

Drake University Graduate General Catalog

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OFFICE OF GRADUATE ADMISSION

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

OFFICE OF STUDENT FINANCIAL PLANNING

The Office of Student Financial Planning, located in the main level of Carnegie Hall, provides counseling and services designed to help students meet the costs of financing an education at Drake University. For more information about the financial aid available for specific programs or to arrange an individual appointment, phone the Office of Student Financial Planning toll-free at 1-800-44-DRAKE, extension 2905, locally at 271-2905, or e-mail the staff at financialaid@drake.edu. Office hours are 8:00 a.m. to 4:30 p.m., Monday through Friday.

LIBRARIES

Cowles Library (<http://www.lib.drake.edu/>), the main library for the University, is an integral part of the learning experience for Drake students. Library collections and services serve as a primary resource for course work and research. Librarians and staff are available to assist individual users, and offer a variety of instructional opportunities, including Library 046, a course designed to promote effective use of information resources and critical thinking. The library is both a repository of content and a gateway to a vast array of print and electronic information. The collections include more than 550,000 books and journals, 94,000 federal and state government documents, 777,000 microform records, 90 electronic databases, and approximately 18,000 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. All of these resources and services can be accessed through the library Web site – both on and off campus. Assistance can also be obtained through the “AskUs Online” a virtual reference service maintained by Drake librarians. The building features an Information Commons that provides technology and service support, and a variety of different types of study spaces, including a grand reading room that has recently been restored. A wireless network supports laptop computer access to the Drake network from any seat in the library. In addition to regular services, the library frequently hosts presentations, exhibits, and other cultural events. The library maintains a news and awareness Web page at <http://www.lib.drake.edu/site/newsEvents/>

INTERNATIONAL PROGRAMS AND SERVICES

Drake's Center for International Programs and Services offers three areas of service: • special orientation programs and advising for international students • an Intensive English Program for students who want to improve their English Language skills • affordable, academically-focused study abroad opportunities in over 60 countries worldwide. Drake enrolls nearly 200 international students from over 60 countries. Living and interacting with them or participating in study abroad opportunities helps Drake students add an international dimension to their fields of study. For more information visit [/international](#) or call the International Center at 515-271-2084.

PROFESSIONAL AND CAREER DEVELOPMENT SERVICES

The philosophy of Professional and Career Development Services (PCDS) is to provide encouragement and assistance to students throughout their college careers in developing and achieving meaningful and satisfying career goals. Services include guidance in making career decisions; job search-related materials such as company information, salary and employment trends information; assistance with resumes, cover letters and interview preparation; referral to alumni and friends of Drake, annual job fair events and a Web site that lists open positions on campus and in the community, internships and the latest career-related information. The URL is [/career](#)

COUNSELING CENTER

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

STUDENT HEALTH SERVICES

The American Republic Student Health Center provides outpatient services to fulltime students to address their illnesses, injuries and routine health care needs. The center is located on the Drake campus at 3116 Carpenter Avenue, and health professionals are available on site Monday, Tuesday, Thursday, 8:30 a.m. to 5:00 p.m. and Wednesday and Friday, 8:30 a.m. to 3:00 p.m. Services include health screening, immunizations and injections, acute care for illnesses and injuries, annual physicals and health education and counseling. If students require emergency treatment or specialized care beyond services provided by the Health Center, they are referred to local physicians, specialists and emergency departments as necessary. Students are expected to assume financial responsibility for health care obtained from another facility. The American Republic Student Health Center's phone number is 515-271-3731.

MULTICULTURAL STUDENT OPPORTUNITIES

Drake University recognizes the Coalition of Black Students (C.B.S.), Black American Law Students Association (B.A.L.S.A.), El Ritmo Latino (Hispanic/Latino students), South Asian Student Association, Vietnamese-American Student Association, Malaysian Student Association, Rainbow Union (LGBTQA), Chinese Student Association, and the African Student Association organizations. The Black Cultural Center, La Casa Cultural and CAYA (Come As You Are) provide opportunities for all students to meet informally for programs and activities.

SERVICES FOR STUDENTS WITH DISABILITIES

Student Disability Services, located in the Student Health Center, assists students with disabilities in identifying and requesting necessary accommodations. Staff members work with students with all types of disabilities, including learning disabilities; attention deficit disorder; mobility restrictions; and visual, hearing, physical and psychological disabilities. Disability services include assessment of learning and support needs; classroom and test accommodation assistance; campus accessibility consultation; and support for faculty and staff. The telephone number for Student Disability Services is 515-271- 3100; TDD, 515-271-2825. For more information, visit the Student Disability Services Web site at [/sds](#).

SENIOR CITIZENS

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

RELIGIOUS LIFE

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

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 letter winners, 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.

Mission and Vision of Drake University

Mission Statement

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

Vision Statement

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

Passed by the Board of Trustees: June 2002

Passed by the Faculty Senate: September 2002

General Graduate Academic Requirements

General Graduate Academic Requirements

Graduate Registration Procedures

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

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

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

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

Students who wish to receive federal financial aid must be fully admitted to their programs.

Online registration is now available for admitted students at Drake University. Access registration through blueView.

GENERAL. A candidate for a graduate master's degree must complete a program of study with at least a "B" grade (3.0 GPA) average. A candidate for a graduate Ed.D. must complete a program of study with at least a 3.5 grade-point average. Graduate students enrolled in 100-199 numbered courses approved for graduate credit are required to do extra work and exhibit a higher degree of competency than students taking the courses for undergraduate credit.

INDEPENDENT STUDY (course number 230). Within a specified degree program, graduate students may earn a maximum of six hours of graduate credit for directed independent study if appropriate to their programs of study and within departmental limitations. Students seeking credit for directed independent study must have the prior approvals of the departmental chairperson and the supervising faculty graduate adviser.

GRADING. Credit for degree purposes is limited to those courses passed with grades of "A," "B" or "C." Students must progress satisfactorily by maintaining a grade average of B (3.0 GPA). This average is based on all work taken for graduate credit at Drake University. Grades of D and F are used in computing the average even though credits do not count for degree purposes

Students seeking an M.B.A., M.P.A. MAcc, or M.F.M. degree must maintain a "B" average (3.0 GPA) for all graduate coursework and may not have more than two "C" grades in their graduate programs

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

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

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

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.

On satisfactory completion of all requirements, the mark of "CR" is awarded for enrollments in 299 or 399 credits.

Curricular Modification

Adding/Dropping a Course

A student may add 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.

The time during which a student may drop from a class with no mark of 'W' recorded and a full tuition refund (if appropriate) is as follows:

- Courses offered in a standard format during the fall or spring semester – intent to drop must be submitted to the college/school dean's office or to the Office of Student Records by the end of the 10th business day after the start of the semester.

- Summer courses – intent to drop must be submitted to the college/school dean’s office or to the Office of Student Records by the end of the first business day following the first meeting of the course.
- Weekend courses - intent to drop must be submitted to the college/school dean’s office or to the Office of Student Records as follows:
 - Classes that start with an evening session: by noon the day following the first evening session.
 - Classes that start with a full day session: by the end of the first day of class.
- Online courses: the drop schedule conforms to requirements for corresponding term lengths; e.g. in courses that are scheduled in a standard semester format intent to drop must be submitted by the end of the 10th business day after the start of the semester. In classes scheduled to last for 3 to 6 weeks, intent to drop must be submitted by the end of the second business day after the class begins.

Intent to drop must be filed using the procedures specified for the type of course and term in which it is offered:

- For courses meeting during the day on campus, intent to drop a course must be filed with the college/school dean’s office or with the Office of Student Records and Academic Services by the time specified above.
- For online courses and weekend courses intent to drop may be handled in one of the following ways (the intent must be in text form):
 - Submit a notice of intent to drop to the instructor.
 - Send an email to the Office of Student Records or to the office of the dean of the college in which the course is offered.

Attendance records will be used to verify attendance dates.

Withdrawal from a Course

When a student withdraws from a class after the “no W drop date” as specified above, 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. A student may 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. In cases of withdrawal from a course after the midpoint of the semester where extenuating circumstances were not identified, the instructor of the course will be responsible for assigning the grade earned by the student in that course.

- In practice, for weekend students the end of the second full weekend accounts for 67% of the direct instructional time of a course. Withdrawal anytime between the start of day 2 of the first weekend and the end of day 2 of the second weekend should result in a ‘W’ on the academic record. Notices of intent to withdraw that are received after the second full weekend but prior to the third full weekend can be backdated in the system as appropriate to reflect the actual date that intent was submitted, and to meet this standard regarding aid eligibility.

Individual colleges and schools may have additional academic regulations that are stated under the “Specific Regulations” of that college or school in the catalog. Information on the academic regulations of the Law School appear in the Law School *Student Handbook* at <http://www.law.drake.edu/students/>

Withdrawal: The Impact On Financial Aid

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

A reduction of credit hour enrollment within the time specified for dropping without a mark of 'W' for the term length and type of course may occur without tuition penalty. After the "no W drop date", a change from full-time to part-time status or a reduction in credit-hour enrollment, other than a complete withdrawal, will not change tuition charges. For example, a student enrolled full-time will receive no tuition adjustment if he or she drops below full-time enrollment after the no 'W' drop date." Tuition adjustments for increased enrollment continue throughout the term.

Financial Aid Adjustments

Changes in Enrollment (other than complete withdrawals)

Financial aid may be adjusted until the "no W drop date" based upon changes in enrollment and changes in tuition and fees. Eligibility for financial aid for increased enrollment is not "automatically" calculated with an enrollment change. Please contact the Office of Student Financial Planning to discuss changes in enrollment and financial aid eligibility.

RESIDENCE. At least two-thirds of the total required hours of course credits needed for a master's degree must be taken in courses offered by Drake University, exclusive of credit for 299-Graduate Project hours. See specialist program and specific doctoral program sections of the Graduate Catalog for specific requirements for residency for those degrees.

TRANSFER OF CREDIT. Graduate course credits may be considered for transfer that are (1) within five years preceding **completion** of a Drake degree for all Master's programs in College of Business and Public Administration and within five years preceding **admission** for programs in the School of Education, (2) at least "B" grade, and (3) directly related to the student's Drake graduate program and recommended by the adviser.

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

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

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

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

When formally admitted to a master's degree program at Drake University, a student may request adviser's and dean's approval for transfer of appropriate extension (off campus) credits from another institution prior to any

enrollment in such courses. (Request detailed information from your assigned adviser.) Off-campus credits from another institution cannot be applied to the Drake specialist or doctoral degrees. See the Time Limits section in this catalog regarding applications of credits or waivers.

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

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

DRAKE INTERNATIONAL PROGRAMS

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

STUDENT LOAD The maximum load permitted a graduate student during a regular semester is 15 credit hours. The maximum load for the summer session is 12 credit hours. Students are considered full-time if they carry 9 or more hours per semester and part-time if they carry less than 9 credit hours per semester. Students enrolled while employed full-time are limited to six credit hours per semester unless a written recommendation of the program adviser is made.

STUDENT LOAD INFORMATION FOR CBPA

Students working more than 20 hours a week may enroll for up to seven semester hours in both the fall and spring semesters and four semester hours in each summer term. Full-time students (working less than 20 hours a week) may enroll for ten semester hours in both the fall and spring semesters and four semester hours each summer term. Requests for exceptions to these credit limits must be approved by the Graduate Committee. Students enrolling in 9 or more credit hours will be considered full-time students and charged the full-time student fees.

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

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](#)").

Student Right to Review Education Records

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. The following restrictions apply to student review of education records:

- 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.
- 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 files, 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 a 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.

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

Directory Information

FERPA also prevents the University from releasing certain information about students to persons outside the University without first notifying the student.

Drake University may release the following "directory information" about each individual student without prior consent unless the student has previously requested these records be withheld:

1. Student's name, Drake ID number, local address, telephone number and e-mail address
2. Parent's name, address and telephone number
3. Date and place of student's birth
4. College/school of enrollment
5. Curriculum (major field of study)
6. Year in School
7. Participation in recognized organizations, activities and sports
8. Weight and height of members of athletic teams
9. Degrees and awards received
10. The most recent previous educational institution attended by the student.

11. Job title(s) and Date(s) of employment held while enrolled as a student.

Any student not wanting the above-referenced “directory information” released to the public must timely notify the appropriate office. Forms are available from the Office of Student Records and Academic Information. A notice remains in effect until the student requests lifting of the hold in writing. If personally identifiable information is removed from education records, they can be disclosed without student notification.

Personally identifiable information other than directory information can be released without prior approval under the following circumstances:

- Contractors, consultants, volunteers, and other outside service providers used by a school district or postsecondary institution to perform institutional services and functions. A contractor (or other outside service provider) that is given access to education records under this provision must be under the direct control of the disclosing institution and subject to the same conditions on use and re-disclosure of education records that govern other school officials;
- A school district or postsecondary institution may disclose education records, without consent, to officials of another school, school system, or postsecondary institution where a student seeks or intends to enroll;
- Organizations, including state or federal education agencies, conducting studies for, or on behalf of the disclosing institution for purposes of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction;
- Ex parte court orders under USA Patriot Act, or other lawful subpoenas;
- As part of a health or safety emergency.

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 the Office of Student Records and Academic Information, 515-271-2025 or to the Vice Provost for Student Affairs and Academic Excellence at 515-271-3751.

More information about FERPA can be found at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

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

Revised by Provost to reflect full FERPA disclosure details, January 2012

Commencement

Commencement

This document was approved by the Faculty Senate on October 26, 2011.

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 programs and diploma presentation, and it is the student's first step toward participation in either the May or December 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 grade point 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 with minor changes 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 President's Committee on Commencement.

Ceremony Eligibility

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

Beginning in December 2011, Drake University will hold two commencement ceremonies each year; one in December, the other in May.

December Ceremony Participation Eligibility:

Those who expect to complete all degree requirements in December (registered, with appropriate number of hours, adequate GPA, and all requirements met).

Those who completed their requirements the previous August, had have degrees awarded, but choose to participate in the December ceremony rather than the previous *May*.

December Ceremony Program Eligibility:

Names to be included in the December Commencement Program are students who will be participating in that event. Students are expected to meet the stated Program preparation deadlines to ensure their name is printed. These dates are published at </studentrecords/commencement>.

May Ceremony Participation Eligibility:

Those who graduated the previous December but did not participate in the December ceremony.

Those who expect to complete all degree requirements (registered with appropriate number of hours, adequate GPA and all requirements met) in either May or August are encouraged to participate in the May ceremony.

May Ceremony Program Eligibility:

Names to be included in the May Commencement Program are students who are expected May or August graduates, previous December graduates who did not participate in the December Ceremony or students who will be participating in that event.

Students are expected to meet the stated Program preparation deadlines to ensure their name is printed. These dates are published at </studentrecords/commencement>.

Appeal

If a student desires to participate in a ceremony for which they do not meet the eligibility guidelines, the student may appeal to the Provost. The appeal must be in writing with supporting documentation attached 30 days prior to event. The Provost may consult an ad hoc advisory panel of Deans and/or Commencement officials prior to making a final decision.

Appeal Criteria

The following are the criteria for considering ceremony participation on the exception basis for students with a cumulative GPA of 2.0 or higher.

The student must meet one of the following:

- The student has only the student teaching requirement remaining to be completed during the upcoming semester, OR
- The student can document a serious hardship associated with participation in the commencement ceremony (ie. documented illness, religious observance, sports event, etc.) on the day established.

Complete information about commencement is available at </studentrecords/commencement>.

Financial Aid & Employment

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

EMPLOYMENT

Drake University's Professional and Career Development Services aids graduate students in securing employment in their field related to their interests, abilities, and experience. Jobs available on-campus, as well as in the Des Moines area, are listed on the Web site [/career](#). Inquiries may also be directed to 515-271-3721.

VETERANS BENEFITS

[/catalog/ugrad/geninfo/vet_benefits.php](#)

FINANCIAL ASSISTANCE FOR REHABILITATION COUNSELING AND REHABILITATION ADMINISTRATION STUDENTS

These master's degree programs are partially funded by the Rehabilitation Services Administration, U.S. Department of Education. A limited number of scholarships and stipends are available. Contact the Counseling program office, School of Education, 515-271-4842.

FINANCIAL AID

General Information: All new and continuing graduate students who file a Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA, and who provide follow-up information as requested, are reviewed for scholarship, work and loan consideration. Financial aid eligibility for graduate students rests primarily in the Federal Direct Student Loan Program. Graduate students may also be eligible for private educational loans including loans designed for non-degree seeking students and students who are enrolled less than half-time. For more information about specific programs and the regulations that govern the awarding and disbursement of financial aid, visit [/finaid](#). Staff in the Office of Student Financial Planning are available toll-free at 1-800-44-DRAKE, extension 2905, locally at 515-271-2905, or e-mail the staff at financialaid@drake.edu. Office hours are 8:00 a.m. to 4:30 p.m., Monday through Friday.

International Opportunities

Business and Public Administration graduate courses abroad

Graduate students in the College of Business and Public Administration may wish to explore course offerings that include international travel for on-site study and observation. Contact the Graduate Programs office of the College of Business and Public Administration for current offerings and enrollment information.

