Undergraduate Catalog

Drake University Undergraduate General Catalog

2013-2014

General Information

Course Descriptions - Navigate online in MyDUSIS

College of Arts and Sciences

College of Business and Public Administration

School of Journalism and Mass Communication

School of Education

Law School

College of Pharmacy and Health Sciences

General Information

General Information

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History and Character of Drake University

History and Character of Drake University

It was an ambitious undertaking.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dr. Wilbur C. Miller became Drake's ninth president in 1972. The Harmon Fine Arts Center opened that fall, and Olmsted Center opened in 1974. In 1973, the Olin Foundation Inc. provided a $3.3 million grant to build Olin Hall of Biological Science, which opened in 1975.

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

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

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

That report served as a framework for future planning and as the cornerstone for The Campaign for Drake, a $115 million national fundraising program to advance Drake for students and society. Publicly announced on October 7, 1989, the Campaign was chaired by Madelyn M. Levitt, a Des Moines civic leader and member of Drake's Board of Governors. On May 7, 1993, the University announced that the $115 million overall goal of the Campaign had been exceeded — more than one year

ahead of its scheduled May 31, 1994, completion. At its official conclusion, the Campaign had raised more than $130 million for the University.

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

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

The University continued its proactive planning approach by creating in 1993 the National Commission II — Toward the 21st Century, chaired by distinguished Drake alumnus Benjamin B. Ullem. Working in 13 task forces, the commission's 400 members presented nearly that many recommendations for Drake's further advancement. Their final report helped establish priorities for Campaign Drake — Think of the Possibilities — a $190 million national fundraising effort announced on November 1, 1997. The campaign, the largest ever undertaken by a private college or university in Iowa, reached its goal on May 31, 2002.

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

Dr. David E. Maxwell became the University's 12th president on May 15, 1999. Upon his arrival, he immediately began working with faculty, staff and students to clearly define the mission, values, vision and goals of Drake and to develop a long-term strategic plan for the University. This strategic plan continues to be refined and updated. Under President Maxwell's leadership, the University has strengthened its financial position, ending the 2005-06 fiscal year with a modest budget surplus and with an endowment valued at $131.5 million.

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

In recent years Drake has been renovating classrooms, residence halls and science facilities. Drake Stadium, home of the Drake Relays since its opening in 1926, was completely renovated during 2005-06. The $15 million project — finished just hours before the start of the 2006 Drake Relays — included new seating for fans, a Mondo surface track with a safety lane that meets international competition standards, a new throws venue to the north of the track for field events, a new scoreboard, and a state-of-the-art artificial grass field by FieldTurf large enough to accommodate Drake's NCAA football and men's and women's soccer teams. The improvements position Drake and Des Moines to bid for the NCAA Outdoor Track and Field Championships, along with AAU and USA Track and Field competitions. In fact, Drake was selected to host the men's and women's NCAA Track and Field Championships in 2008, 2011, and 2012.

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.

Collegial Structure

Collegial Structure

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

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

Drake University also offers master's degrees in accounting, business administration, education, communication leadership, financial management, public administration, and law, as well as the Doctor of Pharmacy, Doctor of Jurisprudence and Doctor of Education degrees. The following joint degrees also are offered: MBA/JD, MBA/PharmD, MPA/JD, and MPA/PharmD.

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

Drake University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Undergraduate Admission

Undergraduate Admission

Campus Visits

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

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

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

Application For Admission

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

Office of Admission
Drake University
2507 University Avenue
Des Moines, IA 50311-4505 U.S.A
Toll-free: 1-800-44-DRAKE, extension 3181
Local/outside the United States: 1-515-271-3181
Fax: 1-515-271-2831
E-mail: admission@drake.edu
international@drake.edu

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

- Drake University Application for Undergraduate Admission – hardcopy paper application available upon request; $25 application fee required.
- Drake University Online Application – $25 application fee is waived for those who apply online.
- *The Common Application* – available at www.commonapp.org. Students should submit the *Common Application* following the appropriate deadline dates; $25 application fee is waived for those who apply online via the *Common Application*.

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

Application Deadlines

First-year and transfer students, for all undergraduate programs except pre-pharmacy and PharmD:

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

Spring term: December 1

Summer term: April 15

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

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

First-year pre-pharmacy students: December 1

Transfer PharmD students:

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

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

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

Beginning October 15, applicants to all programs of study, except to the pre-pharmacy and the PharmD programs, are notified of an admission decision within 4 to 6 weeks after all required materials have been received in the Office of Admission. Candidates for admission to Drake University should address all correspondence to:

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

First-year Student Non-Pre-Pharmacy Admission Requirements

High school seniors are admitted for the fall and spring semesters as well as the summer terms. Students are encouraged to apply for admission in the fall of the academic year. March 1 is the priority deadline for admission, financial aid, scholarships and housing; however, applications may be accepted after that date on a space-available basis.

Each completed application for admission is reviewed individually. Drake University considers this criterion to be important in evaluating qualifications for admission:

- The quality of preparation for college-level work achieved in high school in terms of coursework and grades. Each high school record is evaluated to determine potential to achieve academic success at Drake University.

- Satisfactory scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT).
- Evidence of involvement and leadership in activities.
- Written communication as demonstrated through a writing sample.

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

First-year Student Pre-Pharmacy Admission Requirements

Health Sciences applicants follow standard first-year student application procedures. Admission to the pre-pharmacy program in the College of Pharmacy and Health Sciences (CPHS) is offered only for the fall term.

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

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

First-Year Student Application Requirements

- Completed application for admission in any manner as described above.
- Official high school transcript.
- Official test scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).
- High School Report and Counselor Recommendation Form. A letter of recommendation from a high school teacher or guidance counselor also will be accepted.
- Writing sample is required.

Prospective students who graduated from high school four or more years prior to applying for admission and who did not take the ACT or SAT examination should contact the Office of Admission.

Students who were enrolled at other colleges or universities during high school must submit official transcripts from each institution attended. Failure to provide official transcripts from each institution attended or any misrepresentation on the application for admission may result in the cancellation of admission or registration. It may also preclude the release of an official Drake transcript.

Equivalency Diploma

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

Veterans and current members of the U.S. Armed Forces who have completed the GED, the Comprehensive College Test or the General Examinations of the College-Level Examination Program (CLEP) should apply to their state department of

education for equivalency diplomas. Official certification should be sent by the state department of education directly to the Drake Office of Admission.

Transfer Student Non-pharmacy Admission Requirements

Drake welcomes transfer students from two- and four-year institutions. Consideration for admission is given to transfer applicants with a minimum cumulative grade point average (CGPA) of 2.0 ("C") on a 4.0 scale, or its equivalent, for all college work attempted at an accredited institution. However, a 2.5 minimum CGPA is recommended for admission. Transfer applicants must be in good academic standing at the last institution attended.

Although a student may be considered for admission to some programs with a minimum 2.0 CGPA, the following averages are, at a minimum, required for admission consideration to specific programs and majors:

Accounting	2.5 (at 42 hours)
Actuarial Science	2.5
Health Sciences	3.0
Journalism	2.25 (at 30 hours)
Professional Pharm.D. Program	3.0
Teacher Education	2.5 (at 60 hours)

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

Transfer applicants are encouraged to submit the application for admission and all required documents by the following dates:

Term	Priority filing	Final deadline *
Fall	March 1	July 1
Spring	December 1	December 1
Summer	April 15	April 15

*After the final deadline, applications may be considered on an individual basis. For assistance, contact Admission by using 515-271-3181 or 1-800-44-DRAKE, x3181.

Transfer Student Non-pharmacy Application Requirements

- Completed application for admission in any manner as described above.
- Official transcripts from **all** postsecondary institutions attended for all terms, including summer.
- If fewer than 24 academic semester hours of successful college work have been completed at the point of application, transfer applicants also must submit final, official high school transcripts and ACT or SAT scores.
- An essay or personal statement is required of all applicants. Essay prompts are provided on the application. A paper written for a school assignment will not meet the essay requirement.

- An official transcript from any foreign post-secondary institution is required to cover any period that a transfer student studied there. In appropriate cases, an English translation must be provided.

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

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

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

Transfer Student PharmD Application Requirements

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

Drake's application deadline is December 2, 2013, for fall 2014 admission, and early application is strongly recommended. Applicants must complete the PCAT no later than January 2014, and scores must be submitted directly to PharmCAS at code [0104].

International Student Admission Requirements

Applications for admission to undergraduate degree programs are submitted to the Office of Admission. The priority deadline for scholarship and financial aid consideration for fall (August) admission is March 1. The priority deadline for the spring (January) term is November 1. The pre-pharmacy and PharmD application deadline is December 1. Applicants should refer to the first-year and transfer-student sections for specific information on application guidelines and deadlines.

International undergraduate students are eligible for all merit scholarships awarded by the Office of Admission with the exception of National Merit Scholarships. Please refer to that section for detailed information about these awards. Students also are eligible to receive aid based on financial need. For more information, see the Financial Aid section of the catalog.

Applicants wishing to improve language proficiency before beginning an academic program may apply for admission to both an academic program as well as Drake's Intensive English Program. Drake offers conditional admission to all undergraduate programs of study at the undergraduate level (except pre-pharmacy) to applicants who meet the University's academic requirements but first need to improve their English. To enroll in Drake degree courses on a full-time basis, students must achieve a TOEFL score of at least 71 (iBT) or 530 (PBT). Students with scores between 54 and 71, or 480 and 530 may be approved to enroll in both degree courses and English classes, each on a part-time basis. Students whose TOEFL scores are less than 54 or 480 are asked to enroll in English classes on a full-time basis. The IELTS required score for full-time study is 6.0.

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

Students who have sat for the General Certificate of Education Advanced Level Examinations can be awarded six to eight hours of credit per subject passed at the Advanced Level with a qualifying grade. Credit is also awarded for the German Abitur, French Baccalaureate, and selected other national examinations. Applicants who have completed the full International Baccalaureate diploma program are eligible for approximately one year of advanced-standing credit. Credit for both higher and standard levels is awarded through a course-by-course evaluation. For more information, see the Advanced Placement and College Credit section of the catalog.

Part-Time Undergraduate Students Admission Requirements

A student enrolled in fewer than 10 credit hours of coursework during any fall or spring semester is considered a part-time student.

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

Transfer of Credit

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

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

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

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

Credit may be granted for a combination of relevant work completed in (a) college-level non-degree, extension or correspondence courses offered through an accredited collegiate institution that accepts the credit for its own degree or (b) courses satisfactorily completed in non-collegiate organizations that are recommended at the baccalaureate level by the American Council on Education.

Students may be awarded credit for satisfactory scores in subject-matter tests of the College Level Examination Program. For more information, see the Advanced Placement and College Credit by Examination section of the catalog.

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

A maximum of 94 semester hours of transfer credit may be applied to any Drake degree (with the exception of pharmacy students, where up to 179 hours of transfer credit may be applied). A maximum of 66 hours of acceptable college credit may be transferred from courses completed at two-year institutions as any part of the first 94 semester hours (179 hours for pharmacy) toward a bachelor's degree.

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

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

In consultation with the dean, transfer students may elect to satisfy either the major requirements outlined in the Drake catalog from the time of matriculation at the first college or the major requirements in the Drake catalog current at the time of transfer.

Unclassified Students (Non-degree)

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

Students enrolled as unclassified may not enroll in more than nine (9) credit hours per semester. Students seeking an exemption from this policy must request permission from the Vice President for Admission and Student Financial Planning.

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

Applicants are required to meet the same standards for admission as transfer students. The Office of Admission coordinates the transcript evaluation process with the respective colleges and schools. The dean's office of the appropriate college or school decides how each course accepted applies toward Drake's degree requirements.

Credit for Educational Experiences in the Armed Services

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

Re-enrollment for Undergraduate Students

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

Re-enrolling students who have registered at other college(s) after leaving Drake must provide official transcripts from all institutions attended. Students must request that a transcript bearing the official seal and signature of the official in charge of records be sent directly to Drake's Student Records Office by each college or university previously attended. Transcripts that have been in the student's possession are not considered official documents. Students are subject to the academic regulations and requirements in effect at the time of re-enrollment.

High School Visiting Student Program And Post-Secondary Enrollment Options Act (PSEO)

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

To qualify as visiting students to take courses while still in high school, students must be in their junior or senior year, provide a copy of their high school transcript, rank in the top one-third of their classes and have scored a composite of 115 on the PSAT, 1150 (critical reading and math only) on the SAT, 25 on the ACT PLAN or 25 on the ACT. Applicants to this program must

complete a Visiting Student Form, available in the Office of Admission or at their high schools, and receive approval from their school counselor.

Additional information is available on the admission website.

Admission to Summer Sessions

Prospective students who want to begin a Drake degree program during the summer session must apply for admission through the Office of Admission. Students who wish to enroll in Drake summer courses for personal enrichment or for transfer to another institution may do so without formal admission to a Drake degree program. Please see information above regarding Unclassified (non-degree) enrollment.

Visiting Students

Students who regularly attend other colleges or universities and register at Drake University for the purpose of earning credit to transfer to their home institution are required to complete the request for registration as a non-degree seeking student available at the Office of Student Records. Visiting students are encouraged to seek course-by-course approval from their home institutions prior to registering for specific courses at Drake.

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

Scholarships and Financial Aid

Information on merit scholarships and financial aid is available on the admission website.

First-year applicants (including first-year pre-pharmacy) eligible to compete for the National Alumni Scholarships must submit the separate scholarship online application and all other required admission application documents by the December 1, 2013 postmark deadline.

Following Admission

Drake University supports the National Candidates Reply Date, which allows admitted students to choose without penalty among offers of admission and financial aid until May 1. Full-time admitted students planning to enroll at Drake for the fall semester are required to submit the Enrollment Reply Card with a nonrefundable $250 tuition deposit. Professional PharmD transfer students are encouraged to submit the Enrollment Reply Card and required enrollment deposit of $350 by May 1. The nonrefundable deposit is credited to the first semester's tuition account. Part-time students must return the Enrollment Reply Card, but are not required to submit the deposit. Comprehensive instructions for replying to the offer of admission are mailed with admission notification.

Full-time students must live in the Drake residence halls during any period of University enrollment within two years following high school graduation unless they are married or live with their parents or legal guardian within a 45-mile radius. Other students may choose to live in student residence halls if space is available.

Residence hall contracts are mailed to students with notification of admission. The contract should be submitted with the required $250 housing deposit to the Office of Residence Life. Students are encouraged to return the student residence contract and housing deposit as soon as possible after admission. The $250 housing deposit is fully refundable when a written refund request with a postmark no later than May 1 is submitted to the Office of Admission.

For more information about Drake University, write:

Office of Admission
Drake University

2507 University Avenue
Des Moines, Iowa 50311-4505 U.S.A

Or call:

Toll-free: 1-800-44-DRAKE, extension 3181
Local/outside the U.S.: 1-515-271-3181
Fax: 1-515-271-2831
E-mail: admission@drake.edu
international@drake.edu

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

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

Summer Registration/Orientation

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

Tuition and Fees

Tuition and Fees

Official tuition and fees are set by the Office of Business and Finance and administered through the Student Accounts Office. The most current version of the Drake University tuition and fees schedule is located on the Student Accounts web site.

www.drake.edu/accounts/tuitionfees/

Financial Aid

Financial Aid

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

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

www.drake.edu/finaid/

Veterans' Benefits

Veterans' Benefits

Drake University's programs of study (undergraduate, graduate, pharmacy and law) are approved for the enrollment of veterans, reservists, and other students eligible for GI Bill benefits or VA benefits.

A variety of programs are available for veterans' educational benefits. To learn about eligibility for these benefits please visit www.gibill.va.gov or contact the Veterans Administration Regional Office, P.O. Box 66830, St. Louis, MO, 63166-6830 (1-888-442-4551).

Education Benefit Programs www.gibill.va.gov

- Post 9/11 G.I. Bill (Chapter 33);
- Montgomery G.I. Bill (Chapter 30)
- Vocational Rehabilitation (Chapter 31)
- Dependents Educational Assistance (Chapter 35)
- Montgomery G.I. bill – Selective reserve (Chapter 1606)
- REAP Reserve Educational Assistance Program (Chapter 1607)

Students who intend to receive VA education benefits should contact the Veterans' Certification Officer (VCO). Currently, Nancy Geiger (515-271-3095; nancy.geiger@drake.edu) serves in that position at Drake University.

For admission assistance: contact Admssions (515-271-3181)

For financial aid questions: contact Student Financial Planning (515-271-2905)

Your role to begin receiving aid

Students who intend to receive VA education benefits should contact the Veterans' Certification Officer (VCO). Currently, Nancy Geiger (515-271-3095; nancy.geiger@drake.edu) serves that position at Drake University.

The following steps must be completed prior to a student receiving GI Bill educational benefits for Drake courses:

a) Students must be admitted to a Drake University program of study.

b) Contact the Drake University Veterans' Certification Officer (VCO).

c) Fill out the required forms on the www.gibill.va.gov website. Students must apply for education benefits if they have never received benefits before. If education benefits have been used previous to the student's Drake enrollment, complete the Change of Place of Training form (Form 22-1995).

Your role to continue to receive aid...

Students are responsible for notifying the VCO of their enrollment plans each semester or summer term at Drake. All students receiving VA benefits have the responsibility to notify the VCO of any changes in credit hours enrolled once the semester begins. Failure to notify the Veterans' Certification Officer may result in incorrect payment for which the veteran will be held liable.

Your role as a student ... irrespective of your VA Benefit program

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

1. Regular attendance: All VA students must be in regular attendance of all classes for which they are registered. Drake University may periodically make attendance spot-checks through the instructors.

2. Unsatisfactory progress: The University must notify the Veterans Administration that a student has made unsatisfactory progress if the student (1) fails or withdraws from all classes or (2) is suspended by the University. Education benefits are terminated when a student makes unsatisfactory progress.

3. Classes not completed: Unless there are extenuating circumstances, all VA students do not receive benefits for any portion of a class dropped after the 10-day add/drop period or for classes in which incomplete (delayed) grades are received and not resolved within one year.

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

Yellow Ribbon Program (Chapter 33)

Institutions of higher learning must enter into an agreement with the VA each year concerning participation in the Yellow Ribbon Program. Drake University elected to join the Yellow Ribbon Program (officially the Yellow Ribbon G.I. Education Enhancement Program of the Post 9/11 GI Bill) beginning in August 2009. Institutions that enter into a Yellow Ribbon Agreement with the Veteran's Administration (VA) are directed each year to choose the amount of tuition and fees they will contribute. Drake will contribute 50% to the tuition and fees (for the 2010-2011 year) not covered by Chapter 33 benefits, the maximum contribution amount under the Yellow Ribbon program. The VA matches Drake's Yellow Ribbon contribution, therefore, 100% of the tuition and mandatory fees will be covered.
Drake Yellow Ribbon Eligibility Guidelines

Also, participating institutions must elect, yearly, the maximum number of eligible individuals for their institution for the upcoming academic year which Drake does each year. The Drake Yellow Ribbon list is filled on a first-come, first-serve

basis. Any student who has not registered for the next term will be removed from the Drake Yellow Ribbon list for that term. Note: Once a term has been completed, certification and benefits may not be available.

Students on the Drake Yellow Ribbon list will be confirmed after March 1 of each year.

Prior to becoming eligible for the Drake Yellow Ribbon list, a student must complete the following:

admission to a Drake degree program of study
direct contact made in person or in writing (email accepted) to Drake's VCO (nancy.geiger@drake.edu)
provide to the VCO a copy of the Veteran's Certificate of Eligibility (COE) letter which lists the award percentage of 100%

Important: Students who have not registered for the next term may be removed from the Drake Yellow Ribbon list.

Drake's role in supporting veteran's education:

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

Scholarships and Grants

Scholarships and Grants

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

Drake University Scholarships

Merit-Based Scholarships for Students Entering Directly from High School

Drake National Alumni Scholarships

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

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

For information regarding the specific requirements for being a part of the Drake National Alumni Scholarship competition, please check the Drake University Office of Admission web site.

Presidential Scholarships range from $8,500 to $14,000 per year. All prospective students who have applied and been admitted by the priority deadline of March 1 are automatically considered for these awards. Presidential Scholarships are based upon university enrollment goals and the individual academic achievement of applicants for admission.

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

Scholarships for Entering Transfer Students

Presidential Transfer Awards

All full-time undergraduate transfer students, who do not have previous bachelor's degrees, are considered for merit-based awards. Scholarships are renewable for additional semesters with consecutive enrollment depending on the number of credits transferred. Presidential Transfer Award renewal is also based on the maintenance of full-time undergraduate enrollment, satisfactory academic progress, and a 2.00 cumulative GPA. In determining scholarship eligibility, the cumulative transfer GPA is based upon coursework from all post-secondary institutions attended. Presidential Transfer Awards range from $8,000 to $11,000.

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

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

Additional Drake Scholarships

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

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

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

Drake University Legacy Awards are available for children, grandchildren and great-grandchildren of Drake graduates. The Legacy Award is $1,500 per year and is tuition specific (can only be used to reduce the cost of undergraduate fall/spring full-time tuition). No separate application is required and the award is limited to eight semesters.

National Merit Scholarships range from $1,000 per year for students with no financial need to $2,000 per year for students who demonstrate financial need. Incoming first-year students who rank as National Merit finalists and who have indicated Drake University as their first-choice institution may be considered for Drake-sponsored scholarships.

Federal and State of Iowa Grants

The following are examples of federal and state grants and/or scholarships that can be included in a financial aid package. To apply, students must complete FAFSA for the appropriate award year. These grants will be a part of the financial aid award notice of any eligible student.

Federal Pell Grants are awarded to undergraduate students admitted to and enrolled in a first bachelor degree program who are eligible according to the Expected Family Contribution (EFC) criteria established each year by the federal processors. For 2013-2014, the maximum award is $5,645.

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

Iowa Tuition Grants are awarded to qualified Iowa residents planning to attend a private college in Iowa. The Iowa College Student Aid Commission sets the awarding parameters annually. The FAFSA must reach the processing center by July 1 annually. For 2013-2014, the maximum grant is $4,110.

ROTC Scholarships and Grants

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

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

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

Endowed University Scholarships and Outside Scholarships

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

Corporations, civic groups and other clubs or organizations may award outside scholarships with most requiring the completion of separate applications. Good sources for identifying outside scholarships include:

- Libraries
- Many firms and agencies extend educational benefits to their employees. Contact the personnel office of you or your parent's places of employment to find out if the employer(s) will help finance student's education.
- For helpful links for financial assistance, scholarships and fellowships, visit the Student Financial Planning web site.

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

Federal Loan Programs

The Federal Direct Stafford Loan Program allows students to borrow low-interest loans and defer payment while attending college at least half-time. In the 2012-2013 academic year, the loan limits for freshman students are $5,500, sophomores $6,500 and $7,500 for juniors and seniors. These loans may be subsidized or unsubsidized depending on the applicant's financial need. Independent students have expanded borrowing capabilities. As of July 1, 2013, the 2013-2014 interest rate for a Subsidized & Unsubsidized Federal Direct Stafford Loan is a fixed rate of 6.8 percent and 1.051% origination fee. Subsidized loans do not accrue interest during the time a student is admitted to a degree program and enrolled at least half time in that program. Subsidized interest will start accruing during the grace period. Unsubsidized loan interest accrues from the date the loan is first disbursed.

Federal Perkins Loans are available as funds permit and funding for this program is very limited. Federal Perkins Loans have a fixed interest rate of 5 percent, and loan repayment begins nine months after the student is no longer enrolled at least half-time in a degree program. Since Perkins funds are limited, typical Drake awards range from $2,000-$4,000.

Health Profession Student Loans are awarded to students as funds permit (funding for this program is very limited) and generally do not exceed $6,000 per year. To qualify for consideration, students must be enrolled full-time in the Doctor of Pharmacy program and file a FAFSA including parental information. Repayment with a fixed interest rate of 5 percent begins twelve months after the student is no longer enrolled at least half-time in the Doctor of Pharmacy program.

The Federal Direct PLUS Loan (Parent Loan) provides funding for parents of dependent students. Parents may borrow the difference between the student's cost of education and all other financial assistance. A FAFSA application is required for the Federal PLUS. Payment and interest charges begin within 30 to 60 days following full disbursement of funds, or loan payment may be deferred on the same schedule as the student Stafford loan. The interest rate for PLUS is fixed at 7.9 percent and 4.204% origination fee.

Student Employment

Human Resources assists interested students in locating employment opportunities on campus. Drake students are employed on campus in student residence halls, libraries, recreation services, dining services and in many other campus offices. Positions available on campus are listed on the Human Resources Web site. Employment is funded both by the university and through funds provided

by the Federal Work Study program. Human Resources provide direct assistance for entering students with a Federal Work Study award

Employer Tuition Deferred Payment Plan

Graduate students may defer their tuition if being reimbursed 100% by their employer. Students wishing to submit an application must log into BlueView and access the Student Services Tab/My Drake Account to submit the online application. Payment of the $35 application fee along with the $60 technology fee also must be paid before the application can be processed. Questions regarding the deferment can be directed to the Office of Student Accounts, 515-271-2151, #4.

Financial Aid for Part-Time Students

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

- Iowa Tuition Grants (July 1 FAFSA filing deadline)
- Federal Pell Grant
- Federal Direct Stafford and Federal Direct PLUS Loans

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

Additional Admission and Financial Aid Information

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

Office of Admission - www.drake.edu/admission/undergraduate/

Office of Student Financial Planning - https://www.drake.edu/finaid/

Academic Regulations

Academic Regulations

Credit Hour/Semester Hour

The credit hour or semester hour, terms used interchangeably, is the unit of instruction. One credit hour is constituted by a minimum of one hour of classroom or direct instruction and a minimum of two hours of out-of-class student work each week for a semester (or its equivalent). An equivalent amount of work (minimum three hours per week for a semester or its equivalent of combined direct instruction and out-of-class student work) must be represented for a credit hour in other academic activities such as laboratory work, internships, practica, studio work and other academic work. A semester is defined as not less than 15 weeks. Courses offered in shorter timeframes must have an equivalent number of hours dedicated to instruction and student work as that spent in a semester-based class.

Student Classification

First-year student/freshman entering directly from high school — fewer than 30 credit hours

Sophomore — 30 to 59 credit hours

Junior — 60 to 89 credit hours

Senior — 90 credit hours and above

Class Attendance

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

Grade-Point Average

The minimum requirement for the degree is a cumulative GPA of 2.00 ("C") for all work attempted at Drake University.

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

Transfer college work earns credit only and is not included in computing the Drake University cumulative GPA.

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

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

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

The mark “I” (Incomplete) indicates a student has not submitted all evidence required for a final grade. The student must make satisfactory arrangements with the instructor to complete the work by the end of the next semester of enrollment (excluding enrollment in summer terms or the January term). The instructor writes out the conditions that must be met to remove the incomplete. As a component of these conditions, the instructor may demand an accelerated deadline (the midterm of the following semester) or may provide an extended deadline if special circumstances warrant (a semester abroad, student teaching, etc.). The instructor will indicate online the final grade for the course in the event the work is not completed. A copy of conditions that must be met to complete the course is also given to the student. Marks of incomplete are changed to a final grade either by the instructor (upon completion of the work) or by the Office of Student Records (upon attaining the specified due date). Marks of incomplete are not computed in the GPA.

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

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

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

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

Credit/No Credit Program

After achieving sophomore standing, a student may elect to register for a maximum of 12 credit hours of work (of the total 124 credit hours required for the degree) on a credit/no credit basis. Neither the “credit” nor the “no credit” grades are included in the student’s cumulative GPA.

The student may elect to take any course in the University as credit/no credit which is open to students who meet the usual standards for admission to the course except a course that satisfies basic requirements, or a primary or related course applying to the major. Not more than seven credit hours may be taken in a semester on this basis. A student receives credit for a course in which the student earns the equivalent of the grade of "C" or better.

