 21 (Recitals, Required)	
SENIOR RECITAL (Required)	
Total	

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## Musical Theatre

### Degree Options

Bachelor of Fine Arts degree with a major in musical theatre.

### Description of Program

The musical theatre program provides students with a solid theatre education and experience. Students take classes in movement, voice and acting styles. Courses in mime and stage combat are also offered. Musical theatre students take a series of support courses in music as well as upper-level performance courses. Students are also given opportunities to hone their skills as performers within experimental productions, performances as part of classroom work and the annual musical.

### Requirements for Major

Listed below is a sample schedule of one of the four areas of concentration for a B.F.A. in musical 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 BFA degree in musical theatre requires 56 credit hours in theatre arts, 15 hours in music and the Drake Curriculum.

	Credit Hours
First Year — First Semester	
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
<b>Total</b>	<b>17</b>
First Year — Second Semester	3
Theatre Arts 4 (Acting II)	2
Theatre Arts 15 (Movement II)	4
Theatre Arts 30 (Stagecraft II) or Theatre Arts 31 (Costuming)	6
Drake Curriculum Requirement	1
MUSIC 171 — Voice	<b>16</b>
<b>Total</b>	
Sophomore Year — First Semester	3
Theatre Arts 55 (Acting III)	3
	3

One of Theatre Arts 57-60 (Dance or the Theatre)	1
Theatre Arts 32 (Makeup)	1
Music 171 (Voice)	
Music 148-150 (Ensembles)	3
Music 6 or Music 49 (Piano)	<b>15</b>
Drake Curriculum Requirement	
<b>Total</b>	3
	3
Sophomore Year — Second Semester	1
One of Theatre Arts 57-60 (Dance for the Theatre)	1
Theatre Arts 131-138 (Problems in Acting)	1
Music 171 (Voice)	7
Music 148-150 (Ensembles)	<b>16</b>
Music 7 or Music 50 (Piano)	
Drake Curriculum Requirement	3
<b>Total</b>	3
	3
Junior Year — First Semester	2
Theatre Arts 5 (Readings in Theatre)	1
Theatre Arts 103 (Directing)	1
Theatre Arts 120 (Theatre History I)	3
Theatre Arts 131-138 (Problems in Acting)	<b>16</b>
Music 148-150 (Ensembles)	
Music 171 (Voice)	3
Drake Curriculum Requirement	2
<b>Total</b>	1
	3
Junior Year — Second Semester	6
Theatre Arts 121 (Theatre History II)	<b>15</b>
Theatre Arts Elective	
Music 171 (Voice)	3
English Literature	3
Drake Curriculum Requirement	1
<b>Total</b>	1
	6
Senior Year — First Semester	<b>14</b>
Theatre Arts 17 (Choreography)	
Theatre Arts 160 (Stage Management)	3
Music 148-150 (Ensembles)	6
Music 171 (Voice)	1
Drake Curriculum Requirement	3
<b>Total</b>	<b>13</b>
Senior Year — Second Semester	
Theatre Arts 123 (American Musical)	
Drake Curriculum Requirement	
Senior Capstone Experience	
English Literature	
<b>Total</b>	

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## Theatre

### Degree Options

Bachelor of Arts degree with a major in theatre.

### Description of Program

The theatre program provides students with a solid theatre education and experience. Students have the opportunity to complete a wide range of theatre electives. With these electives, students can emphasize one particular area of theatre or create their own mixture of theatre classes. This degree also is designed to work well with a double major or dual degree.

### Requirements for Major

The B.A. 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.

	<b>Credit Hours</b>
First Year — First Semester	
Theatre Arts 3 (Acting I)	3
Theatre ArtsS 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	4
Theatre Arts 30 (Stagecraft I) or Theatre Arts 31 (Costuming)	6
Drake Curriculum Requirement	3
Theatre Arts Electives	3
Minor Requirement	16
Total	3
Sophomore Year — First Semester	3
Theatre Arts 5 (Readings in Theatre)	3
Theatre Arts 120 (Theatre History I)	15
Drake Curriculum Requirement	
Minor Requirement	3
<b>Total</b>	3
	6
Sophomore Year — Second Semester	5