Law School – Summer in France

Drake Law School's Summer in France Program gives law students a chance to earn six credits in comparative and international law subjects, taught in English at the University of Nantes. For more information go to:

<http://www.law.drake.edu/academics/?pageID=studyAbroad>

Pharmacy Rotations Abroad

A limited number of international locations (Australia, Belize, Canada, France, New Zealand, South Africa) may be available for PharmD students who wish to do one of their rotations abroad. Students admitted to the College of Pharmacy may inquire in the Experiential Office about opportunities for a rotation abroad.

Center for Global Citizenship

The Center for Global Citizenship educates students to function effectively in different cultural contexts, and to see their own culture from the perspective of others. The Center also works to ensure that global perspectives and issues are an integral part of the intellectual and cultural experience of all members of the Drake community by offering:

- ongoing international events and activities
- a resource directory for students and faculty
- faculty development opportunities
- the Global Ambassador Certificate (undergraduates only)
- the Concentration in Global and Comparative Public Health (undergraduates)

For more information go to: </international/cgc/>

Chinese Cultural Exchange Program

The Chinese Cultural Exchange Program facilitates exchanges of faculty, students, and recent graduates between Drake University and a network of partner educational institutions in China. For more information go to: </international/ccep/>

Drake's Teach in China Program offers recent graduates from any academic background the opportunity to live and work in China for a year. Up to twenty-five graduates will have the opportunity to teach primarily English at the secondary or university level in one of Drake's partner institutions across China. For more information go to: </international/ccep/teach/>

Fulbright Scholarships

Sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs, the Fulbright Program provides funding for students, scholars, teachers, and professionals to undertake graduate study, advanced research, university teaching, and teaching in elementary and secondary schools. Drake students have a record of success in receiving post-graduation scholarships through the Fulbright US Student Program. For details go to: http://www.cies.org/about_fulb.htm. Interested students may contact the department of Politics and International Relations for advising regarding

Intensive English Program (English as a Second Language)

The IEP is an academic support service designed to help non-native speakers of English enhance their academic success by improving their English language proficiency and increasing their familiarity with US culture. Small classes and individual attention characterize Drake's IEP, where intermediate and advanced level courses are offered year-round. Although courses are designed primarily for international students seeking full enrollment in Drake undergraduate or graduate degree programs, other individuals also enroll to satisfy personal and career-related goals.

To benefit from Drake's IEP, students should have satisfactorily completed beginning-level English as a Second Language study and have the equivalent of a US secondary school diploma. IEP admission does not guarantee admission to Drake University and may be granted with or without admission to a Drake degree program.

For more information, contact the IEP at 1-515-271-2084 or go to: </international/esl>

The International Center

Located in the center of the Drake campus, the International Center is home to:

- Chinese Cultural Exchange Program
- Drake Exchange Programs
- International Student and Scholar Services
- Intensive English Program
- Study Abroad programs

For more information about these or other international opportunities at Drake visit the International Center at 1331 27th St., Des Moines, IA 50311. Phone 1-515-271-2084 (Local, or outside the US); 1-800-44-DRAKE(US toll free); Fax 1-515-271-4588; or go to: </international>

International Internships, Service Learning and Career Planning

Students seeking hands-on international experiences may consider opportunities for internships, volunteering, and service learning abroad.

For advice on how to explore international careers, internships and job opportunities, enrolled students may access The Big Guide to Living and Working Overseas. For more information about this online resource, go to: /career/student/overseas_employment.php

International Student and Scholar Services

Drake is home to over 300 international students and scholars from more than 60 countries. To facilitate their success, International Student and Scholar Services provides:

- pre-arrival communications
- 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 aid in adjustment to life at Drake
- activities of the International Students Association and other student organizations
- 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 more information go to [/international/students-scholars](#) or visit the International Center at 1331 27th St., Des Moines, IA 50311. Phone 1-515-271-2084 (Local, or outside the US) or 1-800-44-DRAKE (US toll free) Fax 1-515-271-4588.

For information about admission to a Drake degree program, contact:

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 For more information go to: [/advantage](#)

International Student Organizations

Drake students may participate in a wide variety of organizations and activities related to their interests. For information on the International Student Association and other multicultural interest groups at Drake, go to: [/life/studentlife/orgs/](#) For Law School students go to: <http://www.law.drake.edu/students/?pageID=organizations>

Model United Nations / Model European Union

Each year Drake students participate in regional and international Model United Nations and Model European Union simulations. Participants may be able to seek financial assistance through the Center for Global Citizenship. The Drake Model European Union team won a “best delegation” award at a recent EU simulation.

Partner Universities / Exchanges

The university has partner universities in Austria, China, France, Germany, Italy, Japan, South Africa and Spain. For information on Drake’s partner universities in China, go to: [/international/ccep/ccep_host_institutions.php](#)

For other partner universities, go to: [/international/exchanges/index.php](#)

Students who are interested in an exchange should visit the International Center at 1331 27th St., Des Moines, IA 50311 for more information.

Phone 1-515-271-2084 (local); 1-800-44-DRAKE (US toll free); Fax 1-515-271-4588

College of Business & Public Administration

General Information for Graduate Study

ADMISSION. Drake does not offer any type of conditional or provisional admission to students. Students wishing to enroll in graduate coursework in the College of Business and Public Administration must be fully admitted to a graduate degree program (MBA, MPA, MACC or MFM).

GRADUATE GRADE POINT AVERAGE. All students who are admitted into a graduate program, must maintain a minimum B grade average or 3.0 grade point average on a 4.0 scale while in the program. If, after nine hours of enrollment in core or elective courses, a student's cumulative grade point is less than 3.0, the student will be placed on probation. If the G.P.A. has not risen above 3.0 within the next nine hours of enrollment, the student will be suspended from the program. Graduate students enrolled in 100-199 numbered courses approved for graduate credit are required to do extra work and exhibit a higher degree of competency than students taking the courses for undergraduate credit.

TIME LIMITS FOR COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION: All requirements for a master's must be met within five years of the end of the semester of the student's first enrollment in core or elective courses. Under special circumstances, a one-year extension for completion without additional course requirements may be granted by the Graduate Curriculum Committee.

A written request for an exception must be submitted prior to the expiration of the student's five-year time limit.

College of Business and Public Administration (CBPA) Graduate Programs

NOTE: CBPA program requirements are being revised and will be posted in the near future.

- [Master of Accounting](#)
- [Master of Business Administration](#)
- [Combined Law and MBA Program \(JD, MBA\)](#)
- [Combined Pharmacy and MBA Program \(Pharm.D., MBA\)](#)
- Accelerated MBA Program
- Master of Financial Management
- [Master of Public Administration](#)

Master of Accounting (MAcc)

The Master of Accounting (MAcc) degree equips students to reach their professional goals by providing the requisite knowledge to sit for the Certified Public Accountant (CPA) examination and to enter the profession of public accounting. The degree is designed to complement prior education and experience, or to prepare students without an accounting background for this professional field. The MAcc is backed by Drake University's full resources and reputation and is fully accredited by AACSB – the hallmark of excellence in business education and earned by less than five percent of business schools.

Admission Requirements: (previous degrees, exams, etc)

Master of Accounting **applicants must meet the following admission requirements.**

- **Graduate Admission Application:** Applications are available from the Drake Office of Graduate Admission or you may apply on-line at <https://www.applyweb.com/apply/drakeg/index.html>
- **Application Fee of \$25.00.** Applicants who have previously paid the fee are not required to do so again.

On-line submissions require electronic fee payment that will be refunded if an application fee was paid for a previous Drake program.

- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**
- **Personal essay:** A personal essay no longer than one page should explain the candidate's reason(s) for pursuing the MBA degree. Examples of leadership background and experience should be included.
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these GPA minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate GPA = 3.00 (upper division and cumulative) and
 - Graduate GPA = 3.00 (cumulative)
- **Test requirement:** Applicants must submit official GMAT results. Successful candidates for admission typically have a minimum score of 500. For GMAT testing information, go to:
<http://www.mba.com/mba/thegmat>

GMAT waiver for Drake accounting students:

The GMAT is waived for Master of Accounting (MAcc) applicants who are current Drake University accounting or joint-accounting majors with a minimum cumulative GPA of 3.25, based upon completion of at least 30-hours at Drake University, 90 or more undergraduate hours completed and in-process at date of application, and who have been fully admitted to the School of Accounting.

The GMAT is waived for Master of Accounting (MAcc) applicants who have received an undergraduate degree from Drake University with a major in accounting or joint-accounting within the past 5-years, and whose final cumulative GPA was 3.25 or higher.

- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination or 79-80 on the internet based test.
- **Application deadlines:** To be eligible for consideration, applications must be received by the following deadlines.

Fall admission July 15

Spring admission December 1

Summer admission April 15

Graduation Requirements:

1. Number of Credit Hours required:

Thirty to fifty-four hours of credit are required for completion based upon prior academic experience.

1. Required Courses:

1. Foundation Courses (up to 24 Hours)

These requirements may be considered met at time of admission with recent undergraduate course work where grades of “C” or better have been earned. Prior coursework is evaluated at time of application review; any unmet foundation requirements must be taken as part of the Master of Accounting program.

MBA 242: Evaluating Organizational Performance

ACCT 115: Cost Accounting

ACCT 165: Financial Accounting I

ACCT 166: Financial Accounting II

MBA 251: Creating Customer Value

MBA 253: Enhancing Firm Value

MBA 254: Leadership & Human Capital Development

MBA 255: Improving Operations through Data Analysis

- 1.

1. Preparation for Core & Required Courses (Up to 12 Hours)

If not completed in prior studies, these courses will be taken for graduate credit, and will count against the Advisor Approved Electives block.

ACCT 175: Auditing Principles

ACCT 185: Individual Taxation

ACCT 186: Business Entity Taxation

BLAW 240: Commercial Law

1.

1. Required Core Courses (6 Hours)

ACCT 255: Tax Research, Policy and Writing

ACCT 275: Seminar in Auditing

1.

1. Required Electives (Up to 12 Hours)

Students may choose four courses from this list:

ACCT 210: Accounting for Non-profits

ACCT 265: Emerging Accounting Issues

ACCT 277: Fraud Examination

ACCT 280: Financial Statement Analysis

BLAW 250: Accounting and The Law

IS 289: Web Technology & XBRL

Advisor Approved Electives (Up to 12 Hours)

Each student must choose four elective courses, or balance of credit hours to equal 12 if some *Preparation for Core and Required Courses* were completed. Courses from the *Required Electives* beyond the four required can also be included.

Other Requirements (experiential, exams, thesis, etc.)

BUS 205: Leadership Essentials (non-credit workshop)

Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.

Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):

- GPA: Maintain a 3.0 or higher
- Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point, must be a 3.0 or better.
- 9 hours of graduate work may be transferred in from another AACSB accredited university.
- Transfer courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Note:

- Students may complete the MAcc program on either a part-time or full-time basis. Courses, however, are offered only in evening and weekend formats. There are no graduate level daytime courses.
- Students must be admitted to the MAcc program to enroll in graduate courses.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) degree program uses an integrative approach that emphasizes real-world application of knowledge and problem-solving strategies and techniques. Sustainability and organizational decision making are incorporated into and across courses. Students customize this program by selecting an area of specialization to develop skills best suited to their academic and career goals. The MBA is backed by Drake University's full resources and reputation and is fully accredited by AACSB – the hallmark of excellence in business education and earned by less than five percent of business schools.

Admission Requirements: (previous degrees, exams, etc)

Master of Business Administration applicants must meet the following admission requirements.

- Graduate Admission Application: Applications are available from the Drake Office of Graduate Admission, the Graduate Programs Office of the College of Business & Public Administration or you may apply on-line at <https://www.applyweb.com/apply/drakeg/index.html> .
- Application Fee of \$25.00. Applicants who have previously paid the fee are not required to do so again.

On-line submissions require electronic fee payment that will be refunded if an application fee was paid for a previous Drake program.

- Official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- Current professional resume.
- Personal essay: A personal essay no longer than one page should explain the candidate's reason(s) for pursuing the MBA degree. Examples of leadership background and experience should be included.
- Submission of two (2) letters of recommendation.
- Grade Point Average Criteria: Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these GPA minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate GPA = 3.00 (upper division and cumulative) and
 - Graduate GPA = 3.00 (cumulative)
- Test requirement: Applicants must submit official GMAT results. Successful candidates for admission typically have a minimum score of 500. For GMAT testing information, go to: <http://www.mba.com/mba/thegmat>
- TOEFL exam: International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination or 79-80 on the internet based test.
- Application deadlines: To be eligible for consideration, applications must be received by the following deadlines.

Fall admission July 15

Spring admission December 1

Summer admission April 15

Graduation Requirements:

- Number of Credit Hours required:

Thirty-nine hours of credit are required for completion.
- Required Courses:

- - Foundations of Decision Making (6 Hours)

MBA 240: Values and Ethics in Decision Making

MBA 242: Evaluating Organizational Performance

- - MBA Core Courses (21 Hours)

MBA 250: Corporate Governance

MBA 251: Creating Customer Value

MBA 252: Information Technology & E-Commerce

MBA 253: Enhancing Firm Value

MBA 254: Leadership & Human Capital Development

MBA 255: Improving Operations through Data Analysis

MBA 260: Strategic Business Policy (Capstone)

- - Areas of Specialization (9 Hours)

Each student must choose three elective courses from a group of electives designed to focus on an area of specialization. The areas of specialization include:

- Accounting
- Health Care Management
- Entrepreneurial Studies
- Human Resources
- Marketing
- Executive Development
- Financial Resources
- Nonprofit Management
- Operations Management

- - Professional Development Seminars (3 Hours)

Each student must complete three 1-credit hour BUS 200 seminars for professional development.

- Other Requirements (experiential, exams, thesis, etc.)

BUS 205: Leadership Essentials (non-credit workshop)

Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.

- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):

- GPA: Maintain a 3.0 or higher
- Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point, must be a 3.0 or better.
- 9 hours of graduate work may be transferred in from another AACSB accredited university.
- Transfer courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Note:

- Students may complete the MBA program on either a part-time or full-time basis. Courses, however, are offered only in evening and weekend formats. There are no graduate level daytime courses.
- Students must be admitted to the MBA program to enroll in graduate courses.

Master of Financial Management (MFM)

The Master of Financial Management (MFM) degree program uses an integrative approach that emphasizes real-world application of knowledge and problem-solving strategies and techniques. Sustainability and organizational decision making are incorporated into and across courses. Students customize this degree by selecting an area of specialization to develop skills best suited to their academic and career goals. The MFM is backed by Drake University's full resources and reputation and is fully accredited by AACSB – the hallmark of excellence in business education and earned by less than five percent of business schools.

Admission Requirements: (previous degrees, exams, etc)

Master of Financial Management **applicants must meet the following admission requirements.**

- **Graduate Admission Application:** Applications are available from the Drake Office of Graduate Admission, the Graduate Programs Office of the College of Business & Public Administration or you may apply on-line at <https://www.applyweb.com/apply/drakeg/index.html> .
- **Application Fee of \$25.00.** Applicants who have previously paid the fee are not required to do so again.

On-line submissions require electronic fee payment that will be refunded if an application fee was paid for a previous Drake program.

- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**
- **Personal essay:** A personal essay no longer than one page should explain the candidate's reason(s) for pursuing the MBA degree. Examples of leadership background and experience should be included.
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these GPA minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
- Undergraduate GPA = 3.00 (upper division and cumulative) and
- Graduate GPA = 3.00 (cumulative)
- **Test requirement:** Applicants must submit official GMAT results. Successful candidates for admission typically have a minimum score of 500. For GMAT testing information, go to: <http://www.mba.com/mba/thegmat>
- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination or 79-80 on the internet based test.
- **Application deadlines:** To be eligible for consideration, applications must be received by the following deadlines.

Fall admission July 15

Spring admission December 1

Summer admission April 15

Graduation Requirements:

Number of Credit Hours required:

- Thirty-three to thirty-six hours of credit are required for completion based upon prior academic experience.
- Required Courses:
 - Foundation Courses: Building the Necessary Knowledge Base (3 Hours)

This requirement can be fulfilled with recent completion of Principles of Accounting I and II and Corporate Finance at the undergraduate level.

MBA 242: Evaluating Organizational Performance

- General Core: Quantitative, Financial, & Ethical Base (9 Hours)

MFM 212: Data Analysis for Decision Making

MFM 250: Corporate Governance

MFM 253: Enhancing Firm Value

- Financial Management Core: Financial Markets, Assets, and Information (15 Hours)

ACCT 280: Financial Reporting & Statement Analysis

ECON 280: Business, Government, & Global Economy

FIN 280: Investment Analysis & Portfolio Management

FIN 281: Regulatory Environment for Financial Institutions

FIN 284: Fixed Income Markets and Related Derivatives

- Areas of Specialization/Electives

Each student must choose three courses from a group of electives designed to focus on areas of specialization. The areas of specialization include:

- Financial Asset Management
- Financial Institutions Management

Additional elective options are also available.

Other Requirements (experiential, exams, thesis, etc.)

BUS 205: Leadership Essentials (non-credit workshop)

Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.

- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):
- GPA: Maintain a 3.0 or higher

- Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point, must be a 3.0 or better.
- 9 hours of graduate work may be transferred in from another AACSB accredited university.
- Transfer courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Note:

- Students may complete the MFM program on either a part-time or full-time basis. Courses, however, are offered only in evening and weekend formats. There are no graduate level daytime courses. Students wishing to be enrolled on a full-time basis must be aware that course sequencing is such that full-time status may not be possible each term of enrollment.
- Students must be admitted to the MFM program to enroll in graduate courses.

Master of Public Administration (MPA)

To successfully lead a public or non-profit organization in today's environment, administrators must develop superior executive, public policy, and resource management expertise. The Master of Public Administration (MPA) program strives to meet these challenges. Students customize this program by selecting an area of specialization to develop skills best suited to their academic and career goals. The MPA is backed by Drake University's full resources and reputation and is fully accredited by AACSB – the hallmark of excellence in business education and earned by less than five percent of business schools.

Admission Requirements: (previous degrees, exams, etc)

Master of Public Administration **applicants must meet the following admission requirements.**

- **Graduate Admission Application:** Applications are available from the Drake Office of Graduate Admission, the Graduate Programs Office of the College of Business & Public Administration or you may apply on-line at <https://www.applyweb.com/apply/drakeg/index.html> .
- **Application Fee of \$25.00.** Applicants who have previously paid the fee are not required to do so again.

On-line submissions require electronic fee payment that will be refunded if an application fee was paid for a previous Drake program.

- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these GPA minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate GPA = 3.00 (upper division and cumulative) and
 - Graduate GPA = 3.00 (cumulative)
- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination or 79-80 on the internet based test.
- **Application deadlines: To be eligible for consideration, applications must be received by the following deadlines.**

Fall admission July 15

Spring admission December 1

Summer admission April 15

Graduation Requirements:

- Number of Credit Hours required:

Thirty-six hours of credit are required for completion.

- Required Courses:
- MPA Core Curriculum (21 Hours)

MPA 215: Changing Environment & Management of Public & Nonprofit Organizations

MPA 216: Managing Human resources as Assets* or

MGMT 282: Human Resources Management*

MPA 217: Applying Information, Research & Analysis in Nonprofit and Public Environments

MPA 225: Financial Aspects of Public & Nonprofit Organizations

MPA 226: Public Policy Decision Making Analysis

MPA 240: Values & Ethics in Decision Making**

MPA 260: Applying Innovative Solutions to Current Problems (after completion of 18 credit hours)

*Students may choose to take either MPA 216 or MGMT 282. Only one is required.

**Two options are available for students seeking an alternative core course based on their emphasis area:

Option #1: MPA 252: Information Technology & Electronic Commerce Strategy (for Financial Resources, Health Care, or Public Policy emphasis)

Option #2: MPA 254: Leadership & Human Capital Development (for Human Resources, Nonprofit Management, or Executive Development emphasis)

- MPA Emphasis Areas (15 Hours) Each student must choose four courses from a group of elective courses designed to focus on an area of specialization. Each student must also complete one advisor approved elective, which can be an approved course from any of the emphasis areas. The emphasis areas include:
 - Executive Development
 - Financial Resources
 - Health Care Management
 - Human Resources
 - Nonprofit Management
 - Public Policy

Other Requirements (experiential, exams, thesis, etc.)

BUS 205: Leadership Essentials (non-credit workshop)

Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.

Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):

- GPA: Maintain a 3.0 or higher
- Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point, must be a 3.0 or better.

- 12 hours of graduate work may be transferred in from another accredited university.
- Transfer courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Note:

- Students may complete the MPA program on either a part-time or full-time basis. Courses, however, are offered only in evening and weekend formats. There are no graduate level daytime courses.
- Students must be admitted to the MPA program to enroll in graduate courses.

School of Education

General Information for Graduate Study

The mission of the Drake University School of Education is to be a diverse community of learners who work collaboratively to create an equitable culture of excellence, inquiry, and renewal. All undergraduate and graduate programs and services are based upon three guiding principles:

- Belief in Academic Reflection
- Collaborative Learning
- Social Justice

ADMISSION. Drake does not offer any type of conditional or provisional admission to students; although, it is possible for U.S. students in some areas within our School of Education to enroll in 6-7 graduate credits prior to being fully admitted into a degree program. Students doing this should know that this does not guarantee admission to a degree program, and such students are not able to apply for loans until they are fully admitted to a degree program. Students seeking loans or other types of financial assistance must be admitted early in the term in which they wish assistance or in the term previous to the term they are seeking enrollment. Students not admitted early in the term may wish to delay enrollment or seek other methods of paying for their enrollment until they are fully admitted to a degree program. See specific admission requirements in the program information that follows.

Endorsement Only Program. In the School of Education, students who do not seek a master's degree but who wish to earn teaching licensure or add a teaching endorsement must do so at the graduate level through an Endorsement Only Program. Students must file formal graduate application to the University, provide supporting official transcripts of all prior college work, submit evidence of an acceptable undergraduate grade-point average and test scores from the Drake Writing Competency Test (DWCT), the Miller Analogies Test or the Graduate Record Examination at least three months in advance of registration. Exception to testing is given if the endorsement itself is 12 or fewer hours or the student is seeking a reading endorsement at the graduate level. Once all documents are submitted, a decision is made on the student's application for admission. Students who are admitted into a licensure/endorsement program must maintain a minimum B grade average or 3.0 grade point average on a 4.0 scale while in the program. Students should begin the process early to allow time for the processing of applications and financial aid.

Reading Endorsement

Online options are available through the Drake University School of Education for most courses required for a K-8 Reading Endorsement, a 5-12 Reading Endorsement and a Reading Specialist Endorsement. For more information, contact Dr. Jill Johnson at jill.johnson@drake.edu.

Gifted and Talented Endorsement

All courses necessary for the Gifted and Talented Endorsement are available online. The courses comply with the 12-hour Iowa Department of Education requirement for preparation of teachers and coordinators in gifted education programs. For more information, contact Dr. Sally Beisser at sally.beisser@drake.edu.

Middle School Endorsement

The two main courses required for the Middle School Endorsement in the state of Iowa are available online. Additional courses required for the endorsement are offered in a face-to-face format on Drake's campus. For more information, contact Tom Drake at thomas.drake@drake.edu.

DRAKE UNIVERSITY EXTENSION EDUCATION AND DISTANCE LEARNING

Drake University Extension Education is proud to partner with eight of Iowa's Area Education Agencies (AEAs) to offer graduate credit to teachers across the state of Iowa. More than 2,100 courses are offered each year through the AEAs' professional development departments. These professional development courses are reviewed and approved by the Drake School of Education's Teacher Education and Curriculum Studies department.

Educators across North America and the world may also earn Drake graduate credit through our online and video correspondence courses. These courses are designed by Drake University, as well as a number of partner organizations.

Distance learning graduate courses are available in the following content areas:

- Athletic Coaching
- Classroom Management
- Curriculum and Instruction
- Mathematics
- Online Instruction
- Physical Education
- Reading and Literacy

Credits from any of our distance learning offering may be applicable towards recertification or salary advancement. Refer to your state or local guidelines. A number of our offerings may be transferred into a Drake University School of Education graduate program (with adviser approval). If you have questions about transferability, check with the Extension Education Office and/or your adviser.

Extension Education and the School of Education also offers the following endorsement programs either partially or completely online.

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

GRADING. Credit for degree purposes is limited to those courses passed with grades of "A," "B" or "C." Students must progress satisfactorily by maintaining a grade average of B (3.0 GPA). This average is based on all work taken for graduate credit at Drake University. When computing the average grade, Grades of D and F are considered failing and the credits do not count for degree purposes.

Upon recommendation of the graduate program adviser and approval of the Associate Dean, a graduate student may repeat one time, and only one time, any graduate course in which a grade of C or below was earned. Ordinarily, a maximum of two courses may be repeated within a program. Only the highest grade and credit

hours earned are used in computing the student's cumulative grade-point average. Lower grades removed from the computation by the student repeating a course appear on the student's permanent record marked by a designated symbol.

The mark "I" (Incomplete) indicates a student has not submitted all evidence required for a final grade. The student must make satisfactory arrangements with the instructor to complete the work by the end of the next semester of enrollment (excluding enrollment in summer terms). The instructor writes out the conditions that must be met to remove the incomplete. As a component of these conditions, the instructor may demand an accelerated deadline (e.g., the midterm of the following semester) or may provide an extended deadline if special circumstances warrant (e.g., a semester abroad, student teaching, etc.). The instructor will indicate the final grade for the course in the event the work is not completed. The change of grade from an "I" can be done by an instructor prior to the end of the next semester. At the end of the next semester (excluding enrollment in summer terms), the grade change form is filed with the Associate Dean of the Drake School of Education. A copy is also given to the student. Marks of incomplete are changed to a final grade either by the instructor (upon completion of the work) or automatically by the Office of Student Records (if the work is not completed after one semester has passed). Marks of incomplete are not computed in the grade point average.

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

GRADUATE GRADE POINT AVERAGE. All students who are admitted into a graduate program, licensure program, or an endorsement program must maintain a minimum B grade average or 3.0 grade point average on a 4.0 scale while in the program. Students who have a cumulative grade point of less than 3.0 will be placed on probation. If the G.P.A. has not risen about 3.0 in two semesters, the student will be terminated from the program. A candidate for a graduate Ed.D. must complete a program of study with at least a 3.5 grade-point average. Graduate students enrolled in 100-199 numbered courses approved for graduate credit are required to do extra work and exhibit a higher degree of competency than students taking the courses for undergraduate credit.

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.

Adding/Dropping a Course

A student may add 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.

The time during which a student may drop from a class with no mark of 'W' recorded and a full tuition refund (if appropriate) is as follows:

- Courses offered in a standard format during the fall or spring semester – intent to drop must be submitted to the college/school dean's office or to the Office of Student Records by the end of the 10th business day after the start of the semester.
- Summer courses – intent to drop must be submitted to the college/school dean's office or to the Office of Student Records by the end of the first business day following the first meeting of the course.
- Weekend courses - intent to drop must be submitted to the college/school dean's office or to the Office of Student Records as follows:
 - - Classes that start with an evening session: by noon the day following the first evening session.
 - Classes that start with a full day session: by the end of the first day of class.
- Online courses: the drop schedule conforms to requirements for corresponding term lengths; e.g. in courses that are scheduled in a standard semester format intent to drop must be submitted by the end of the 10th business day after the start of the semester. In classes scheduled to last for 3 to 6 weeks, intent to drop must be submitted by the end of the second business day after the class begins.

Intent to drop must be filed using the procedures specified for the type of course and term in which it is offered:

- For courses meeting during the day on campus, intent to drop a course must be filed with the college/school dean's office or with the Office of Student Records and Academic Services by the time specified above.
- For online courses and weekend courses intent to drop may be handled in one of the following ways (the intent must be in text form):
 - - Submit a notice of intent to drop to the instructor.
 - Send an email to the Office of Student Records or to the office of the dean of the college in which the course is offered.

Attendance records will be used to verify attendance dates.

Withdrawal from a Course

When a student withdraws from a class after the "no W drop date" as specified above, 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. A student may 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. In cases of withdrawal from a course after the midpoint of the semester where extenuating circumstances were not identified, the instructor of the course will be responsible for assigning the grade earned by the student in that course.

- In practice, for weekend students the end of the second full weekend accounts for 67% of the direct instructional time of a course. Withdrawal anytime between the start of day 2 of the first weekend and the end of day 2 of the second weekend should result in a 'W' on the academic record. Notices of intent to withdraw that are received after the second full weekend but prior to the third full weekend can be backdated in the system as appropriate to reflect the actual date that intent was submitted, and to meet this standard regarding aid eligibility.

Individual colleges and schools may have additional academic regulations that are stated under the “Specific Regulations” of that college or school in the catalog. Information on the academic regulations of the Law School appear in the Law School *Student Handbook* at <http://www.law.drake.edu/students/>

Withdrawal: The Impact On Financial Aid

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

A reduction of credit hour enrollment within the time specified for dropping without a mark of 'W' for the term length and type of course may occur without tuition penalty. After the “no W drop date”, a change from full-time to part-time status or a reduction in credit-hour enrollment, other than a complete withdrawal, will not change tuition charges. For example, a student enrolled full-time will receive no tuition adjustment if he or she drops below full-time enrollment after the no 'W' drop date.” Tuition adjustments for increased enrollment continue throughout the term.

Financial Aid Adjustments

Changes in Enrollment (other than complete withdrawals)

Financial aid may be adjusted until the “no W drop date” based upon changes in enrollment and changes in tuition and fees. Eligibility for financial aid for increased enrollment is not "automatically" calculated with an enrollment change. Please contact the Office of Student Financial Planning to discuss changes in enrollment and financial aid eligibility.

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.

TRANSFER OF CREDIT. Graduate course credits may be considered for transfer that are within five years preceding *admission* for programs in the School of Education, completed with at least "B" grade, and directly related to the student's Drake graduate program and recommended by the adviser.

Master's programs: A maximum transfer of one-third of the course credits in a master's program (299-Graduate Project hours excluded) may be considered if they meet the foregoing requirements. Specialist program: The same maximum number of credits for transfer can be considered, except that such credits in addition to the foregoing requirements must have been earned after having completed a master's degree program.

Drake University Graduate Catalog 2006-08 Page -24- Doctoral programs: See sections of this catalog regarding doctoral programs and transfer of credit for such programs.

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

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

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

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

TIME LIMITS FOR SCHOOL OF EDUCATION: All requirements for a master's or specialist degree, including special departmental requirements, must be met within five years from the candidate's formal admission to the graduate program. A one-year extension for completion without additional course requirements may be granted on written request of the candidate with recommendation of the adviser and the approval of the Associate Dean. All requirements for a doctorate in education must be met within ten years from the candidate's formal admission to the program.

If, on a candidacy petition by the candidate, the departmental adviser and dean approve extension beyond six years, course credits that are more than six but no more than 10 years old at the time the candidate is admitted for the degree may be credited for degree purposes at one-half original value.

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

CONTINUOUS GRADUATION. During any given semester or summer session, a graduate student must give early notice to the college/school and the appropriate department of intent to graduate. If the student is certified to have met all graduation requirements, this is reported to the Office of Student Records. The following month, a diploma is mailed. Commencement ceremony is held once each year in May.

CANDIDACY FOR A DEGREE In most programs, students wishing to earn a master's or specialist degree at Drake University must file a formal petition for admission to candidacy. Doctoral students in the School of Education also file such a petition in the form of a "Doctoral Plan of Work" approved by committee. (See doctoral requirements.)

The Candidacy Petition should be filed during the first two weeks of the fall or spring semester, or during the first week of the summer session, depending upon the candidate's eligibility as defined below. The petition should be filed in the term when the total credit hours of enrollment in the degree program reaches 12.

All graduate students admitted to work toward a degree must be qualified with respect to candidacy requirements at the normal point for candidacy (upon completion of 12 hours of graduate credit in a program), or further enrollment is not permitted. Exceptions must have approval of the Associate Dean.

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

1. Be fully admissible to graduate studies with full graduate status, which includes completion of all prerequisite courses. (See Program Requirements that follow.)
2. Have completed at least 12 hours of acceptable graduate credit with at least a B average (3.0) and with no incompletes in courses. (See individual programs for exceptions.)
3. File a complete program for the degree that carries the approval signature of the graduate adviser. This statement contains a list of courses yet to be completed for the degree.

STAFF DEVELOPMENT OPPORTUNITIES

The School of Education faculty and staff cooperate with continuing education courses offered by the 12 Area Education Agencies of Iowa. These agencies employ staff development and content area specialists who offer courses each fall, spring and summer. In most instances, courses carry an option to receive from one to three credits through the Continuing Education/Extension Education Division.

For a more complete listing of Continuing Education degree programs, distance learning classes, special events and links to the Area Education Agencies, use the following Web site: edex/

ACADEMIC PROBATION AND SUSPENSION

The School of Education requires all graduate students to maintain a minimum overall grade-point average of at

least 3.0. If a student's GPA falls below 3.0, the student is placed on academic probation and a letter to that effect is mailed to the student by the Associate Dean. Students placed on academic probation must raise their GPA to 3.0 within the next semester of registration to continue in any graduate program offered by the School of Education. Failure to maintain a 3.0 after two consecutive semesters will result in suspension from the student's graduate program. This policy applies to all post-baccalaureate programs offered by the School of Education. Additional criteria may be required within specific programs.

LICENSURE-ONLY AND ADDED ENDORSEMENT PROGRAMS IN EDUCATION

Several programs are available to students with bachelor's degrees who wish initial teaching licensure or additional endorsements. Persons wishing to enroll in licensure-only or additional endorsement programs must follow the same admissions procedures for Master's Degree candidates if the endorsement equals 12 hours or more. Students who have less than 12 hours to finish an endorsement program of 12 hours or more must also follow the steps of the Admissions Requirements to Master's Degree. Please see specifics under Endorsement Only Program.

CAREER OPTIONS

Students can pursue careers in a wide variety of educational and leadership settings. The combination of cohort course study and individualized study allows each student freedom to prepare for changing career opportunities.