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

Although the University requires that a student indicate at the time of registration that a specific course is being taken on a credit/no credit basis, some exceptions are made allowing students to change from credit/no credit grading to regular letter grading — or from regular letter grading to credit/no credit grading — until the midpoint of the semester, or, in the case of a short course, no later than one week following the midpoint of that course.

Students should be aware that most law schools and many graduate schools re-compute a student’s GPA in such a way as to count courses graded “no credit” as “F” grades.

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

President’s List and Dean's Lists

The President’s List and Dean's List are announced after each fall and spring semester of the academic year. The President’s List includes the names of all undergraduate students who have satisfied certain other requirements and earned a term GPA of 4.00. The Dean's List includes the names of undergraduate students with similar qualifications in each college or school who have achieved a term GPA of 3.50 and above.

Appeals On Academic Evaluation

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

Academic Integrity Policy

1. Each college/school has an Academic Integrity Policy Committee:
    a. To propose policies for dealing with problems of academic dishonesty including but not limited to plagiarism and cheating, and to ensure that these policies and procedures are consistent with University policies and procedures;
    b. To implement policies and procedures for dealing with academic dishonesty; and
    c. To review appeals from academic evaluations associated with academic dishonesty. (For more information, see Suggested Hearing Guidelines.)
2. Academic dishonesty is an encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Plagiarism is defined as misrepresenting another’s ideas, phrases, discourse or works as one’s own. Cheating is defined as the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. (See “Examples of Academic Dishonesty”.)
3. The composition of the committee is determined by each college/school with consideration given to including both faculty and students.
4. The penalty for academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred; upon the prior record of the person being penalized; and upon evidence suggesting the existence or absence of a pattern of academic dishonesty in the academic performance of the person committing the offense.
    a. If it is determined by the instructor that the student is guilty of academic misconduct, it is the prerogative of the instructor to assign the appropriate penalty in the course.
    b. Included among the possible penalties that may be imposed by the instructor are a reprimand, grade reduction (including assignment of a failing grade), or dismissal from the course with a failing grade. All such actions must be reported by the instructor to the dean of the college/school in which the incident occurred. For information purposes, the dean should report the incident to the dean of the college/school in which the student is enrolled and may forward the case to the Academic Integrity Policy Committee for further action.
    c. The committee may make a recommendation to the dean concerning whether probation, suspension or dismissal from the University should be imposed.
5. Each college/school must have procedures to be used by its committee to address appeals from actions taken as a result of an instructor’s determination that a student’s performance involved academic dishonesty.
    If, after appeal, it is determined that there is insufficient evidence of academic dishonesty, the instructor is bound by that finding and may only evaluate the assignment as to its content or other time-honored bases of academic evaluation.
6. The appeals procedure must include provisions that address the following:
    a. How the appeals process is initiated, and by whom;
    b. A timetable, including the date by which an appeal must be initiated;
    c. Steps to be taken in the appeals process;

d. The nature of the documentation of evidence required or permitted;

e. The rules applicable in hearings if a hearing is required.

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

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

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

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

- Copying from another student's paper, laboratory report or other report or computer files and listings;
- Using, during a test or laboratory experiment, material and/or devices not authorized by the person in charge of the test;
- Without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;
- Incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices); buying and submitting commercially prepared papers as one's own;
- Submission of multiple copies of the same or similar papers without prior approval of the several instructors involved;
- Claiming as one's own work that which was done by tutors or others with no mention of credit to or the assistance of those persons;
- Deliberately damaging or destroying another's laboratory experiments, computer work or studio work;

- Knowingly obtaining access to, using, buying, selling, stealing, transporting or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;
- Substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation;
- Intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
- Forgery, alterations or misuse of University documents;
- Falsifying information submitted or failure to reveal relevant information in any University application form or offering any false information in any University disciplinary proceeding.

Academic Probation and Suspension

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

1. maintain a level of grade performance that demonstrates that he/she can reasonably expect to attain the 2.00 cumulative GPA necessary for graduation;
2. progress at a rate that permits graduation within five years of full-time enrollment or within six years for pharmacy undergraduates.

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

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

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

Probation

1. A student shall be placed on University probation if, at the end of any fall or spring semester, he/she:
    a. has a cumulative GPA less than 2.00 after enrolling as a full-time student at the beginning of the semester; or
    b. in the first year of full-time enrollment fails to complete 20 credit hours of coursework, or in a subsequent year of full-time enrollment fails to complete 26 credit hours of coursework;
    c. has a cumulative GPA less than 2.00 after attempting a total of 10 hours or more as a part-time student. Individual colleges and schools of the University may establish additional requirements for maintaining "good standing." Such requirements, when they exist, are outlined in the relevant college/school sections of the catalog.
2. A full-time student shall be continued on probation for one additional semester if he/she:
    a. has a cumulative GPA less than 2.00 but at or above 1.50 after one semester on probation, and/or
    b. has failed to meet, but is making satisfactory progress toward, the credit hour requirements specified in Section 1b.
3. A student shall be removed from probation if he/she:
    a. has a cumulative GPA of 2.00, and
    b. is a full-time student and has met the credit hour progress requirement specified in Section 1b.

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

Suspension

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

Readmission

1. A student who has been suspended from the University may petition for readmission during the last regular semester of the specified term of suspension to the dean of his/her college or school. The student may not enroll at the University for at least one year from the time of initial suspension or until the term of suspension has expired.
2. A student readmitted after suspension remains on probation until he/she has met the requirements for removal from probation as specified in Section 3 of this policy statement. The student shall be suspended from the University again for at least one academic year if he/she has not met the requirements specified in Section 3 after one year of re-enrollment.

Appeals

1. A student may appeal the suspension decision to his/her associate/assistant dean; then to the dean of the appropriate college or school; and finally to the provost of the University. The appeal must be in writing with supporting documentation attached. A personal interview may be granted as well.
2. A student who successfully appeals may be granted the privilege of re-enrollment subject to terms and conditions specified and agreed upon by the student and associate/assistant dean.
3. These statements reflect the policy and practice in each of the undergraduate colleges and schools. A student who may be subject to probation or suspension should contact the appropriate associate/assistant dean for additional information.

Withholding Transcripts

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

Policy on Probation and Intercollegiate and Major Leadership Activities

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

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

Any student who is on probation or is having academic difficulties that might lead to probation is encouraged to contact the associate or assistant dean of his/her college and/or the Associate Provost for Academic Excellence and Student Success, who will assist the student in obtaining additional academic support services.

Curricula Modification

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

Credit is given only for courses in which the student has been regularly enrolled or for courses in which the student has scored satisfactorily on special examinations. A student who receives a satisfactory score on a special examination receives credit for the course but does not receive a letter grade.

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 Information 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 classes that meet on weekends, 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 Drake University Law School appears in the Law School *Student Handbook* at the Law School web site.

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. 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.

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".)

Students' 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:

1. Students may not see their parents' financial aid form or other financial records.
2. Where records involve two or more students, the student may view only that part of the record that pertains to him/her.
3. 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.
4. 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. 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, 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, the records can be disclosed without student notification.

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

1. 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;
2. 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;
3. 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;
4. Ex parte court orders under the United States of America Patriot Act, or other lawful subpoenas;
5. 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 record 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
4. 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. Â§ 152.)

The University's policy regarding disclosure of student information to parents is explained to parents and students at summer orientation. Students may authorize their parents' access to their record via the Student Services tab in blueView (the campus web portal).

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 Associate Provost for Academic Excellence and Student Success 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

Drake University Student Complaint and Appeal Resources and Procedures

The Informal Complaint Process

For the informal complaint process, please click here.

Officially Documented Complaints

For the officially documented complaint process, please click here.

AP, IB, CLEP Credit

AP, IB, CLEP Credit

For Students Entering Fall 2013

Download a PDF document of this page.

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

During orientation and registration, students are encouraged to register for classes according to the guidelines for advanced credit and the scores they expect to achieve. If actual scores are different from those anticipated, class schedules may be adjusted accordingly. Official transcripts must be provided to the University directly from the issuing organizations prior to the beginning of a student's first semester at Drake. The school code for Drake University designated by College Board, who administers the AP exams, is 6168.

Advanced Credit Limitations

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

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

Language Students: Although you may be awarded credit for foreign language, all students interested in pursuing language studies at Drake University should contact the World Languages and Cultures Program by calling 1-800-44-DRAKE (37253), x2511 to schedule a placement exam.

- Advanced Placement Program (AP)
- International Baccalaureate Program (IB)
- College-Level Education Program (CLEP)

Advanced Placement Program (AP)

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

AP EXAM	REQUIRED SCORE	HOURS EARNED	DRAKE EQUIVALENT
Art Drawing	4	3	ART Elective
Art General	4	3	ART Elective
Art History	4	3	ART 075
Biology	4	8	BIO 001, 001L, BIO Elective
Calculus AB*	4	4	MATH 050
Calculus AB subgrade	4	4	MATH 050
Calculus BC*	4	8	MATH 050, MATH 070
Chemistry	4	8	CHEM 006, CHEM 007, CHEM Elective
Chinese Lang & Culture	4	6	CHIN 001, CHIN 002

Comparative Government	4	3	POLS 065
Computer Science A	4	3	CS Elective
Computer Science AB	4	3	CS 065
Economics: Macro	4	3	ECON 001
Economics: Micro	4	3	ECON 002
English Language**	4	6	ENG 001, ENG Elective
English Literature**	4	6	ENG 001, ENG Elective
Environmental Science	4	3	ENSP 035
European History	4	6	HIST Elective
French Language	4	6	FREN 001, FREN 002
French Literature***	4	9	FREN 001, FREN 002, FREN 051
German Language	4	6	GERM 001, GERM 002
Human Geography	4	3	SCSG 002
Italian Language & Culture	4	6	General Elective
Japanese Language & Culture	4	6	JAPN 001, JAPN 002
Latin Literature	4	6	General Elective
Latin: Vergil	4	6	General Elective
Music Theory	4	4	Evaluated on an individual basis
Physics B	4	8	PHY 011, PHY 012
Physics C: Electricity & Magnetism	4	4	PHY 002
Physics C: Mechanics	4	4	PHY 001
Psychology	4	4	PSY 001
Spanish Language	4	6	SPAN 001, SPAN 002
Spanish Literature***	4	9	SPAN 001, SPAN 002, SPAN 051
Statistics	4	3	STAT 071
Studio Art	4	3	ART Elective
Studio Art: 2-D Design	4	3	ART 013
Studio Art: 3-D Design	4	3	ART 014
U.S. Government & Politics	4	3	POLS 001
U.S. History	4	6	HIST 075, HIST 076
World History	4	6	HIST 001, HIST 002

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

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

International Baccalaureate Program (IB)

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

IB COURSEWORK	REQUIRED SCORE	HOURS EARNED	DRAKE EQUIVALENT
Arabic Language (A1) *Higher Level*	5-7	9	ARAB 001, ARAB 002, ARAB 051

Arabic Language (A1) *Standard Level*	5-7	6	ARAB 001, ARAB 002
Arabic Language (B) *Higher Level*	5-7	12	ARAB 001, ARAB 002, ARAB 051, ARAB 052
Arabic Language (B) *Standard Level*	5-7	9	ARAB 001, ARAB 002, ARAB 051
Art *Higher Level*	5	3	ART Elective
Art *Standard Level*	5	3	ART Elective
Biology *Higher Level*	5	8	BIO 001, BIO 001L, BIO Elective
Biology *Standard Level*	5	4	BIO 001, BIO 001L
Business & Management *Higher Level*	4	6	BUS Elective
Business & Management *Standard Level*	4	3	BUS Elective
Cantonese Language (B) *Higher Level*	5-7	12	General Elective
Cantonese Language (B) *Standard Level*	5-7	9	General Elective
Chemistry *Higher Level*	4	8	CHEM 006, CHEM 007, CHEM Elective
Chemistry *Standard Level*	5	4	CHEM 006, CHEM 007
Chinese Language (A1) *Higher Level*	5-7	9	CHIN 001, CHIN 002, CHIN 051
Chinese Language (A1) *Standard Level*	5-7	6	CHIN 001, CHIN 002
Computer Science *Higher Level*	4	6	CS 065, CS Elective
Computer Science *Standard Level*	5	3	CS 065
Design Technology *Higher Level*	4	7	PHSC 001, PHSC Lab, PHSC Elective
Design Technology *Standard Level*	4	3	PHSC 001, PHSC Lab
Economics *Higher Level*	5	6	ECON 001, ECON 002
Economics *Standard Level*	5	3	ECON 001
English Language (A1 & A2) *Higher Level*	5	6	ENG Elective
English Language (A1 & A2) *Standard Level*	5	3	ENG Elective
English Language (B) *Higher Level*	5	6	ENG Elective
English Language B *Standard Level*	5	3	ENG Elective
French Language (A1) *Higher Level*	5-7	9	FREN 001, FREN 002, FREN 051
French Language (A1) *Standard Level*	5-7	6	FREN 001, FREN 002
French Language (B) *Higher Level*	5-7	12	FREN 001, FREN 002, FREN 051, FREN 052
French Language (B) *Standard Level*	5-7	9	FREN 001. FREN 002, FREN 051
Geography *Higher Level*	4	8	SCSG 002, SCSG Elective
Geography *Standard Level*	5	3	SCSG 003
German Language (A1) *Higher Level*	5-7	9	GERM 001, GERM 002, GERM 051

German Language (A1) *Standard Level*	5-7	6	GERM 001, GERM 002
German Language (B) *Higher Level*	5-7	12	GERM 001, GERM 002, GERM 051, GERM 052
German Language (B) *Standard Level*	5-7	9	GERM 001, GERM 002, GERM 051
History *Higher Level* (including subcategories)	5	3	HIST Elective
History *Standard Level*	5	3	HIST Elective
Information Technology *Higher Level*	4	3	IS Elective
Information Technology *Standard Level*			NO CREDIT
Islamic History *Higher Level*	4	3	HIST Elective
Islamic History *Standard Level*	4	3	HIST Elective
Japanese Language (AB) *Higher Level*	5-7	9	JAPN 001, JAPN 002, JAPN 051
Japanese Language (AB) *Standard Level*	5-7	6	JAPN 001, JAPN 002
Latin Language *Higher Level*	4	6	General Elective
Latin Language *Standard Level*	5	3	General Elective
Mandarin Language (B) *Higher Level*	5-7	12	General Elective
Mandarin Language (B) *Standard Level*	5-7	9	General Elective
Advanced Math *Standard Level*	5	4	MATH 054
Mathematics *Higher Level*	4	8	MATH 050, MATH Elective
Mathematics *Standard Level*	5	8	MATH 050, MATH Elective
Math Methods *Standard Level*	5	4	MATH 020
Math Studies *Standard Level*	5	4	MATH 020
Music *Higher Level*	4	3	MUS 080
Music *Standard Level* (including subcategories)	4	3	MUS 080
Philosophy *Higher Level*	4	3	PHIL Elective
Philosophy *Standard Level*	4	3	PHIL Elective
Physics *Higher Level*	4	8	PHY 011, PHY Elective
Physics *Standard Level*	4	4	PHY 011
Psychology *Higher Level*	4	4	PSY 001
Psychology *Standard Level*	4	3	PSY 001
Social Anthropology *Higher Level*	4	6	SCSA 002, SCSA Elective
Social Anthropology *Standard Level*	5	3	SCSA 002
Spanish Language (A1) *Higher Level*	5-7	9	SPAN 001, SPAN 002, SPAN 051
Spanish Language (A1) *Standard Level*	5-7	6	SPAN 001, SPAN 002

Spanish Language (B) *Higher Level*	5-7	12	SPAN 001, SPAN 002, SPAN 051, SPAN 052
Spanish Language (B) *Standard Level*	5-7	9	SPAN 001, SPAN 002, SPAN 051
Swahili (A) *Higher Level*	5-7	9	General Elective
Swahili (A) *Standard Level*	5-7	6	General Elective
Theatre *Higher Level*	4	4	THEA Elective
Theatre *Standard Level*	4	3	THEA Elective
Visual Arts *Higher Level*	5	3	ART Elective
Visual Arts *Standard Level*	5	3	ART Elective

College-Level Education Program (CLEP)

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

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

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

CLEP EXAM	REQUIRED SCORE	ACE STANDARD	HOURS EARNED	DRAKE EQUIVALENT
American Government	65	50	3	POLS 001
Biology*	50	50	4	BIO 001, BIO 001L
Business Law	50	50	3	BLAW 060
Calculus with Elementary Functions	61	50	4	MATH 050
College Mathematics	61	50	3	MATH 017
Financial Accounting	50	50	3	ACCT 040
Human Growth & Development	50	50	3	EDUC 105 or EDUC 106
Macroeconomics, Principles	50	50	3	ECON 001
Microeconomics, Principles	50	50	3	ECON 002
Precalculus	61	50	4	MATH 020
Psychology, Intro	59	50	3	PSY 001
Sociology, Intro	56	50	3	SCSS 001

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

*None of these apply to the 32 BIO credits and six BIO lab courses required for the biology major. For biology majors, CLEP can count towards the 124 credits required for graduation. BIO 001 and 001L fulfills the life science AOI, with lab.

The Drake Curriculum

The Drake Curriculum

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

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

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

- Written Communication
- Information Literacy
- Critical Thinking
- Global and Cultural Understanding
- Historical Foundations
- Artistic Experience
- Scientific Literacy
- Quantitative Literacy
- Values and Ethics
- The Engaged Citizen

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

Honors Program Track: As an alternative to the Areas of Inquiry requirements, students may fulfill the Drake Curriculum by completing the requirements of the Honors Program Track. Students pursuing the Honors Program Track must still take a First Year Seminar and a Senior Capstone. Students who later decide to drop the Honors Program Track must complete the Areas of Inquiry requirements. (Honors courses already taken may be counted toward appropriate Areas of Inquiry with adviser approval.) Students should consult with their academic adviser before switching to the Honors Program Track.

The Honors Program Track requirements include:

- One laboratory science course from AOI lists for Scientific Literacy, either physical or life sciences.
- One course from AOI list for Quantitative Literacy Area.
- One course from AOI list for Artistic Experience Area.
- HONR100: Paths to Knowledge (4-credit course).
- 15 additional credits in the Honors Program.

Completion of the Honors Program Track in the Drake Curriculum is not sufficient to fulfill the requirements of the Honors Program for the designation of "University Honors" on a student's official transcript. To complete the Honors Program, students must complete the Honors Program Track plus the following: successfully complete an Honors Program Senior Thesis/Project and maintain an overall cumulative 3.5 GPA. More information about the Honors Program can be found on the Honors Program web site.

Experiential Learning Requirement: All Drake students will participate in a significant experiential learning experience. Individual colleges/schools (or divisions/units within colleges, should a college determine that is more appropriate, or other units in the University) with approval from the University Curriculum Committee, will determine what kind of experiential requirement is appropriate for their students and how many credit hours that experience should involve, consistent with meeting three learning outcomes:

- An ability to reflect on the impact that engagement outside the classroom has on their understanding of liberal education, or on an academic discipline, or on important societal or personal values.
- An ability to integrate academic knowledge with their experiential learning.
- Can demonstrate an ability to apply knowledge to new situations.

This requirement will take effect for the entering class of 2014-15, and the list of approved experiences will appear on the Drake Curriculum Web site.

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

Graduation Requirements

Graduation Requirements

Candidates qualifying for an undergraduate degree must successfully complete a minimum of 124 credit hours of coursework. The six-year Doctor of Pharmacy Program (Pharm.D.) of the College of Pharmacy and Health Sciences requires 209 credit hours.

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

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

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

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

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

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

Seniors Taking Graduate Work

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

Second Undergraduate Degree

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

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

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

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 the Office of Student Records and Academic Information web site. The form is used by college or school personnel for degree clearance and preparation of the annual Commencement programs and diploma presentation. 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 established graduation date in the following 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 may 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: cumulative GPA 3.50-3.69
- Magna Cum Laude: cumulative GPA 3.70-3.89
- Summa Cum Laude: cumulative 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.

Since December 2011, Drake University has held 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 chose 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 the commencement web site.

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 the commencement web site.

Appeal

If a student desires to participate in a ceremony for which he or she does 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:

1. The student has only the student teaching requirement remaining to be completed during the upcoming semester, OR

2. 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 the commencement web site.

Student Life

Student Life

Residence

Drake University believes that the experience students receive from the residence hall program benefits their academic, social, intellectual and personal growth. The philosophy of Drake University is that student life in the residence halls is not separate from the academic mission of the University, but rather it is supportive of the students' total development. The overriding goal of the Office of Residence Life (ORL) is to align the residence education structure with that of the overall University to provide an intentional, progressive and dynamic student experience.

Therefore, all full-time students must live in the Drake University residence halls during any period of university enrollment occurring within two years following their high school graduation. Students meeting this requirement during the contract year are expected to fulfill the terms of the contract. Exceptions include individuals who are married or live within a 45-mile radius of Drake University and have requested and received written approval from the Office of Residence Life to live off campus with a parent/legal guardian. Any student who is beyond two years of high school graduation is not required to live in a residence hall but may elect to do so if space is available.

A written request for an exception to this policy must be filed with the Office of Residence Life prior to the semester for which the request is made. Students may also pursue medical exemptions from the residence rule by contacting the Office of Disability Students Services.

The University maintains eight coeducational residence halls for undergraduates. The residence halls have 24-hour desk services, laundry facilities and mail service. The size of the rooms varies, but each residence hall room has a twin bed, desk and chair (type of furniture will vary per hall). All rooms have windows and a telephone jack with phone mail. All residence hall rooms are wired for cable TV, as well as Ethernet, which provides Internet access. All residence halls also offer wireless internet connection.

Drake Dining Services offers meal plans that enable students to enjoy meals and snacks seven days a week at several locations on campus. Options are designed to meet a wide variety of dietary needs, preferences and lifestyles, from vegetarian, pizza, pasta and all you can eat to late-night and carryout choices. Dining services staff assists students to meet their individual dietary needs. All students living in the residence halls are required to have a meal plan.

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

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

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

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

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

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

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

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

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

Hubbell Dining Hall is named for Grover C. Hubbell, a member of an Iowa pioneer family and member of Drake's Board of Trustees from 1929 to 1956. Hubbell also served as chair of the board from 1931 to 1948. Hubbell North, the all-you-care-to-eat buffet option, Quad Creek Café with pizza, sandwiches Mexican, and classic grill items, and Spike's Spot, the convenience store.

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

Resources for Study

Resources for Study

Libraries

Cowles Library (http://library.drake.edu/) is the main library for the University and a vital part of the Drake learning experience. The Library provides extensive print and electronic resources used in class assignments and research; faculty librarians and library staff work with researchers and students; instruction in cutting-edge research methods; and, a variety of quality study environments and cultural opportunities. Librarians teach several First Year Experience and J-Term classes and offer a specialized course (LIBR 046) which focuses on effective research, information literacy and critical thinking skills.

Cowles Library is the largest private college academic Library in Iowa. Print resources include over half a million books, government documents and scholarly journals. A rapidly growing e-book collection of more than 100,000 volumes is available. For online research, Drake students and faculty have immediate access to nearly 200 electronic databases, covering a wide range of subjects and academic disciplines. The high quality and broad scope of the Library's electronic resources is a distinguishing feature of the Drake experience. Cowles was the first library in Iowa to offer a "discovery service," called SuperSearch that accesses multiple databases in a single search. Cowles Library is a member of the resource sharing Central Iowa Academic Library Cooperative, and also provides interlibrary loan services that link Drake to a global network of libraries. This allows students to obtain any resources they need not found in the library collection.

Students can obtain assistance in person, online or even by text message through our popular Ask a Librarian service at http://libraryhelp.drake.edu. The library supports mobile device access and off campus access for all our electronic databases and e-books. Subject and class-specific research guides, compiled by librarians and Drake faculty, are found at http://researchguides.drake.edu.

The Library provides high-quality study spaces that include quiet study areas, study rooms, group study space, computer collaboration equipment, whiteboards and a popular campus cafe. An "After-Hours" portion of the Library is open for study when the Library itself is closed. The Library has the largest general-purpose computer lab on campus, with 55 Mac and Windows computers. Many campus groups and organizations meet in the Library (including the Student Senate) and a wide variety of cultural events and speakers are supported throughout the academic year.

Cowles Library is being extensively renovated in a multi-year project that began in 2012 and is expected to run until 2016. In 2012, the After-Hours space, the Lower Commons group study area and the Cowles Cafe were finished. In 2013, the Cowles Library University Archives and Special Collections project will add an exciting new programming to the Library, providing the opportunity for students to engage in primary research in government, politics, law and society. In subsequent phases, renovations are expected to include a new computing facility, renovations throughout the quiet study areas and a variety of new group and individual study rooms.

Office of Information Technology (OIT)

The Office of Information Technology provides a range of services to support teaching and learning. Our services include:

- OIT Service Catalog
- OIT How-To Knowledge Base
- OIT Support Center

Services for Students with Disabilities

Services for Students with Disabilities

Student Disability Services, located in Old Main 107, assists students with disabilities in identifying and requesting necessary accommodations.

Staff members work with students with all types of disabilities, including but not limited to learning disabilities; attention deficit disorder; mobility restrictions; mental health; 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 515-271-1835. For more information, visit the Student Disability Services Web site at www.drake.edu/acadassist/disabilityservices/.

Academic Assistance and Student Services

Academic Achievement and Student Services

Students looking for ways to enhance their academic success (improving reading comprehension, studying efficiently and time management) are encouraged to contact the Academic Achievement Coordinator at 515-271-3752. One-on-one consultations are available by appointment only. Students are encouraged to utilize the various resources (tutoring labs, supplemental instruction, writing workshop) offered. Whether full- or part-time, undergraduate or graduate student, you can experience academic success if you: (1) go to every class (2) go to every class prepared (3) initiate and maintain contact with faculty and (4) take advantage of the academic resources offered by the academic departments.

In addition, the Office of the Provost at Drake University sponsors the Peer Mentor/Academic Consultant (PMAC) program (including Welcome Weekend) under the direction and supervision of the Associate Provost for Academic Excellence and Student Success. PMACs are not course-specific tutors; they are generalists who focus on issues that are applicable to student success regardless of a students' college, school or major.

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

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

Transfer students require less one-on-one and ongoing attention than direct-from-high-school students; however, in addition to orientation in the fall and spring semesters, PMACs are available to work with transfer and nontraditional students. Contact the Office of the Provost at 515-271-3751 to be paired with a PMAC.

More information is available at: www.drake.edu/acadassist

Professional and Career Development Services

Drake's Professional and Career Development Services (PCDS) focuses on professional career development rather than job placement. This focus is a perfect fit for higher education due to its emphasis on learning a process. Career development, at its best, begins your first year and builds with each internship, research study, service project or part-time job. Ultimately, this process culminates in you seeking out and landing a job. Professional and Career Development Services offers comprehensive services for students both in and outside the classroom.

Career Exploration

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

Internship and Career Fair

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

Job Search Strategies

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

Networking
Career bluePrint (Drake's online job posting board)
Internship and service learning experience
Resume/Cover Letter Development
Mock Interviews
Portfolio Development

Graduate/Professional School

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

More information is available at www.drake.edu/career

Drake International

Drake International helps provide an exceptional learning environment and prepares students for responsible global citizenship by:

- Coordinating study-abroad opportunities for students seeking Drake degrees,
- Facilitating the success and involvement of international students on campus and in the community
- Developing familiarity with U.S. culture and English language proficiency for nonnative speakers.

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

Drake International
1331 27th St
Des Moines, IA 50311-4505 USA
Toll-free: 1-800-44-DRAKE, extension 2084
Local/outside the United States: 515-271-2084
Fax: 515-271-4588
www.drake.edu/internationalcenter

Education-Abroad

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

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

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

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

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

For information about education-abroad, contact Drake International or visit www.drake.edu/internationalcenter.