Theatre Arts 32 (Makeup)	17
Theatre Arts 121 (Theatre History II)	
Drake Curriculum Requirement	3
Minor Requirement	3
<b>Total</b>	1
	6
Junior Year — First Semester	3
Theatre Arts 160 (Stage Management)	16
Theatre Arts 103 (Directing)	
Theatre Arts 124 (Technical Practicum)	1
Drake Curriculum Requirement	6
Minor Requirement	3
<b>Total</b>	5
	15
Junior Year — Second Semester	
Theatre Arts 124 (Technical Practicum)	5
Theatre Arts Electives	6
Minor Requirement	5
Drake Curriculum Requirement	16
<b>Total</b>	6
	5
Senior Year — First Semester	1
Theatre Arts Electives	
Minor Requirement	12
Drake Curriculum Requirement	
<b>Total</b>	
Senior Year — Second Semester	
Theatre Arts Electives	
Minor Requirement	
Senior Capstone Experience	
<b>Total</b>	

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## Theatre Acting

### Degree Options

Bachelor of Fine Arts degree with a major in theatre acting.

### Description of Program

The acting program provides classes needed for a solid theatre education and experience. Students learn the performance basics from body movement to voice. Courses in mime and stage combat also are offered. Acting majors take courses in upper-level performance areas including period styles, dialects and movement. Students also are given many opportunities to hone their skills as actors within experimental and main stage productions.

### Requirements for Major

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.

Courses
Theatre Arts 3 (Acting I)
Theatre Arts 5 (Readings in Theatre)
Theatre Arts 14 (Movement I)
Theatre Arts 20 (Voice I)
Theatre Arts 30 (Stagecraft I - including lab)
Theatre Arts 31 (Costuming - including lab)
Theatre Arts 32 (Makeup)
Theatre Arts 103 (Directing I)
Theatre Arts 120 (Theatre History I)
Theatre Arts 121 (Theatre History II)
Theatre Arts 124 (Tech Practicum, scene or costume)
Theatre Arts 160 (Stage Management)
Theatre Arts 190 (Senior Capstone Experience)
TOTAL

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## Theatre Design

### Degree Options

Bachelor of Fine Arts degree with a major in theatre design.

### Description of Program

The theatre design and technology program provides students with a solid theatre education experience. Students take a series of design and support courses in all theatrical technology areas. Scene painting, stage lighting, theatre organization and management, and CAD courses are many of the courses available to design and technology majors. The program also stresses active involvement in all aspects of technology work outside the classroom. Design students serve as assistants to faculty designers and are given the opportunity to design main stage productions.

### Requirements for Major

The BFA degree in theatre design requires a total of 124 credits. A minimum of 65 credit hours in theatre arts coursework; however, a maximum of 76 theatre credits will be accepted for the degree. Drake Curriculum requirements are also needed (see below).

Theatre Arts Core Requirement		Credits	Required Design Courses in Theatre Arts		Credits
THEA 3	Acting I	3	THEA 33	Mechanical Drafting	
THEA 5	Readings in Theatre	3	THEA 62	Stagecraft II	4
THEA 30	Stagecraft I (including lab)	4	THEA 63	Intro to Design	3
THEA 31	Costuming (including lab)	4	*THEA 124	Technical Practicum	4-6
THEA 32	Makeup	3	THEA 150	Sound Design for the Theatre	3
THEA 103	Directing I	3	THEA 161	Scene Design	3
THEA 120	Theatre History I	3	THEA 162	Stage Lighting	3

THEA 121	Theatre History II	3		THEA 163	CAD for the Theatre	3
THEA 124	Tech Practicum (scene or costume)	1		THEA 165-169	Projects in Theatre (seniors)	1-3
THEA 160	Stage Management	3		THEA 182	Seminar in Advanced Design	3
THEA 190	Senior Capstone	1		THEA 183	Scene Painting, (including lab)	3
				THEA 184	Costume Design	3
	Total	31			Total	36
<b>Required Support Courses in Art and Design:</b>						
ART 15	Drawing I	3				
ART 76	Survey of Art History II	3				
	Elective Courses in Art and Design	9				
	Total	15				

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