School of Education (SOE) Graduate Programs

- [Master of Arts in Teaching](#)
- [Master of Science in Teaching](#)
- [Master of Science in Adult Learning, Performance and Development](#)
- [Concentration in Adult Learning, Performance and Development](#)
- [Master of Science in Education in Counseling](#)
- [Master of Science in Mental Health Counseling](#)
- [Master of Science in Rehabilitation Counseling](#)
- [Master of Science in Rehabilitation Administration](#)
- [Master of Science in Rehabilitation Placement](#)
- [Master of Science in Education in School Counseling](#)
- [Master of Science in Education Leadership](#)
- [Master of Science in Education: Effective Teaching, Learning, and Leadership](#)
- [Master of Science in Education in Special Education](#)
- [Doctor of Education in Educational Leadership](#)

Master of Arts in Teaching (MAT)

Master of Arts in Teaching (MAT)

Program Description

The MAT Program is designed for individuals who have completed an undergraduate degree outside of the field of Education and would like to become classroom teachers at the secondary level. Endorsements available at the secondary level are listed below:

- Art
- All Business
- ESL/ELL (K-12, 2nd endorsement only)
- Special Education (Instructional Strategist I: mild and moderate)
- Talented and Gifted (2nd endorsement only)

Language Arts Endorsements:

- English/Language Arts
- English/Rhetoric/Theater
- Theater/Rhetoric/English
- Journalism
- Reading (2nd field only)
- Speech/Theater
- All Language Arts (Eng/Rhetoric/Theater/Journalism)

Mathematics Endorsements:

- *Mathematics 5-12 (take as second major, Math Education, through the Math Dept., A&S)
- Mathematics (2nd endorsement)

Science Endorsements:

- All Science (5-8, 7-12)
- Biology
- Chemistry
- General Science
- Earth Science
- Physical Science
- Physics

Social Studies Endorsements:

- American History
- American Government
- American History/American Government
- World History
- Economics (2nd endorsement only)

- All Social Studies (5-12)

World Language Endorsements:

- Spanish
- French
- German

Other Endorsements: (May be added to Elementary or Secondary program)

- K-12 Coaching
- Middle School

Students may combine education with many other majors, minors, and concentrations within the university curriculum. (e.g. Concentration in Cultural Studies, participation in the Honors Program, or a Business minor.)

Education students tailor the degree program to meet their professional goals under the mentorship of faculty who serve as academic advisors.

[Admission Requirements \(previous degrees, exams, etc\)](#)

Students entering the MAT program must have an undergraduate degree with a GPA of 2.5 or higher or a graduate grade of 3.0 or higher to be admitted.

Graduate courses from other institutions that meet the objectives of Drake courses can substituted for MAT courses.

Students may take up to two courses OR 6 hours of graduate credit before admission to a graduate program. After two courses OR 6 hours, students must be admitted, or further registration will not be possible.

Students must pass one of the following appropriate tests to be admitted to a graduate program.

- MAT – Miller’s Analogy Test (36 or 389 for master’s work; 43 or 400 is required for doctoral admission) **OR**
- GRE – Graduate Record Exam (Verbal = 400 and Quantitative = 460 **OR** Minimum Analytical Writing score of 4.0; combined Verbal and Quantitative scores of 1000 for doctoral admission) **OR**
- DWRT – Drake Writing Exam (criteria met); Drake Writing exam is not used for doctoral admission

In addition, students entering the MAT program must pass the Praxis I test with scores of 171 or higher for Reading and Writing and 169 or higher for Math.

Student must have two professional references

Students must submit an application and fulfill any other programmatic requirements.

Enrollment validation occurs on the first day of class. The college/school Dean's Office must be notified of any student who did not attend the first day of class or any student who has a special circumstance on the first day of class. Students not attending the first class will be dropped and may not re-add the class that semester.

Graduation Requirements

- Number of Credit Hours required:
36 graduate credit hours and at least one endorsement must be completed to obtain an MAT degree.
- Required Courses:
Pre-Professional Coursework: (All INTASC Standards must be met at the "beginning" level)

Course #	Course Title	Credit Hrs
EDUC 203	Foundations of Education	3.0
	(40 hour practicum required)	
EDUC 208	Educational Psychology of Teaching & Learning	4.0
EDUC 261	Technology Integration in the Classroom	2.0
EDUC 264	Perspectives on Race, Ethnicity, and Gender	3.0
SPED 220	Intro to Exceptional Children & Adults	3.0

Secondary Methods Coursework: (All INTASC Standards must be met at the "developing" level)

EDUC 242	Reading at the Secondary Level and Interdisciplinary Curriculum Design (10 hour practicum required)	3.0
EDUC 232	Methods of Teaching in the Secondary School (30 hour practicum required)	2.0
EDUC/MATH	Special Methods course in each of your endorsement areas	2.0 (at a minimum)

Student Teaching

EDUC 267	Instruction & Management in the Secondary Grades	1.0
EDUC 268	Student Teaching Practicum, Secondary	8.0
EDUC 269	ePortfolio Seminar for Student Teaching (a graduate-level capstone essay is required for MAT students)	1.0

Additional Coursework: (Student must complete at least 4 hours of elective courses at the graduate level.)

- Other Requirements (experiential, exams, thesis, etc.)
Acceptance to Teacher Education, completed candidacy petition form, and successful completion of practicums and INTASC Standards at the proficient level with a GPA of 3.0 or higher.
- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake)

GPA: Maintain a 3.0 or higher

Endorsement:

- All undergraduate endorsement courses must be completed with a “C” or better.
- Only 12 hours of graduate work may be transferred.
- Transfer and endorsement courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
- Courses taken 0-5 years before admission are transferred in as full credit.
- Courses taken 6-10 years before admission are transferred in as ½ credit.
- Courses over 10 years old are not accepted.
- Courses that are accepted must relate to the program of study.

Master of Science in Teaching (MST)

Program Description

The MST Program is designed for individuals who have completed an undergraduate degree outside of the field of Education and would like to become classroom teachers at the elementary level. Endorsements available at the elementary level are listed below:

- Art
- Early Childhood
- English/Language Arts
- ESL/ELL (K-12, 2nd endorsement only)
- History
- Mathematics
- Reading
- Science
- Social Studies
- Special Education (Instructional Strategist I: Mild and Moderate)
- Talented and Gifted (2nd endorsement only)
- Theater & Communications Studies
- Unified (Early Childhood with emphasis on Special Education)

World Language Endorsements:

- French
- German
- Spanish

Other Endorsements: (May be added to Elementary or Secondary program)

- K-12 Coaching
- Middle School

Education students tailor the degree program to meet their professional goals under the mentorship of faculty who serve as academic advisors.

Admission Requirements (previous degrees, exams, etc)

Students entering the MST program must have an undergraduate degree with a GPA of 2.5 or higher or a graduate grade of 3.0 or higher to be admitted.

Graduate courses from other institutions that meet the objectives of Drake courses can substituted for MST courses.

Students may take up to two courses OR 6 hours of graduate credit before admission to a graduate program. After two courses OR 6 hours, students must be admitted, or further registration will not be possible.

Students must pass one of the following appropriate tests to be admitted to a graduate program.

MAT – Miller’s Analogy Test (36 or 389 for master’s work; 43 or 400 is required for doctoral admission) **OR**

GRE – Graduate Record Exam (Verbal = 400 and Quantitative = 460

OR Minimum Analytical Writing score of 4.0; combined Verbal and Quantitative scores of 1000 for doctoral admission) **OR**

DWRT – Drake Writing Exam (criteria met); Drake Writing exam is not used for doctoral admission

In addition, students entering the MST program must pass the Praxis I test with scores of 171 or higher for Reading and Writing and 169 or higher for Math.

Students must have two professional references

Students must submit an application and fulfill any other programmatic requirements.

Enrollment Validation occurs on the first day of class. The college/school Dean’s Office must be notified of any student who did not attend the first day of class or any student who has a special circumstance on the first day of class. Students not attending the first class will be dropped and may not re-add the class that semester.

Graduation Requirements

The number of Credit Hours required:

36 graduate credit hours and at least one endorsement must be completed to obtain an MST degree.

Required Courses:

Pre-Professional Coursework: (All INTASC Standards must be met at the “beginning” level)

Course #	Course Title	Credit Hrs
EDUC 203	Foundations of Education	3.0
	(40-hour practicum required)	
EDUC 208	Educational Psychology of Teaching & Learning	4.0
EDUC 261	Technology Integration in the Classroom	2.0
EDUC 264	Perspectives on Race, Ethnicity, and Gender	3.0
SPED 220	Intro to Special Education	3.0
EDUC 83 or MUS 15 or EDUC 212	Intro to Art Education (graduate credit) or Intro to Music Education (undergraduate credit) or Arts Integration (graduate credit)	3.0

Elementary Methods Coursework: (All INTASC Standards must be met at the “developing” level)

EDUC 222	Curriculum & Pedagogy (15-hour practicum)	3.0
EDUC 223	Physical Education & Health in the Elementary School	2.0
EDUC 224	Children’s Literature	3.0
EDUC 225	Methods of Teaching Science (10-hour practicum)	3.0
EDUC 226	Methods of Teaching Math (10-hour practicum)	3.0

EDUC 228	Methods of Teaching Social Studies (10-hour practicum)	3.0
EDUC 237	Literacy Methods for Primary (K-3) (10-hour practicum)	3.0
EDUC 239	Literacy Methods for Intermediate (4-6) (10-hour practicum)	3.0

Student Teaching: (All INTASC Standards must be met at the “proficient” level)

EDUC 265	Instruction & Management in the Elementary Grades	1.0
EDUC 266	Student Teaching Practicum, Elementary	8.0
EDUC 269	ePortfolio Seminar for Student Teaching (a graduate level capstone essay is required for MST students)	1.0

Additional Coursework: (an endorsement is not currently required but is highly recommended for all MST students)

- Other Requirements (experiential, exams, thesis, etc.)
Acceptance to Teacher Education completed candidacy petition form, and successful completion of practicums and INTASC Standards at the proficient level with a GPA of 3.0 or higher.
- Any limitations and special policies (eg., GPA requirement, or requirements that students take certain courses at Drake):

GPA: Maintain a 3.0 or higher

Endorsement:

All undergraduate endorsement courses must be completed with a “C” or better.

Only 12 hours of graduate work may be transferred.

Transfer and endorsement courses must be advisor approved.

Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.

Transferred coursework must be at a B level or better.

Transfer credits earned before admission are counted on the following scale:

Courses taken 0-5 years before admission are transferred in as full credit.

Courses taken 6-10 years before admission are transferred in as ½ credit.

Courses over 10 years old are not accepted.

Courses that are accepted must relate to the program of study.

All MST students must take either Praxis II-10011 **OR** 10014 in order to gain elementary certification in Iowa.

In keeping with the Drake School of Education policies, all Student Teaching placements will be within the Des Moines metro area only.

Master of Science in Adult Learning & Organizational Performance (ALOP)

Program Description

Master of Science in Adult Learning & Organizational Performance (ALOP)

This two-year graduate degree program prepares emerging and experienced leaders with the knowledge and skills needed to advance individual growth, organizational development and societal improvement. ALOP offers program emphases/tracks in Training & Development, Human Resource Management, Leadership, & Higher Education (Student Services). Students can complete two tracks within this 36 credit hour graduate degree program. Our students range from those who are currently working or aspire to work as trainers, educators, program/project administrators, human resource managers, human performance improvement specialists, higher education student personnel administrators, and other organizational leaders.

ALOP offers two, 15 hour Concentrations in Training & Development and Leadership for those who have already earned a graduate degree. This may serve as entry or advancement in one's career or as pre-requisite hours for the SOE doctoral program. The 15 hour Concentration appears on a student's transcript. This program has also partnered with two universities that offer coursework in Information and Learning Technologies.

Students may begin classes and complete up to 7 graduate credit hours as a visiting graduate student to "test the waters" or to take a specific class before needing to apply and be admitted by the University. Up to twelve credits hours can be transferred into this degree program from other graduate degree programs.

Admission Requirements

- Completed application form
- \$25 application fee
- Official transcripts from every college or university you've attended
- A copy of your current professional resume or curriculum vitae
- A statement of intent indicating why you wish to pursue the program (one page)
- Official test scores from the Writing Competency Test or submission of GRE, MAT or GMAT test scores. 2 letters of recommendation (see requirements for correct form)

Graduation Requirements

1. Number of Credit Hours Required:

36 Semester Hours

2. Required Courses:

Core Coursework (36 Hours)

Learning and Performance (16 Hours)

ALOP 242: Living, Learning & Leading in the 21st Century (1 hour)

ALOP 243: Human Performance Improvement (3 hours)

ALOP 247: Adult & Organizational Learning (3 hours)
ALOP 244: Strategic Thinking & Decision-Making (3 hours)
ALOP 245: Leadership Essentials (3 hours) ALOP 249: Ethics (3 hours)

Research (3 Hours)

ALOP 291: Applied Research (3 Hours)

Option 1: Program Emphasis Within Adult Learning & Organizational Performance Degree Program

Higher Education (9 hours)**

ALOP 282: The College Student (3 hours)
ALOP 283: Student Services (3 hours)
ALOP 284: History & Philosophy (3 hours)

Human Resource Management (9 hours)

ALOP 272: Human Resource Management (3 hours)
ALOP 273: Compensation & Benefits (3 hours)
ALOP 274: Contemporary Workplace Issues (3 hours)

Leadership (9 hours)

ALOP 252: Leadership in Organizations (3 hours)*
ALOP 253: Organization, Development & Leading Change (3 hours)
ALOP 254: Organizational Savvy & Communication (3 hours)

Training & Development (9 hours)

ALOP 262: Needs Analysis & Evaluation (3 hours)
ALOP 263: Designing Learning Interventions (3 hours)
ALOP 264: Methods/Techniques of Facilitation (3 hours)

Electives (8 hours)

Not needed if two, nine-hour program emphases are completed.

Info & Learning Technologies ***

University of Colorado

Indiana University

Students can transfer up to 12 credit hours.

* prerequisite ALOP 245

** new offering option

*** affiliated program

Option 2: Concentration in Training and Development (15 hours)

(open to individuals who have already earned a master's degree)

ALOP 243: Human Performance Improvement (3 hours)
ALOP 247: Adult & Organizational Learning (3 hours)
ALOP 262: Needs Analysis & Evaluation (3 hours)

ALOP 263: Designing Learning Interventions (3 hours)
ALOP 264: Methods & Technologies of Facilitation (3 hours)

Option 3: Concentration in Leadership (15 hours)

(open to individuals who have already earned a master's degree)

ALOP 245: Leadership Essentials (3 hours)
ALOP 252: Leadership in Organizations (3 hours)
ALOP 244: Strategic Thinking and Decision Making (3 hours)
ALOP 253: Organizational Development and Leading Change (3 hours)
ALOP 254: Organizational Savvy and Communication (3 hours)

Master of Science in Counseling

Program Description

The Counselor Education program is a Master's degree program that provides a generalist education and training for individuals interested in working as counselors in a variety of settings. The program is designed for working adults; all courses are offered in the evening, on weekends, or online.

All students complete a core set of classes and then choose one or more specializations to focus their academic training. Counselor Education training prepares students to work in schools, community mental health centers, private counseling practice, state agencies, hospitals, not-for-profit agencies, and corporations. Depending on specialization, graduating students are licensed, certified, or have met the educational requirements to seek certification/licensure in their desired field(s) of practice.

Option 1: Mental Health Counseling

The Mental Health Counseling track provides a graduate with the coursework needed to become a Licensed Mental Health Counselor (LMHC) in the State of Iowa. Students specializing in Mental Health Counseling tailor their training through practica and internship experiences. Upon completion of the program students obtain supervised clinical work and employment in a wide variety of settings: community mental health centers, substance abuse treatment centers, employee/student assistant programs, hospitals, residential treatment centers, and group practices.

The mission of the Mental Health Counseling program is to provide for the education and training of counseling professionals who will work to alleviate distress and dysfunction and improve the lives of clients in the community. To this end we will offer degree programs, provide university and community services, and conduct research collaboratively to design and provide a broad and practical training program. Graduates of the mental health program will possess a broad knowledge base and skill-set in mental health counseling and will be prepared to become accomplished professionals in the field.

The Code of Ethics for Mental Health Counseling is found in the Code of Iowa, chapter 154D; Iowa Administrative Code, Chapters 30-34.

[The American Counseling Association Code of Ethics](#)

Option 2: Rehabilitation Counseling

The Rehabilitation Counseling track provides a graduate with the coursework needed to become a Certified Rehabilitation Counselor. Graduates pursue careers in public and not-for-profit rehabilitation agencies, as well as the medical field. Careers in for-profit rehabilitation include private practice, insurance rehabilitation, legal testimony, and consulting.

The mission of the Rehabilitation Counselor Education program is to support activities that improve the lives of people with disabilities. To this end, we will offer degree programs, provide university and community services, and conduct research on issues related to rehabilitation. Close collaboration will occur between the program, students, rehabilitation providers, and consumers to insure a well-rounded and practical learning experience.

Students will graduate from the Rehabilitation Counselor Education program having met all the competencies necessary to become a highly qualified rehabilitation professional.