International Student Services

Drake hosts approximately 300 international students and scholars from more than 50 countries. To facilitate their success, the Center for International Programs and Services provides:

- pre-arrival information.
- volunteers to greet new students at the airport.
- orientation tailored to the needs of international students.
- advising and workshops regarding immigration regulations and employment issues.
- programs to promote adjustment to life in the United States, Des Moines and at Drake.
- activities of the International Students Association.
- monthly electronic newsletters to students.
- economical, mandatory group health insurance.
- a host family program (not live-in) coordinated by community volunteers.
- opportunities for international students to share their cultures with local schools and community groups.

For information about admission to a degree program, contact the

Office of Admission
Drake University
Des Moines, IA 50311-4505
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
World Wide Web: http://www.choose.drake.edu
For more information for international students, contact Drake International or visit www.drake.edu/internationalcenter.

Intensive English Program (English as a Second Language)

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

Drake's IEP prides itself on flexibility, high quality and personalized attention to students' needs. Small classes of up to 15 students are taught by faculty members dedicated to the student's total experience in the United States. Full-time students spend approximately 18 hours per week in classroom study that involves reading, writing, speaking, listening, pronunciation, grammar and vocabulary.

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

For information about the Intensive English Program, contact Drake International or visit www.drake.edu/internationalcenter.

Evening and Weekend Classes

Evening and Weekend Classes

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

Evening and weekend graduate students may complete these programs:

- Master of Accounting
- Master of Business Administration
- Master of Communication Leadership
- Master of Financial Management
- Master of Public Administration
- Master of Science (School of Education)
  - Rehabilitation Administration
  - Rehabilitation Counseling
  - Rehabilitation Placement
  - Mental Health Counseling
  - Elementary School Counseling
  - Secondary School Counseling
- Master of Science in Leadership Development
- Master of Science in Education (including summer classes)
  - Teaching Effectiveness and Professional Development with emphases in the following strands: Curriculum Leadership, Education Endorsements, Urban Education, Advanced Studies in Elementary Education
  - Education Leadership (Principal licensure for PK–12)
  - Special Education
- Specialist in Education
  - Education Leadership with Superintendent Licensure
- Doctor of Education
  - Education Leadership

Undergraduate degrees are attainable by combining day and evening classes.

Extension Classes

Extension Classes

Extension Education, located in the School of Education, offers K-12 educators in Iowa and around the world the opportunity to earn Drake University graduate credit through online, video correspondence, and face-to-face courses. Students may use these courses to renew teaching certificates, advance on local salary schedules or as electives in graduate degree programs. For information about Extension Education, call 515-271-2184, or visit /edex

Summer Session

Summer Session

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

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

Admission Information

Drake University has a policy of open admission to the Summer Session for those students not enrolled in a Drake University degree program provided course enrollment does not exceed a total of 12 credit hours as a non-degree-seeking student.

New high school graduates, currently enrolled high school students, undergraduates enrolled at other institutions, students holding bachelor's degrees interested in taking courses but not seeking a graduate degree from Drake University, or individuals seeking courses for personal interest or professional advancement may request registration by contacting the Office of Student Records and Academic Information at 515-271-2025.

Non-degree or visiting students must meet all prerequisite courses before beginning classes at Drake. New students seeking admission to undergraduate degree programs should complete the Application for Admission form available from the Office of Admission.

New students seeking admission to graduate degree programs must file an Application for Admission to Graduate Degree Programs.

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

Instruction during the Summer Session is offered primarily by the regular full-time faculty of Drake University and supplemented with qualified lecturers and professors.

Special Programs

Special Programs

The Honors Program

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

- cultivate individual achievement and creativity by providing students with a venue to pursue projects at higher levels of expectation or those that do not neatly fit within prescribed disciplines.
- provide a rigorous interdisciplinary perspective, breaking students out of their channeled interests and instilling an appreciation of the intellectual achievements of all aspects of Drake.
- build a strong community of individuals committed to rigorous intellectual and creative thought, as well as an active social community that organizes a wide array of activities for fellow students such as cause-based fundraisers, dinners with select faculty and weekend retreats.

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

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

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

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

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

It is recommended that first-year students considering the Honors Program enroll in Honors 1, Honors Practicum, a one-credit class during the fall semester. This course introduces the Honors Program, its community and its structure, and gives first-year students initial experience with some of the learning practices often experienced in Honors courses. In addition, the program sometimes organizes first-year learning community experiences in coordination with the First-Year Seminar (FYS) program, such as an intensive two-course study on American Democracy. Though suggested for interested students, Honors 001 is not required for participation in the Honors Program.

Students in the Honors Program can earn University Honors by completing both the Honors Program Track of the Drake Curriculum and a three-credit Honors Senior Thesis project, while maintaining a 3.5 cumulative GPA upon graduation.

Advising is typically done with the students' designated first-year and academic advisers, but Honors students are encouraged to also consult with the Honors Director or Assistant Director regarding their course selection, learning initiatives, and future goals.

Global Ambassador Certificate Program

Program Overview

Offered through the Drake University Center for Global Citizenship (CGC), the Global Ambassador Program is a certificate program designed to complement a student's central program of academic study. Students who complete the program will receive a certificate and a notation on their university transcript. Undergraduate students from any school or college are eligible to apply. The purposes of the Global Ambassador Program are to:

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

Requirements:

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

- **Take WLC 148 Intercultural Communication**. An equivalent course from study abroad may be substituted.
- **Complete two semesters of language study** through World Languages and Cultures or an equivalent amount of training through study abroad or college transfer credits. Pre-college training (e.g. high school) in a second language other than English may not be substituted for this requirement.
- **Complete any credit-bearing study abroad experience**. This may include semester- or year-long programs, summer international study seminars or an internship experience abroad that has been accepted for Drake credit.
- **A minimum of 50 work hours (not credit hours) of service learning**. This requirement will most often be met by volunteering for a local community group or organization that has an international focus. The center director will make available a pre-approved list of such organizations. Students may also propose their own volunteer or internship experience. These may include experiences in other cities or countries (internship or volunteer experiences connected to study abroad may also count).
- **Regular attendance** at CGC-sponsored events, other internationally oriented events on campus or in the community and regular participation in the activities of the Global Ambassador Program. Students must attend at least four events each semester that they are enrolled as a Global Ambassador.
- **Global Ambassador Capstone Experience (2 credits)** As a culmination of the Global Ambassador Program, students will participate in a group learning experience that is designed to put the concept of global citizenship into practice by educating the campus and/or community about a global issue or a cultural perspective. The capstone should be completed in a student's senior year. Students will register for the capstone as independent study credit (2 credits). As an alternative to the group project, students may fulfill the senior capstone requirement by taking (when available) one of the following courses: SCSS 173 Global Citizenship; POLS 123 Grassroots Globalism.

Application Process

Students must apply for the Global Ambassadors Program. Applicants must have a minimum GPA of 3.0. The number of students accepted will vary depending on availability of staff and instructional resources. Applications may be downloaded from the Center for Global Citizenship website. Completed application forms should be submitted to the CGC director.

The Washington Semester

12-15 credits

An intensive semester-long experience in Washington, D.C. with American University's Washington Semester Program (www.american.edu/washingtonsemester/). All students participate in one of 12 unique topical seminars, complete a part-time internship, and engage in an academic experience (either a course at American University or an independent research paper). Some seminars include travel abroad for 2-3 weeks. To attend the Washington Semester, students must consult with Drake's Faculty Representative, Rachel Paine Caufield, and must gain admittance to the program. Instructor permission required.

The Washington Center

12 credits

An intensive semester-long experience in Washington, D.C. with the Washington Center (www.twc.edu). All students complete an internship (30-35 hours/week), take one chosen academic course (one night/week), and complete the program's Leadership Seminar (4-5 hours/week). To attend the Washington Center, students must consult with Drake's Faculty Representative, Rachel Paine Caufield, and must gain admittance to the program. Students may also contact Chrystal Stanley, co-liaison for the Washington Center. Instructor permission required.

Air Force Aerospace Studies

Air Force Reserve Officer's Training Corps

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

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

Prior to entry into the POC, all students must complete field training at an Air Force base. Students who have completed the GMC phase participate in a four-week program that provides a concentrated experience in the Air Force environment. The training program includes junior officer training, aircraft and aircrew orientation, survival training, base functions and physical training.

Selection for the professional officer course is on a competitive basis, and cadets enrolling in this course must meet certain academic, mental, physical and moral standards. Qualified cadets may compete for classification as flight candidates and receive flight instruction during their final years in the POC phase. Upon enrollment in the POC, all cadets are required to complete a contractual agreement with the Air Force, which obligates them to four years of active duty in the United States Air Force if in a nonflying category; 10 years of active duty in the United States Air Force if a pilot; or 6 years as a navigator. Uniforms and texts are supplied to the cadets, and those in the POC receive a subsistence allowance from $450 to $500 per month. Entry into the program is not dependent on departmental major or year in Drake University.

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

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

Activities and Organizations

Activities and Organizations

Cocurricular Activities

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

Fraternities and Sororities

The Office of Fraternity and Sorority Life works with the Interfraternity Council (IFC) and the Panhellenic Council to provide students with opportunities for self-development in value-based leadership organizations. The fraternity and sorority community prides itself on academic excellence, leadership development, personal growth, service to the community, and social advancement.

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

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

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

Honor Societies

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

Multicultural Student Organizations

Drake University recognizes the African Students Association (ASA), Coalition of Black Students (CBS), Chinese Students Association, (CSA) Black American Law Students Association (BALSA), El Ritmo Latino, the South Asian Student Association (SASA), the Vietnamese American Student Association (VASA), the Malaysian Student Association (MASA), Rainbow Union, (LGBT and Ally group) and the International Student Association (ISA). These organizations sponsor a variety of programs, including Black History and Hispanic Heritage months. The Black Cultural Center, CAYA (Come As You Are) and La Casa Cultural provide opportunities for all students to meet informally for programs and activities.

Religious Life

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

Recreational Services

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

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

Club sports are available for individuals who wish to compete against other universities. Current clubs include volleyball, tennis, soccer, triathlon, ultimate frisbee, floor hockey and lacrosse.

Student Government

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

Student Conduct

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

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

Board of Trustees

Board of Trustees

The Board of Trustees, the governing body for Drake University, is composed of thirty-eight members who are elected by majority vote of the Board. Terms for Trustees are scheduled for three years each and staggered with no term limits. In addition, the Student Body President and Faculty Senate President serve a one-year term. The Drake Alumni Association Chair serves as an ex-officio member.

Throughout the more than 125-year history, the Board has been composed of dedicated and distinguished Trustees who have been strong advocates of excellence in academic programs, faculty roles, and public service.

University Governance

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

Student Senate

The Drake University Student Senate is elected by the members of the student body, which has 25 voting members: 3 executive officers, elected at large: the Student Body President, who serves as chair; the Vice President of Student Life; and the Vice President of Student Activities; 6 Academic Senators elected by each college, except for the College of Arts and Sciences, which has a Fine Arts Senator and a Liberal Arts Senator elected by their respective constituencies, and the Law School, which has a nonvoting representative serving as a diplomat; 3 organizational Senators elected from and by the Organizational Council, 3 Diversity Interest Senators elected from and by the Diversity Interest Convention, 9 Senators-at-Large, elected at large, and 1 First-Year, elected by First-Years.

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

College of Arts & Sciences

College of Arts and Sciences

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

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

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

- Areas of Study
- Graduation Requirements
- Academic Regulations
- Faculty

Areas of Study

Areas of Study

College of Arts and Sciences

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

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

School of Fine Arts

- Art History
- Graphic Design
- Studio Art
  - Drawing Emphasis
  - Painting Emphasis
  - Printmaking Emphasis
  - Sculpture Emphasis
- Music
- Music Business
- Music Education
- Applied Music (Piano)
- Applied Music (Instrumental)
- Applied Music (Vocal)
- Applied Music (Strings)
- Musical Theatre
- Theatre
- Theatre Acting
- Theatre Design
- Theatre Directing

Fine Arts Concentrations

- Jazz Studies

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/areasofstudy/

Minors only

- Geography
- Military Studies
- Piano Pedagogy

Concentrations

- Behavior Analysis of Developmental Disabilities
- Comparative and Global Public Health
- Latin American Studies
- Leadership
- Primate Studies
- Women's Studies

Certificates

- Certificate of Competence in Language and Culture (World Languages and Cultures)
- Global Ambassador

Anthropology and Sociology

Anthropology and Sociology

Degree Option

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

Description of Program

The major in anthropology and sociology offers multiple perspectives to understand the individual, social interaction, culture, and society. While having different historical origins, anthropology and sociology (our major's "two fields") share inquiry about how societies define and create reality, how social relations are influenced by culture, and how individuals are shaped by culture. These disciplines critically examine how human societies construct meaning, power relations, and social difference. Learning about variations across cultural context and how to do cultural analysis are central to the major. Drawing together biography, history and cultural narratives, the major encourages students to critically reflect on the cultural and social diversity of human experience and to seriously engage social problems.

The combined anthropology and sociology major (ANSO) includes courses in anthropology and sociology. Students who choose the ANSO major benefit from the related yet distinct foci of the disciplines so as to better understand and participate in a world that is internationally and multiculturally linked.

Students who major in ANSO find great opportunities to use the major. This often begins while still at Drake, with a wide range of for-credit internships and study abroad opportunities. The habits of the mind created through the ANSO major – critical analysis, understanding of cultural difference, a commitment to social justice issues, research methods (including fieldwork, interview, documentary film, and archival research), outstanding writing and research skills-equip students well for the future. ANSO graduates have gone on to pursue careers through graduate study in anthropology, sociology, criminology, social work, education and legal studies. They also find that ANSO gives them the capacity, alone or with a double major, to excel in the fields of advocacy, the arts, business, law, and elsewhere.

Requirements for Major

A minimum of 37 credit hours of anthropology and sociology courses that include the following:

1. Two entry-level courses: Introduction to Cultural Anthropology (SCSA 002) and one entry-level sociology course: choose from SCSS 1–25.
2. Two theory-intensive courses (one sociology, one anthropology)*. Choose from: SCSA 101 and SCSS 70, SCSS080, SCSS 133, SCSS 135, SCSS 151, SCSS 170, SCSS 173, SCSS 174, SCSS 175, SCSS 176.
3. Two methods-intensive courses (one sociology, one anthropology)*. Choose from STAT 50, SCSA 156, SCSS 77, SCSS 156, SCSS 158, SCSS 159.
4. Senior Capstone Experience (4 credits)*. Choose SCSS 199 and Senior Experience Course.
5. All ANSO majors should complete an additional 15 hours in anthropology and sociology. At least 15 of the 37 hours must be drawn from each disciplinary area.

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/anthropologyandsociology/

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

Minor in Anthropology

Description of Program

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

Requirements for Minor

The requirements for the anthropology minor are completion of a minimum of 18 hours of coursework in anthropology to include one entry-level course and an additional 15 hours of coursework. Up to 6 of the 18 hours of coursework may be from related disciplines or concentrations. Students who wish to take courses from related areas must petition and have the substitution approved by the anthropology adviser.

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

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

Astronomy

Astronomy

Degree Option

Bachelor of Science with a major in astronomy.

Description of Program

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

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

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

Requirements for Major

The Bachelor of Science degree requires a minimum of 49 credit hours in astronomy and physics courses in a program to be developed by the student and the adviser and approved by the department. The upper division program concentrates on astrophysics with courses in such areas as mechanics, electromagnetic theory, space and astrophysics.

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

First and sophomore years

- Astronomy 1 & 1L (Descriptive Astronomy and Lab)
- Physics 5 (Topics in Physics)
- Physics 1 (Introductory Physics I)
- Astronomy 41 (General Astronomy)
- Physics 2 (Introductory Physics II)
- Physics 50 (Modern Physics)
- Physics 59 (Advanced Laboratory I)
- Physics 61 (Error Theory)
- Physics 191 (Physics Seminar)

Minimum degree requirements also include:

- Astronomy 185 (Introduction to Astrophysics I — Stars)
- Astronomy 195 (Introduction to Astrophysics II — Galaxies and Cosmology)
- Physics 121 (Theoretical Mechanics)

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/astronomy/

- Physics 122 (Introduction to Electromagnetic Theory)
- Physics 182 (Thermodynamics and Statistical Physics)
- Physics 192, 193 (Physics Seminar II, III)

Select one course from the following:

- Physics 149 (Advanced (Laboratory II)
- Physics 159 (Advanced Laboratory III)

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

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

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

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

Biochemistry, Cell and Molecular Biology

Biochemistry, Cell and Molecular Biology

Degree Options

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

Description of Program

The biochemistry, cell and molecular biology (BCMB) major prepares students for careers in one of the most exciting areas of science: the interface between biology, chemistry and physics. The development of techniques, like genetic engineering and microscale analysis, have brought an increasingly molecular focus to the traditional scientific disciplines of chemistry, biology and the health sciences. Biochemistry, cell and molecular biology are at this interdisciplinary crossroads. The BCMB program introduces students to the chemistry of living organisms and the experimental techniques that are used to probe the structures and functions of biologically important molecules.

The Bachelor of Science major is intended to meet the needs of students seeking careers in molecular life science industries (biotechnology, drug, food, agriculture and clinical industries), students preparing for health professional schools (medical, veterinary, dental and optometry), and students interested in graduate programs in molecular life sciences (biochemistry, cell and molecular biology, genetic engineering and medicinal chemistry). The major meets the guidelines of the American Society for Biochemistry and Molecular Biology.

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

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

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

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

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

Requirements for Major

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/biochemistrycellandmolecularbiology/

Course-Based Content
Bachelor of Arts Degree:

- Biology 1, 12, 13, 18 or 19 and laboratories (Biological Sciences) 8 credits
- Biology 105 (Genetics) 3 credits
- Biology 165 (Cell Biology) 4 credits
- Chemistry 1/3, 2/4 (General Chemistry) 8 credits
- Chemistry 97/98, 108/110 (Organic Chemistry) 8 credits
- Chemistry 130/131 (Biochemistry) 4 credits
- Chemistry 132/133 (Advanced Biochemistry) 4 credits
- Biology 186 (Molecular Biology) 3 credits
- Biology 187L (Molecular Biology Laboratory) 2 credits
- BCMB 137 (Advanced Molecular Life Sciences Laboratory)
  OR BCMB 199 (Research)
  OR BCMB 198 (Internship 3-12 credits
- BCMB 195 (Senior Seminar) 1 credits
- Statistics or Calculus 3-4 credits
- *Career Focus Area 15 credits
- Two advanced electives from a selection of the following:
- Biology 116 (Bioinformatics) 3 credits
- Biology 126/126L (Developmental Biology and laboratory) 4 credits
- Biology 182 (Immunology) 3 credits
- Biology 188/188L (Structural Biology) 5 credits
- Biology 189 (Regulatory Biology) 2 credits
- BCMB 161 (Biophysical Chemistry and Laboratory) 4 credits
- Biology 104 (Virology)
- Biology 176 (Neurophysiology)

Bachelor of Science Degree

- Biology 1, 12, 13, 18 or 19 and laboratories (Biological Sciences) 8 credits
- Biology 105 (Genetics) 3 credits
- Biology 165 (Cell Biology) 4 credits
- Chemistry 1/3, 2/4 (General Chemistry) 8 credits
- Chemistry 81 (Quantitative Chemistry)
- Chemistry 97/98, 108/110 (Organic Chemistry) 8 credits
- Chemistry 130/131 (Biochemistry) 4 credits
- Chemistry 132/133 (Advanced Biochemistry) 4 credits
- BCMB 161 (Biophysical Chemistry)
  OR Chemistry 165 (Physical Chemistry)
  OR Chemistry 182 (Advanced Analytical) 3-4 credits

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/biochemistrycellandmolecularbiology/

- Biology 186 (Molecular Biology) 3 credits
- Biology 187L (Molecular Biology Laboratory) 2 credits
- BCMB 137 (Advanced Molecular Life Sciences Laboratory) 3 credits
  OR BCMB 199 (Research) 1-3 credits
  OR BCMB 198 (Internship) 3-12 credits
- BCMB 195 (Senior Seminar) 1 credit
- Physics 11, 12 8 credits
- Mathematics 50 (Calculus) 4 credits

Biology

Biology

Degree Options

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

Description of Program

Biology is the study of life and all its remarkable forms and processes. Drake University's biology program uses an inquiry-based and integrated approach throughout the curriculum. This modern approach engages students in scientific methods and research from the first year of study, giving students a jump-start on developing skills in research, critical thinking, scientific communication, and data analysis.

Coursework toward a Bachelor of Arts or Bachelor of Science in Biology exposes students to microscopic cells, complex ecosystems, and everything in between (and beyond). Drake's biology curriculum is designed to provide students with a strong foundation of biological understanding in a variety of areas. Students can also delve more deeply into disciplines of their choosing in preparation for graduate and professional programs, careers in the health sciences, or careers industry or other areas in the biological sciences.

Drake's affiliations with Iowa Lakeside Laboratory and the Gulf Coast Research Laboratory in Mississippi provides opportunities for Drake students to earn credit towards a Biology degree while taking specialized courses such as soil genesis, watershed hydrology, prairie ecology, marine biology and ecology, marine mammals and ichthyology, coastal herpetology and oceanography.

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

Requirements for Major

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

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

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

- Molecular and Cellular Processes
  - BIO 105 (Introduction to Genetics)
  - BIO 165 (Cell Biology)
  - BIO 186 (Molecular Biology)

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- Biological Diversity
  - .
  - BIO 019, 19L (Introduction to Botany)
  - BIO 101, 101L (Comparative Anatomy of Vertebrates)
  - BIO 103, 103L (Microbiology)
  - BIO 113, 113L (Vertebrate Biology)
  - BIO 123, 123L (Biology of Invertebrates)
- Systems Biology
  - .
  - BIO 018, 18L (Introductory Anatomy and Physiology)
  - BIO 126, 126L (Developmental Biology)
  - BIO 127, 127L (Histology)
  - BIO 129, 129L (Mammalian Physiology)
- Ecology/Evolution
  - .
  - BIO 114, 114L (Evolution)
  - BIO 117, 118L (Ecology)
  - BIO 125, 125L (Conservation Biology)
  - BIO 152, 152L (Field Botany)
  - BIO 168, 168L (Limnology)
- Applications of Biological Principles
- BIO 21 (selected Topics in Biology)
- BIO 24, 24L (Iowa Birds & Birding)
- BIO 25, (Animal Behavior)
- BIO 61 (Natural History Photography)
- BIO 95 (Principles of Microbiology)
- BIO 98 (Introduction to Primatology)
- BIO 99 (Biological Research and Statistical Methods)
- BIO 104 (Introduction to Virology)
- BIO 106L (Research in Genetics)
- BIO 108 (Emerging Infectious Diseases)
- BIO 110, 110L (Iowa Natural History)
- BIO 115, 115L (Aquatic Biology)
- BIO 116 (Bioinformatics)
- BIO 119, 119L (Herpetology)
- BIO 120, 120L (Ecosystem Ecology)
- BIO 121, 121L (Parasitology)
- BIO 122, 122L (Mammalogy)

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/biology/

- BIO 124L (Research Collaboration)
- BIO 130, 130L (Ornithology)
- BIO 131, 131L (Biochemistry)
- BIO 133, 133L (Kinesiology)
- BIO 134, 134L (Biology of Exercise and Sport)
- BIO 138 (History of Biology)
- BIO 145 (Selected Topics in Biology)
- BIO 156 (Biology Short Course)
- BIO 167, 167L (Population and Community Ecology)
- BIO 176, 176L (Neurophysiology)
- BIO 182, 182L (Immunology)
- BIO 185 (Human Genetics)
- BIO 187L (Molecular Cell Biology Lab)
- BIO 188, 188L (Structural Biology)
- BIO 189 (Regulatory Biology)

Additional requirements for the major include:

- Mathematics 20 (College Algebra or higher)
- Chemistry 1/3 and 2/4 (General Chemistry I and II with Labs)
- Chemistry 97/98 and 108/110 (Organic Chemistry with Labs)
- Physics 11 and 12 (General Physics I and II with Labs)

B.A. Degree: Students pursuing the B.A. degree also must take one course of at least 3 credit hours in calculus, statistics or Computer Science 65.
First-Year Students: First-year students who plan to major in biology are encouraged to enroll in Biology 15 (Introduction to Biology) during the fall semester of their first year. Students have the responsibility to develop their program of study and review it with their faculty advisor in biology.
B.S. Degree: The B.S. degree program in Biology is designed to provide significant experience in biological research by engaging students in genuine scientific investigations similar to what students will encounter in their future careers. Students will become collaborators with faculty and contribute to all aspects of a research project from proposal and hypothesis formation to data analysis, interpretation and presentation. The research typically occurs at Drake University with Drake faculty, but it could also happen during an off-campus experience with a non-Drake advisor (e.g., study abroad, local workplaces). Off campus research still requires a Biology faculty advisor (through enrollment in BIO 197 or 197L).

B.S. Requirements:

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/biology/

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

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

Chemistry

Chemistry

Degree Options

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

Description of Program

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

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

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

Requirements for Major, BS

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

- Chemistry 1 and 3, 2 and 4 (General Chemistry)
- Chemistry 61 (Inorganic Chemistry)
- Chemistry 81 (Quantitative Chemical Analysis)
- Chemistry 97 and 98, 108 and 110 (Organic Chemistry)
- Chemistry 130 and 131 (Biochemistry)
- Chemistry 148 (Research in Chemistry) - 3 credit hours
- Chemistry 165 Physical Chemistry
- Chemistry 195, 196 (Junior Seminar I and II)
- Chemistry 197, 198 (Senior Seminar I and II)
- Chemistry electives — at least 12 credit hours from the following

    - Chemistry 132 and 133 (Advanced Biochemistry and Lab)
    - Chemistry 155 (Advanced Organic Chemistry)
    - Chemistry 166 (Intermediate Physical Chemistry)

- Chemistry 180 (Advanced Inorganic Chemistry)
- Chemistry 182 (Advanced Analytical Chemistry
- Chemistry 190 (Integrated Chemistry Topics)

- Other advanced courses with a strong chemical component as approved by the chemistry department.

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

Requirements for Major, BA

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

- Chemistry 1 and 3, 2 and 4 (General Chemistry)
- Chemistry 81 (Quantitative Chemical Analysis)
- Chemistry 97 and 98, 108 and 110 (Organic Chemistry)
- Chemistry 197 and 198 (Senior Seminar I and II)

Requirements I-*Choose one course from the list:*

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

Requirements II — (Note: If you are double majoring in chemistry and another discipline, the advanced class must be selected from outside your second major's requirements. For example, if you double major in physics and chemistry, your advanced class should not be a physics major requirement, though it can be a physics major elective.) Choose 4 credit hours selected from:

- Chemistry 130 and 131 (Biochemistry)
- Chemistry 155 (Advanced Organic Chemistry)
- Chemistry 161 (Biophysical Chemistry)
- Chemistry 165 (Physical Chemistry)
- Chemistry 180 (Advanced Inorganic Chemistry)
- Chemistry 182 (Advanced Analytical Chemistry)
- Chemistry 190 (Integrated Chemistry Topics)
- Other advanced courses with a strong chemical component as approved by the chemistry department.

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

Requirements for Chemistry Minor

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/chemistry/

A minor in chemistry may be earned by completing 24 credit hours in the following sequence of chemistry courses:

- CHEM 1, 2, 3, 4 (General Chemistry)
- CHEM 81 (Quantitative Chemical Analysis)
- CHEM 97, 98, 108, 110 (Organic Chemistry)
- One course chosen from CHEM 130 (Biochemistry) and CHEM 131 or
- CHEM 155 (Advanced Organic Chemistry), or
- CHEM 165 (Physical Chemistry), or
- CHEM 161 (Biophysical Chemistry)

Supplementary courses: Students who wish to minor in chemistry must take one semester of physics and Mathematics 50 (Calculus).

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

Computer Science

Computer Science

Degree Options

Bachelor of Arts and Bachelor of Science degrees with a major or minor in computer science.

Description of Program

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

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

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

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

Requirements for Major

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

Core

25 hours required.

The following core courses are required:

- CS 065 (Introduction to Computer Science I)
- CS 066 (Introduction to Computer Science II)
- CS 130 (Computer Organization and Assembly Language Programming)
- CS 135 (Programming Languages)
- CS 137 (Data Structures and Algorithm Analysis OR CS 139 — Theory of Computation)
- MATH 050 (Calculus I)

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- MATH 054 (Discrete Mathematics)
- MATH 080 (Linear Algebra)

Upper Division Component

18 hours with approval of the advisor from the following:

- At least 9 hours from other computer science courses numbered 100 or above (excluding CS 140, the tutoring course and the capstone course), or Information Systems (IS) courses 145, 150, 160.
- The remaining courses chosen from upper division CS courses (excluding CS 140), Information Systems courses IS 145, 150, 160, and upper-division courses in mathematics, statistics, actuarial science or quantitative methods (MATH 101 and CS 114 may not both be counted; MATH 140 and the capstone course may not be counted).
- Other courses chosen with the approval of the department advisor.

Requirements for Minor

Students who choose a minor in computer science must have a departmental minor advisor and complete a minimum of 21 hours of computer science and related courses, including (1) CS 065, 066, 130, 135; (2) two additional upper-division computer science courses, or IS courses numbered 145 or higher (excluding CS 140 — the tutoring course, and the Capstone course) and (3) MATH 054 (Discrete Mathematics). Completion of MATH 080, (Linear Algebra) is strongly recommended and is a prerequisite for CS 147, CS 150, and CS 165.

English

Degree Options

Bachelor of Arts with a major and minor in English.

Description of Program

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

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

Our courses involve students in a range of activities, including discussions (in class and online), collaborative projects, conferences, presentations, independent study, internships, and service learning.

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

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

Requirements for English Major

The English major requires 36 credits: at least 15 at the lower division and at least 18 at the upper division. The English major allows for 9 credits of electives, 6 of which must be 100-level courses. At least 18 credits of the required 36 must be 100-level courses. An English course may be used only once to fulfill a particular major requirement. (ENG 54, for instance, may fulfill either Genres or Historicity, but not both.) Transfer students majoring in English must take at least 18 hours of English at Drake. Students with AP will be credited 3 hours of lower-level elective toward the major.

Lower Division Core:

- Gateway (6 hours)
    - ENG 38 Literary Study (Should be taken first or second year)
    - ENG 39 Writing Seminar (Should be taken first or second year)
- History and Traditions (3 hours)
    - Any ENG course numbered 40-59
- Culture and Identity (3 hours)
    - Any ENG course numbered 60-79
- Writing: Topics and Genres (3 credits)
    - Any ENG course numbered 80-99

Upper Division:
Students must have completed at least 30 credits (including no more than 15 AP/IB/high-school transfer credits) and at least 3 credits of the lower division core or received special permission from the instructor to register for Upper Division courses. Specific prerequisites may be required for some courses.

Choose a track and complete 9 credits from within one track:

- History and Traditions
    - ENG 104, 124, 126, 130, 131, 132, 133, 140, 142, 143 146, 150, 152, 166, 169
- Theory and Criticism
    - ENG 102, 104, 109, 111, 112, 123, 126, 130, 141, 147, 149, 155, 156, 158, 163, 164, 165, 166, 168, 169, 171, 172
- Film, Drama, and New Media
    - ENG 126, 127, 128, 129, 140
- Culture and Identity
    - ENG 125, 135, 141, 142, 143, 146, 147, 149, 152, 155, 156, 158, 163, 164, 165, 168

Capstone:

- ENG 196 or ENG 197; Students must have completed ENG 38 or ENG 39 and have junior or senior standing to register for the capstone

Electives:

- At least six credits earned in courses numbered ENG 100 and higher. Up to three credits in courses numbered ENG 20-99. Courses may be taken outside the department with advisor approval. Up to six individual experience credits (internship, independent study, portfolio) may be counted as electives. Nine upper-division elective credits may be used to fulfill a second track. Please consult the course lists above for courses that fulfill requirements for each of the specific tracks: Theory and Criticism; Film, Drama, and New Media; Culture and Identity; History and Traditions.

Requirements for English Minor

Minimum of 18 credit hours in English, including ENG 38 and ENG 39, and at least 6 credit hours in courses numbered above 100. An English faculty adviser is required.

Environmental Policy

Environmental Policy

Degree Option

Bachelor of Arts with a major in environmental policy.

Description of Program

This interdisciplinary degree prepares students in a liberal arts tradition to understand the connections between human beings and the Earth's environment. The program will enable students to understand and engage in the intersection of social and natural sciences that produces environmental policy. Students will develop expertise in decision-making, policy formulation and implementation, the natural sciences, adaptive management and critical thinking. Graduates of the program will be well prepared to undertake graduate study in environmental law or policy, as well as to work in governmental and nongovernmental capacities on environmental issues and policy-making.

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

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

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

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

Requirements for Major

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

Core Curriculum [minimum 23]

Courses	Credits
Required:	

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

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

** Prerequisite for International Politics group

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Public Policy Theory and Application [15]

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

Data Analysis, Interpretation and Inference [6]

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

Science and Policy Integration [3]

Elective (take 3 credits)	**Credits**
ENSP 135 (Global Climate Change: Science and Policy)	3
ENSP 125 (Conservation Biology)	3

Or adviser approved elective	*3*

Capstone [3]

ENSP 191(Environmental Science and Policy Practicum)	3

Requirements for Environmental Policy Minor

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

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

Environmental Science

Environmental Science

Degree Option

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

See requirements for Bachelor of Science.

Description of Program

This interdisciplinary science degree prepares students in a liberal arts tradition to understand connections between human beings and their effects on the Earth's environment. Drake environmental science students are grounded in the natural sciences disciplines while also acquiring the ability to synthesize information across disciplines. Students develop technical and quantitative skills including laboratory and field methods, statistical analysis and the implementation of geographic information systems (GIS). Courses in the social sciences such as economics, politics, policy and ethics provide an important link to the human element associated with environmental issues. Graduates of the program will be well prepared to undertake graduate study in diverse fields of environmental sciences, as well as to work in governmental and nongovernmental capacities on environmental issues.

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

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

B.S. Degree: The B.S. degree program is designed to provide significant experience in research. Students in either the life science or physical science track of the ENS major may select this option. Students will become collaborators with faculty and contribute to all aspects of a research project from proposal and hypothesis formation to data analysis, interpretation and presentation. The research typically occurs at Drake University with Drake faculty, but it could also be completed during an off-campus experience with a non-Drake adviser (e.g., study abroad, local workplaces). Off campus research still requires an ENSP faculty adviser (through enrollment in ENSP 197).

B.S. Requirements:

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

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- Research paper and a copy of the presentation submitted to the ENSP program

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

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

Requirements for Major

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

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

Physical Science Track: Required 60 credits

Core Curriculum [27]

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

Chemistry & Quantitative [14]

Required	**Credits**
Chemistry 81 (Quantitative Chemistry)	4

Chemistry 107, 108 (Organic Chemistry)	4
Math 50 (Calculus I)	3
(i)Biology 99 (Biological Research & Statistical Methods) **OR**	3
Statistics 60 (Statistics for the Life Sciences)	3

Area of Specialization [10]

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

Science and Policy Integration [6]

Electives - Take 6 credits	**Credit**
ENSP 111 (International Environmental Policy)	4

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ENSP 135 (Global Climate Change: Science & Policy)	3
ENSP 156 (Environmental Politics and Policy)	3
ENSP 157 (Environmental Justice)	3
Or adviser-approved electives	3-4

Capstone [3]

ENSP 191: Environmental Science & Policy Practicum	3

Life Science Track: Required 60 credits

Core Curriculum [27]

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

Theory of Ecology [15]

Required	**Credits**
Biology 117 (Ecology)	3
Biology 118L (Ecology Lab)	2

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Electives (take one of each couplet)	**Credits**
(i)Biology 120, 120L (Ecosystem Ecology) **OR**	3,1
Biology 167, 167L (Population andmmunity Ecology)	3,1
(ii)ENSP 165 (Applications of GIS) **OR**	3
ENSP 154 (Environmental Decision-Making)	3
(iii) Biology 99 (Biological Research & Statistical Methods) **OR**	3
Statistics 60 (Statistics for the Life Sciences)	3

Field Biology Component [9]

Electives - Take 9 credits	**Credits**
ENSP 101 (Restoration Ecology Practicum)	3
ENSP 115 (Environmental Field Course)	1-6
Biology 24,24L (Field Ornithology)	1,1
Biology 110,110L (Iowa Natural History)	1,1
Biology 114, 114L (Evolution)	3,1
Biology 119,119L (Herpetology)	2,1
Biology 122,122L (Mammalogy)	2,1
Biology 123,123L (Biology of Invertebrates)	3,1
Biology 152,152L (Field Botany)	2,1
Biology 168,168L (Limnology)	3,1
LLAB 119 (Amphibians and Reptiles)	4
LLAB 124 (Ornithology)	4
LLAB 152 (Plant Taxonomy)	4
LLAB 161 (Freshwater Algae)	4

LLAB 161 (Biology of Aquatic Plants)	4
LLAB 164 (Prairie Ecology)	4
LLAB 168 (Aquatic Ecology)	4
LLAB 169 (Ecosystems of North America)	4
LLAB 170 (Introduction to Insect Ecology)	4
LLAB 171 (Plant Ecology)	4
LLAB 172 (Wetland Ecology)	4
LLAB 174 (Behavioral Ecology)	4
Or adviser-approved electives	3-4

Science and Policy Integration [6]

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

Capstone [3]

ENSP 191 (Environmental Science & Policy Practicum)	3

Requirements for Minor

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

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/environmentalscience/

Biology 117 (Ecology)
Biology 118L (Ecology Lab)

Elective – take one course from this group
(i) ENSP 041 (Principles of Geology), **OR**
ENSP 065 (Geographic Information Systems), **OR**
ENSP 105 (Environmental Geology), **OR**
ENSP 135 (Global Change: Science and Policy)

ENSP elective in Environmental Policy
ENSP 100-level elective

History

History

Degree Options

Bachelor of Arts degree with a major in history.

Description of Program

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

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

The department’s courses investigate those ideas and institutions by which people have attempted to shape and order their world. The department is especially interested in periods that experience pronounced social, economic and political conflict. The department believes that comparative history is an effective way to achieve many goals.

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

The department offers several categories of courses. Introductory courses provide general coverage of specific topics. Advanced-level courses and colloquia involve intensive examination of complicated subject matter. Seminars require the completion of a major research project or projects. The department also offers several special interest courses and encourages students to propose their own independent study projects. Individuals considering careers that demand the historian’s skills should ask us about internships.

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

Requirements for Major

39 hours in history or 27 hours in history and 12 hours in a single related field. Students must receive their academic adviser’s approval of the related field, which must come from a second major. All majors must take History 1 and 2, at least 6 hours of advanced level courses, at least 6 hours of colloquia, and 3 hours of a senior seminar described below.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/history/

- Introductory courses (numbered 1-99) are designed for students who have a limited background in history. They focus on a number of broad trends that developed within a specific region or country over an extended time period. They also acquaint students with differing schools of historical interpretation.
- Advanced-level courses (numbered 100-149) are designed to allow individuals to undertake an intensive examination of a narrower topic than is possible in introductory courses. The major requires at least 6 hours of advanced-level courses.
- Colloquia (numbered 150-190) are designed for qualified upper-division students who wish to examine a specific topic in great depth. Colloquia are limited to 20 persons and involve reading a large quantity of material about complex and controversial issues. Students are required to analyze and discuss the reading material as well as to write a series of short essays on assigned topics.
- Senior seminars (numbered 196-198) are designed for individuals in their junior and senior years who have demonstrated an ability to deal with complex historical issues. The courses are limited to 12 persons and involve the satisfactory completion of a significant amount of research in primary material. Students are expected to participate fully in class discussions, present oral reports and produce competently researched and written papers.
- History majors who have an overall GPA of 3.25 and a GPA in history of 3.50 by the end of the fall semester of their junior year qualify for the History Department Honors Program. Extending over the two semesters of the senior year, this program involves the completion of a major research project. Interested students should consult with the department chair for more details.

Requirements for Minor

21 credit hours, which must include 6 hours in advanced-level courses (numbered 100-149) and 6 hours in Colloquia (numbered 150-190). The student's major adviser can supervise the program for the history minor.

International Relations

International Relations

Degree Option

Bachelor of Arts degree with a major in international relations.

Description of Program

The international relations major is an interdisciplinary program designed to meet the needs of students interested in understanding and/or working in international affairs. The goal is to train students for responsible global citizenship and entry into internationally related jobs in business, government or international public or private agencies. The curriculum is designed to provide greater breadth than is possible by concentration in a single discipline, yet permit sufficiently focused study in international affairs to prepare the student for direct entry into the field of international service or continued post graduate study.

Requirements for Major

Completion of requirements in five interdependent areas.

Foreign Language Requirement

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

The Basic Core

18 credit hours. All international relations majors must complete the following basic requirements:

- Economics 1 (Principles of Macroeconomics)
- Economics 2 (Principles of Microeconomics)
- Politics 65 (Comparative Politics)
- Politics 75 (World Politics)
- SCSG 2 (Human Geography) **OR**
  SCSG 3 (World Regional Geography)
- Hist 113 (America as a World Power) **OR**
  Politics 179 (American Foreign Policy)
- Hist 113 (America as a World Power) **OR**
  Hist 168 (U.S. Interventionism) **OR**
  Pols 179 (American Foreign Policy)

- Econ 130 (International Economic) **OR**
  Econ 175 (Developing Economies) **OR**
  Pols 126 (The Political Economy of Globalization)

Specialized Tracks

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

Comparative Perspectives

- Europe: SCSG 132; History 099, 133, 134, 137; Politics 128, 160, 161, 171.
- Latin America: Eng 164; History 122, 123, 125, 126, 160; Politics 164.
- Asia: SCSG 135, 176; History 22, 127, 128, 130, 132; SCSS 130; Pols 162, 163.
- Africa: Hist 061, 067, 140, 161; SCSG 134.
- Middle East: Politics 133, 134, 135, 136, 174.
- Cross-Regional: SCSA 125; SCSG 122, 192; SCSS 146, Politics 129, 135, 137, 165, 166, 168; Religion 5, 151.

Thematic Perspectives

Econ 130, 175; Eng 166; Hist 139, 169; Pols 121, 123, 124, 125, 126, 127, 170, 171, 173, 175, 176, 178; Psy 134; Rel 155; SCS 150; SCSR 112; SCSS 072, 172; WLC 148.

International Relations Seminar

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

Students also are encouraged, though not required, to study abroad during either their sophomore or junior year. Students should consider study-abroad options in consultation with their academic adviser and the study-abroad coordinator.

Law, Politics and Society

Law, Politics and Society

Degree Option

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

Description of Program

The Law, Politics and Society program offers students an interdisciplinary perspective on the complex interactions of law, culture, economics, politics, and social structure. The program does not treat law as a fixed, naturally given feature of social life, nor as a professional practice reserved only for specialists such as lawyers, judges and legislators. Instead, we understand law as a pervasive part of everyday life, socially constructed and often contested.

As a liberal arts major, the LPS program is designed to provide students with a broad education contributing to their pre-professional and personal growth, in preparation for effective participation in civil society, and ethical global citizenship.

In this major students will:

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

Requirements for Major

Through their coursework, LPS students will encounter the structures and people that create, interpret, implement, and are affected by law; they will engage in in-depth examination of problems and opportunities facing contemporary societies, and identify the complex web of contributing legal, political, and social factors – as well as possible solutions to those problems. Students will leave the major with a more critical and nuanced understanding of the historical underpinnings of contemporary law, politics, and society, able to critically evaluate normative claims, and craft their own unique and imaginative responses to current issues.

Students will be required to take the following courses:

- LPS 001 Introduction to Law, Politics, and Society
- LPS 002 Critical Concepts in Law, Politics, and Society
- LPS 100 LPS Perspectives on Constitutional Law

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/lawpoliticsandsociety/

- LPS 190 Senior Seminar in Law, Politics, and Society

In addition, students are required to take 4 LPS-designated courses outside of that core curriculum (LPS 035, LPS 135, LPS 138, LPS 145). Three of those courses must be upper division; 2 must have a departmental designation as international/global; 1 must have a departmental designation as experiential learning.

Finally, students will take six courses in related fields: two lower division courses chosen from **Anthropology, Economics, English, Environmental Science and Policy, History, Philosophy, Politics/International Relations, Religion, Rhetoric, Sociology, Study of Culture and Society; and 2 upper division courses chosen from 2 of those fields, with the option of taking two LAW courses towards half of that requirement.**

Mathematics

Mathematics

Degree Options

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

Description of Program

Students majoring in mathematics are able to plan programs appropriate for careers that require understanding of structures and patterns and analysis of data, or for further graduate study in theoretical or applied mathematics or related fields, such as other scientific disciplines or economics and MBA programs in business administration. Opportunities for mathematics majors arise in computing or high-technology firms, chemical and pharmaceutical manufacturers and with government agencies, financial institutions and the insurance industry.

Students who desire a more scientific emphasis will complete the Arts and Sciences College requirements for a BS degree; the mathematics requirements for the BA and BS degrees are the same.

Requirements for Major

Students must complete the following core of mathematics and related courses:

- MATH 050, 070 and 100 (Calculus I, II and III)
- MATH 080 (Linear Algebra)
- MATH 101 (Mathematical Reasoning)
- CS 065 (Introduction to Computer Science I)

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

In addition, a student must take at least 21 hours of upper-division coursework in mathematics and related areas. At least six of these 21 hours must be in applied mathematics courses chosen from the following courses in mathematics and statistics: 110, 120, 121, 125, 131, 132, 150, 165; at least 6 hours must be in pure mathematics courses chosen from the following courses in mathematics: 150, 153, 155, 156, 157, 176, 184, 185, 187. These courses should be chosen with an adviser to ensure the requirements are satisfied. The remaining upper-division hours are to be selected to meet the objectives of the student. These remaining courses may be other upper-level mathematics courses (not MATH 140 or the mathematics tutoring course) or approved courses in computing, statistics, actuarial science, econometrics, finances, or other areas approved by the advisor; see thedepartment's web page for the list of specific courses approved.

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

Requirements for Minor in Mathematics

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/mathematics/

The student must have a departmental minor adviser and complete the following mathematics and related courses: (1) MATH 050, 070, 080, 101, (2) two additional upper-level mathematics courses that must be approved for the program by the adviser (MATH 140, Cooperative Education, may not be one of these), and (3) CS 065.

Mathematics for Secondary Education

Mathematics for Secondary Education

Degree Options

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

Description of Program

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

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

Requirements for Major

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

- MATH 045 (Mathematics and Technology)
- MATH 050, 070 (Calculus I, II)
- MATH 054 (Introduction to Discrete Mathematics)
- MATH 080 (Linear Algebra)
- MATH 101 (Mathematical Reasoning)
- MATH 144 (Topics for Mathematics Teaching)
- MATH 145 (Methods of Teaching Secondary School Mathematics)
- MATH 153 (Modern Geometry)
- MATH 155 (Introduction to Abstract Algebra I)
- MATH 157 (History of Mathematics)
- CS 065 (Introduction to Computer Science I)
- One of the following: STAT 071 — Statistics I **OR** STAT 131 (Probability and Mathematical Statistics I)

The courses, Mathematics Tutoring (currently under the MATH 195 number) and MATH 125 (Mathematical Modeling), are strongly recommended.

Requirements for Minor in Mathematics for Secondary Education

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/mathematicsforsecondaryeducation/

A student must have a departmental minor advisor and complete the following courses: MATH 050, 054, 070, 080, 101, 153, 157, CS 065, and either STAT 071 or STAT 131. MATH 045 and MATH 145 are also recommended.

Neuroscience

Neuroscience

Neuroscience

Degree Options

Bachelor of Science degree with a major in neuroscience; Minor in neuroscience

Program Description

The neuroscience program is nested under the direction of the Psychology Department, while maintaining strong interdisciplinary connections. The program is designed to represent the psychological and biological foundations of this growing field.

Undergraduates preparing for careers in neuroscience or related fields must have a strong scientific foundation in the natural sciences. Students studying neuroscience at Drake University will be exposed to an interdisciplinary environment through coursework in physical and life sciences, close interactions with faculty and the opportunity to participate in research projects. The interdisciplinary nature of neuroscience can be appealing to students in allied fields such as psychology and biology, thus making earning a double major or minor an attractive option.

There are many career paths available to students interested in neuroscience or related fields. Some are interested in attending graduate school to pursue a career in basic or applied research and teaching. Others may want a neuroscience background as a foundation for further training in a health care field, such as medicine, physical therapy, optometry and nursing. Still others may want exposure to neuroscience topics because of an interest in professional writing (newspaper, magazine) about the field or working in a related field such as the pharmaceutical or biotechnology industry. In all cases, students should work with their academic advisor to determine what path is best for them.

The neuroscience program at Drake University contains a major (B.S.) and a minor. The B.S degree in neuroscience requires at least 64 credit hours to complete. Students must obtain a minimum GPA of 2.0 in the major (computed across all major courses) to graduate with a B.S. in Neuroscience. The minor requires 25 credits hours.

Requirements for Major

The curriculum for a BS in neuroscience at Drake University is described below. Completion of the program requires completion of the course requirements listed below. Students will work with their advisor to make appropriate course selections when options are available, thus the precise number of credit hours for the major will vary slightly. Core requirements may be transferred by petition.

General Requirements

Statistics ("C" grade or higher required): Psych 011 Introductory Statistics (4 credit hours with lab)

(*Note:* Bio 099 or both Stat 071 and 072 may substitute for Psych 011. Students choosing Bio 099 should take TWO lab courses listed under "Advanced Neurobiological Systems" to make up for the lost credit hour and laboratory time.)

General Biology (all courses required): Bio 12 General Pre-professional Biology I (4 credit hours with lab) Bio 13 General Pre-professional Biology II (4 credit hours with lab)

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/neuroscience/

Chemistry (all courses required): Chem 1/3 General Chemistry I (4 credit hours with lab) Chem 2/4 General Chemistry II (4 credit hours with lab) Chem 97/98 Organic Chemistry I (4 credits with lab) Chem 108/110 Organic Chemistry II (4 credits with lab)

RELATED ELECTIVE courses (choose one): Psy 026 Human Evolutionary Psychology Psy 028 Drugs & Behavior (note: this course CANNOT substitute for Pharm 119) Psy 060 Principles of Behavior Psy 076 Abnormal Psychology NSCI 095 special topics in Neuroscience Bio 114 - Evolution Phil 140 Neuroscience & the Law

(Note: All RELATED ELECTIVE courses are 3 credit hours each.)

Core requirements

Basic foundations of neuroscience (all courses required with "C" grade or higher): Nsci 001 Introduction to Neuroscience (3 credit hours) Nsci 010 Research Methods in Neuroscience (3 credit hours with lab)

Advanced behavioral laboratory (choose one): Psy 123 Biological Basis of Behavior (4 credit hours with lab) Psy 125 Cognitive Psychology (4 credit hours with lab) Psyc 126 Comparative Psychology (4 credit hours with lab) Psy 120/121 Conditioning & Learning (4 credits with lab)

Applications of neuroscience (choose one): Psy 148 Psychology of Developmental Disabilities (3 credit hours) Psy 176 Advanced Psychopathology (3 credit hours)

Quantitative analysis (choose one): Psy 111 Advanced Statistics (4 credit hours with lab) Psy 133 Psychological Assessment (4 credit hours with lab) Math 50 Calculus I (4 credit hours)

Advanced neurobiological systems : (choose four with at least one from each cluster)

CLUSTER A Bio 129 Mammalian Physiology (5 credit hours with lab) Bio 165 Cell Biology (4 credit hours) Chem 130/131 Biochemistry (4 credits with lab)

CLUSTER B Bio 176 Neurophysiology (3 credit hours) Bio 105 Introduction to Genetics (3 credit hours)

CLUSTER C Pharm 119 Neuropharmacology (3 credit hours) Psy 128 Hormones & Behavior (3 credit hours) Psy 122 Sensation & Perception (3 credit hours)

Capstone (choose one of the following with the prior approval of both the advisor and instructor; approved capstone experiences will be designated with a 'c'): Nsci 190 or 191 Independent Study (3 credit hours) Nsci 192 Internship (3 credit hours) Nsci 195 Special Topics in Neuroscience Nsci 198 Research Seminar in Neuroscience (3 credit hours)

(*Note:* Students should work closely with their faculty advisors to find an appropriate capstone experience to fulfill the requirements of the Drake Curriculum. To be counted as a capstone, the experience must be the equivalent of 3 credit hours. No experience should be considered "approved" until the student has consulted the faculty advisor. Advisors will typically approve the following kinds of experiences listed above.)

Requirements for Minor

Basic foundations of neuroscience (both courses are required) Nsci 001 Introduction to Neuroscience (3 credit hours) Nsci 010 Research Methods in Neuroscience (3 credit hours with lab)

Statistics : Psy 011 Introductory Statistics (4 credit hours with lab)

(*Note:* Bio 099 or both Stat 071 and 072 may substitute for Psych 011.)

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/neuroscience/

Basic biology : (both courses required) Bio 12 General Pre-professional Biology I (4 credit hours with lab) Bio 13 General Pre-professional Biology II (4 credit hours with lab)

Advanced laboratory course : (choose one) Psy 120/121 Conditioning & Learning (4 credits with lab) Psy 123 Biological Basis of Behavior (4 credit hours with lab) Psy 125 Cognitive Psychology (4 credit hours with lab) Psy 126 Comparative Psychology (4 credit hours with lab)

Advanced neurobiological systems : (choose one) Bio 176 Neurophysiology (3 credit hours) Pharm 119 Neuropharmacology (3 credit hours) Psy 128 Hormones & Behavior (3 credit hours) Psy 122 Sensation & Perception (3 credit hours) Nsci 195 Special Topics in Neuroscience

NOTE: a minimum of 12 credit hours must be taken at Drake U., and 3 of these must be upper division.

Philosophy

Philosophy

Description of Program

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

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

Requirements for Major

33 credit hours.

Required Courses (18 hrs)

- Introductory (3 hrs):
  - PHIL 21 Introduction to Philosophy
- Ethics (3 hrs):
  - PHIL 90 Ethics
- Western Traditions (6 hrs):
  - PHIL 104 Ancient Philosophy
  - PHIL 106 Modern Philosophy
- Non-Western Traditions (3 hrs; any one of the courses listed below)
  - PHIL 064 Introduction to Buddhism
  - PHIL 107 China: The Way of the Sage
  - PHIL 111 Eastern Philosophy
  - PHIL 115 Contemporary Japanese Philosophy
  - PHIL 121 Comparative Religions
  - PHIL 125 Philosophy of Religion
- Senior Capstone (3 hrs):
  - PHIL 197 Senior Capstone

Elective Courses (15 hrs)

Students have two options for completing elective credits:

- Concentrate. Students who choose this option will complete all 15 credit hours in one of the following three areas of study:

- Area A. Mind, Language, and Knowledge. Courses include:
- PHIL 110 Phenomenology and Existentialism
- PHIL 112 Postmodernism
- PHIL 114 Symbolic Logic
- PHIL 120 Language and Interpretation
- PHIL 126 Theory of Knowledge/Belief
- PHIL 128 Language and Reality
- PHIL 129 Philosophy of Science
- PHIL 130 Minds, Brains, and Computers
- PHIL 139 Moral Truth
- PHIL 140 Neuroscience and the Law
- Area B. Society, Politics, and Values. Courses include:
- PHIL 091 Contemporary Ethical Problems
- PHIL 110 Phenomenology and Existentialism
- PHIL 115 Contemporary Japanese Philosophy
- PHIL 117 Health Care Ethics
- PHIL 118 Feminist Ethics
- PHIL 124 Health and Social Justice
- PHIL 135 Environmental Justice
- PHIL 137 Rights and Responsibilities
- PHIL 138 Philosophy of Art
- PHIL 140 Neuroscience and the Law
- Area C. Comparative Philosophy. Courses include:
- REL 062 Religions of India
- PHIL 064 Introduction to Buddhism
- PHIL 107 China: The Way of the Sage
- PHIL 111 Eastern Philosophy
- PHIL 115 Contemporary Japanese Philosophy
- PHIL 121 Comparative Religion
- PHIL 125 Philosophy of Religion

- Generalize. Students who choose this option will complete at least 3 credit hours in each of the three above areas of study.