[The Code of Ethics for Certified Rehabilitation Counselors](#)

Option 3: School Counseling

The School Counseling track of the Masters of Science in Counseling contains coursework that provides graduates with the opportunity to become a licensed school counselor in the State of Iowa at either the elementary or secondary level. Most of the School Counseling graduates pursue careers as counselors in a secondary or elementary school setting. Others obtain positions in Area Education Agencies or related educational environments. Graduates find employment in all types of schools in the State of Iowa.

The mission of the School Counseling program is to prepare exceptional school counseling professionals who strive to improve the lives of people in the school community. To this end we will offer degree program, provide university and community services, and conduct research on issues related to school counseling. Faculty, students, and staff will work collaboratively with children, adolescents, families and schools to provide a comprehensive and diverse learning experience that is both educationally and personally challenging. We expect that our graduates, through direct intervention, collaboration, research, advocacy and leadership, will be proficient and excel in identifying and removing the barriers that impede equal access to educational and career opportunities for all students.

[The Code of Ethics for School Counselors](#)

4. Admission Requirements: (previous degrees, exams, etc)

1. Complete and submit a Drake Graduate Admission Application.
2. Submit the \$25.00 application fee (prior applicants who have previously paid the fee are not required to do so again)
3. Submit official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not received and/or the information appears on another transcript). Please request all transcripts be sent directly from the institutions to the Office of Graduate Admission at the address below. Drake transcripts do not need to be requested.
4. Submit current professional resume or curriculum vitae
5. Submit a brief, typed explanation of what program you intend to pursue and why. (Applicants to the Master of Science in Education in Education Leadership, Specialist in Education in Education Leadership, Master of Science in Counseling, Master of Science in Rehabilitation Administration and Master of Science in Rehabilitation Placement programs, please see Program Specific Requirements below.)
6. Achieve the following Grade Point Average (GPA) criteria*
 - Undergraduate GPA = 2.50 (cumulative)
AND

- Graduate GPA = 3.00 (cumulative), if applicable
**Students who do not meet the above mentioned GPA requirements may contact the Office of Graduate Admission for additional information.*

7. Submission of two (2) professional letters of recommendation

8. Testing Requirement options: There are three testing options available to applicants. Only one of the three tests listed below needs to be completed successfully to satisfy the testing requirement. Test scores must be from within the last 5 years.

- Graduate Record Exam (GRE) - Minimum Required Scores:
 Verbal = 400 and Quantitative = 460
OR
 Minimum Analytical Writing score of 4.0
- Miller Analogies Test (MAT) - Minimum Required Score of 36 if the test was taken prior to October 1, 2004 or a score of 389 if the test was taken after October 1, 2004.
- Drake Writing Competency Test (DWRT) - Achievement of acceptable results from the Drake Writing Competency Test administered and developed by the School of Education.

9. Statement of Interest in the Counseling program. The statement of interest is an integral part of a student's application. This statement provides the Counseling, Rehabilitation Administration, and Rehabilitation Placement program information about who you are, your goals and aspirations. It also demonstrates your writing proficiency, communication skills and organizational abilities. Therefore, both content and format of your essay are important. Your statement must not exceed five double-spaced, typewritten pages.

Please include the following information in your statement: educational and professional background, career aspirations with a counseling degree, experience working with people who are different from you and personal characteristics that will allow you to be a successful graduate student.

* All Counseling programs - Applicants interested in admission to the Master of Science in Counseling, Master of Science Rehabilitation Administration and Master of Science Rehabilitation Placement programs must submit all application materials by March 1 to be considered for admission to the fall term or September 1 to be considered for admission to the spring term.

The department will review applications completed by the deadline, and from those applications, they will choose applicants to be interviewed. Selections for open positions will be made after those interviews are complete.

Admission Policy for Graduate Work (Effective fall 2008)

Students may take up to two courses or 6 hours of graduate credit before admission to a graduate program. After two courses or 6 hours, students must be admitted, or further registration will not be possible.

Any waiver must be requested by an advisor of a specific program and approved by the Associate Dean.

5. Graduation Requirements:

Number of Credit Hours required:

Option 1: Mental Health Counseling

The track consists of 60 credit hours. Students typically take 6 hours each semester and complete the degree in 2.5 to 3 years.

Option 2: Rehabilitation Counseling

The track consists of 63 credit hours. Students typically take 6 hours each semester and complete the degree in 3 years.

Option 3: School Counseling

51-hour program for students already certified as teachers in Iowa. Students not certified as teachers will be required to complete 6 additional credit hours of course work to prepare them to work as a school counselor. Students typically enroll in 6 credit hours each semester and complete the degree in 2 years.

Required Courses:**Core Courses:**

COUN 200: Introduction to Counseling
COUN 201: Educational Research in Counseling
COUN 215: Theoretical Foundations of Individual and Family Counseling
COUN 220: Career Development and Occupational Information
COUN 221: Methods of Counseling
COUN 224: Assessment of Individuals and Families
COUN 225: Human Development and Life Issues
COUN 228: Psychopathology and Psychiatric Disabilities
COUN 236: Group Procedures
COUN 240: Theoretical Foundations of Family Counseling
COUN 245: Theoretical Foundations of Individual and Family Diversity
COUN 260: Counseling Practicum
COUN 270: Advanced Practicum

Option 1: Mental Health Counseling

COUN 244: Diagnosis and Treatment Planning
COUN 291: Internship (9 credit hours)
COUN 298: Ethics for Counselors
Counseling Electives (6 credit hours)

Option 2: Rehabilitation Counseling

COUN 210: Disability Policy and the A.D.A.
COUN 233: Human Resources Field Work
COUN 246: Medical and Vocational Aspects of Disability
COUN 265: Advanced Placement
COUN 275: Consultation **OR** COUN 278: Assistive Technology
COUN 292: Internship (9 credit hours)

Option 3: School Counseling

COUN 243: Comprehensive School Counseling Programming
COUN 290: Internship

Additional Courses (for those not yet licensed as teachers)

COUN 295: Classroom Management and Teaching for Counselors

SPED 220: Exceptional Children

* Other Requirements (experiential, exams, thesis, etc.)

Option 1: Mental Health Counseling

Licensure requirements for the Mental Health Counselors in the State of Iowa can be found at the following website: <http://www.idph.state.ia.us/licensure/> and then select Behavioral Sciences.

Option 2: Rehabilitation Counseling

Certification requirements for Rehabilitation Counselors can be found at the following website:

<http://www.crc certification.com>

Option 3: School Counseling

The licensure requirements for the School Counselor endorsements can be found at the following website:

<http://www.state.ia.us/boee/addition.html#c> and then scroll down to section 172.

Drake University offers a 42 credit hour certification program for individuals who already possess a Master's degree and are interested in becoming a school counselor or who already have a school counseling degree and are wanting to acquire additional endorsements (elementary or secondary guidance). Students interested in pursuing the certification program should work with their advisor to determine if this is an appropriate option and the coursework they need to complete.

- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):
- GPA: Maintain a 3.0 or higher
- Courses must be completed with a "C" or better; the cumulative grade point, however, must be a 3.0 or better.
- Only 10 hours of graduate work may be transferred in from an accredited university.
- Transfer and endorsement courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
- Courses taken 0-5 years before admission are transferred in as full credit.
- Courses taken 6-10 years before admission are transferred in as ½ credit.
- Courses over 10 years old are not accepted.
- Courses that are accepted must relate to the program of study.

Master of Science in Rehabilitation Administration

Program Description

The Master of Science in Rehabilitation Administration is designed for education professionals who want to work in administrative capacities at agencies or organizations that provide services to persons with disabilities.

National Reputation: The National Rehabilitation Institute at Drake University was established in 1976. The institute conducts research, manages federal research and training grants, and provides pre-service and in-service training in the areas of rehabilitation counseling, placement and leadership. Recently the institute has been a partner in a research grant and a Rehabilitation Research and Training Center grant, both funded by the National Institute on Disability and Rehabilitation Research; a Rehabilitation Services Administration systems change grant; and an Office of Disability Employment Policy systems change grant. Throughout the years the institute has provided master's programs, in-service training and continuing education in several states across the country. This effort has resulted in more than 400 students acquiring their master of science degrees who are now working in more than 35 states across the country.

Evidence-Based Practice Emphasis: The counselor education program trains students to use empirically supported intervention strategies. The program integrates a scientist practitioner model by fostering collaborative research between faculty and students. Upon graduation students are capable of demonstrating the effectiveness of their services.

Academic Reflection: The counselor education program prepares students to reflect on how they develop professional, ethical and conceptual interpersonal skills. Inquiry and scholarship are emphasized. Students are able to develop a capstone project that reflects their own growth and transformation across key domains.

Multiculturalism and Social Justice: Multicultural and social justice leadership competencies are emphasized in this program. The program is dedicated to promoting diversity, and the core values of multiculturalism are infused throughout the rehabilitation administration program. The program trains counselors to think and act as global citizens and value a just society.

Internship and Practicum: On-site, hands-on training is emphasized by intensive faculty guidance and supervision in small group settings (6-12 students).

Program Objectives

1. Prepare students to enter the rehabilitation profession as qualified rehabilitation professionals as defined by the Council on Rehabilitation Education.
2. Expose students to professional issues relevant to participation in professional associations and work settings.
3. Involve students and faculty in local and national professional associations.
4. Maintain accreditation from the Council on Rehabilitation Education as a means to insure the quality of students' educational experiences.
5. Actively recruit applicants from underrepresented groups, including people with disabilities and people from minority ethnic backgrounds.
6. Expose students to current professional issues through courses taught by permanent faculty and through adjunct faculty and guest speakers.

7. Actively involve people from the community on its boards. These people shall include people with disabilities; and a wide array of rehabilitation professionals.
8. Be actively involved in the Drake University community including participating on committees, publishing scholarly research, and contributing services.
9. Conduct area needs assessments and incorporate those results into its curriculum planning to ensure it meets the needs of local consumers and employers.
10. Work closely with local rehabilitation agencies through in-service training, consulting, and research.

Admission Requirements: (previous degrees, exams, etc)

- Complete and submit a Drake Graduate Admission Application.
- Submit the \$25.00 application fee (prior applicants who have previously paid the fee are not required to do so again)
- Submit official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not received and/or the information appears on another transcript). Please request all transcripts be sent directly from the institutions to the Office of Graduate Admission at the address below. Drake transcripts do not need to be requested.
- Submit current professional resume or curriculum vitae
- Submit a brief, typed explanation of what program you intend to pursue and why. (Applicants to the Master of Science in Education in Education Leadership, Specialist in Education in Education Leadership, Master of Science in Counseling, Master of Science in Rehabilitation Administration and Master of Science in Rehabilitation Placement programs, please see Program Specific Requirements below.)
- Achieve the following Grade Point Average (GPA) criteria*
 - Undergraduate GPA = 2.50 (cumulative)
 - AND**
 - Graduate GPA = 3.00 (cumulative), if applicable

**Students who do not meet the above mentioned GPA requirements may contact the Office of Graduate Admission for additional information.*
- Submission of two (2) professional letters of recommendation
- Testing Requirement options: There are three testing options available to applicants. Only one of the three tests listed below needs to be completed successfully to satisfy the testing requirement. Test scores must be from within the last 5 years.
 - Graduate Record Exam (GRE) - Minimum Required Scores:
Verbal = 400 and Quantitative = 460
 - OR**
 - Minimum Analytical Writing score of 4.0
 - Miller Analogies Test (MAT) - Minimum Required Score of 36 if the test was taken prior to October 1, 2004 or a score of 389 if the test was taken after October 1, 2004.
 - Drake Writing Competency Test (DWRT) - Achievement of acceptable results from the Drake Writing Competency Test administered and developed by the School of Education.
- All Counseling programs - Applicants interested in admission to the Master of Science in Counseling, Master of Science Rehabilitation Administration and Master of Science Rehabilitation Placement programs must submit all application materials by March 1 to be considered for admission to the fall term or September 1 to be considered for admission to the spring term.
 - Statement of Interest in the Counseling program. The statement of interest in an integral part of a student's application. This statement provides the Counseling, Rehabilitation Administration, and Rehabilitation Placement program information about who you are, your goals and aspirations. It

also demonstrates your writing proficiency, communication skills and organizational abilities. Therefore, both content and format of your essay are important. Your statement must not exceed five, double-spaced typewritten pages.

Please include the following information in your statement: educational and professional background, career aspirations with a counseling degree, experience working with people who are different from you and personal characteristics that will allow you to be a successful graduate student.

- The department will review applications completed by the deadline, and from those applications, they will choose applicants to be interviewed. Selections for open positions will be made after those interviews are complete.

Admission Policy for Graduate Work (Effective fall 2008)

- Students may take up to two courses or 6 hours of graduate credit before admission to a graduate program. After two courses or 6 hours, students must be admitted, or further registration will not be possible.
- Any waiver must be requested by an advisor of a specific program and approved by the Associate Dean.

Graduation Requirements

- Number of Credit Hours required:
This program consists of 42 hours of graduate level coursework to be earned in two to three years in a part-time evening and weekend format.
- Required Courses:

COUN 200: Introduction to Counseling

COUN 201 Educational Research in Counseling

COUN 210 Disability Policy and the A.D.A.

COUN 220 Career Development and Occupational Information

COUN 232 Administration Fieldwork

COUN 233 Human Resources Fieldwork

COUN 237 Program Evaluation

COUN 245 Theoretical Foundations of Individual and Family Diversity

COUN 246 Medical and Vocational Aspects of Disability

COUN 263 Rehabilitation Administration

COUN 273 Professional Issues

COUN 292 Internship

EDL 243 Strategic Planning

Counseling Elective

- Other Requirements (experiential, exams, thesis, etc.)
- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):
- GPA: Maintain a 3.0 or higher
- Courses must be completed with a “C” or better; the cumulative grade point, however, must be a 3.0 or better.
- Only 10 hours of graduate work may be transferred in from an accredited university.
- Transfer and endorsement courses must be advisor approved.

- Courses transferred in are transferred as TR (no grade) and do not effect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before admission are transferred in as full credit.
 - Courses taken 6-10 years before admission are transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Master of Science in Rehabilitation Placement

Program Description

The Master of Science in Rehabilitation Placement is a graduate degree program with a blend of coursework and field experience designed to provide a foundation in the purpose, process and skills of placement.

National Reputation: The National Rehabilitation Institute at Drake University was established in 1976. The institute conducts research, manages federal research and training grants, and provides pre-service and in-service training in the areas of rehabilitation counseling, placement and leadership. Recently the institute has been a partner in a research grant and a Rehabilitation Research and Training Center grant, both funded by the National Institute on Disability and Rehabilitation Research; a Rehabilitation Services Administration systems change grant; and an Office of Disability Employment Policy systems change grant. Throughout the years the institute has provided master's programs, in-service training and continuing education in several states across the country. This effort has resulted in more than 400 students acquiring their master of science degrees who are now working in more than 35 states across the country.

Evidence-Based Practice Emphasis: The counselor education program trains students to use empirically supported intervention strategies. The program integrates a scientist practitioner model by fostering collaborative research between faculty and students. Upon graduation students are capable of demonstrating the effectiveness of their services.

Academic Reflection: The counselor education program prepares students to reflect on how they develop professional, ethical and conceptual interpersonal skills. Inquiry and scholarship are emphasized. Students are able to develop a capstone project that reflects their own growth and transformation across key domains.

Multiculturalism and Social Justice: Multicultural and social justice counseling competencies are emphasized in this program. The program is dedicated to promoting diversity, and the core values of multiculturalism are infused throughout the counselor education program. The program trains counselors to think and act as global citizens and value a just society.

Internship and Practicum: On-site, hands-on training is emphasized by intensive faculty guidance and supervision in small group settings (6-12 students).

Program Objectives

1. Prepare students to enter the rehabilitation profession as qualified rehabilitation professionals as defined by the Council on Rehabilitation Education.
2. Expose students to professional issues relevant to participation in professional associations and work settings.
3. Involve students and faculty in local and national professional associations.
4. Maintain accreditation from the Council on Rehabilitation Education as a means to insure the quality of students' educational experiences.
5. Actively recruit applicants from underrepresented groups, including people with disabilities and people from minority ethnic backgrounds.
6. Expose students to current professional issues through courses taught by permanent faculty and through adjunct faculty and guest speakers.

7. Actively involve people from the community on its boards. These people shall include people with disabilities; and a wide array of rehabilitation professionals.
8. Be actively involved in the Drake University community including participating on committees, publishing scholarly research, and contributing services.
9. Conduct area needs assessments and incorporate those results into its curriculum planning to ensure it meets the needs of local consumers and employers.
10. Work closely with local rehabilitation agencies through in-service training, consulting, and research.