Special Notes

- A special topics course (PHIL 151) will count as an area course if it is designated as an area course the term it is being offered.
- A non-department course will count towards the major only if a student submits a written application that explains how the course contributes to the student's overall work in philosophy.
- Individual requirement may be waived with departmental approval only if student has taken additional courses outside the major that substantially strengthen the student's major and only if the courses waived do not weaken the student's major experience. This should happen only in extraordinary circumstances.

Requirements for Minor

18 credit hours

Required Courses (6 hrs):

- PHIL 90 Ethics OR PHIL 021 Introduction to Philosophy
- PHIL 104 Ancient Philosophy OR PHIL 106 Modern Philosophy

Elective Courses (12 hrs):

- At least two 100+ level courses
- A student may take both PHIL 90 Ethics and PHIL 021 Introduction to Philosophy, in which case one of the courses will count as an elective credit.
- Non-department courses will not count towards the minor.

Physics

Physics

Degree Options

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

Description of Program

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

For students planning to teach middle school or high school physics, a cooperative program with the School of Education leads to Iowa secondary certification. Students complete a program of physics and education courses and a professional semester, which includes student teaching experience.

Students planning to enter medical or dental school may complete their undergraduate major in physics. This program includes the appropriate courses in biology and chemistry needed to satisfy medical or dental school entrance requirements.

For students who have an interest outside the present fields of concentration but whose educational goals can be realized through a combination of existing courses, an individualized major may be developed. Faculty members counsel students whose interests lie in this direction. Such individualized majors could include computational physics, geophysics, environmental physics, biophysics, chemical physics or astrophysics.

Additional courses are offered in physics and physical science to familiarize the general student with the current scientific interpretations of the fundamental physical laws that govern the universe.

Requirements for Major

The BA degree requires a minimum of 42 credit hours in physics, and the BS degree requires a minimum of 50 credit hours in physics in a program to be developed by the student and the adviser and approved by the department.

Both programs include a common core of 7 physics courses in the first 2 years:

First year

- Physics 1 (Introductory Physics I)
- Physics 5 (Topics in Physics)

Sophomore year

- Physics 2 (Introductory Physics II)
- Physics 50 (Modern Physics)
- Physics 59 (Advanced Laboratory I)
- Physics 61 (Error Theory)
- Physics 191 (Physics Seminar I)

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/physics/

Minimum degree requirements for the BA and BS degrees also include:

- Physics 121 (Theoretical Mechanics)
- Physics 122 (Introduction to Electromagnetic Theory)
- Physics 133 (Electronics)
- Physics 182 (Thermodynamics and Statistical Physics)
- Physics 192, 193 (Physics Seminar II, III)

Requirements for the BA include one of the following:

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

In addition, the BS degree requires:

- Physics 149 or 159 (Advanced Laboratory II or III)
- Physics 181 (Quantum Theory)
- Physics 188 (Advanced Classical Physics, and)
- one course from the following:
  Physics 180, 183, 184, 185, 186, 187, 189, 190, 195, 197, 198

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

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

Depending on the student's career goals, the academic adviser may recommend additional courses chosen from electives.

Requirements for Minor

Minimum of 24 credit hours of physics courses.

Physics 1, 2 and 5 and Physics 50, 59, 61, 191 and either 133 or 182 are required. All students planning to take a minor in physics must have a minor adviser in the department of physics. Students should consult their advisers regarding the mathematics prerequisites for these courses.

Politics

Politics

Degree Options

Bachelor of Arts degree with a major in Politics.

Description of Program

The Department of Politics and International Relations provides an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. With the liberal arts focus of the program, students will develop a foundation both for citizenship in a democratic society and for successful training in a career, in a graduate school or in a professional school. Majors will be prepared for entrance into state, local and federal government service, business careers, social work, journalism, teaching and politics; approximately half of Drake's politics and international relations majors go to law school or graduate study.

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

Requirements for Major

Students entering beginning fall 2008:

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

a. Required courses (21 credits):

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

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

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/politics/

3. For graduation, majors must have at least a 2.00 cumulative GPA in each of two separate areas:

- All Politics courses, including those beyond the 33-hour requirement.
- Those related-field courses applied to the major.

Students entering prior to Fall 2008:

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

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

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

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

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

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

Requirements for Minor

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

Eighteen credit hours of politics coursework distributed as follows:

- Required courses (12 credits):
  - POLS 001 (The American Political System)
  - POLS 065 (Comparative Politics)
  - POLS 075 (World Politics)
  - POLS 18x (a course in political theory)
- Elective courses in politics: (6 credits)

Psychology

Psychology

Degree Options

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

Program Description

The Department of Psychology provides courses in the fundamental areas of study that comprise the science of behavior. The psychology department encourages students to participate in experiential learning opportunities in the form of research seminars, independent study, and internships in addition to traditional coursework. The department recognizes outstanding undergraduate students by presenting annual achievement awards for excellence in academic performance and for significant contributions in experimental and applied psychology.

The undergraduate B.A. degree program is intended for students planning careers in areas other than psychology or related sciences. A B.A. degree in psychology can be completed as part of many pre-professional programs of study, including pre-business, pre-law and pre-social work. Because human behavior is an essential part of any career a B.A. degree can also complement a students primary area of study. Students should work with their advisors to assure selection of courses most compatible with their educational and career objectives. Students also are encouraged to take courses in the arts and sciences that improve their verbal, quantitative and critical reasoning abilities.

The program of study leading to a B.S. degree with a major in psychology is intended for students who anticipate attending graduate school in psychology or related sciences. The course requirements reflect the breadth and rigor necessary to prepare for the Graduate Record Examinations and graduate study.

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

Requirements for Major, B.A. Degree:

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

- Psychology 1 (Introductory Psychology with lab)
- Psychology 15 (Statistics and Research Methodology), or Psychology 10 (Research methods in Psychology) and Psychology 11 (Introduction to Statistics for Psychology)

Note: Bio 099 or both Stat 071 and Stat 072 may substitute for Psy 011.

- Students must pass Psychology 15, Psychology 10, and 11 with a grade of "C" or better to enroll in some upper-division psychology courses and to complete the BS psychology major.
- One course including a laboratory section from among Psychology 120/121, 123, 125, 126, 130, or 133
- Psychology courses providing at least 12 additional hours of upper-division credit. Laboratory courses beyond the one required course may be used to complete the upper-division requirements. Independent studies, internships, and research seminars do not count towards these 12 hours, but count as electives.
- At least one course must be completed in each of the following four themes to help assure a broad exposure to the discipline:

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/psychology/

- Psychology 24, 26, 28, 122, 123, 124, 128
- Psychology 60, 120/121, 125, 126, 129, 154, 162
- Psychology 76, 81, 132, 133, 137, 176, 177
- Psychology 30, 42, 44, 85, 130, 134, 142, 148, 183

Requirements for Major, B.S. Degree:

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

- Psychology 1 (Introductory Psychology with lab)
- Psychology 15 (Statistics & Research Methodology), or Psychology 10 (Research methods in Psychology) and Psychology 11 (Introduction to Statistics for Psychology)

Note: Bio 099 or both Stat 072 and Stat 072 may substitute for Psy 011.

- Students must pass Psychology 15, Psychology 10, and 11 with a grade of "C" or better to enroll in some upper-division psychology courses and to complete the BS psychology major.
- One course including a laboratory section from among Psychology 120/121, 123, 125, 126, 130, or 133
- Psychology courses providing at least 12 additional hours of upper-division credit. Laboratory courses beyond the one required course may be used to complete the upper-division requirements. Independent studies, internships, and research seminars do not count towards these 12 hours, but count as electives.
- At least one course must be completed in each of the following four themes to help assure a broad exposure to the discipline:
- Psychology 24, 26, 28, 122, 123, 124, 128
- Psychology 60, 120/121, 125, 126, 129, 154, 162
- Psychology 76, 81, 132, 133, 137, 176, 177
- Psychology 30, 42, 44, 85, 130, 134, 142, 148, 183
- 12 hours of natural science courses outside the Psychology Department in astronomy, biology, chemistry, computer science, mathematics (20 or above), physics or environmental science (a science-based course). Math 20 and Math 50 are among the courses that may be selected to complete this requirement. Two of the natural science courses (8 of 12 hours) outside the major department must include a laboratory.

Students interested in graduate study in Psychology are encouraged to participate in research seminars (Psychology 198) and/or independent study (Psychology 90, 91, 190, 191) and take Psychology 151, History and Systems. Courses strongly recommended for students with a GPA of 3.00 and above who are interested in graduate study in psychology include Psychology 111 (Advanced Statistics) and two laboratory courses, one focusing on human behavior and the other on animal behavior. Students must obtain a GPA of 2.0 in psychology (computed across all psychology courses) to graduate with a B.A. or B.S. in Psychology. Students must also compete a capstone which may consist of

- A designated capstone course (Psy 515 or Psy 145)
- Research experience approved by a faculty member and advisor as a capstone and designated as such during the semester of enrollment with a “c”
- An internship involving a scholarly project, approved by a faculty member and advisor as a capstone and designated as a capstone with a “c” during the semester of enrollment.
- A senior seminar designated as a capstone experience.

Notes:

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/psychology/

- Of the 39 credit hours in Psychology needed for the major, 18 must be taken at Drake that do not include independent study, research seminars or internships, and a minimum of 9 of these credits must be upper division psychology credits.
- A maximum of 6 credit hours of independent study and /or internship may be counted toward the 39 credit hours for the major.

Requirements for Minor

Minimum of 22 credit hours of courses offered by the Department of Psychology, which must include Psychology 1 with lab, Psychology 15or Psychology 10 and at least one upper-division course. Required hours may not be fulfilled with independent study, research seminars or internships. A minimum of 12 credit hours must be taken at Drake and 3 of these must be upper division. Courses taken on a credit/no credit basis may not be used for the minor. A minor in psychology allows students to complement their major field of study with psychology courses and provides formal acknowledgment of the courses completed.

Quantitative Economics

Quantitative Economics

Degree Options

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

Description of Program

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

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

Requirements for Major

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

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

- Mathematics (21 credits)
  - MATH 050 (Calculus I)
  - MATH 070 (Calculus II)
  - MATH 080 (Linear Algebra)
  - MATH 100 (Calculus III)
  - At least two elective course in Mathematics at the 100 level chosen from the following list:
    - MATH 110 (Multivariate Calculus)
    - MATH 120 (Applied Differential Equations I)
    - MATH 125 (Mathematical Modeling)
    - MATH 127 Game Theory
    - MATH 176 (Advanced Linear Algebra)
    - MATH 184 (Introduction to Real Analysis) Courses in differential equations are especially recommended for students interested in an advanced degree in mathematical financial economics.
- Statistics (6 credits)
  - STAT 131 (Introduction to Probability I)

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/quantitativeeconomics/

- STAT 072 (Statistics II), OR STAT 141 (Statistical Modeling and Data Analysis I)

· Economics (21 credits)
  - ECON 001 (Principles of Macroeconomics)
  - ECON 002 (Principles of Microeconomics)
  - ECON 173 (Intermediate Microeconomics)
  - ECON 174 (Intermediate Macroeconomics)
  - ECON 107 (Introduction to Econometrics), OR Stat 142 (Statistical Modeling and Data Analysis II)
  - Two elective courses in economics at the 100 level

· Capstone (1 or 3 credits)
  - Students choose one of the following, depending on the college and degree to be earned:
    - MATH 195 for A&S Majors (3 credits)
    - ECON 199 for the B.A. degree in CBPA majors (1 credits)
    - BUS 195 for the B.S.B.A. in CBPA (3 credits)

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

Religion

Religion

Degree Options

Bachelor of Arts degree with a major in religion.

Description of Program

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

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

Requirements for Major

33 credits.

No more than 9 hours of <100 level courses may count toward major

Required Courses: Five Courses (15 credits)

- Two Traditions courses (East and West)
- One Ethics course
- One Texts course
- One Theory Course

Traditions Courses

- REL 61 Religions of the Middle East
- REL 62 Religions of India
- REL 64 Introduction to Buddhism
- REL 108 China: The Way of the Sage
- REL 109 Islam
- REL 110 Judaism
- REL 120 Black Christianity and Prophetic Politics
- REL 153 Intro to Christian Theology

Ethics Courses

- REL 091 Contemporary Ethical Issues

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/religion/

- REL 117 Religious Models of Restorative Justice
- REL 118 Race, Religion and Civic Culture

Texts Courses

- REL 51 New Testament
- REL 53 Life and Teachings of Jesus
- REL 111 Eastern Philosophy
- REL 112 Bible and Qur'an
- REL 130 The Global Bible

Theory Courses

- REL 121 Comparative Religion
- REL 124 Inventing Religion
- REL 125 Philosophy of Religion
- REL 155 Liberation and Feminist Theologies

Electives Required: Five Courses (15 credits)

Special Notes

- No more than 9 hours of <100 level courses may count toward the major.
- Other courses from related disciplines (Philosophy, Study of Culture and Society, History) may be counted towards elective credit in the major upon approval of the student's advisor.

Requirements for Minor

18 credit hours

- Two traditions courses (East and West)
- Four other courses from any area of study
- No more than 6 hours <100 level courses may count toward the minor

Rhetoric and Communication Studies

Rhetoric and Communication Studies

Degree Option

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

Description of Program

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

The primary objective of instruction and advising in the department is to help the student pursue a high-quality liberal arts education. This liberal arts ideal combines study of a broad range of subjects with training in critical theory, discourse analysis, and cultural performance, and it should culminate in the critical thinker, articulate citizen, and effective advocate. Rather than preparing students for professional work in a specific career, the program attempts to cultivate qualities of leadership that are common to many aspects of professional, social, and political life. Each student's program includes study in a range of arts and sciences, focuses on specific problems of collective life, attends to questions of ethics, politics, and power, and develops analytical and performative skills. Courses in Rhetoric and Communication Studies emphasize the careful reading of primary texts, open discussion of alternative interpretations and cultural and political implications, analysis of the efficacy and ethics of rhetorical appeals, writing original and creative essays and research papers, and giving skillful and innovative oral presentations.

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

Faculty

The Rhetoric and Communication Studies program includes two full-time faculty members, both of which have earned their doctorate degrees in Rhetorical Studies. The faculty members teach courses ranging from introductory level to upper-level courses in their area of specialization.

Academic Preparation

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

Requirements for Major

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/rhetoricandcommunicationstudies/

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

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

either

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

and

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

We want to help each student have the richest possible education while at Drake University, and we believe that the best preparation of the world of the 21st century requires a flexible approach to acquiring a broad range of experiences and skills. Each student program for a major or minor is developed individually. The major or minor program is designed within a basic disciplinary framework that allows a range of options for addressing the student's educational goals, strengths, and weaknesses in coordination with other programming.

Upper-level courses from other departments may be included in the major as they fit into the department's curricular categories, contribute to a comprehensive and cohesive program of study, and advance the student's education goals. (For example, a student interested in the relationship between religion and politics might include courses from the Political Science and Religion/Philosophy departments.) Courses from other departments should not comprise more than 6 of the first 30 hours of the major, and all sections must be approved by the Rhetoric and Communication Studies faculty. Students are responsible for fulfilling any prerequisites for such courses.

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

Drake Curriculum

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

The Drake Curriculum also requires first-year seminars, which foster development of critical thinking and written and oral communication skills through a topical focus; and a Senior Capstone, in which students demonstrate the capacity to bring information, skills and ideas to bear on one project.

Internships & Opportunities

Internships are available for credit when they can be arranged by the student and involve a component of academic reading and writing. Past internships have included work with political campaigns, government offices, advertising firms, and community organizing.

Requirements for Minor

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/rhetoricandcommunicationstudies/

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

Sociology

Sociology

Degree Option

Bachelor of Arts degree with a major in sociology.

Description of Program

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

Sociology is the study of human action from the point of view of social interactions - covering everything from the analysis of short contacts between anonymous individuals on the street to the study of global social processes. Students in our courses apply rigorous theories and methods of social inquiry to real world problems. Our department specializes in outstanding training in multiple methods of social inquiry, including ethnography, documentary film, qualitative interviewing, historic/archival research, and survey research.

Students in our program enjoy frequent collaboration with the Des Moines community through research assignments, service learning, and internships. Recent graduates have gone to graduate school in social work, business, law, paralegal studies, sociology, criminology, and anthropology. The major is excellent training for careers in law and public administration, medicine and public health, activism, social work, advertising and marketing, politics and public policy, business, banking, and consulting, to name just a few. Sociology also helps you to become a more informed citizen and community member.

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

Requirements for Major

Minimum of 37 credit hours in sociology that include the following:

1. One entry-level course. SCSS 1-25.
2. Two theory-intensive courses*. Choose from SCSA 101, SCSS 70, SCSS 080, SCSS 133, SCSS 135, SCSS 151, SCSS 170, SCSS 173, SCSS 174, SCSS 175, SCSS 176
3. Two methodology-intensive courses*. Choose from STAT 50, SCSA 156, SCSS 77, SCSS 155, SCSS 156, SCSS 158, SCSS 159
4. One Senior Capstone Experience* (4 credit hours). SCSS 199 - 1 credit and Senior Experience Course – 3 credits (note – a revision of the capstone requirement is underway. Consult with your advisor.)
5. An additional 6 elective courses (18 hours) in sociology. Up to 6 hours of anthropology courses and one course in the Study of Culture and Society (SCS) may be used to satisfy this elective requirement.

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

Anthropology courses taken to fulfill the methods- or theory-intensive requirement for the sociology major may be taken in addition to the 6-hour allowance for anthropology courses.

To graduate with a sociology major, students must earn grades of "C" or higher in each core course. Students completing the sociology major may not earn a major in the anthropology and sociology major.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/sociology/

Requirements for Minor

Minimum of 18 hours of coursework in sociology to include one entry-level course and an additional 15 hours of sociology courses. Specific courses are planned by the student in consultation with an academic adviser to complement the major and/or future career and educational goals. A maximum of 6 hours in anthropology courses may be part of the 18 hours required for the minor. A maximum of 9 hours of transfer credit may be applied toward the sociology minor.

Study of Culture and Society

Study of Culture and Society

Degree Option

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

Description of Program

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

The major requires two core courses: SCS 110 (Culture, Knowledge, Power) and SCS 120 (Modes of Cultural Inquiry) which will introduce students to current questions, debates, theories and methodological practices in cultural research. Students will also take 21 credits distributed over topic areas: Cultural Difference and Diversity, Public Culture and Gender and Sexuality. Students will then specialize in one of these topic areas, taking an additional two courses in their chosen area. The major is designed to require students to gain breadth in each of these areas as well as focusing more intensively on one area in their studies.

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

Requirements for Major

Minimum of 37 credit hours that include the following:

SCS 110 (Culture, Knowledge, Power*)	3
SCS 120 (Modes of Cultural Inquiry*)	3
21 credits distributed across 3 areas	21
Cultural Difference and Diversity* Choose from SCSG 192, SCSR 114, SCSS 130, SCSS 156, SCSS 167, SCS 143, SCS 146, SCSS 72, ENG 168	
Public Culture* Choose from SCSR 144, SCSR 128, SCSR 134, HONR 144, HONR 152, ART 108, ART 110, ENG 128, ENG 124	

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studyofcultureandsociety/

Gender and Sexuality* Choose from WS 195/HONR 151, SCSS 174, WS 90/ENG 86	
2 additional courses in one area:	6
Senior Capstone*	4
Total	**37**

*Transfer courses may not be used to fulfill the core course or Capstone requirements.

Students may count one lower-level course for each of the 3 topic areas; all others must be upper-level (100 and above).

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

Honors

Qualified students are invited to receive departmental honors.

Requirements for Minor

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

SCS 110 (Culture, Knowledge, Power) 3 credit hours
SCS 120 (Modes of Cultural Inquiry) 3 credit hours
1 course in each of three areas (9 credit hours)

- Cultural Difference and Diversity
- Public Culture
- Gender and sexuality

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

Writing

Degree Options

Bachelor of Arts with a major in writing.

Description of Program

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

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

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

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

Our graduates pursue professional careers in such fields as professional writing, editing, advertising, publishing, education, management, computers, public relations and public service, or pursue post-baccalaureate study in English studies, law school or medical school. Students contemplating graduate study should confer with their advisers about special preparation and should be aware that many graduate schools typically expect proof of competence in foreign languages.

Requirements for Major

The Writing major requires 36 credits: 18 at the lower division and 18 at the upper division. The Writing major allows for 6 credits of electives that must be 100-level courses. At least 18 credits of the required 36 must be 100-level courses. An English course may be used only once to fulfill a particular major requirement. (ENG 54, for instance, may fulfill either Genres or Historicity, but not both.) Transfer students majoring in Writing must take at least 18 hours of English at Drake.

Lower Division Core:

- Gateway (6 hours)

    - ENG 38 Literary Study (Should be taken first or second year)
    - ENG 39 Writing Seminar (Should be taken first or second year)
- History and Traditions (3 hours)
    - Any ENG course numbered 40-59
- Culture and Identity (3 hours)
    - Any ENG course numbered 60-79
- Writing: Topics and Genres (6 hours)
    - Any ENG course numbered 80-99

Upper Division:
Students must have completed at least 30 credits (including no more than 15 AP/IB/high-school transfer credits) and at least 3 credits of the lower division core or received special permission from the instructor to register for Upper Division courses. Specific prerequisites may be required for some courses.

- Writing Courses (9 hours)
    - ENG 109, 111, 112, 113, 114, 115, 116, 171, 172 (1 credit)
- Electives (6 hours)
    - Six credits earned in courses numbered ENG 100 and higher. Courses may be taken outside the department with advisor approval. Up to six individual experience credits (internship, independent study, portfolio) may be counted as electives.

Capstone:

- ENG 195 or 196; Students must have completed ENG 38 or ENG 39 and have junior or senior standing to register for the capstone

Requirements for Writing Minor

Minimum of 18 credit hours in English, including ENG 38, ENG 39, and one from each of the two columns in the writing core. An English faculty adviser is required.

Geography

Geography

Description of Minor

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

Requirements for Minor

Minimum of 18 credit hours in geography. All geography minors complete a 9-credit-hour core of introductory courses — SCSG 2 and SCSG 3 — and ENSP 65. In addition, the geography minor requires at least three 3-credit upper-division courses in geography.

Minor in Military Studies

Minor in Military Studies

Description of Minor

A Minor in Military Studies entails the development of student's awareness of the position the military plays within the structure of a free society. Leadership studies are an emerging discipline and the concept of leadership and how it can be reciprocal will be explored. A minor in military studies will present a mentally, morally, and physical environment in order to establish a foundation in having students experience the beliefs and behaviors of strong leaders throughout history. Starting with the premise that all civilizations owe their origins to warmaking, a minor in military studies probes the meanings, motivations and methods underlying war in different societies over the course of more than 2,000 years. The minor in military studies at Drake University provides students with a splendid opportunity not only to understand the practices and precepts of the military more clearly, but also to provide a start point for assuming the highest responsibilities of leadership and citizenship in all walks of life.

Requirements for Minor

Drake University students can receive a minor in military studies by completing 18 hours of specialized coursework in military studies. The minor is not restricted to ROTC participants; any Drake student may participate in this curriculum. In particular, individuals interested in public service careers, media students who may want to report on military matters, or individuals who may come into contact with the military through business associations may benefit from this program.

The military science minor includes 12 hours from a combination of either the Army or Air Force ROTC program and 6 credit hours from non-ROTC courses on related military topics. Completion of the minor in military studies is not contingent upon a commission in the Armed Forces being tendered.

The following non-ROTC courses are currently approved for the military minor:

ENG 166 Literature of War

HIST 112 Civil War and Reconstruction
HIST 113 America as a World Power
HIST 139 World War I
HIST 168 U.S. Interventionism
HIST 169 The U.S. and the Origins of the Cold War

PHIL 90 Ethics

POLS 121 The United Nations and Global Security
POLS 124 Revisiting the Vietnam War
POLS 125 Post-Conflict Justice
POLS 136 The Arab-Israeli Conflict
POLS 173 Human Rights and World Politics
POLS 179 American Foreign Policy

Students may petition with the Associate Dean of the College of Arts and Sciences to gain approval of other courses to meet this requirement.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/minorinmilitarystudies/

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

Piano Pedagogy

Piano Pedagogy

Description of Minor

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

Required Courses	Credit Hours
MUS 113 - Piano Studio Teaching Techniques and Materials	3
MUS 117 - Literature for Teaching Piano	3
MUS 135 - Studio Teaching of Piano	4
EDUC 103 - Foundations in Education	3
EDUC 105 / EDUC 106 - Human Development	3
Total:	16

Behavioral Analysis of Developmental Disabilities

Behavioral Analysis of Developmental Disabilities

Description of Concentration

This cross-disciplinary program of study provides students interested in working with children with disabilities the knowledge and skills necessary to be successful in settings such as a classroom or clinical and applied settings. This program emphasizes two areas — behavior analysis and developmental issues.

Requirements for Concentration

Required Courses:	PSY 1 Introduction to Psychology	4 hours
	PSY 60 Principles of Behavior	3 hours
	SPED 153 Applied Behavior Analysis and PBS (Recommend PSY 60 prior to SPED 153)	3 hours
Required Either:	PSY 42 Child and Adolescent Development	3 hours
	OR	
	EDUC 105 Human Development (Elem & Early Child)	3 hours
	OR	
	EDUC 106 Human Development (Secondary)	3 hours
Required Either:	SPED 120 Introduction to Special Education	3 hours
	OR	
	SPED 152 Charting and Assessment of Young Children with Needs	3 hours
Required Either:	PSY 148 Psychology of Developmental Disabilities	3 hours

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/behavioralanalysisofdevelopmentaldisabilities/

	OR	
	PSY 142 Behavior Analysis of Child Development	3 hours

Global and Comparative Public Health Concentration

Global and Comparative Public Health Concentration

A concentration in Global and Comparative Public Health (GCPH) prepares students to be active participants in improving the health of their own and other communities worldwide. Students will gain an understanding of the determinants of the health of populations; the available options to improve the health of populations; and the evidence demonstrating the efficacy of these options.

Through the GCPH concentration, students will learn to:

1. Identify the determinants of health. These determinants will include but are not limited to biological, environmental, economic, political, institutional and social factors;
2. Describe the various public health interventions that may influence the health of populations and differentiate between them;
3. Explain how the health status of a given population is interdependent with the health of all populations globally;
4. Explain and give examples of how culture relates to health and apply this knowledge to conversations abojut health in different settings;
5. Explain how the indicators of health of a given population may be assessed;
6. Analyze the relationship between health and social justice;
7. Describe the factors (social and cultural) that affect the relevant behaviors of a population;
8. Devise the questions that may be asked to examine the health of a population;
9. Apply evidence-based thinking to population health concerns.

The GCPH concentration complements various majors, including Biology, BCMB, Pharmacy, Health Sciences, International Relations, Politics, Law, Politics and Society, Sociology, Environmental Science and Policy and Philosophy. Students who complete the program will be well prepared for graduate study and/or careers in fields related to public health.

Requirements for the Concentration:

A total of 21 credits are required, distributed as follows (see course catalogue to identify any prerequisites for listed courses):

Required courses (9 credits):

Hsci 144 Introduction to Public Health

Pols 127 Global Health

Hsci 143 Epidemiology

Electives (12 credits):

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/globalandcomparativepublichealthconcentration/

Take at least one from Natural Sciences list and one from Social Sciences/Humanities list:

Natural Sciences:

Bio 021 Biological Basis of Disease

Bio 145 Introduction to Ethnobotany

Bio 145 Foodways: Plants and Adaptations

Bio 108 Emerging Infectious Disease

Bio 182 Immunology

Chem 012 Food and Health

Social Sciences and Humanities:

Hist 194 Public Health History

Phil 124 Health and Social Justice

Phil 151 Environmental Justice

Pols 169 Comparative Public Health Policy

SCSS 071 Environmental Movements

SCSS 145 Food and Society

SCSS 150 Global Reproductive Politics

WLC 148 Intercultural Communication

Experiential Learning

Local or international. May count as an elective under either Natural Sciences or Social Sciences/Humanities, depending upon content; adviser approval required. The following course - open to Pharmacy students only - is pre-approved for 5 credits under experiential learning for GCPH: Phar 285 Belize Rotation [counts as Natural Science].

Students may declare the concentration by filling out a form through their college administrative office.

Latin American Studies

Latin American Studies

Description of Concentration

The Latin American studies concentration is a multidisciplinary program that offers students a regional focus to complement their disciplinary focus. The concentration provides a coherent framework for the study of Latin America. The concentration is designed to prepare students for careers requiring specialized knowledge of the peoples, cultures and social systems of Latin America.

The Latin American studies concentration requires 18 credits of coursework, 9 credits of which must be taken at Drake. Latin American studies concentrators must demonstrate second language competence equivalent to one year of college study. Study abroad in Latin America is strongly advised. There are two options for study abroad: 1) a semester or year abroad with an affiliated program in Latin America; and 2) the Latin American Studies two-week travel seminar during the May interim term. The concentration offers an optional 3-hour integrative independent study ideally undertaken in the student's senior year and serving as a Capstone experience.

The distribution of courses comprising the concentration is determined by the student in consultation with his/her Latin American studies adviser. Together, student and adviser design a multidisciplinary program with courses chosen from at least 3 different disciplines. Courses chosen to complete the concentration should complement the student's major as well as fulfill the goals of the Latin American studies program. Students are encouraged to develop a special thematic or regional interest (for example, human rights in Latin America, the U.S.-Mexico border region) and to pursue that interest through a relevant cluster of courses.

Requirements for Concentration

In choosing courses, major emphasis should be given to courses with a Latin American regional focus (including transfer credit from study abroad programs):

- ECON 175 (Economic Development)
- ENG 164 (Latino/a Literature)
- ENG 165 (Postcolonial Literature: The Americas)
- HIST 125 (Colonial Latin America)
- HIST 124 (Aztecs, Incas, and Mayas)
- HIST 123 (Modern Mexico)
- HIST 126 (Modern Latin America)
- HIST 170 (Sex and Power in Aztec Empire)
- POLS 164 (Government and Politics in Latin America)

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

Concentration in Leadership Education and Development (LEAD)

Concentration in Leadership Education and Development

"Leadership and learning are indispensable to each other." John F. Kennedy

Drake University offers an undergraduate, interdisciplinary Concentration in Leadership Education and Development open to all students from any academic major.

- Why Lead?
- Admission of Students
- Faculty & Staff Steering Committee
- Definition of Student Leadership at Drake University
- Outcomes of the Concentration in Leadership Education and Development
- Course Descriptions

Leadership Concentration

Designation/Course No.	Title	Credits
LEAD 001	Foundations of Leadership	1
LEAD 050	Leadership: Theory to Practices	3
LEAD 060	Leadership Experience	1
	Prerequisite or taken concurrently with LEAD 050	
LEAD 100	Leadership: Influence and Change	3
	Prerequisite: LEAD 050	
LEAD 190	Capstone Practicum with Reflection	3
	Prerequisite: LEAD 100	
Engaged Citizen (Area of		3

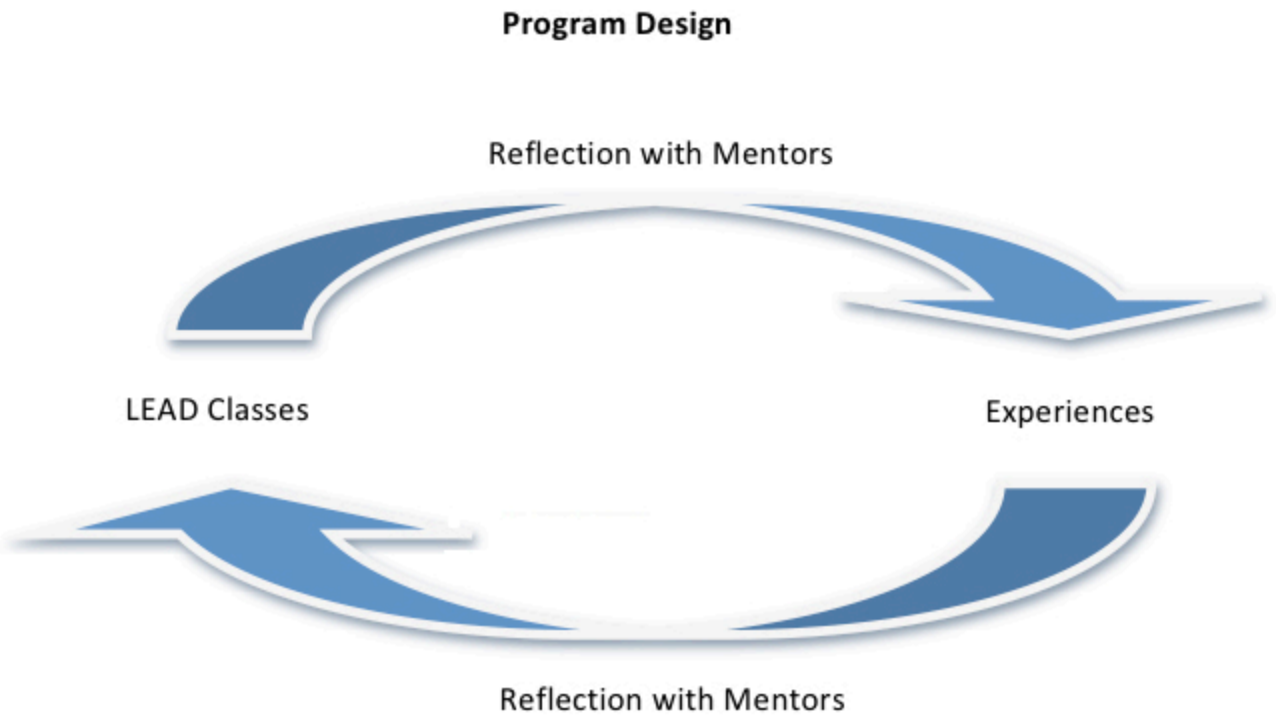
Inquiry)*		
Ethics or Global Elective*		3
Leadership Elective*		3
	Total	20
LEAD 199	Special Topics	1-3
* Courses are flagged each term and listed on LEAD website.		

Why LEAD?

LEAD graduates will make significant contributions to Drake and their current and future communities of involvement by exemplifying ethical leadership. LEAD graduates will:

1. Know thyself and personify the leader-related knowledge, experience and language gained by the depth and breadth coverage of the LEAD Concentration (traditional and experiential classes).
2. Exhibit the confidence, competence, and character needed to lead individuals, teams, organizations, and communities for positive social change.
3. Understand and practice leadership as a collaborative, inclusive, and ethical process.
4. Typify, model, and teach the skills needed to convene, reflect, inquire, collaborate, empower, and act to improve life for students, citizens, and the larger society.
5. Exhibit the capacity to understand and work effectively with diverse individuals on-campus and throughout the world.
6. Be able to lead successfully through conflict with civility.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/concentrationinleadershipeducationanddevelopmentlead/



Admission of Students

Students admitted to the concentration will adhere to the following criteria:

1. Any student may enroll in the one credit hour leadership foundations course (LEAD 001) or the first three credit hour LEAD 050 to be introduced to the requirements and expectations of the concentration as a means of testing his/her interest in enrolling in the Concentration in Leadership Education and Development. These classes will be offered fall and spring terms.
2. Admission to the Concentration in Leadership Education and Development will follow the requirements of each college. A student may be admitted into the concentration by completing the existing major/minor/concentration form used for academic programs.
3. A student admitted into the Concentration in Leadership Education and Development will be assigned a leadership mentor to supervise the reflective and experiential aspects of the concentration. Appropriate mentors include members of the Steering Committee or other individuals identified by the student petitioner (approved by the Chair of the Concentration of Leadership Education and Development) or college and can include academic, athletic, or co-curricular faculty and staff. Graduate students may also serve as mentors with approval of the Chair. An orientation will be held to acquaint the mentors with their roles and expectations.
4. A student will be admitted into the Concentration in Leadership Education and Development if s/he is in good academic standing within the College s/he is enrolled and has declared a major. Students on academic probation will be ineligible from enrolling in the concentration until they are in good academic standing.
5. A student may be admitted into the Concentration in Leadership Education and Development when s/he has completed at least 15 credit hours toward a University degree with at least 12 credit-hours earned at Drake.
6. A student must declare the Concentration in Leadership Education and Development prior to the first semester of his/her Senior year.

Faculty and Staff Steering Committee

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/concentrationinleadershipeducationanddevelopmentlead/

The following faculty and staff have agreed to serve as a curriculum consulting/steering team in the development and overview of the LEAD courses:

Tom Westbrook, SOE	Maria Clapham, A&S
Ronda Menke, SJMC	Renae Chesnut, CPHS
Jan Walker, SOE	Melissa Sturm-Smith, Office of the Provost
Radostina Purvanova, CBPA	

Definition of Student Leadership at Drake University

Leadership is the process of challenging ourselves and others to develop a shared vision and of influencing individuals or groups toward the ethical achievement of common goals.

Leadership Tenets

1. Leadership depends on relationships.
2. Leadership is everyone's responsibility.
3. Leadership can be developed.
4. Leadership is inclusive.
5. Leadership is practiced in accordance with high standards of ethics and integrity.

Explanation of Leadership Tenets
The following tenets advance our understanding of leadership at Drake and will be used to guide the development of programs on leadership education.

1. Leadership depends on relationships: These relationships are developed at all levels of the university among students, faculty, and staff. Leadership is not dependent on one's position in an organization or on a team, but can be pursued in any role based on one's personal style, integrity, credibility, and willingness to engage in discourse and to develop relationships based on mutual respect with others.
2. Leadership is everyone's responsibility: Given the challenges faced by Drake University and society at large, all students must assume the responsibility to develop a shared vision and assume leadership to bring the knowledge and skills of diverse individuals together to achieve collective goals. This can be done through holding formal leadership positions such as serving as the head of academic, service, sport, and social groups; or by raising knowledge about critical issues through the presentation of research, artistic expression, or social advocacy; or by serving as an informal leader or volunteer in activities on and off campus.
3. Leadership can be developed: Leaders consciously strive to make a difference in some positive way and continuously work to improve their capacity to do this effectively through formal and experiential learning. This learning is achieved through three primary means:
4. Experiences: Leaders learn by leading and seek opportunities to do so in the numerous roles and responsibilities they accept. These efforts both provide them with better knowledge of the values and perspectives of others and heighten their understanding of their own values and leadership skills. Ultimately one's effectiveness as a leader is developed by having the opportunity to participate in leadership activities and reflect upon successes and mistakes.
5. Role-models and mentors: Leaders enhance their effectiveness by observing and learning from others who lead. This includes other student leaders, administrative staff, faculty, and members of the community.

6. Education and self-reflection: Leaders elevate their understanding of leadership through participation in courses, workshops, or learning experiences that require self-reflection, inclusion, and the pursuit of a deeper understanding of ethics. Leaders reflect on those experiences and push themselves to become better informed and more skilled.
7. Leadership is inclusive: Inclusive leadership is a collaborative process in which all members of an organization are valued and respected for their unique perspectives and contributions. Inclusive leaders move beyond tolerance and genuinely respect human differences, cross-cultural awareness and identity. Inclusive leaders help to build a positive community based on awareness of self and others, integrity, and authenticity.
8. Leadership is practiced in accordance with high standards of ethics and integrity: Leaders develop and act upon their own reasoned understanding of ethics, at the same time as they value the knowledge, perspectives, and input of others. At minimum, leaders take responsibility for their commitments and hold themselves accountable for the consequences of their actions. They set an example by acting in harmony with their words, displaying respect for others, honoring truth and honesty, and displaying courage in consistently adhering to integrity and fairness. At best, leaders engage in the world around them to help create positive change in order to realize a more just and humane society.

Outcomes of the Concentration in Leadership Education and Development

The outcomes of the Concentration in Leadership Education and Development are aligned with the Social Change Model of Student Leadership Development (Komives, Lucas and McMahon, 2007). By completing this concentration students will be able to do the following:

1. Articulate one's responsibility as a leader and design a personal plan of action consistent with those values (Congruence).
2. Assess one's talents and growth as a leader (Consciousness).
3. Apply historical and contemporary frameworks of leadership to current and future world issues (Citizenship).
4. Demonstrate the knowledge and ability to develop shared vision and values (Common Purpose).
5. Exhibit effective communication and teamwork skills to bring the knowledge and skills of diverse individuals together to achieve collective goals (Collaboration, Controversy with Civility, Change).
6. Positively influence at least one effort (individual or group) toward goal achievement in a given situation be it academic or social in origin (Commitment, Change).

Defining Aspects of the Concentration in Leadership Education and Development
The Concentration in Leadership Education and Development will combine classroom learning and out-of-class involvement with reflective experiences facilitated by a leadership mentor. Courses and reflective experiences will be offered in concert with Drake's collaborative learning environment and co-curricular programs resulting in engaged citizens on campus, in their respective profession, and in the community. The "signature pedagogy" will consist of an array of teaching/learning modalities:

1. Discovery-centered learning (original work that contributes to the knowledge base of the students' discipline).
2. Interdisciplinary learning (requires the connection and integration of unrelated academic disciplines, skills, and schools of thought to create new knowledge or solve multi-dimensional problems).
3. Translational learning (applies classroom learning to real-world settings and applications).
4. Contextual learning (understands the contingent aspect of knowledge and the various patterns and perspectives that can be applied to a topic). See Youatt & Wilcox, 2008

Student Mentors
Students will select mentors or be aided by the chair to find a person on-campus or off-campus to help them to reflect and process their leadership experiences and integrate the "lessons learned" into the outcomes and curriculum of the concentration. An orientation and guidebook will be developed to acquaint new mentors with their role and assist them to understand the outcomes and curriculum of the concentration. Mentors can be faculty, staff, community members, graduate students, etc.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/concentrationinleadershipeducationanddevelopmentlead/

Student Leadership Portfolio
Students will be expected to reflect and write about the integration of the classroom learning with the practical experiences they have as leaders at Drake or in the community. The Leadership Development Portfolio (LDP) will be a separate document or could be a part of one's major. The Leadership Development Portfolio will be reviewed during all LEAD classes or at least three times per term by the student's mentor, faculty member or the program chair. The students will present their LEAD 190 experience as part of a dissemination program during the term they are enrolled in LEAD 190.

Connection with the Donald V. Adams Leadership Institute and Academy
The Don Adams Leadership Institute provides students an array of noncredit leadership opportunities sponsored by the Office of Student Life. Students enrolled in the Don Adams Leadership Academy attend 10 sessions over a one-year period, complete a service project and write a reflection paper. This program will continue to serve our students and will compliment the outcomes of the Concentration in Leadership Education and Development. Those students who complete the Academy will not be required to complete LEAD 001 but can directly declare the concentration. They will be required to meet with the Chair to learn about the requirements of the concentration and begin the portfolio development process.

Course Descriptions

LEAD 001 Foundations of Leadership: This course provides an introduction to leadership and the interdisciplinary Concentration in Leadership Education and Development. General topics include the definition and basic tenets of leadership, how leadership differs from management and power wielding, and the traits/characteristics of leaders and followers including credibility and integrity. Students will read classic works in leadership and create action plans for leadership engagement and development. Prerequisites: None. LEAD 001 can be waived with successful completion of the first term of the Don V Adams Leadership Academy.

LEAD 050 Leadership Theory to Practice: This micro-level leadership course focuses on the student as an emerging leader on teams, committees, academic clubs, and organizations. The first part of the course examines the Social Change Model of Student Leadership Development. This includes the definition of social change and the social change model (7Cs), societal, community, group and individual values and on becoming a change agent. The second part of the course focuses on each student's development using a leadership theory/model such as emotional intelligence, situational leadership, servant leadership, etc. The two major objectives of the course are (1) to assist the students to build understanding of the nature of individual and social change/ development, (b) to enable the students to assess and advance their knowledge and skills as an emerging leader. All course content will be integrated with current, past, and anticipated leadership engagement at Drake. Prerequisites**:** LEAD 001 or completion of the first term of the Don Adam's Leadership Academy. Hours: 3

LEAD 060 Leadership Experience: This course complements the LEAD concentration coursework in providing students the opportunity to apply the concepts learned in LEAD 050 to a leadership experience under the guidance of a course coordinator and an approved leadership mentor.Â Rather than being a formal classroom course, students will be actively engaged in a significant campus or community area of involvement, through either academic or co-curricular activities.Â This course is required for those students enrolled in the interdisciplinary academic concentration in Leadership Education and Development (LEAD). Hours: 3

LEAD 100 Influence and Change: This macro-level leadership course focuses on the leadership of teams, organizations and community. The first part of the course examines issues related to the leadership of teams â€“ building effective teams, conflict management, team role structures, and creating team viability. The second part of the course examines issues related to the leadership of organizations and community â€“ building a shared vision, building a leadership culture, championing organizational change, and the political realities of leading. The major objective of the course is to aid students with (a) becoming effective and ethical leaders, and (b) integrating and applying knowledge and experiences from prior coursework on their path to leadership development. All course experiences will culminate in a capstone class projectâ€"a realistic organizational simulation where students will create a new team-based organization. Prerequisites: Junior or Senior standing, LEAD 050. Hours: 3

LEAD 190 Capstone Practicum with Reflection: This is a capstone leadership experience with reflective classroom periods. Students must be actively engaged in leadership activities on or off-campus with a desire to make a better community and society for oneself and others. The student's experience is to be documented in their Leadership Development Portfolio (LDP).

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/concentrationinleadershipeducationanddevelopmentlead/

This integrative course enables the student to reflect on all that they have learned thus far related to leadership (integration of LEAD 001 â€“ LEAD 100). The course will culminate in an evening dissemination of their project attended by concentration students, faculty and interested parties. Prerequisites: LEAD 100 Hours: 3

Engaged Citizen Course: Students will complete the required Engaged Citizen Course by enrolling in selected course options that meet the following outcomes: This course will provide an opportunity for students to learn processes to influence others and to implement change. It includes the two fundamental realities of any leadership/influence effort: 1) that differences of viewpoint are inevitable, and 2) that these differences must be discussed openly and with respect. This course will continue to build the student's Leadership Development Portfolio (LDP) and meet with their mentor to discuss the integration of the Engaged Citizen Course with their development as a leader.

Electives

College of Arts & Sciences

Culture and Society/SCSS	
13	Society, Culture and African Americans
77	Art of Interview
156	Representing Race: Life History Research
173	Global Citizenship
176	Documenting Lives
Culture and Society/SCSR	
73	Public Speaking
126	Argument Culture
Culture and Society/SCS	
110	Culture, Knowledge, & Power
English	
94	Business and Administrative Writing
95	Writing Reports and Proposals
124	Work and Capital in American Literature & Culture
124	Environmental Writing

174	Service Writing
Numerous literature classes with multicultural or social differences themes	
History	
113	America as World Power
168	U.S. Interventionism
173	Women and Gender in Modern America
Law, Politics & Society	
100	Law and Social Change
Political Science	
112	Women in Politics
123	Grassroots Globalism
127	Global Public Health
151	The American President
155	American Public Policy
156	Environmental Politics & Policy
173	Human Rights & World Politics
176	Gender and World Politics (summer Web-course)
Philosophy/Religion	
90	Ethics
91	Contemporary Ethical Issues
118	Race, Religion & Civic Culture
Psychology	
30	Social Psychology

85	Organizational Psychology
134	Ethnopolitical Conflict
World Languages & Culture	
148	Intercultural Communication
Women's Studies	
WS 75/Eng 75/SCSS 74	Introduction to Women's Study

College of Business & Public Administration

Bus 90	Introduction to Business Ethics

School of Education

Educ 140	Speech and the Classroom Teacher
Educ 164	Critical Perspectives in Race, Gender, and Ethnicity

School of Journalism & Mass Communication

JMC 066	Media Responsibility
JMC 104	Communication Law & Ethics
JMC 135	Public Relations Principles

Primate Studies

Primate Studies

Description of Concentration

Students electing to pursue a concentration in primate studies will:

- Develop an awareness and depth of understanding for primate evolutionary history, behavior and conservation.
- Engage in a significant experiential learning experience involving research on primatology in Des Moines or abroad.
- Pursue breadth outside of specific primatology courses so that students can gain an appreciation for how the science of primatology fits in with larger scientific or cultural issues. Students will attain significant professional preparation for a graduate program in primatology.

Requirements for Concentration

Required Core Classes (12 credits)

- BIO 98 (Introduction to Primatology) 3 credits
- PSY 129 (Primate Cognition and Learning) 3 credits
- ENSP 127 (Primate Conservation) 3 credits
- BIO 197/ENS P197/PSY 192 (Primatology Practicum/Capstone) 3 credits

Electives (must take at least 2)

- SCSA 02 (Introduction to Cultural Anthropology)
- SCSG 134 (Africa)
- SCSG 176 (South Asia)
- BIO 104 (Evolution)
- BIO 105 (Genetics)
- BIO 114, 114L
- BIO 117 (Ecology)
- BIO 129, 129L (Mammalian Physiology)
- ENSP 50 (Tropical Ecology)
- ENSP 135 (Global Change)
- PSY 026 (Human Evolutionary Psychology)
- PSY 122 (Sensation and Perception)
- PSY 123 (Biological Basis of Behavior)
- PSY 128 (Behavior of Endocrinology)
- ENSP/BIO/PSY -- Special Topics in Primatology

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/primatestudies/

- Advisor-approved electives

Women's Studies

Women's Studies

Description of Concentration

The women's studies concentration is a multidisciplinary program that focuses on the totality of women's experiences, with attention to the social construction of gender identity and gender relations, and the intersection of gender with other categories; namely, race, class and sexuality. Women's studies programs promote the comparative study of women and women's issues from a global perspective. The concentration is not a major but is compatible with many majors.

Women's studies concentrators choose from many disciplines to complete their concentration requirements. Only six credits may be selected from the same academic discipline.

For more information, contact the director of the Women's Studies Program.

Requirements for Concentration

The concentration consists of 21 hours of coursework, distributed as follows:

1. WS 75/ENG 75/SCSS 75 Introduction to Women's Studies

2. Twelve hours chosen from the following core courses:

WS 99	Special Topics
WS 124	German Cinema
WS 145	Special Topics
EDUC 199	Adventure, Risk and Thinking
ENG 66	Reading Race and Ethnicity
ENG 67	Introduction to Asian American Literature
ENG 77	Reading Gender
ENG 86	Reading and Writing Sexuality
ENG 88	Reading and Writing About Class
ENG 112	Autobiography and Memoir
ENG 120	Women in Horror Films
ENG 124	Salem Witch Trials
ENG 126	World Cinema
ENG 130	Film Noir
ENG 135	Adolescent Literature
ENG 136	Adolescence in American Literature
ENG 152	19th Century American Lit
ENG 174	Theories of Language and Discourse
ENG 162	Gender and the Body Politic
ENG 164	Latino/a Literature
ENG 165	Postcolonial Literature
ENG 168	Storytelling as a Social Practice
ENG 174	Theories of Language and Discourse

ENG 178	Race Mixture in American Literature
HIST 108	Introduction to Women's History
HIST 115	American Indian History: 1492-1840
HIST 139	The New Woman: 1890-1945
HIST 156	Women in Revolutionary Europe: 1789-1848
HIST 157	Sex and Power in Peasant Society
HIST 159	American Women's History to 1850
HIST 170	History of U.S. Women since 1877
HIST 170	Race, Sex and Power in the American South
HIST 170	African-American Women in U.S. History
HONR 122	Fictions of Desire: Masculine/Feminine/Other
HONR 142	Speaking with Many Voices: A Sampling of Native American Voices
HONR 145	Gender and Culture in Islam
PHIL 91	Contemporary Ethical Problems
PHIL 153	Feminist Ethics
REL 151	Race, Religion and Civic Culture
REL 151	Sexuality and the Sacred
REL 151	New Voices, New Views
REL 151	Women and the Hebrew Scriptures
REL 155	Liberation and Feminist Theologies
POLS 109	Gender and War
POLS 112	Women and Politics
POLS 119	Feminist Legal Theory
POLS 176	Gender and World Politics
PSY 95	Stereotyping
PSY 95	Science Ethics and Diversity
PSY 137	Psychology of Gender
SCSA 101	Feminist Anthropologies
SCSA 150	Postcolonial South Asia
SCSA 150	Women in the Global Factory
SCSA 150	Gender and Globalization
SCSR 134	Rhetorics of Class
SCSR 134	Rhetorics of the American Family
SCSS 10	Intro to Sociology: Gender and Culture
SCSS 13	Intro to Sociology: Society, Culture and African Americans
SCSS 105	Race, Gender and Poverty
SCSS 130	Contemporary Chinese Society
SCSS 137	Women, Madness and Culture
SCSS 150	Race, Family and Identity in the U.S.
SCSS 150	Sociology of the Family
SCSS 150	Constructing Normal
SCSS 150	Global Reproductive Politics
SCSS 150	Ethics of Transnational Adoption
SCSS 156	Representing Race
SCSS 161	Race and Ethnicity

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/womensstudies/

SCSS 167	Sociology of the African American Experience
SCSS 173	Global Citizenship
SCSS 174	Feminist Theories of Subjectivity
SCSS 176	Documenting Lives
SCSS 177	Gender and Violence
SCSS 180	Social Movements
SCSS 183	Gender Inequality

3. Three hours of Senior Seminar: Topics in Women's Studies (seniors only). One course chosen from:

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

4. Three hours of Practicum/Praxis. Prerequisite: Minimum nine credit hours completed in Women's Studies (with a minimum 3.0 GPA), junior or senior status, and approval of a Women's Studies faculty adviser:

WS 191	Internship OR
WS 192	Independent Study

For more information, contact the Director of the Women's Studies Program.

World Languages and Cultures

Certificate of Competence in Language and Culture

Certificate Description

The Certificate of Competence in Language and Culture is designed to allow students to demonstrate competence in a language other than English and a competent understanding of the cultural contexts in which that language is spoken. Interested students may pursue the certificate in Arabic, Chinese, French, German, Japanese, and Spanish. Undergraduate students from any school or college are eligible to apply and the certificate is compatible with many majors.

In order to receive the certificate, students will meet a set of requirements combining academic and co-curricular experiences. These experiences include a mandatory study-abroad experience in a program approved by the director of the World Languages and Cultures program.

Requirements for Certificate

Minimum 2.5 cumulative GPA and 3.0 GPA in language courses

The certificate consists of a minimum of 14 hours of coursework (though more may be required upon a student's initial knowledge of the language of study).