Admission Requirements: (previous degrees, exams, etc)

- Complete and submit a Drake Graduate Admission Application.
- Submit the \$25.00 application fee (prior applicants who have previously paid the fee are not required to do so again)
- Submit official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not received and/or the information appears on another transcript). Please request all transcripts be sent directly from the institutions to the Office of Graduate Admission at the address below. Drake transcripts do not need to be requested.
- Submit current professional resume or curriculum vitae
- Submit a brief, typed explanation of what program you intend to pursue and why. (Applicants to the Master of Science in Education in Education Leadership, Specialist in Education in Education Leadership, Master of Science in Counseling, Master of Science in Rehabilitation Administration and Master of Science in Rehabilitation Placement programs, please see Program Specific Requirements below.)
- Achieve the following Grade Point Average (GPA) criteria*
 - Undergraduate GPA = 2.50 (cumulative)
 - AND**
 - Graduate GPA = 3.00 (cumulative), if applicable

**Students who do not meet the above mentioned GPA requirements may contact the Office of Graduate Admission for additional information.*
- Submission of two (2) professional letters of recommendation
- Testing Requirement options: There are three testing options available to applicants. Only one of the three tests listed below needs to be completed successfully to satisfy the testing requirement. Test scores must be from within the last 5 years.
 - Graduate Record Exam (GRE) - Minimum Required Scores:
Verbal = 400 and Quantitative = 460
 - OR**
 - Minimum Analytical Writing score of 4.0
 - Miller Analogies Test (MAT) - Minimum Required Score of 36 if the test was taken prior to October 1, 2004 or a score of 389 if the test was taken after October 1, 2004.
 - Drake Writing Competency Test (DWRT) - Achievement of acceptable results from the Drake Writing Competency Test administered and developed by the School of Education.
- All Counseling programs - Applicants interested in admission to the Master of Science in Counseling, Master of Science Rehabilitation Administration and Master of Science Rehabilitation Placement programs must submit all application materials by March 1 to be considered for admission to the fall term or September 1 to be considered for admission to the spring term.

- Statement of Interest in the Counseling program. The statement of interest is an integral part of a student's application. This statement provides the Counseling, Rehabilitation Administration, and Rehabilitation Placement program information about who you are, your goals and aspirations. It also demonstrates your writing proficiency, communication skills and organizational abilities. Therefore, both content and format of your essay are important. Your statement must not exceed five, double-spaced typewritten pages.
Please include the following information in your statement: educational and professional background, career aspirations with a counseling degree, experience working with people who are different from you and personal characteristics that will allow you to be a successful graduate student.
- The department will review applications completed by the deadline, and from those applications, they will choose applicants to be interviewed. Selections for open positions will be made after those interviews are complete.
- **Admission Policy for Graduate Work (Effective fall 2008)**
 - Students may take up to two courses or 6 hours of graduate credit before admission to a graduate program. After two courses or 6 hours, students must be admitted, or further registration will not be possible.
 - Any waiver must be requested by an advisor of a specific program and approved by the Associate Dean.

Graduation Requirements

- Number of Credit Hours required:
This program consists of 42 hours of graduate level coursework to be earned in two to three years in a part-time evening and weekend format.
- Required Courses:

COUN 200 Introduction to Counseling
 COUN 201 Educational Research in Counseling
 COUN 210 Disability Policy and the A.D.A.
 COUN 215 Theoretical Foundations of Individual and Family Counseling
 COUN 220 Career Development and Occupational Information
 COUN 224 Assessment of Individuals and Families
 COUN 228 Psychopathology and Psychiatric Disabilities
 COUN 233 Human Resources Fieldwork
 COUN 245 Theoretical Foundations of Individual and Family Diversity
 COUN 246 Medical and Vocational Aspects of Disability
 COUN 260 Counseling Practicum
 COUN 265 Advanced Placement
 COUN 270 Advanced Practicum
 COUN 292 Internship
 Counseling Elective

- Other Requirements (experiential, exams, thesis, etc.)
- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):
- GPA: Maintain a 3.0 or higher

- Courses must be completed with a “C” or better; the cumulative grade point, however, must be a 3.0 or better.
- Only 10 hours of graduate work may be transferred in from an accredited university.
- Transfer and endorsement courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before admission are transferred in as full credit.
 - Courses taken 6-10 years before admission are transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Master of Science in Education - Education Leadership (MSE)

Designed for the experienced and practicing professional, the Doctor of Education on-campus cohort program offers opportunities for leaders in education, government, business, healthcare, human services, and other fields. Courses within the program emphasize the practical study of leadership, theory, ethics, technology and organizations, program evaluation, and research methodologies.

Guiding Principles of the School of Education

- Social Justice
- Collaborative Learning
- Academic Reflection

Distinguishing Characteristics Includes:

- Cohort-based learning experiences
- Development of cultural competencies
- Development of research acumen
- Technology Enhanced Learning
- Ethics in research, leadership, and practice
- Integration of theory and practice
- Leadership Development
- Student-centered learning

Goals of the SOE Doctoral Program

- Development of scholarly thinking, writing, and practice
- Enhanced dispositions for lifelong learning
- Enhanced personal vision of education and educational leadership

Admission Requirements

- Complete and submit the Drake University Application for Graduate Admission.
- Evidence of 36-graduate credits to include a completed master's degree from an accredited institution and official transcripts for all post-secondary education. It is recommended that applicants have a graduate grade point average of 3.5 or better on a 4.0 scale. Transcripts and other supporting materials are not returned to the applicant and become the property of Drake University. **Note:** No prior graduate work can be substituted for the required courses in the doctorate of education program.
- Official report of the Graduate Record Exam (GRE) test scores. The Drake Writing Competency Exam and the Miller's Analogies (MAT) are not acceptable testing options for this program.
- Evidence of significant scholarly accomplishment, either a completed master's thesis or other written product that demonstrates ability to write clearly and coherently and to develop a thesis or idea with supporting literature citations.

- A personal statement requesting admission, including reasons for pursuing the doctoral degree, an overview of professional background and goals, and a discussion of the applicant's professional philosophy.
- Three recommendations using the [doctoral program letter of recommendation form](#): one from a current or recent employer and two from other qualified individuals who have first-hand knowledge of the applicant's professional and scholarship abilities. **Note:** The doctoral committee **does not** accept the letter of recommendation forms used for all other graduate programs in the School of Education.
- Not all qualified applicants can be admitted. Final admission decisions are based upon multiple criteria, including both applicant characteristics and the ability of the program to serve the student's needs.
- Applications (to include all supporting materials) for the Doctor of Education program are due by January 15th each year for the fall cohort of the same calendar year.

Graduation Requirements

1. Number of Credit Hours required:

Formal doctoral study constitutes a minimum of 42 credits in a cohort core program for which there are no transfer hours permitted. The doctoral core is taken as a block and fulfills the residency requirements for the doctoral program.

2. Required Courses:

Sequence	CR	Course	Title and Description
Fall Year 1	3	DOC 350	Advanced Foundations: Study of philosophical foundations of education.
Fall Year 1	3	DOC 301	Doctoral Seminar: First semester of a two-semester study and analysis of practice-based issues. This course will explore the theoretical foundations of social science and practice-based research design with an emphasis on the integration of theory as studied in DOC 350 in the research process.
Spring Year 1	3	DOC 345	Advanced Leadership: A study of major theories of leadership and organizational design.
Spring Year 1	3	DOC 306	Qualitative Research Methods: Principles of methodology associated with qualitative research in education; critiquing, planning, conducting, and writing qualitative research.
Sum Year 1	3	DOC 302	Doctoral Seminar: Second semester of a two-semester study and analysis of practice-based issues. This course will explore individual and ethical responsibilities with an emphasis on leadership, multiculturalism, and social justice.
Sum Year 1	3	DOC 396	Advanced Qualitative Research Methods: Doc 396 is the second course in the qualitative (DOC 306) research sequence. Course emphasis is on application of fieldwork in qualitative research, culminating in a final qualitative project.
Fall Year 2	3	DOC 360	Technology and Organizational Leadership: Study of what it means to communicate, learn and lead in an age of evolving technology.
Fall Year 2	3	DOC 305	Quantitative Research Methods: Rationale, application, and communication of basic quantitative methods and statistical analyses commonly used in educational research.
Spring Year 2	3	DOC 370	Program Evaluation and Assessment: Philosophical, theoretical, methodological and practical components of evaluation and assessment.

Spring Year 2	3	DOC 395	Advanced Quantitative Research Methods: Doc 395 is the second course in the quantitative (DOC 305) research sequence. Course emphasis is on advanced methods of quantitative research design and statistical analyses.
Sum Year 2	3	DOC 390	Dissertation Seminar: The purpose of this seminar is to assist and guide students as they prepare for and write their dissertation proposal.
Sum Year 2	3	DOC 399	Dissertation: Nine credit hours required (3 in sum year 2, and 6 in fall year 3) and 1 credit hour required in each semester following until completion of the dissertation.
Fall Year 3	6	DOC 399	Dissertation: Nine credit hours required (3 in sum year 2, and 6 in fall year 3) and 1 credit hour required in each semester following until completion of the dissertation.

3. Other Requirements (experiential, exams, thesis, etc.)

- Satisfactory performance on the Comprehensive Examination and continuous registration until the dissertation is successfully defended.
- Students must complete their studies, including defending their dissertation, within 10 years of admission.
- Students must register for six credits hours during their first two years in the program (fall, spring, and summer), and the fall semester of their third year. Beyond this, a student must maintain continuous enrollment for 1 credit of Doc 399 each semester (fall, spring, and summer) until the student has completed, defended, and submitted an approved and finalized dissertation.

4. Any limitations and special policies (e.g., gpa requirement, or requirements that students take certain courses at Drake):

5.

- GPA: Maintain a 3.5 or higher
- Courses must be completed with a “B” or better; the cumulative grade point, however, must be a 3.5 or better.
- No transfer credit is permitted.
- Students must abide by all policies and procedures as outlined in the Drake University School of Education Doctoral Program Handbook.

Master of Science in Education: Effective Teaching, Learning and Leadership

The Master of Science in Education in Teacher Effectiveness and Professional Development is a unique non-thesis masters degree designed for the professional whose career goal is to remain in the classroom as a master teacher. The program pairs a solid academic core designed to enhance teaching and learning with earning another endorsement or studying in an area of specialization. It is aligned with National Board Standards and Iowa Teaching Standards.

Masters students are trained in the skills of teaching, become knowledgeable regarding the various models of effective teaching, and utilize the research, leadership and dissemination techniques necessary to serve as a teacher/researcher or teacher/leader. Graduates of the program could expect to assume the role of "master teacher," "mentor," or "supervising teacher." The program is designed for any certified elementary, middle school or secondary teacher to continue to improve teaching skills.

In response to the increasingly diverse and globally changing educational landscape, the Teacher Effectiveness and Professional Development program utilizes learning communities that explore and extend relevant professional knowledge, skills, and dispositions. The program emphasizes instructional inquiry in a culturally responsive manner leading to the development of global literacy skills. Graduates of the program will become:

1. Instructional Leaders who
 - a. Design and implement curriculum
 - b. Demonstrate resourcefulness through the use of applied research skills
 - c. Promote collaboration by participating in various levels of professional learning communities
 - d. Exhibit advanced content knowledge and pedagogical skill
2. "Assessment for Learning" Teacher who
 - a. Examine and analyze data for pedagogical improvement
 - b. Apply assessment data for decision-making
 - c. Use a variety of formative assessments for learning
 - d. Design, develop, and implement approaches for collaborative individual inquiry
3. Culturally-Responsive Teachers who
 - a. Use "difference" as an educational asset
 - b. Demonstrate cultural self-awareness, continuous self-reflection, and efficacy in a global aspect connected to 21st century skills
 - c. Explore community context -- political, social, economic, legal, and cultural
4. Teaching Professionals who
 - a. Engage in personal and professional development
 - b. Exhibit relevant technical and presentation skills
 - c. Utilize adult learning theory when appropriate

Admission Requirements: (previous degrees, exams, etc)

Students entering the MSE program should have a teaching license and/or have association with classroom learning experiences. They should also have a bachelor's degree in education with a GPA of 2.5 or higher. Graduate courses from other institutions that meet the objectives of Drake courses can substituted for Drake courses. Please consult the program advisor about transfer credits.

Graduation Requirements:

- Number of Credit Hours required:

32 Credit Hours

- Required Courses:

Of the 32 credit hours required, 17 credit hours are in the core masters coursework that provides the foundations of the degree. Courses must be taken in sequence.

Core Courses

Fall:

EDUC 214 Contemporary Issues in Education

EDUC 215 Learning Communities and Professional Communication

Spring

EDUC 216 Methods and Models of Teaching Effectiveness

Summer

EDUC 201 Educational Research

Fall

EDUC 217 Assessment for Learning

Spring

EDUC 219 Professional Development and Learning Communities

Areas of Specialization

The remaining coursework in the masters degree comes from an area of specialization of the student's choice.

- Advanced Studies in Education Concentration- elementary or secondary
 - EDMA 199 Managing the Leadership Environment
 - EDMA 197 Research Supported Approaches to Math
 - EDMA 196 Balanced Literacy for Learning
 - EDMA 198 Project based Learning: Literacy in Content Area
 - EDMA 195 Balanced Assessment
 - 4 Hours Elective Credit
- Curriculum Leadership Concentration- elementary or secondary
 - EDUC 276 Curriculum Design & Development
 - EDUC 279 Curriculum Leadership & Consulting
 - 9 Hours Elective Credit
- [Social Justice in Urban Education Concentration](#)- elementary or secondary
 - EDCU 281 Educating Children in Urban Settings: Part 1 Classroom Perspectives
 - EDUC 282 Educating Children in Urban Settings: Part 2 Policy Perspectives
 - EDUC 283 Urban Education: An Interdisciplinary Concept
 - EDUC 284 Practicum (1-3 hours)

- 3-5 Hours Elective Credit
- Endorsement (choose one of the following)
 - [All Science](#) - secondary
 - All Social Studies - secondary
 - American History - secondary
 - American History/American Government - secondary
 - Art - elementary or secondary
 - [Biology](#) - secondary
 - [Chemistry](#) - secondary
 - [Coaching \(K-12\)](#) elementary or secondary
 - [Early Childhood](#) - elementary
 - [Earth Science](#) - secondary
 - Economics - secondary
 - [English/Language Arts](#) - elementary or secondary
 - [English/Rhetoric/Theater](#) - secondary
 - ESL/ELL - elementary or secondary
 - [French](#) - secondary
 - General Business - secondary
 - [General Science](#) - secondary
 - [German](#) - secondary
 - [Gifted and Talented](#) - elementary or secondary (offered online!)
 - History - elementary
 - Journalism - secondary
 - Mathematics - elementary or secondary
 - [Middle School](#) - elementary or secondary (offered online!)
 - [Physical Science](#) - secondary
 - [Physics](#) - secondary
 - Reading - elementary or secondary
 - Reading Professional - elementary or secondary
 - Reading Specialist - elementary or secondary
 - [Science](#) - elementary
 - Social Studies - elementary
 - [Spanish](#) - secondary
 - [Special Education](#) - elementary or secondary
 - Theater and Communication Studies - elementary
 - Unified (Early Childhood with emphasis on Special Education) - elementary
 - World History - secondary
- Other Requirements (experiential, exams, thesis, etc.)
 - Complete and submit a Drake Graduate Admission Application.
 - Submit the \$25.00 application fee (prior applicants who have previously paid the fee are not required to do so again)
 - Submit official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not received and/or the information appears on another transcript). Please request all transcripts be sent directly from the institutions to the Office of Graduate Admission at the address below. Drake transcripts do not need to be requested.
 - Submit current professional resume or curriculum vitae
 - Submit a brief, typed explanation of what program you intend to pursue and why. (Applicants to the Master of Science in Education in Education Leadership, Specialist in Education in Education Leadership, Master of Science in Counseling, Master of Science in Rehabilitation

Administration and Master of Science in Rehabilitation Placement programs, please see Program Specific Requirements below.)

- Achieve the following Grade Point Average (GPA) criteria*
 - Undergraduate GPA = 2.50 (cumulative)
AND
 - Graduate GPA = 3.00 (cumulative), if applicable
**Students who do not meet the above-mentioned GPA requirements may contact the Office of Graduate Admission for additional information.*
- Submission of two (2) professional letters of recommendation (**READ CAREFULLY**)
 - For all SOE applicants, other than those applying to the Education Leadership programs**, letters should be submitted on the recommendation form that is available for printing at http://www.educ.drake.edu/application/SOE_ltr_of_rec_form.htm (PLEASE PRINT AND SIGN THIS FORM AND MAIL IT TO THE OFFICE OF GRADUATE ADMISSION AT DRAKE UNIVERSITY). Individuals familiar with the applicant's professional/academic achievement and/or scholarly work should submit letters. They should speak to the potential success of the applicant in a graduate program.
- Testing Requirement options: There are three testing options available to applicants. Only one of the three tests listed below needs to be completed successfully to satisfy the testing requirement. Test scores must be from within the last 5 years. The testing requirement is not required for endorsement-only programs of less than 12 credit hours.
 - Graduate Record Exam (GRE) - Minimum Required Scores:
Verbal = 400 and Quantitative = 460
OR
A minimum Analytical Writing score of 4.0
 - Miller Analogies Test (MAT) - Minimum Required Score of 36 if the test was taken prior to October 1, 2004 or a score of 389 if the test was taken after October 1, 2004.
 - Drake Writing Competency Test (DWRT) - Achievement of acceptable results from the Drake Writing Competency Test administered and developed by the School of Education.
- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):
- GPA: Maintain a 3.0 or higher
- Courses must be completed with a "C" or better; the cumulative grade point, however, must be a 3.0 or better.
- Only 10 hours of graduate work may be transferred in from an accredited university.
- Transfer and endorsement courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before admission are transferred in as full credit.
 - Courses taken 6-10 years before admission are transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
- Courses that are accepted must relate to the program of study.