6 hours	2 semesters of language study beyond the intermediate level (150 or 160 level) or equivalent from abroad.
3 hours	1 course in Intercultural Communication (WLC 148) or equivalent from abroad.
5 hours	Study Abroad and surrounding experience courses: WLC 080, 081, 082 (1, 1, 3 credits respectively).

https://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/worldlanguagesandcultures/ World Languages and Cultures

Program Overview

The program offers several languages: Arabic, Chinese, French, German, Japanese, and Spanish. Professors and native speakers mentor students as they gain functional proficiency in a language other than English, develop cultural understanding and become responsible global citizens. Students prepare to study or live abroad, enhance professional development, and pursue personal interests while working alongside native speakers and language faculty.

Language Courses

Focusing on the development of functional communicative competency, students learn to use the language rather than merely learning about the language.

Students work with language faculty twice weekly in order to develop communicative skills, examine aspects of grammar, and learn about the language's culture. Students also work with native speakers in groups of six or fewer once per week. The native speaker helps them learn how speakers of that language really speak. This immersion experience simulates, on a small scale, the way in which students learned their first language. The opportunity to practice grammar and to have questions answered in English is available the language faculty.

Placement Exams and Registration

Students who have previous experience studying the language must complete the placement process to ensure that they begin study at the level for which they are prepared. First-Year students will take the placement exam either prior to or during summer orientation and all other students can take the placement exam during specified times during the academic year prior to registration.

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

Additional Activities

In addition to academic offerings, the language program organizes additional opportunities for students to improve their linguistic competence and gain additional cultural knowledge. Students can, for example, interact with members of the Des Moines community who speak the language at events such as *Día de los Muertos*. Occasionally, the program sponsors other activities such as a karaoke night, an origami workshop, and weekly language tables.

Art History

Art History

Art History

Description of Program

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

Degree Option

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

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

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

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

Academic Requirements

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

A student is placed on probation if either the cumulative grade-point average or the average in Department of Art and Design Courses falls below 2.00 (a "C" average) during any semester in which a student has earned less than 60 total credit hours. A student may be placed on probation for failing to meet the University's standards for satisfactory progress toward completion of degree requirements. (See Probation, Suspension and Satisfactory Progress in the General Information section of the Drake University catalog.)

To continue progress toward a Department of Art and Design degree, a student must have at least a 2.5 cumulative grade-point average and a 2.5 GPA in the Department of Art and Design courses at the end of the academic term in which the student completes the 60th credit hour. For transfer students the 60th-hour GPA must be based upon at least 15 credit hours

earned at Drake. Students who achieve the 2.5 GPA at the 60th-hour level are placed on probation if their GPAs fall below 2.5 in a subsequent semester. If the GPA is not raised to 2.5 or better after the probationary semester, the student may not continue in Department of Art and Design or re-enroll later.

Drake Curriculum

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

The Drake Curriculum also requires first-year seminars, which foster development of critical thinking and written and oral communication skills through a topical focus; and a Senior Capstone, in which students demonstrate the capacity to bring information, skills and ideas to bear on one project.

Requirements for Major

Art	Credit Hours
First-year program - Art 13 or 14, 15, 16	9
Basic Studio - Painting, Printmaking, or Sculpture	3
Art History	
First-year program - Art 75	4
Art and Theory	3
Art History Electives	15
Senior Project - Art 197	4
Total Art and Art History Credits	38
Academic	
Drake Curriculum and electives (may be art)	
Total Academic Credits	86

Art History Minor

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/arthistory/

The minor in Art History is designed for those students outside the Department of Art and Design who want to know more about the history of art and art issues. The minor of 20 credit hours generally consists of the following courses selected in consultation with an Art History faculty advisor.

Foundation Courses	Credits
Art 75 Themes in Art History	4
Select One Foundation Studio Class from the three below:	3
Art 13 2D-Design (for the major)	
Art 14 3D-Design	
Art 15 Drawing I	
Art History Concentration	
Three Art History courses	9
OR Two Art History courses and one Studio Course	9
Capstone in Art History	4
Total	20

Graphic Design

Graphic Design

Graphic Design

Description of Program

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

Degree Option

The BA degree program allows the student to major in graphic design within the context of a liberal arts curriculum. All students entering the major must first complete the Department's foundation courses. This program of courses, emphasizes fundamental skills in art history, drawing and 2D and 3D design. Students majoring in graphic design have the unique opportunity to minor in a traditional studio area. It also allows the student considerable flexibility in developing a course of study, as it can accommodate a double major or dual-degree programs. The senior Capstone experience is Art 191 Design Practicum which involves the design and production of a graphic design portfolio, and preparation for entry into the design profession. Number of credit hours required: 52

The BFA in Graphic Design is a specialized four-year undergraduate program, which prepares students specifically in the common body of knowledge and skills required for graphic design careers. It is a professional degree with the majority of credits dedicated to design or design-related course work. Through advising, faculty direct students to general studies that support their studies in design such as mass communication, writing, psychology, sociology, anthropology and business. At the end of the junior year, BFA students take part in BFA reviews with the full-time faculty of the department. The capstone experience, Art 191, involves the design and production of a graphic design portfolio, the option of participation in a senior exhibition, and preparation for entry into the design profession. Number of credit hours required: 85

Academic Requirements

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

A student is placed on probation if either the cumulative grade-point average or the average in Department of Art and Design Courses falls below 2.00 (a "C" average) during any semester in which a student has earned less than 60 total credit hours. A student may be placed on probation for failing to meet the University's standards for satisfactory progress toward completion of degree requirements. (See Probation, Suspension and Satisfactory Progress in the General Information section of the Drake University catalog.)

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/graphicdesign/

Requirements for Major

Number of credit hours required: 52

Required courses or other requirements for B.A. degree:

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 21, 75	16
Basic Studio - Painting, Printmaking or Sculpture	3
Graphic Design — Art 51, 52, 102, 114, 115, 116, 191	21
Graphic Design Elective, (one course must be numbered 150 or above)	6
Art History Elective	6
Total Art Hours	52
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	72

Required courses or other requirements for B.F.A. degree:
Number of credit hours required: 85

Art	Credit Hours
First-Year Program- ART Art 13, 14, 15, 16, 21, 75	19
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Area of Emphasis, (three courses above basic studio courses)	9
Art History Elective	6
Art Electives (may include art history)	6
Graphic Design - ART 51, 52, 102, 114, 115, 116, 155, 191	24
Graphic Design Electives, (three courses must be numbered 150 or above)	12
Total Art Hours	85

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/graphicdesign/

Academic	
Drake Curriculum and electives (may be art history)	
Academic concentrations can be achieved with careful planning.	
Total Academic Hours	39

Graphic Design Minor

The Graphic Design Minor is a focused exploration of design principles, history, theory and practice. It is composed of the first-year and sophomore year design courses and includes foundation studio courses. This approach gives students a significant introduction to the discipline and the ability to pursue further study in graphic design.

Course	Credits
Art 013 2-D Design	3
Art 015 Drawing I	3
Art 021 Digital Media	3
Art 051 Typography	3
Art 052 Form and Concept	3
Art 102 Graphic Design History	3
Art 101 Graphic Design Theory & Practice	3
Art and Art History hours must total:	21

Studio Art

Studio Art

Description of Program

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

Degree Options

Bachelor of Arts (BA) in Studio Art: This degree allows the student to major in art within the context of a liberal arts curriculum. It also allows the student considerable flexibility in developing a course of study. Individualized academic goals can be achieved while students earn their emphasis in drawing, painting, printmaking or sculpture. The Capstone experience is a project that includes both written and visual components.

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

Academic Requirements

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

A student is placed on probation if either the cumulative grade-point average or the average in Department of Art and Design Courses falls below 2.00 (a "C" average) during any semester in which a student has earned less than 60 total credit hours. A student may be placed on probation for failing to meet the University's standards for satisfactory progress toward completion of degree requirements. (See Probation, Suspension and Satisfactory Progress in the General Information section of the Drake University catalog.)

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

Drake Curriculum

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studioart/

The Drake Curriculum also requires first-year seminars, which foster development of critical thinking and written and oral communication skills through a topical focus; and a Senior Capstone, in which students demonstrate the capacity to bring information, skills and ideas to bear on one project. Students may also choose the Honors Program track as an alternative to the Areas of Inquiry. Information on the program may be found at www.drake.edu/honors.

Area of Emphasis: Drawing

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

Bachelor of Arts (BA) in Studio Art - Drawing

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

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

The BFA Capstone Experience is a senior thesis exhibition.

Requirements for Major

BA in Studio Art-Drawing

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 21, 75	19
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Drawing - Art 065, 066, 165, 166, 177	15
Art History Electives	6
Total Art Hours	49
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	75

BFA in Studio Art-Drawing

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studioart/

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 21, 75	19
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Drawing - Art 065, 066, 165, 166, 177	15
Studio Minor (beyond basic studio requirements)	9
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory - Art 199	3
Art History Electives	6
Art Electives (may include art history)	12
Senior Capstone Experience - Art 175 and 176	8
Total Art Hours	84
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

Area of Emphasis: Painting

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

Bachelor of Arts in Studio Art - Painting

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

Bachelor of Fine Arts in Studio Art - Painting

The BFA Capstone Experience is a senior thesis exhibition.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studioart/

Requirements for Major

BA in Studio Art-Painting

Art	Credit Hours
First-Year Program - Art 13, 14, 15, 16, 21, 75	19
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Painting – Art 064, 125, 126, 163, 164	15
Art History Elective	6
Total Art Hours	49
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	75

BFA in Studio Art-Painting

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 21, 75	19
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Painting - Art 064, 125, 126, 163, 164	15
Studio Minor (beyond basic studio requirements)	9
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory - Art 199	3
Art History Electives	6
Art Electives (may include art history)	12
Senior Capstone Experience - Art 175 and 176	8

Total Art Hours	84
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

Area of Emphasis: Printmaking

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

Bachelor of Arts (BA) in Studio Art - Printmaking

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

Bachelor of Fine Arts (BFA) in Studio Arts - Printmaking

The BFA Capstone Experience is a senior thesis exhibition.

Requirements for Major

BA in Studio Art-Printmaking

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 21, 75	19
Introductory Studio - Art 56 or 57 or 58 or 59, Art 63, Art 79	9
Studio Art Area of Emphasis: Printmaking - Art 57 or 58 or 59 (two), Art 147 or 148 or 149 (two), Art 157 or 158 or 159	15
Art History Electives	6
Total Art Hours	49

Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	75

BFA in Studio Art-Printmaking

Art	**Credit Hours**
First-Year program - Art 13, 14, 15, 16, 21, 75	19
Introductory Studio - Art 56 or 57 or 58 or 59, Art 63, Art 79	9
Studio Art Area of Emphasis: Printmaking - Art 57 or 58 or 59 (two), Art 147 or 148 or 149 (two), Art 157 or 158 or 159	15
Studio Minor (beyond basic studio requirements)	9
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory - Art 199	3
Art History Electives	6
Art Electives (may include art history)	12
Senior Capstone Experience - Art 175, 176	8
Total Art Hours	84
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

Area of Emphasis: Sculpture

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studioart/

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

Bachelor of Arts (BA) in Studio Art - Sculpture

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

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

The Capstone experience is a senior thesis exhibition.

Requirement for Major

BA in Studio Art-Sculpture

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 21, 75	19
Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Sculpture - Art 080, 139, 140, 179, 180	15
Art History Electives	6
Total Art Hours	49
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	75

BFA in Studio Art-Sculpture

Art	Credit Hours
First-Year program - Art 13, 14, 15, 16, 21, 75	19

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studioart/

Basic Studio - Painting, Printmaking, Sculpture	9
Studio Art Area of Emphasis: Sculpture - Art 080, 139, 140, 179, 180	15
Studio Minor (beyond basic studio requirements)	9
Modern or Contemporary Art - Art 109 or 110	3
Art and Theory - Art 199	3
Art History Electives	6
Art Electives (may include art history)	12
Senior Capstone Experience - Art 175 and 176	8
Total Art Hours	84
Academic	
Drake Curriculum and electives (may include art or art history)	
Total Academic Hours	40

Studio Art Minor (Drawing, Painting, Printmaking or Sculpture)

The minor in studio art is designed for those students outside the Department of Art and Design who want to engage with basic studio art practices. The minor of 22 credit hours generally consists of the following courses and is chosen with an art and design faculty advisor.

Foundation Courses	**Credits**
Art 013 2-D Design	3
Art 014 3-D Design	3
Art 015 Drawing I	3
Art 075 Themes in Art History	4
Studio Art Concentration	
Select a sequence of three courses from:	

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/studioart/

Drawing, Painting, Printmaking or Sculpture	9
Art and Art History hours must total:	22

Music

Music

Department of Music

The Department of Music in the School of Fine Arts is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and for graduation, as set forth in this catalog, are in accordance with the published regulations of this association.

The Music Department offers courses leading to the following degrees:

BACHELOR OF MUSIC (with majors in applied music, or with elective studies in business)

BACHELOR OF MUSIC EDUCATION. Completion of this degree qualifies the student for a State of Iowa Teaching Certificate. Music education students achieve specialization in one of the following two areas: choral/ general music emphasis or instrumental/general music emphasis.

BACHELOR OF ARTS WITH MAJOR IN MUSIC. For students wishing to balance music training with other academic courses. The degree comprises 56 credit hours in music and 68 credit hours in the arts and sciences.

The Music Department also offers a Concentration in Jazz Studies, a Minor in Piano Pedagogy, and an Academic Minor in Music. These non-degree programs are not intended to be substitutes for any of the professional degrees offered by the department. See the listings for these programs below for required courses.

Music Department Regulations

1. Students desiring a major in music must have the approval of the Music Department prior to registration. An audition is required before consent can be granted. Applicants should contact the Music Department to arrange for an audition or to obtain permission to submit an audio or video recording in lieu of an on-campus audition.

2. The applicants for admission to the Music Department are invited to enclose with the application a brief statement of musical experience and education to date along with the names and addresses of one or more music teachers who can provide information about the applicant's musical competencies.

3. Majors in all music degree programs receive one 60-minute applied lesson per week. Music minors receive one 30 minute applied lesson per week. Non-music participants, who are scholarship recipients, receive one 30 minute applied lesson per week.

4. Degree students are assigned to ensemble groups by the ensemble director and the department chair. Each student enrolled in the B.A. and B.M. programs is required to participate in one major ensemble (band, choir or orchestra) during each semester of full-time enrollment. Students enrolled in the B.M.E. program are required to participate in one major ensemble (band, choir or orchestra) during each semester of full-time enrollment until the eighth semester in the program. Prior to student teaching, students enrolled in the B.M.E. program will participate for at least one semester in a small ensemble experience during their years at Drake. Certain scholarship conditions may require students to participate in ensembles beyond the minimum degree requirements. Because of the educational and professional needs of the student and the Music Department, a student may be required to participate in more than one ensemble during a given semester. Usually, the ensemble assignment is in the area of the student's major (or minor) applied study.

5. Private lessons missed by students may not be made up unless satisfactory arrangements are made in advance with the instructor.

6. Attendance at events listed under Music 21 (Recitals) is required of music students in all degree programs for a total of eight semesters, except for Music Education majors, for whom the requirement is seven semesters. A list of approved programs is posted at the beginning of each semester, and the attendance requirement is 15 recitals each semester, with double penalty for arrears, to be made up within the next semester. No more than one semester in arrears is allowed.

7. Students in the Bachelor of Applied Music and the Bachelor of Music Education programs must receive departmental approval before being classified as juniors or seniors within the Music Department.

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

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

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

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

University Musical Organizations

CHORAL MUSIC

The DRAKE CHOIR is a 64-voice select ensemble that performs at least four times annually. The choir tours regionally on an annual basis and internationally every four years.

The CHAMBER CHOIR, the University's most select ensemble, consists of 28 students chosen by audition from the Drake Choir. The Chamber Choir performs on each choral concert and is the featured ensemble for the yearly madrigal dinners. The choir tours annually throughout the region and internationally every four years.

The DRAKE CHORALE is a select women's ensemble offering both on-campus performance opportunities, as well as collaborative concerts with area ensembles.

DRAKE UNIVERSITY/COMMUNITY CHORUS is a large ensemble of students, faculty, staff and singers from the Greater Des Moines area. The chorus performs at the end of each semester.

All four choruses rehearse and perform a major choral/orchestral work in each year.

OPERA

OPERA THEATRE produces fully staged operas as well as one-acts and scenes each spring. Recent productions include Mozart's "The Marriage of Figaro," Donizetti's "The Night Bell" and Copland's "The Tender Land." Auditions are held in September.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/music/

UNIVERSITY BANDS

Drake University Bands include three concert organizations (Wind Symphony, Wind Ensemble and Concert Band), the Marching Band, Bulldog Brass Athletic Band and chamber wind ensembles. Membership in Drake University Bands is open to students in all colleges and schools of the University. Contact the director of bands for more information.

The WIND SYMPHONY is Drake's select wind performance group, whose members are chosen by audition. The group has released several compact discs and alternates recording and touring each year. Repertoire includes the most challenging and contemporary works for band and chamber winds.

The WIND ENSEMBLE AND CONCERT BAND is selected by auditions each fall. Its repertoire includes a broad variety of compositions of university and professional caliber. The Wind Ensemble and Concert Band gives three public performances each year and is open to all students.

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

The BULLDOG BRASS ATHLETIC BAND performs at most of the men's and women's home basketball games and also attends the Missouri Valley Conference and the NCAA tournaments. Bulldog Brass is open to all students. Students receive a stipend for each performance.

The DRAKE JAZZ ENSEMBLE I makes numerous public appearances, including participation in regional, national and international jazz festivals. In recent years, the ensemble has appeared with Ryan Kisor, Dick Oatts and Bob Mintzer.

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

ORCHESTRA

THE DRAKE SYMPHONY ORCHESTRA is open to any qualified University student. The orchestra presents a regular series of concerts on campus, one of which annually features the winners of the Young Artists Auditions. Artist faculty often appear as soloists as well. In addition, the orchestra performs with various choral organizations and in productions of operas and musicals.

CHAMBER MUSIC ENSEMBLES

(Under faculty supervision)

WIND ENSEMBLES are established each semester with various combinations of instruments.

STRING ENSEMBLES (quintets, quartets, trios) are composed of qualified students.

Other Music Activities

COMMUNITY SCHOOL OF MUSIC

In addition to the college-level applied music program, the School of Fine Arts Department of Music maintains the Drake University Community School of Music. It offers private instruction to those who wish training without University credit.

WORKSHOP PROGRAMS

Workshop programs are offered for both students and non-Drake musicians in the areas of music education, band, chamber music, piano, conducting, strings, and voice. Such programs include an All-State preparation clinic, a jazz festival, an honor band festival, an invitational choral festival and professional conferences.

An endowment donated by Drake alumnus Edwin Earle Ferguson provides funds for a biennial residency by an internationally prominent musical artist or ensemble.

Master classes are offered by nationally and internationally-renowned musicians throughout the year. Recent clinicians have included Sherill Milnes (Drake Alumnus), Stanford Olson and Dawn Upshaw, voice; Frederic Chiu, Ralph Votapek, Marvin Blickenstaff, and Jon Nakamatsu, piano; Marina Piccinini, flute; Richard Stoltzman and Robert Spring, clarinet; Jean-Marie Londeix, saxophone; the Tokyo String Quartet; The Seoul Women's Chorus; the king's singers; Libby Larsen, David Berger, Maria Schneider and David Holsinger; composers; Jack Stamp, conductor, and the principal players of the Amsterdam Concertgebouw Brass.

Each summer, the Music Education Area sponsors an intensive Music Education Workshop Institute. The institute offers master teacher workshops in Kodaly and Orff-Schulwerk certification, music literacy in the choral rehearsal, vocal pedagogy in the choral rehearsal and the Iowa Comprehensive Musicianship Project.

DRAKE MIDI STUDIO

This fully equipped MIDI studio houses synthesizers and tone generators with Macintosh-based software. The studio is open to students who have taken MIDI courses.

DICKSON MEDIA RESOURCE CENTER

The center is a 900-square-foot facility containing individual and group listening and viewing stations and houses the fine arts library of more than 9000 CDs, LP records, tapes videos, and DVDs.

COMPUTER LABORATORY

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

DES MOINES SYMPHONY ORCHESTRA

The Des Moines Symphony Orchestra presents a regular subscription series of concerts each year. Students may audition for membership in this outstanding civic orchestra.

Music Charges

There is a charge of $280 per semester for private lessons for music majors who are enrolled full-time, unless the student registers for more than three lessons per week. In this case, the extra lessons are charged at the part-time day tuition rate.

Non-majors also may enroll for private lessons for a charge of $280 per semester. Studio lessons for non-majors are available only with permission of the instructor and department chair.

Academic Credit for Private Lessons

Credit for applied music study is allocated as follows:

1. Two to six hours of credit for one-hour weekly lessons in major areas, depending on the degree program.

2. One hour of credit per one-half hour weekly lesson in minor and elective areas.

3. One hour of credit for all non-major lessons.

Instructors for Private Music Lessons

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/music/

ALBAUGH, John	Jazz Guitar
ALTEMEIER, David	Jazz Bass
BLANNER, Christine	Voice
BRIDSON, Paul	Jazz Trombone
BRIZZI, Paul	Music Education
BROOKENS, Justin	Trumpet
CLASSEN, Andrew	Trumpet
CORPUS, Edward	Voice
CRABBS, David	Classical Guitar
CRAVERO, Ann	Voice
FREEMAN-MILLER, Leanne	Voice
GALE, Timothy	Bassoon
GIUNTA, Cynthia	Piano
HARRIS, Ruth	Organ
LEO, Nicholas	Jazz Piano
MARRS, Leslie	Flute
McGRANNAHAN, Grady	Trombone and Euphonium
McINTYRE, Guinevere	French Horn
MEUNIER, Robert	Percussion
PADILLA, Clarence	Clarinet
PEICHL, Daniel	French Horn
PLUM, Sarah	Violin/Viola
ROMAIN, James	Saxophone

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ROTH, Nicholas	Piano
RYKER, Andrew	Voice
SHORT, Michael	Tuba
SIDON, Ashley	Cello
UCHIDA, Rika	Piano

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

Degree Option

Bachelor of Arts with a major in Music.

Description of Program

Candidates for the B.A. degree in music are prepared for graduate studies in music (particularly in musicology, music theory, ethnomusicology or music therapy) or interdisciplinary fields that emphasize musical knowledge or related skills (such as music criticism or library science). This degree is particularly well suited for students wishing to pursue a double major in music and another field, for those interested in pursuing academic research in music, or for those looking for a wide-ranging liberal arts curriculum that emphasizes studies in music. The candidate must complete a minimum of 124 credit hours: 56 in music and 68 in the arts and sciences. The completion of a senior thesis on a topic in music of the candidate's choice is required during the senior year.
The B.A. degree in Music is not intended to be a substitute for any of the professional degrees offered by the Department of Music.

Requirements for Major

Required Courses	Credit Hours
Applied Music	8
Music 1 and 2 (Materials of Music I)	4
Music 3 and 4 (Materials of Music II)	4
Music 51 and 52 (Materials of Music III)	4
Music 53 and 54 (Materials of Music IV)	4

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Music 81 (World Music)	3
Music 85 (Music History I)	3
Music 95 (Music History II)	3
Music 105 (Music History III)	3
Music 107 (Analysis of Post-Tonal Music)	3
Music 148, 149, or 150 (Band, Choir, or Orchestra)	8
Music 167 (Junior Research Seminar)	1
Music 168 (Senior Thesis)	2
Music Literature/Theory Electives	5-6
TOTAL	55-56

1. An audition is required in the applied area.
2. The required two years of study in applied music must be in the same instrument/voice.
3. Eight semesters of Music 21(recital attendance) are required in addition to all coursework.
4. Sixty-eight credit hours are to be taken in courses outside of music.

Music Minor

Description of Minor

The minor in music is intended for students with musical skills who do not wish to pursue careers in music. This program does not satisfy the requirement for certification in a minor teaching area. The minimum requirement for the minor is 24 credit hours. Music history/literature and music electives must be chosen in consultation with a designated music faculty adviser. An audition is required in the applied music area.

Requirements for Minor

REQUIRED COURSES	CREDITS

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/music/

APPLIED MUSIC (four semesters)	4
MUSIC 1 (Materials of Music I)	3
MUSIC 2 (Materials of Music I)	1
MUSIC 3 (Materials of Music II)	3
MUSIC 4 (Materials of Music II)	1
MUSIC 80 (Music in Western Culture)	3
MUSIC HISTORY/LITERATURE:	
MUSIC 10, 73, 78, 81, 85, 95, 105, 106, 109, 110, 116, 119, 120, or 140	3-4
MUSIC ELECTIVES (Any music course for which the student is qualified. No more than two ensemble or six additional applied music hours apply toward the minor requirement.)	5-6
TOTAL	

Music Business

Music Business

Degree Option

Bachelor of Music with elective studies in business.

Description of Program

Candidates for the B.M. degree with elective studies in business are prepared for full-time work in the field of music business with a concentration in marketing/retailing. The candidate must complete a minimum of 125-126 credit hours: 20 hours in applied music, 30 hours in music theory/history, 27 hours in business, and 8 hours in ensemble, plus the Drake Curriculum and free electives.

A professional internship is required during the junior or senior year. There are excellent opportunities in the greater Des Moines area for these internships.

No recital is required for this degree; however, with the approval of the instructor and applied faculty in the area, the student may elect to give a senior recital.

Requirements for Major

The program of study for this degree is outlined below.

First Year — First Semester	Credit Hours
Applied Music Major	2
Music 6 (Piano Laboratory I or Applied Music Minor)	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Economics 1 (Principles of Macroeconomics)	3
First Year Seminar	3
Accounting 41 (Intro to Financial Accounting)	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17

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First Year — Second Semester	
Applied Music Major	2
Music 7 (Piano Laboratory II or Applied Music Minor)	1
Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1
Music 81 (World Music)	3
Economics 2 (Principles of Microeconomics)	3
Drake Curriculum	4
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	18
Sophomore Year — First Semester	
Applied Music Major	2
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Information Systems 44 (IT Applications for Business)	3
Music 85 (Music History I)	3
Drake Curriculum	2-3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16-17

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Sophomore Year — Second Semester	
Applied Music Major	2
Music 50 (Piano Laboratory IV or Applied Music Minor)	1
Music 53 (Materials of Music IV)	3
Music 54 (Materials of Music IV)	1
Music 95 (Music History II)	3
Blaw 60 (Business Law 60)	3
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17
Junior Year — First Semester	
Applied Music Major	2
Music 105 (Music History III)	3
Music 107 (Analysis of Post-Tonal Music)	3
Finance 95 (Managing Individual Finances)	3
Music 91 (Performing Arts Management)	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recital, Required)	Cr.
Total	15
Junior Year — Second Semester	

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Applied Music Major	2
Marketing 101 (Marketing Principles)	3
Drake Curriculum and Free Electives	9
Ensemble —Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	15
Senior Year — First Semester	
Applied Music Major	2
Entr 101 (Intro to Entrepreneurship)	3
Management 110 (Management Process and Behavior)	3
Music 161 (Conducting) or Music 163 (Choral Conducting)	2
Drake Curriculum	3-4
Ensemble— Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	14-15
Senior Year — Second Semester	
Applied Music Major	2
Music 165 (Professional Internship in Music	3
Drake Curriculum and Free Electives	7-8 Cr.
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required) cr	Cr.
Total	13-14

Music Education

Music Education

Degree Option

Bachelor of Arts in Music Education.

Description of Program

Candidates for this degree must complete a total of 124-130 credits: 18 credits in applied music, 19 credits in music theory, 12 credits in music history-literature, 13-15 credits of music education and methods courses, 28 credits of professional education and 7 credits of ensemble, plus the Drake Curriculum. Prior to student teaching, all candidates will have completed one semester of a small ensemble experience during their years at Drake.