Master of Science in Special Education

The special education programs are designed to prepare highly competent special educators to teach students with mild/moderate disabilities or behavioral disorders/learning disabilities in public and private school settings. The program accommodates applicants with a variety of backgrounds and interests, and with or without previous special education training. The applicant must currently hold a valid Iowa teacher's license either at the elementary or secondary level, and must meet graduate admission requirements for both the endorsement and MSE programs.

Endorsement Options

Students may also pursue an endorsement-only program to receive additional licensure.

- Instructional Strategist I (K-8 or 5-12)
- Instructional Strategist II (K-12)
- Work Experience Coordinator (offered biennially)

Special Education Consultant (offered biennially)

Admission Requirements: (previous degrees, exams, etc)

- Complete and submit a Drake Graduate Admission Application.
- Submit the \$25.00 application fee (prior applicants who have previously paid the fee are not required to do so again)
- Submit official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not received and/or the information appears on another transcript). Please request all transcripts be sent directly from the institutions to the Office of Graduate Admission at the address below. Drake transcripts do not need to be requested.
- Submit current professional resume or curriculum vitae
- Submit a brief, typed explanation of what program you intend to pursue and why.
- Achieve the following Grade Point Average (GPA) criteria*
 - Undergraduate GPA = 2.50 (cumulative)
AND
 - Graduate GPA = 3.00 (cumulative), if applicable**Students who do not meet the above-mentioned GPA requirements may contact the Office of Graduate Admission for additional information.*
- Submission of two (2) professional letters of recommendation (**READ CAREFULLY**)
 - For all SOE applicants, other than those applying to the Education Leadership programs**, letters should be submitted on the recommendation form that is available for printing at http://www.educ.drake.edu/application/SOE_ltr_of_rec_form.htm (PLEASE PRINT AND SIGN THIS FORM AND MAIL IT TO THE OFFICE OF GRADUATE ADMISSION AT DRAKE UNIVERSITY). Individuals familiar with the applicant's professional/academic achievement

and/or scholarly work should submit letters. They should speak to the potential success of the applicant in a graduate program.

- Testing Requirement options: There are three testing options available to applicants. Only one of the three tests listed below needs to be completed successfully to satisfy the testing requirement. Test scores must be from within the last 5 years. The testing requirement is not required for endorsement-only programs of less than 12 credit hours.

-

- Graduate Record Exam (GRE) - Minimum Required Scores:
Verbal = 400 and Quantitative = 460

OR

A minimum Analytical Writing score of 4.0

- Miller Analogies Test (MAT) - Minimum Required Score of 36 if the test was taken prior to October 1, 2004 or a score of 389 if the test was taken after October 1, 2004.
 - Drake Writing Competency Test (DWRT) - Achievement of acceptable results from the Drake Writing Competency Test administered and developed by the School of Education.

- **Admission Policy for Graduate Work (Effective fall 2008)**

-

- Students may take up to two courses or 6 hours of graduate credit before admission to a graduate program. After two courses or 6 hours, students must be admitted, or further registration will not be possible.
 - Any waiver must be requested by an advisor of a specific program and approved by the Associate Dean.
- You MUST apply for admission to this program after having taken no more than 6 credit hours.
- Please complete your candidacy petition with your advisor after completing 12 credits. Failure to complete a candidacy petition may delay the award of your degree or endorsement.
- Work Experience Coordinator
 - - Students must have completed a special education endorsement – grades 5-12 to be eligible for the WEC endorsement. Courses will be offered on a biannual basis.
- Special Education Consultant

Students must have earned a Master's Degree in Special Education or a Master's Degree in another area of education plus 30 graduate hours in special education coursework. Courses will be offered on a biannual basis.

Graduation Requirements:

- The number of Credit Hours required:

Instructional Strategist I (K-8 or 5-12)

MSE, K-8: 32 credit hours

Endorsement only K-8: 25 credit hours

MSE, 5-12: 34 credit hours
Endorsement only, 5-12: 27 credit hours

Instructional Strategist II (K-12)
MSE, K-12: 37 credit hours
Endorsement only, K-12: 30 credit hours

Work Experience Coordinator
6 credit hours in addition to a grade 5-12 special education endorsement

Special Education Consultant
9 credit hours in addition to a Master's degree in special education, or Master's degree in education plus 30 credit hours of special education coursework

- Required Courses:

MSE, Instructional Strategist I (K-8 or 5-12)

Core:

Course #	Course Name	Hours
SPED 220	Introduction to Special Education	3.0
SPED 222	Characteristics of Students with Mild/Moderate Disabilities	3.0
SPED 223	Learning Environments and Differentiated Instruction	3.0
SPED 251	Assessment, Diagnosis, and Evaluation	3.0
SPED 253	Applied Behavior Analysis and Positive Behavior Support	3.0
EDUC 275	Literacy Assessment and Instruction I	3.0
SPED 272	Schools, Families, Communities and Disabilities	3.0
SPED 275	Career, Vocational, and Transitional Planning	1.0
EDUC 201	Education Research I	3.0
SPED 278	Consultation and Inservice	3.0
SPED 291	Professional Seminar	1.0

K-8: SPED 227: Practicum in Special Education, Mild and Moderate Disabilities (K-8)
5-12: SPED 276 Coordination of Cooperative Occupational Programs
SPED 228 Practicum in Special Education, Mild and Moderate Disabilities (5-12)

MSE, Instructional Strategist II (K-12)

Course #	Course Name	Hours
SPED 220	Introduction to Special Education	3.0
SPED 223	Learning Environments and Differentiated Instruction	3.0

SPED 225	Introduction to Behavioral Disorders and Learning Disabilities	3.0
SPED 226	Evidence-Based Interventions for Students with Learning Disabilities, and/or Behavioral Disorders	3.0
SPED 251	Assessment, Diagnosis, and Evaluation	3.0
SPED 253	Applied Behavior Analysis and Positive Behavior Support	3.0
EDUC 275	Literacy Assessment and Instruction I	3.0
SPED 272	Schools, Families, Communities, and Disabilities	3.0
SPED 275	Career, Vocational, and Transitional Planning	1.0
SPED 276	Coordination of Cooperative Occupational Programs	2.0
SPED 229	Practicum in Behavioral disorders and/or Learning Disabilities (K-12)	3.0
EDUC 201	Education Research I	3.0
SPED 278	Consultation and Inservice	3.0
SPED 291	Professional Seminar	1.0

Work Experience Coordinator

Course #	Course Name	Hours
SPED 274	Career/Vocational Assessment	3.0
SPED 275	Career and Vocational Planning	1.0
SPED 276	Coordination of Cooperative Occupational Programs	2.0

Coursework will be offered on a biannual basis.

Special Education Consultant

Course #	Course Name	Hours
SPED 278	Consultation and Inservice Training	3.0
SPED 221	Supervision of Instruction for Students with Special Needs	3.0
EDUC 276	Principles of Program/Curriculum Development	3.0

Coursework will be offered on a biannual basis.

- Other Requirements (experiential, exams, thesis, etc.)

This is a non-thesis degree program.

- Any limitations and special policies (eg., GPA requirement, or requirements that students take certain courses at Drake):

- GPA: Maintain a 3.0 or higher
- Courses must be completed with a “C” or better; the cumulative grade point, however, must be a 3.0 or better.
- Only 10 hours (or no more than 1/3 of the total degree program credits in programs greater than 30 credit hours) of graduate work may be transferred in from an accredited university.
- Transfer and endorsement courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
 - - Courses taken 0-5 years before admission are transferred in as full credit.
 - Courses taken 6-10 years before admission are transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Specialist in Education Leadership (EDS)

Program Description

The Specialist in Education Leadership (ED.S.) is a post-masters program that prepares candidates for Superintendent / AEA Administration licensure.

The Education Specialist Program is designed for working adults who desire a challenging, rewarding and relevant graduate experience. Professors with leadership experience and cutting-edge research create learner friendly weekend classes, featuring face-to-face courses supported by technology. Students may earn a school superintendent/AEA administrator license, a PK-12 principal license or complete the degree without licensure.

Rich clinical experiences, based in the Iowa Standards for School Leaders, sixteen core competencies and three pivotal roles (instructional, influential and managerial) of leadership, shape the Specialist program. The program endeavors to develop leaders who will model exemplary practices that positively impact others within a culture of thoughtful, ethical and sustainable change.

Option 1: Superintendents and AEA Administrator Endorsement

This option is designed for students seeking licensure to become school superintendents, central office administrators, or Area Education Agency administrators.

Option 2: Specialist with PK-12 Administrator Endorsement

This option is for students seeking principal licensure in addition to the core Specialist courses.

Option 3: General Specialist

The option allows students from any field to individualize their studies to fit their professional needs. Combine any of the following emphasis areas to create a degree program: Training and Development, Leadership, Human Resource Management, and Higher Education.

This degree may be a prelude to the doctoral program (Ed.D.) in whole or in part, but it is not a prerequisite to that degree, nor does it imply admission to the doctoral degree.

Admission Requirements

Specialist in Education (EDS) Leadership (general leadership *OR* superintendent's endorsement) applicants must meet the following admission requirements.

Graduate Admission Application: Applications are available from the Drake Office of Graduate Admission or you may apply online at <https://www.applyweb.com/apply/drakeg/index.html>

Application Fee of \$25.00. Applicants who have previously paid the fee are not required to do so again. Online submissions require electronic fee payment that will be refunded if an application fee was paid for a previous Drake program.

Official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).

Current professional resume.

Candidate's letter: The letter should explain the candidate's reason(s) for pursuing the Specialist Degree. Examples of leadership background and experience should be included.

Submission of two (2) professional letters of recommendation, including the immediate supervisor and a second administrator or supervisor who can speak to the candidate's potential for effective organization-level leadership.

Grade Point Average Criteria: Students must have achieved the following Grade Point Average (GPA) criteria for consideration to Drake's School of Education graduate endorsement programs. Students who do not meet these GPA requirements may contact the Office of Graduate Admission for additional information.

- Undergraduate GPA = 2.50 (cumulative) and
- Graduate GPA = 3.00 (cumulative)

Test requirement options: satisfy *ONE* of the following:

Option 1:

Achievement of the minimum required score(s) on *ONE* of the following standardized tests:

a. Graduate Record Exam (GRE)

Minimum Required Scores: Verbal = 400, Quantitative = 460

For GRE testing information, go to: <http://www.gre.org>

Or

b. Miller Analogies Test (MAT)

Minimum Required Score = 389

For MAT Testing information and dates, contact the School of Education at 1-515-271-3946 or 1-800-443-7253 ext. 3946

Option 2:

Submission of *ONE* of the following indicators of writing competency:

a. GRE – Analytical Writing Section – Minimum score = 4.0

b. Drake Writing Competency Test (DWRT)

Administered and developed by the School of Education

Evaluated on the following criteria:

- Analysis of complex idea(s)
- Support and development of main points with logically sound reasons and/or well-chosen examples
- Organization and general focus of response
- Demonstration of appropriate use of sentence variety/structure and language usage to convey meaning clearly.

This service is offered twice a month for a fee on the first Wednesday and the third Thursday of each month, and must be scheduled at least one week before test date. To register or for more information, contact Bridget Arrasmith bridget.arrasmith@drake.edu 515-271-2054 or 1-800-443-7253 ext. 2054 at the School of Education.

If you are seeking the Specialist in Education (EDS) Leadership *AND* your principal's endorsement:

Specialist in Education (EDS) Leadership (general leadership *OR* superintendent's endorsement) applicants must meet the following admission requirements.

- A. **Graduate Admission Application:** Applications are available from the Drake Office of Graduate Admission or you may apply online at <https://www.applyweb.com/apply/drakeg/index.html>
- B. **Application Fee of \$25.00.** Applicants who have previously paid the fee are not required to do so again. Online submissions require electronic fee payment that will be refunded if an application fee was paid for a previous Drake program.
- C. **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- D. **Current professional resume.**
- E. **Candidate's letter:** The letter should explain the candidate's reason(s) for pursuing the Specialist Degree with school administration endorsement. Examples of leadership background and experience should be included.
- F. **Submission of two (2) professional letters of recommendation, including the immediate supervisor and a second administrator who can speak to the candidate's potential for effective building-level school leadership.**
- G. **Grade Point Average Criteria:** Students must have achieved the following Grade Point Average (GPA) criteria for consideration to Drake's School of Education graduate endorsement programs. Students who do not meet these GPA requirements may contact the Office of Graduate Admission for additional information.
 - Undergraduate GPA = 2.50 (cumulative) and
 - Graduate GPA = 3.00 (cumulative)
- H. **Test requirement options:** satisfy *ONE* of the following:
 - **Option 1:**

Achievement of the minimum required score(s) on *ONE* of the following standardized tests:

a. Graduate Record Exam (GRE)

Minimum Required Scores: Verbal = 400, Quantitative = 460

For GRE testing information, go to: <http://www.gre.org>

OR

b. Miller Analogies Test (MAT)

Minimum Required Score = 389

For MAT Testing information and dates, contact the School of Education at 1-515-271-3946 or 1-800-443-7253 ext. 3946

- **Option 2:**

Submission of **ONE** of the following indicators of writing competency:

a. **GRE – Analytical Writing Section** Minimum score = 4.0

b. **Drake Writing Competency Test (DWRT)**

Administered and developed by the School of Education

Evaluated on the following criteria:

- Analysis of complex idea(s)
- Support and development of main points with logically sound reasons and/or well-chosen examples
- Organization and general focus of response
- Demonstration of appropriate use of sentence variety/structure and language usage to convey meaning clearly.

This service is offered twice a month for a fee on the first Wednesday and the third Thursday of each month, and must be scheduled at least one week before test date. To register or for more information, contact Bridget Arrasmith at bridget.arrasmith@drake.edu 515-271-2054 or 1-800-443-7253 ext. 2054 at the School of Education.

Graduation Requirements

Number of Credit Hours required:

Option 1: Superintendents and AEA Administrator Endorsement – 30 credit hours

Option 2: Specialist with PK-12 Administrator Endorsement – 45 credit hours

Option 3: General Specialist – 30 credit hours.

Required Courses: **Core Requirements for all Specialist Students (9 hours)**

- EDL 283: Leading Complex Organization
- EDL 284: Advanced Research

AND EDL 285: Ethics and Social Justice **OR** EDL 286: Systems Thinking

Option 1: Superintendents and AEA Administrator Endorsement – 30 credit hours

Students must complete core courses plus an additional six courses.

- EDL 287: Curriculum and Evaluation
- EDL 288: Human Resource Dynamics
- EDL 289: Organization Management
- EDL 290: School Resource Management
- EDL 291: Policy, Influence and Legal Issues
- EDL 292: Seminar

Option 2: PK-12 Administrator Endorsement – 45 credit hours

Students must complete core course plus a 36 hour cohort program.

- EDL 270: Personal and Professional Assessment Seminar
- EDL 271: Leadership and the Profession
- EDL 272: Organizational and System Behavior
- EDL 273: Instruction and Learning
- EDL 274: Community and Society
- EDL 275: Planning, Research, Measurement and Evaluation
- EDL 276: Applications of School Law, Mandates and Policies
- EDL 277: Diversity in Schools
- EDL 278: Supervision of Instruction
- EDL 279: Managing Schools
- EDL 280: Clinical Experience I
- EDL 281: Clinical Experience II

Option 3: General Specialist – 30 credit hours.

Students must complete core courses plus an additional 21 hours at a graduate level.

Other Requirements (experiential, exams, thesis, etc.): None

Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):

- GPA: Maintain a 3.0 or higher
- Courses must be completed with a “C” or better; the cumulative grade point, however, must be a 3.0 or better.
- Only 10 hours of graduate work may be transferred in from an accredited university.
- Transfer and endorsement courses must be advisor approved.
- Courses transferred in are transferred as TR (no grade) and do not affect the Drake GPA.
- Transferred coursework must be at a B level or better.
- Transfer credits earned before admission are counted on the following scale:
- Courses taken 0-5 years before admission are transferred in as full credit.
- Courses taken 6-10 years before admission are transferred in as ½ credit.
- Courses over 10 years old are not accepted.
- Courses that are accepted must relate to the program of study.

Note:

For the Specialist in Education Leadership Degree with PK-12 Administrative Endorsement

- Students who are taking classes at the Drake School of Education as a “non-degree seeking student” are not guaranteed admission to a program, nor are they eligible for financial aid.
- Students applying for a graduate degree program are not eligible for financial aid until they are admitted to that program.

For the General Leadership or Superintendent Endorsement

- Students who have fewer than 12 hours to finish an endorsement program of 12 hours or more must still follow steps 1-8.
- Students who are taking classes at the Drake School of Education as a “non-degree seeking student” are not guaranteed admission to a program, nor are they eligible for financial aid.
- Students applying for a graduate degree program are not eligible for financial aid until they are admitted to that program.

Doctor of Education

Designed for the experienced and practicing professional, the Doctor of Education program offers opportunities for leaders inside or outside the PK-12 school system. The on-campus cohort program for leaders in education, government, corporate settings, and human service organizations includes advanced formal study and applied practical study of educational leadership theories, systems leadership skills, and applied research methodologies. The program enrolls 18-25 students in a two-year doctoral cohort.

Guiding Principles of the School of Education

- Social Justice
- Collaborative Learning
- Academic Reflection

Distinguishing Characteristics Includes:

- Cohort-based learning experiences
- Development of cultural competencies
- Development of research acumen
- Technology Enhanced Learning
- Ethics in research, leadership, and practice
- Integration of theory and practice
- Leadership Development
- Student-centered learning

Goals of the SOE Doctoral Program

- Development of scholarly thinking, writing, and practice
- Enhanced dispositions for lifelong learning
- Enhanced personal vision of education and educational leadership

Quality is maintained by rigorous class expectations, group and individual papers and presentations, cohort dialogue and team learning/evaluation, reflective responses, comprehensive examinations, and the dissertation.

Admission Requirements: (previous degrees, exams, etc)

- Complete and submit a Drake Graduate Admission Application Submit the \$25.00 application fee (prior applicants who have previously paid the fee are not required to do so again).
- Submit official transcripts for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not received). Drake transcripts do not need to be requested. Transcripts and other supporting materials are not returned to the applicant and become the property of Drake University.
- Applicants must have achieved an undergraduate GPA of 2.5 or better and a graduate GPA of 3.5 or better on a 4.0 scale.
- 60 graduate credits, including a master's degree. **Note:** No prior graduate work can be substituted for the required courses in the doctorate of education program.

- Evidence of a Miller Analogies Test (MAT) score of 400; or a Graduate Record Examination (GRE) score of 1,000 (combined quantitative and verbal scores) or better. The Drake Writing Competency Exam is not an acceptable testing option for this program.
- Evidence of significant scholarly accomplishment, either a completed Master's thesis or other written product(s) that demonstrate ability to write clearly and coherently and to develop a thesis or an idea.
- A letter requesting admission and including reasons for pursuing the doctoral degree, an overview of professional background and goals, and a discussion of the applicant's educational and professional philosophy.
- The applicant also should request three letters of recommendation; one must come from the current or most recent employer and two must come from other qualified individuals who have first-hand knowledge of the applicant's professional abilities. **Note:** The doctoral committee **does not** accept the letter of recommendation forms used for all other graduate programs in the School of Education.
- Not all qualified applicants can be admitted. Students may interview with doctoral faculty in order to explore professional goals and proposed specialization studies, applicant commitment to and ability to complete advanced study, and applicant's interests in advanced field experience and research. Final admission decisions are based upon multiple criteria, including both applicant characteristics and the ability of the program to serve the student's needs.
- Applications for the Doctor of Education program will be accepted from May 1 to December 1 of odd numbered years. The doctoral program begins fall term of even numbered years.

5. Graduation Requirements:

- Number of Credit Hours required:

Formal doctoral study constitutes a minimum of 30 credits in a cohort core program for which there are no transfer hours permitted. The doctoral core is taken as a block and fulfills the residency requirements for the doctoral program.

- Required Courses:

Sequence	CR	Course	Title and Description
Fall Year 1	3	DOC 350	Advanced Foundations: Study of philosophical, psychological, and technological foundations of education, with an emphasis on theories of teaching, curriculum, counseling, adult education, research, and leadership.
Fall Year 1	3	DOC 301	Doctoral Seminar: First semester of a two-semester study and analysis of practice-based issues. This course will explore the theoretical foundations of social science and practice-based research design with an emphasis on the integration of theory as studied in DOC 350 in the research process.
Spring Year 1	3	DOC 345	Advanced Leadership: A study of major theories of leadership and organizational design.
Spring Year 1	3	DOC 306	Qualitative Research Methods: Principles of methodology associated with qualitative research in education; critiquing, planning, conducting, and writing qualitative research.
Sum Year 1	3	DOC 302	Doctoral Seminar: Second semester of a two-semester study and analysis of practice-based issues. This course will explore individual and ethical responsibilities with an emphasis on leadership, multiculturalism, and social justice.

Sum Year 1	3	DOC 396	Advanced Qualitative Research Methods: Doc 396 is the second course in the qualitative (DOC 306) research sequence. Course emphasis is on application of fieldwork in qualitative research, culminating in a final qualitative project.
Fall Year 2	3	DOC 305	Quantitative Research Methods: Rationale, application, and communication of basic quantitative methods and statistical analyses commonly used in educational research.
Fall Year 2	3	DOC 395	Advanced Quantitative Research Methods: Doc 395 is the second course in the quantitative (DOC 305) research sequence. Course emphasis is on advanced methods of quantitative research design and statistical analyses.
Spring Year 2	6	DOC 399	Dissertation: Six credit hours required in the last semester and 1 credit hour required in each semester following until completion of the dissertation. Three of the six required credits in the last semester will be taken in a structured dissertation proposal seminar class. Course credit is not earned until the dissertation is completed and successfully defended.
	Var	DOC 398	Directed Research

- Other Requirements (experiential, exams, thesis, etc.)
 - Satisfactory performance on the Comprehensive Examination and continuous registration until the dissertation is successfully defended.
 - Students must complete their studies, including defending their dissertation, within 10 years of admission.
 - Students will register for six credits hours during their first two years in the program (fall and spring), this includes the summer semester of their first year. Beyond this, a student must maintain continuous enrollment for 1 credit of Doc 399 each semester (fall, spring, and summer) until the student has completed, defended, and submitted an approved and finalized dissertation.
- Any limitations and special policies (eg., gpa requirement, or requirements that students take certain courses at Drake):
- GPA: Maintain a 3.5 or higher
- Courses must be completed with a “B” or better; the cumulative grade point, however, must be a 3.5 or better.
- No transfer credit is permitted.

School of Journalism and Mass Communication

Master of Communication Leadership (MCL)

Drake University's Master's of Communication Leadership program is a unique program that prepares communications professionals for leadership positions in an ever-changing media and communications environment. It combines the study of communications with coursework in business and public administration to create a broad-based and practical preparation for a challenging future. It is a 36-hour program and is designed for part-time study; it can be completed in two years, including summers. At present, all classes are offered on campus, at night and on weekends, and are not available online.

Admission Requirements:

Students must have a minimum of five years of professional experience or a waiver of this requirement from the graduate committee.

Application materials for Drake University's Master's of Communication Leadership must include all elements below:

- Drake Graduate Admission Application — [Apply online](#).
- \$25 U.S. application fee — waived for students who have previously applied to Drake.
- Official transcripts from every college or university you have attended, including summer terms.
- A copy of your current professional resume or curriculum vitae.
- 3-5-page essay*.
- A minimum test score of 389 from the Miller Analogies Test (MAT). We will also accept a minimum Graduate Record Examination (GRE) score of 450 each for verbal reasoning and quantitative reasoning, with the written section evaluated as needed, or a minimum score of 500 on the Graduate Management Admission Test (GMAT).
- Three letters of recommendation from professional contacts.
- Interview with the Graduate Chair.

* The essay should answer the question: Who is today's most effective leader and what makes her or him successful? Use a specific example and explain what he or she did to demonstrate effectiveness as a leader. This should be no longer than five pages double-spaced, with no endnotes or footnotes.

Application deadlines: The MCL is a cohort program, with students admitted for the fall semester only. The School of Journalism and Mass Communication Graduate Committee will begin reviewing applications March 1. Consideration will continue until July 1 on a space-available basis.

Graduation Requirements:

Students must complete 18 hours of MCL courses in the School of Journalism and Mass Communication, and 12 hours in the College of Business and Public Administration. The remaining six credit hours can be completed with either approved MCL or business electives.

Journalism and Mass Communication (MCL): Required Courses

MCL 201: Communication Leadership Strategies (3 credits)

MCL 202: Communications Social Responsibility (3 credits)

MCL 203: Applied Communication Theory and Research (3 credits)

MCL 204: Innovation and Change in Contemporary Communication (3 credits)

MCL 205: Financial Literacy for Communication Leaders (1.5 credits)

MCL 206: Emerging Media Strategies (1.5 credits)

MCL 207: Communication Leadership Capstone (3 credits) — Students can also apply to write a thesis. Offered summer semester.

Additional courses in Journalism and Mass Communication

MCL 299: Special Topics (1.5 credits each) — A mix of courses offered on a revolving schedule, on topics such as Women and Leadership; Translating Leadership Into the Written Word; Crisis Communication; Organizational Management; The Mentor Gap; Reinvention Strategies; Employee Communications; Leading Diverse Populations; Creativity Seminar; Small Group Dynamics; Leading Technological Change; Preparing Written Reports and Oral Presentations.

College of Business and Public Administration (CBPA): Required Courses

MBA 240: Sustainable Decision-Making

Students can choose between MBA 254 or PADM 221. Students can also take both courses, as part of their electives in CBPA.

MBA 254: Leadership and Human Capital Development

PADM 221 Organizational Process and Administrative Systems — Offered occasionally, not more than every other year

Recommended courses from the College of Business and Public Administration

BUS 212: Executive Leadership

BUS 298: Creativity in Business

MBA 242: Evaluating Organizational Performance

MBA 251: Creating Customer Value

MPA 215: Changing Environment and Management of Public and Nonprofit Organizations

MKTG 291: Services Marketing

MKTG 275: Sales Management

MGMT 286: Project Management

PADM 282: Comparative Management in a Global Environment

Other CBPA courses with advisor approval

Optional workshop (no credit hours and not required for degree program):

BUS 205: Dardis Communications' Leadership Essentials Workshop — Dardis Communications is a recognized leader in providing individuals with the communication skills needed to lead, influence, and inform others. Their highly interactive workshops involve one-on-one coaching in the core competencies of presentation skills, selling skills, and professional image in a results-oriented atmosphere. These concrete skills offer a competitive edge by providing you with the skills to consistently lead, influence and inform others. The workshop meets over two days, Friday 1-8 p.m. and Saturday 8 a.m. to 4 p.m.

Drake Law School Graduate Programs

- [Joint Degree Programs](#)
- [Drake Law School Admission & Financial Aid](#)

College of Pharmacy and Health Sciences (CPHS)

Graduate Programs

- Doctor of Pharmacy
- Educational Goals and Objectives of the Professional Program in Pharmacy
- Admission Requirements
- Specific Regulations/Academic Requirements
- The Pharm.D. Curriculum
- Electives
- Pharmacy/MBA Joint Degree Program
- Pharmacy/MPA Joint Degree Program
- Pharmacy/Law Joint Degree Program

Doctor of Pharmacy (Pharm. D.)

Degree Options

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

Description of Program

The practice of pharmacy is an integral part of total health care. The pharmacist serves as a vital source of drug use information for other health care professionals and members of the community. The special knowledge of the pharmacist can maximize the effectiveness of disease treatment and minimize the possibility of adverse effects that could develop during drug therapy of diseases.

Pharmacy practice environments are diverse and challenging. While many graduates pursue careers in community and hospital pharmacy, others choose careers in the pharmaceutical industry, research, government service, consultant pharmacy or other diverse professional specialties.

The principal goal of the pharmacy program, accredited by the Accreditation Council for Pharmacy Education, is to provide an educational experience that prepares graduates for careers in pharmacy. The curriculum provides a balance between theoretical principles, practical applications and structured practice experience. Since 1984, pharmacy graduates have enjoyed a 100 percent placement rate.

Pharmacy History

The first college of pharmacy in Des Moines was the Iowa College of Pharmacy. It was organized in 1882. This college affiliated with Drake University in 1887 and operated as one of the colleges of the University until 1906 when it was discontinued.

The Highland Park College of Pharmacy was organized in Des Moines in 1889. Highland Park College, in 1918, changed its name to Des Moines University, with the college of pharmacy continuing as an integral part of the university.

In 1927, the faculty of the College of Pharmacy of Des Moines University organized an independent college of pharmacy, the Des Moines College of Pharmacy. This college operated as an independent institution from 1927 until 1939, when the Des Moines College of Pharmacy Corporation was dissolved and the college's staff and facilities became part of Drake University.

Educational Goals and Objectives of the Professional Program in Pharmacy

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

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

Upon graduation from the Drake University pharmacy program, the graduate also shall fulfill the outcomes of the Drake Curriculum.

Requirements for Major

209 semester credit hours for students graduating 2011 and after.

The four-year professional program is preceded by two years of pre-professional coursework. Please note that courses in the professional program may change.

Pharmacy majors must complete electives that enable them to fulfill the outcomes of the Drake Curriculum, described in the front section of this catalog along with enough electives to complete the required number of credits for graduation. In addition, electives must also include six credit hours of professional courses completed during the professional program.

Admission Requirements

Students may apply to the College of Pharmacy and Health Sciences as pre-pharmacy students. Students admitted to the College of Pharmacy and Health Sciences as pre-pharmacy students are selected from a pool of applicants who have met the Dec. 1 application deadline. Students admitted into Drake's pre-pharmacy program are offered the Drake PharmD Difference, through which students receive full consideration for the professional program. In addition, they are assigned a pharmacy faculty advisor, are able to belong to professional student

organizations, and participate in orientation courses and interview preparation activities. The PCAT is not required for students who are part of Drake's PharmD Difference. Additional information is available at [/cphs](#).

Students who are not selected for pre-pharmacy admission to the College of Pharmacy and Health Sciences may be admitted to their second choice program. These students may apply for admission to the professional level of the pharmacy program once all prerequisites are completed. The PCAT is required for any student who was not admitted to into Drake's pre-pharmacy program

Students who have completed the pre-pharmacy course requirements at other institutions may also apply to the professional program.

All students desiring to enter the professional program must complete the Pharmacy Centralized Application Services (www.PharmCAS.org) application and the College of Pharmacy and Health Sciences Supplemental Application Form.

Additional information regarding the admission process for pre-pharmacy and professional programs can be viewed at [/cphs/admission](#).

Specific Regulations/Academic Requirements

Pharmacy students should become familiar with the [General Information section](#) of this catalog, which covers many regulations that affect all Drake University students. The College of Pharmacy and Health Sciences also has a number of specific regulations and requirements that must be met to progress through the pharmacy curriculum. Some of these are listed below; others are available in the Pharmacy Student Handbook ([/cphs/handbooks_policies.php](#))

Many pharmacy courses have prerequisite requirements. Admission to a course is denied if prerequisite courses have not been successfully completed. Therefore, deviations from the curriculum as it is structured require careful consideration. Course prerequisites may be found in the course descriptions, as listed in blueView, located at my.drake.edu.

Pharmacy students may apply a maximum of 9 hours of elective coursework on a credit/no credit basis toward graduation. Courses regularly graded on a credit/no credit basis are not included within the 9 hours maximum. The student must have a minimum cumulative GPA of 2.75 before registering in a course on a credit/no credit basis.

Candidates qualifying for the degree must complete the required credit hours for graduation and have at least a 2.00 cumulative GPA. The standard grading scale for pharmacy students enrolled in pharmacy-labeled courses is "A", "B", "C", "D" or "F". All courses in the pre-pharmacy curriculum and the first three years of the professional curriculum must be successfully completed before a student enrolls in fourth-year (final year) coursework.

Students may not progress onto rotations unless a "C" or better is earned in each required course. Students are permitted to retake a pharmacy required course for a passing grade (2.0 GPA or "C") one time only. Students who do not obtain a 2.0 (or "C") in a pharmacy required course after two attempts will be dropped from the Pharm.D. program.

All fourth-year pharmacy students are required to complete 40 weeks of experiential rotations (Pharmacy 285) prior to graduation. During these experiential rotations, students apply pharmaceutical principles related to diagnosis, treatment and patient care; monitor drug utilization and drug therapy and interact with patients, physicians, nurses and other health care providers. Due to regulations at many of the experiential sites, the college will complete a criminal background check and drug screen prior to admission into the professional program and again prior to entering the experiential year. Students who have a history of a felony are referred to the State Board of Pharmacy where they plan to practice pharmacy to determine if their record would prohibit licensure. Experiential sites have the right to refuse to accept a student for rotations based on the results of the criminal background check even if the history would not prohibit licensure as a pharmacist. Many of these sites also require that a copy of the background check is forwarded to them. Students who have positive drug screens and will be entering rotations will be referred to the Chemical Dependency Policy.

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

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

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

The Academic and Student Affairs Office is responsible for coordinating the registration process, verifying appropriate registration of courses, approving educational plan waivers and transfer credit requests, updating degree audits with regard to substitutions, waivers and transfer courses, answering student questions regarding registration, credit completion, course transfer process and study-abroad opportunities, serving as a resource for students in combined degree programs (M.B.A., M.P.A., Law) and coordinating and communicating opportunities for internship, study abroad, research and postgraduate study. The final responsibility for completion of graduation requirements, however, belongs to the student and, accordingly, each student should become familiar not only with the curriculum but also with the academic regulations of the college.

JOINT DEGREE PROGRAMS

Pharmacy/M.B.A. Joint Degree Program

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

Pharmacy/M.P.A. Joint Degree Program

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

Pharmacy/Law Joint Degree Program

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

Please visit <http://pharmacy.drake.edu> for additional information on these joint degree programs.

Students may use electives to pursue a second major, a minor, or a concentration. The college currently offers a Diabetes Care Concentration. Please visit <http://pharmacy.drake.edu> for additional information on these options.