Requirements for Major

The program of study for this degree is outlined below.

Instrumental/General Classroom Emphasis

Semester 1.1	credits
Applied Music Major	2
Music 6 – Piano Lab or Applied Music Minor	1
Music 1 – Materials of Music I	3
Music 2 – Materials of Music I	1
Music 13---Introduction to Music Education	1
FYS ----- - First Year Seminar	3
AOI – Quantitative Math	3-4
Ensemble Music 148,149,150	1
Music 21 – Recitals (Required)	NC
15-16 credit hours	

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Semester 1.2	
Applied Music Major	2
Music 7 – Piano Lab or Applied Music Minor	1
Music 3 – Materials of Music II	3
Music 4 – Materials of Music II	1
Music 81—World Music	3
AOI---Historical Consciousness	3
EDUC 105 or 106 Human Development	3 (20 hr. practicum)
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	17 credit hours
Semester 2.1	
Applied Music Major	2
Music 49 – Piano Lab or Applied Music Minor	1
Music 51 – Materials of Music III	3
Music 52 – Materials of Music III	1
Music 62 – Voice Methods and Materials	1 [Fall 2010,2012,2014, etc]
Music 85---Music History I	3
Selected Instrumental Methods	1-2
EDUC 103 – Foundations of Education	3 (40 hr. observation practicum)
SPED 120 – Intro to Children w/Special Needs	3 (no observation hours)
Ensemble – Music 148, 149, 150	1

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Music 21 – Recitals (Required)	NC
	19-20 credit hours
Semester 2.2	
Applied Music Major	2
Music 50 – Piano Lab IV or Applied Music Minor	1
Music 53 – Materials of Music IV	3 (Critical Thinking AOI)
Music 54 – Materials of Music IV	1
Music 95---Music History II	3
Selected Instrumental Methods	1-2
**Music 146 - Techniques in Jazz	2 (3 obs. hrs: Spr 2011,2013,2015)
AOI - Engaged Citizen [Required by SofEd]	3
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	17-18 credit hours

By the completion of the sophomore year, music education students must have completed EDUC 103, 106, and SPED 120. Prospective teachers must pass the Praxis I exam, known as the Pre-Professional Skills Test (PPST) in order to apply for entrance into the Teacher Education Program. Scores should be sent electronically to the School of Education. In addition, the candidate's G.P.A. must be 2.5 or higher to be admitted into the Teacher Education Program. A Sophomore Checkpoint will be completed with Professor of Music Education. A PIANO PROFICIENCY EXAM administered at the end of this semester. Four semesters of some piano experience is required of all BME's.

Semester 3.1	
Applied Music Major	2
Music 107 – Analysis of Post-Tonal Music	3
Music 105---History of Music III	3
Selected Instrumental Methods	1-2

Music 156 – Elem Vocal/Gen. Mus Educ	3
**Music 134 - Marching Band Tech	2 (4-5 obs.hrs: Fall 2011,2013,2015)
EDUC 109 – Educational Technology	2 (Information Lit. AOI)
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	17-18 credit hours
Semester 3.2	
Applied Music Major	2
Selected Instrumental Methods	1-2
***Music 159 - Instrumental Performance in the Junior and Senior High School	3 (10 obs. hrs -- each spring)
**Music 146 - Techniques in Jazz	2 (3 obs. hrs: Spg: 2011,2013,2015)
EDUC 142 – Reading & Interdisciplinary Curr	3 (10 hr practicum)
OR	
EDUC 164 - Perspective in Race, Gen, Ethnicity	3 (Multicultural AOI)
AOI—Physical Science or Life Science	3-4
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	15-17 credits
Semester 4.1	
Applied Music Major	2

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Music 161 – Instrumental Conducting	2 [Fall only]
**Music 134 - Marching Band Tech	2 (4-5 obs.hrs: Fall 2011,2013,2015)
Music 162 – Planning & Assessment in Music Ed	1 [Fall only]
EDUC 142 – Reading & Interdisciplinary Curr	3 (10 hr practicum)
OR	
EDUC 164 - Perspective in Race, Gen, Ethnicity	3 (Multicultural AOI)
AOI—Physical Science or Life Science	3-4
AOI—Written Communication	3
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	17-18 credits
Semester 4.2	
EDUC 166 - Student Teaching – Elem	5
EDUC 167 – Student Teaching Seminar	1
EDUC 168 - Student Teaching – Secondary	6
EDUC 169 – Electronic Portfolio Workshop	1
	13 credits
Total Music Education: Instrumental Emphasis	**121-145 Credits**

*INSTRUMENTAL METHODS COURSES: These are methods and materials courses for instrumental/general music education majors. The goal of these courses is to introduce instrumental music education majors to the instruments and the appropriate pedagogy necessary for successful teaching. Five or six are to be selected from the following options:

Music 61 (String Methods and Materials)
Music 65 (High Brass Methods and Materials)
Music 66 (Low Brass Methods and Materials)

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Music 67 (Single Reed and Flute Methods and Materials)
Music 68 (Double Reed Methods and Materials)
Music 71 (Percussion Methods and Materials)

** /***
These courses are interchangeable and only offered certain times. Each student's schedule will dictate when to register for him or her. Make sure this is part of your four-year Course of Study at the time it is offered.

AOI's can be fulfilled in various configurations. Consult with your advisor to select those that fit your personal curriculum and time schedules so as to not conflict with Methods Courses necessary for your BME degree.
OBSERVATION HOURS:
70 hrs. Are earned in EDUC courses plus 22 hrs. in MUS ED courses = 92 hrs.
Plan to obtain another 8 hrs. on your own during May terms or Winter breaks.
Observation Hours in your own hometown can be used if you document them.
All Observation Forms [with signatures] should be copied to the Mus Ed Head in the Dept. of Music for filing and safekeeping.

Choral/General Classroom Emphasis

Semester 1.1	
Applied Voice	2
Music 6 – Piano Lab or Applied Music Minor	1
Music 1 – Materials of Music I	3
Music 2 – Materials of Music I	1
Music 13---Introduction to Music Education	1
Music 75 – Diction for Singers I	2
FYS ----- - First Year Seminar	3
AOI---Quantitative Math	3
Ensemble Music 148,149,150	1
Music 21 – Recitals (Required)	NC
	17 credit hours
Semester 1.2	
Applied Voice	2

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Music 7 – Piano Lab or Applied Music Minor	1
Music 3 – Materials of Music II	3
Music 4 – Materials of Music II	1
Music 76 – Diction for Singers II	2
Music 81 – World Music	3
EDUC 105 or 106 - Human Development	3 (20 hr. observation practicum)
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	16 credit hours
Semester 2.1	
Applied Voice	2
Music 49 – Piano Lab or Applied Music Minor	1
Music 51 – Materials of Music III	3
Music 52 – Materials of Music III	1
Music 85 – Music History I	3
EDUC 103 – Foundations of Education (Values & Ethics AOI)	3 (40 hrs. observation practicum
SPED 120 – Intro to Children w/Special Needs	3 [no observation hrs.]
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	17 credit hours
Semester 2.2	

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Applied Voice	2
Music 50 – Piano Lab IV or Applied Music Minor	1
Music 53 – Materials of Music IV	3 (Critical Thinking AOI)
Music 54 – Materials of Music IV	1
Music 95—Music History II	3
Engaged Citizen Offering [Required by SofEd]	3 (Engaged Citizen AOI)
AOI—Historical Consciousness	3
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	17 credit hours

By the completion of the sophomore year, music education students must have completed EDUC 103, 106, and SPED 120. Prospective teachers must pass the Praxis I exam, known as the Pre-Professional Skills Test (PPST) in order to apply for entrance into the Teacher Education Program. Scores should be sent electronically to the School of Education. In addition, the candidate's G.P.A. must be 2.5 or higher to be admitted into the Teacher Education Program. A Sophomore Checkpoint will be completed with Professor of Music Education. A PIANO PROFICIENCY EXAM administered at the end of this semester. Four semesters of some piano experience is required of all BME's.

Semester 3.1	
Applied Voice	2
Music 105 – History of Music 1II	3 (Historical Consciousness AOI)
Music 107 – Atonal Theory	3
Music 156 – Elem Vocal/Gen. Mus Educ	3 (4-5 observation hrs)
Music 163 – Choral Conducting	2 (3-4 hrs. school observations)
Music 154 – Vocal Pedagogy [alternate yrs. Only]	2 [fall 2010; 2012; 2014]
OR	
EDUC 164 – Perspective in Race, Gen, Ethnicity	3 (Multicultural AOI)
Ensemble – Music 148, 149, 150	1

Music 21 – Recitals (Required)	NC
	16-17 credit hours
Semester 3.2	
Applied Voice	2
Music 155 – Jazz & Show Choir Techniques	2 (4 observation hrs.)
Music 158 – Sec Voc/Gen Mus Educ	3 (4 observation hrs.)
Music 166 – Advanced Choral Conducting	2 (3-4 hrs. school observations)
EDUC 142 – Reading & Interdisciplinary Curr	3 (10 hrs. observation practicum)
OR	
EDUC 109 – Educational Tech. –E Port	2 (Info. Lit. AOI)
AOI-Physical Science	3-4
Ensemble – Music 148, 149, 150	1
Music 21 – Recitals (Required)	NC
	15-16 credit hours
Semester 4.1	
Applied Voice	2
Music 154 – Vocal Pedagogy	2 [Fall 2010;2012;2014;etc]
OR	
EDUC 164 – Perspective in Race, Gen, Ethnicity	3 (Multicultural AOI)
Music 162 – Planning & Assessment in Music Ed	2
EDUC 142 – Reading & Interdisciplinary Curr	3 (10 hrs. observation

	practicum)
OR	
EDUC 109 – Educational Tech. –E Port	2 (Info. Lit. AOI)
Drake Curriculum	6-7
Ensemble – Music 148, 149, 150	1
Music 164 – Survey of Orchestral Instmts.	1
Music 21 – Recitals (Required)	NC
	16-19 credits
Semester 4.2 – no other commitments can be fulfilled during this semester	
EDUC 166 - Student Teaching – Elem	5
EDUC 167 – Student Teaching Seminar	1
EDUC 168 - Student Teaching – Secondary	6
EDUC 169 – Electronic Portfolio	1
Total	13 credits
Total Music Education: Choral	**130-136 Credits**

AOI's can be fulfilled in various configurations. Consult with your advisor to select those that fit your personal curriculum and time schedules so as to not conflict with Methods Courses necessary for your BME degree.

OBSERVATION HOURS:
70 hrs. are earned in EDUC courses plus 18-20 hrs. in MUS ED courses = 88-90 hrs.
Plan to obtain another _____hrs. on your own during May terms or Winter breaks.
Observation Hours in your own hometown can be used if you document them with signatures of the licensed teachers you observe.

All Observation Forms [with signatures] should be copied to the Mus Ed Professor in the Dept. of Music for filing and safekeeping.

Applied Music

Applied Music

Degree Option

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

Description of Program

Candidates for the BM degree with a major in applied music are prepared for full-time or part-time work as performers, as leaders of community choral or instrumental groups, as studio teachers or as teachers of applied music in private schools or colleges. The candidate must complete a minimum of 124 credit hours.

The instrumental major (piano, organ, strings, wind and percussion instruments) in the BM curriculum takes 39 to 40 hours in the applied major and minor, 31 to 34 hours in music theory and history-literature and eight hours of ensemble, plus the Drake Curriculum and free electives. (Hours vary according to each instrument; students should consult with advisers for specific number of hours.)

The vocal major in the BM curriculum takes 43 hours in applied music, 33 hours in music theory and history-literature, and eight hours of ensemble, plus the Drake Curriculum and free electives. [*Fulfillment of the foreign language requirement for the vocal major is to be approved by the student's adviser.*]

An acceptable senior recital of approximately one hour's duration in the student's major applied music field is required.

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

Requirements for Major

Applied Piano

First Year — First Semester	**Credits**
Applied Music Major	4
Applied Music Minor	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Music 5 (Intro. to Music Literature)	3
First Year Seminar	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
First Year — Second Semester	
Applied Music Major	4
Applied Music Minor	1

Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1
Drake Curriculum	6
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16

Sophomore Year — First Semester	
Applied Music Major	4
Applied Music Minor	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Music 109 (Piano Literature to 1800)	2
Drake Curriculum	6
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	18

Sophomore Year — Second Semester	
Applied Music Major	4
Applied Music Minor	1
Music 53 (Materials of Music IV)	3
Music 54 (Materials of Music IV)	1
Music 92 (Advanced Keyboard Skills)	1
Music 110 (Piano Literature from 1800 to the Present)	2
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16

Junior Year — First Semester	
Applied Music Major	4
Music 107 (Analysis of Post-Tonal Music)	3
Music 111 (History of Music I)	3
Music 161 (Conducting) or Music 163 (Choral Conducting)	2
Drake Curriculum	3
Ensemble —Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16

Junior Year — Second Semester	
Applied Music Major	4
Music 112 (History of Music II)	3
Music 113 (Piano Studio Teaching Techniques and Materials)	3
Drake Curriculum	3
Free Elective	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17

Senior Year — First Semester	
Applied Music Major	4
Drake Curriculum or Free Electives	10

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

Applied Instrumental

First Year — First Semester	**Credits**
Applied Music Major	4
Music 6 (Piano Laboratory I or Applied Music Minor)	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Music 5 (Intro. to Music Literature)	3
First Year Seminar	3
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
First Year — Second Semester	
Applied Music Major	4
Music 7 (Piano Laboratory II or Applied Music Minor)	1
Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1
Drake Curriculum	6
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
Sophomore Year — First Semester	
Applied Music Major	4
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Drake Curriculum	6
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
Sophomore Year — Second Semester	
Applied Music Major	
Music 50 (Piano Laboratory IV or Applied Music Minor)	4
Music 53 (Materials of Music IV)	1
Music 54 (Materials of Music IV)	3

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

Applied Vocal

First Year — First Semester	**Credits**
Applied Music Major	4
Music 6 (Piano Laboratory I) or Applied Music Minor	1

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Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Music 75 (Diction I)	2
First Year Seminar	3
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	15
First Year — Second Semester	
Applied Music Major	3
Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1
Music 5 (Intro. to Music Literature)	3
Music 7 (Piano Laboratory II or Applied Music Minor)	1
Music 76 (Diction II)	2
Drake Curriculum	3
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	17
Sophomore Year — First Semester	
Applied Music Major	4
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Drake Curriculum	6
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	16
Sophomore Year — Second Semester	
Applied Music Major	4
Music 50 (Piano Laboratory IV or Applied Music Minor)	1
Music 53 (Materials of Music IV)	3
Music 54 (Materials of Music IV)	1
Drake Curriculum	6
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	16
Junior Year — First Semester	
Applied Music Major	4
Music 107 (Analysis of Post-Tonal Music)	3
Music 111 (History of Music I)	3
Music 163 (Choral Conducting)	2
Music 154 (Vocal Pedagogy)	2
Foreign Language/German, French, Italian	4
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	17
Junior Year — Second Semester	
Applied Music Major	4

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Music 112 (History of Music II)	3
Foreign Language/German, French, Italian	4
Drake Curriculum or Free Electives	6
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	18
Senior Year — First Semester	
Applied Music Major	4
Music 140 (Vocal Literature)	2
Music 154 (Vocal Pedagogy)	2
Music Elective	3
Drake Curriculum or Free Electives	9 - 10
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	17
Senior Year — Second Semester	
Applied Music Major	4
Drake Curriculum or Free Electives	9 - 10
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
SENIOR RECITAL (Required)	Cr.
Total	16 - 17

Applied Instrumental

Applied Instrumental

Degree Option

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

Description of Program

Candidates for the BM degree with a major in applied music are prepared for full-time or part-time work as performers, as leaders of community choral or instrumental groups, as studio teachers or as teachers of applied music in private schools or colleges. The candidate must complete a minimum of 124 credit hours.

The instrumental major (piano, organ, strings, wind and percussion instruments) in the BM curriculum takes 39 to 40 hours in the applied major and minor, 31 to 34 hours in music theory and history-literature and eight hours of ensemble, plus the Drake Curriculum and free electives. (Hours vary according to each instrument; students should consult with advisers for specific number of hours.)

The vocal major in the BM curriculum takes 43 hours in applied music, 33 hours in music theory and history-literature, and eight hours of ensemble, plus the Drake Curriculum and free electives. [*Fulfillment of the foreign language requirement for the vocal major is to be approved by the student's adviser.*]

An acceptable senior recital of approximately one hour's duration in the student's major applied music field is required.

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

Requirements for Major

Applied Instrumental (Winds, Brass, Percussion)

First Year — First Semester	**Credits**
Applied Music Major	4
Music 6 (Piano Laboratory I or Applied Music Minor)	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Free Elective	3
First Year Seminar	3
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
First Year — Second Semester	
Applied Music Major	4
Music 7 (Piano Laboratory II or Applied Music Minor)	1
Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1

Music 81 (World Music)	3
Drake Curriculum	4
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17
Sophomore Year — First Semester	
Applied Music Major	4
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Music 85 (Music History I)	3
Drake Curriculum	3
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
Sophomore Year — Second Semester	
Applied Music Major	
Music 50 (Piano Laboratory IV or Applied Music Minor)	4
Music 53 (Materials of Music IV)	1
Music 54 (Materials of Music IV)	3
Music 95 (Music History II)	1
Drake Curriculum	3
Ensemble — Music 148 or 150 (Band or Orchestra)	3
Music 21 (Recitals, Required)	1
Total	Cr.
	16
Junior Year — First Semester	
Applied Music Major	4
Music 105 (Music History III)	3
Music 107 (Analysis of Post-Tonal Music)	3
Music 161 (Conducting)	2
Drake Curriculum	2-3
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	15-16
Junior Year — Second Semester	
Applied Music Major	4
Music 114 (Studio Teaching Procedures	2
Instrumental Literature:	
Music 106 (Symphonic Literature) OR	
Music 116 (String Literature) OR	
Music 130 (Directed Independent Study)	2
Music 181 (Chamber Ensemble)	1
Drake Curriculum and Free Electives	6
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
Senior Year — First Semester	
Applied Music Major	4

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Drake Curriculum and Free Electives	9 -10
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	14-15
Senior Year — Second Semester	
Applied Music Major	4
Drake Curriculum and Free Electives	9 -10
Ensemble — Music 148 or 150 (Band or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Senior Recital (Required)	14-15
Total	

Applied Piano

Applied Piano

Degree Option

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

Description of Program

Candidates for the BM degree with a major in applied music are prepared for full-time or part-time work as performers, as leaders of community choral or instrumental groups, as studio teachers or as teachers of applied music in private schools or colleges. The candidate must complete a minimum of 124 credit hours.

The instrumental major (piano, organ, strings, wind and percussion instruments) in the BM curriculum takes 39 to 40 hours in the applied major and minor, 31 to 34 hours in music theory and history-literature and eight hours of ensemble, plus the Drake Curriculum and free electives. (Hours vary according to each instrument; students should consult with advisers for specific number of hours.)

The vocal major in the BM curriculum takes 43 hours in applied music, 33 hours in music theory and history-literature, and eight hours of ensemble, plus the Drake Curriculum and free electives. [*Fulfillment of the foreign language requirement for the vocal major is to be approved by the student's adviser.*]

An acceptable senior recital of approximately one hour's duration in the student's major applied music field is required.

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

Requirements for Major

Applied Piano

First Year — First Semester	**Credits**
Applied Music Major	4
Applied Music Minor	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Drake Curriculum	3
First Year Seminar	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
First Year — Second Semester	
Applied Music Major	4
Applied Music Minor	1
Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1

Music 81 (World Music)	3
Drake Curriculum	3-4
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16-17

Sophomore Year — First Semester

Applied Music Major	4
Applied Music Minor	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Music 85 (Music History I)	3
Music 92 (Advanced Keyboard Skills)	1
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	17

Sophomore Year — Second Semester

Applied Music Major	4
Applied Music Minor	1
Music 53 (Materials of Music IV)	3
Music 54 (Materials of Music IV)	1
Music 95 (Music History II)	3
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16

Junior Year — First Semester

Applied Music Major	4
Music 105 (Music History III)	3
Music 107 (Analysis of Post-Tonal Music)	3
Music 109 (Piano Literature to 1800)	2
Drake Curriculum	2-3
Ensemble —Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16-17

Junior Year — Second Semester

Applied Music Major	4
Music 110 (Piano Literature from 1800 to Present)	2
Music 113 (Piano Studio Teaching Techniques and Materials)	3
Drake Curriculum	3
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	14

Senior Year — First Semester

Applied Music Major	4
Drake Curriculum and Free Electives	7
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.

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Music 161 (Conducting) or Music 163 (Choral Conducting)	2
Total	14
Senior Year — Second Semester	
Applied Music Major	4
Drake Curriculum and Free Electives	9 or 10
Ensemble — Music 148, 149 or 150 (Band, Choir or Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Senior Recital (Required)	Cr.
Total	14 or 15

Applied String Music

Applied String Music

Degree Option

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

Description of Program

Candidates for the BM degree with a major in applied music are prepared for full-time or part-time work as performers, as leaders of community choral or instrumental groups, as studio teachers or as teachers of applied music in private schools or colleges. The candidate must complete a minimum of 124 credit hours.

The instrumental major (piano, organ, strings, wind and percussion instruments) in the BM curriculum takes 39 to 40 hours in the applied major and minor, 31 to 34 hours in music theory and history-literature and eight hours of ensemble, plus the Drake Curriculum and free electives. (Hours vary according to each instrument; students should consult with advisers for specific number of hours.)

The vocal major in the BM curriculum takes 43 hours in applied music, 33 hours in music theory and history-literature, and eight hours of ensemble, plus the Drake Curriculum and free electives. [*Fulfillment of the foreign language requirement for the vocal major is to be approved by the student's adviser.*]

An acceptable senior recital of approximately one hour's duration in the student's major applied music field is required.

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

Requirements for Major

Applied Strings

First Year — First Semester	**Credits**
Applied Music Major	4
Music 6 (Piano Laboratory I or Applied Music Minor)	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Free Elective	3
First Year Seminar	3
Ensemble — Music 150 (Orchestra)	1
Music 21 (Recitals, Required)	Cr.
Total	16
First Year — Second Semester	
Applied Music Major	4
Music 7 (Piano Laboratory II or Applied Music Minor)	1
Music 3 (Materials of Music II)	3
Music 4 (Materials of Music II)	1

Music 81 (World Music)	3
Drake Curriculum	3
Ensemble — Music 150 (Orchestra	1
Music 21 (Recitals, Required)	Cr.
Total	16
Sophomore Year — First Semester	
Applied Music Major	4
Music 49 (Piano Laboratory III or Applied Music Minor)	1
Music 51 (Materials of Music III)	3
Music 52 (Materials of Music III)	1
Music 59 (Orchestral Excerpts)	2
Music 85 (Music History I)	3
Ensemble — Music 150 (Orchestra	1
Music 21 (Recitals, Required)	Cr.
Total	15
Sophomore Year — Second Semester	
Applied Music Major	4
Music 50 (Piano Laboratory IV or Applied Music Minor)	1
Music 53 (Materials of Music IV)	3
Music 54 (Materials of Music IV)	1
Music 95 (Music History II)	3
Music 181 (Chamber Ensemble)	1
Drake Curriculum	3
Ensemble — Music 150 (Orchestra	1
Music 21 (Recitals, Required)	Cr.
Total	17
Junior Year — First Semester	4
Applied Music Major	3
Music 105 (Music History III)	3
Music 107 (Analysis of Post-Tonal Music)	2
Music 161 (Conducting)	2-3
Drake Curriculum	1
Music 181 (Chamber Ensemble)	1
Ensemble — Music 150 (Orchestra	Cr.
Music 21 (Recitals, Required)	16-17
Total	
Junior Year — Second Semester	4
Applied Music Major	2
Music 114 (Studio Teaching Procedures	
Instrumental Literature:	2
Music 106 (Symphonic Literature)	
Music 116 (String Literature) OR	2
Music 130 (Directed Independent Study)	1
Music 181 (Chamber Ensemble)	4
Drake Curriculum or Free Electives	1
Ensemble — Music 150 (Orchestra	Cr.
Music 21 (Recitals, Required)	16
Total	

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Senior Year — First Semester	4
Applied Music Major	9 -10
Drake Curriculum and Free Electives	1
Ensemble — Music 150 (Orchestra)	1
Music 181 (Chamber Ensemble)	Cr.
Music 21 (Recitals, Required)	14-15
Total	
Senior Year — Second Semester	4
Applied Music Major	9 -10
Drake Curriculum and Free Electives	1
Ensemble — Music 150 (Orchestra	Cr.
Music 21 (Recitals, Required)	14-15
Senior Recital (Required)	
Total	

Applied Vocal Music

Applied Vocal Music

Degree Option

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

Description of Program

Candidates for the BM degree with a major in applied music are prepared for full-time or part-time work as performers, as leaders of community choral or instrumental groups, as studio teachers or as teachers of applied music in private schools or colleges. The candidate must complete a minimum of 124 credit hours.

The instrumental major (piano, organ, strings, wind and percussion instruments) in the BM curriculum takes 39 to 40 hours in the applied major and minor, 31 to 34 hours in music theory and history-literature and eight hours of ensemble, plus the Drake Curriculum and free electives. (Hours vary according to each instrument; students should consult with advisers for specific number of hours.)

The vocal major in the BM curriculum takes 43 hours in applied music, 33 hours in music theory and history-literature, and eight hours of ensemble, plus the Drake Curriculum and free electives. [*Fulfillment of the foreign language requirement for the vocal major is to be approved by the student's adviser.*]

An acceptable senior recital of approximately one hour's duration in the student's major applied music field is required.

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

Requirements for Major

Applied Vocal

First Year — First Semester	**Credits**
Applied Music Major	4
Music 6 (Piano Laboratory I) or Applied Music Minor	1
Music 1 (Materials of Music I)	3
Music 2 (Materials of Music I)	1
Music 75 (Diction I)	2
First Year Seminar	3
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	15
First Year — Second Semester	4
Applied Music Major	3
Music 3 (Materials of Music II)	1
Music 4 (Materials of Music II)	3
Music 81 (Music Literature)	1

Music 7 (Piano Laboratory II or Applied Music Minor)	2
Music 76 (Diction II)	3
Drake Curriculum	1
Ensemble — Music 149 (Choir)	Cr.
Music 21 (Recitals, Required)	18
Total	
Sophomore Year — First Semester	4
Applied Music Major	1
Music 49 (Piano Laboratory III or Applied Music Minor)	3
Music 51 (Materials of Music III)	1
Music 52 (Materials of Music III)	3
Music 85 (Music History I)	3-4
Drake Curriculum	1
Ensemble — Music 149 (Choir)	Cr.
Music 21 (Recitals, Required)	16-17
Total	
Sophomore Year — Second Semester	4
Applied Music Major	1
Music 50 (Piano Laboratory IV or Applied Music Minor)	3
Music 53 (Materials of Music IV)	1
Music 54 (Materials of Music IV)	3
Music 95 (Music History II)	3
Drake Curriculum	1
Ensemble — Music 149 (Choir)	Cr.
Music 21 (Recitals, Required)	16
Total	
Junior Year — First Semester	
Applied Music Major	4
Music 105 (Music History III)	3
Music 107 (Analysis of Post-Tonal Music)	3
Music 163 (Choral Conducting)	2
Music 154 (Vocal Pedagogy)	2
Free Elective	2-3
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	17-18
Junior Year — Second Semester	
Applied Music Major	4
Drake Curriculum and Free Electives	9 -10
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.
Total	14-15
Senior Year — First Semester	
Applied Music Major	4
Foreign Language (French, German, Italian)	3-4
Drake Curriculum	6-7
Ensemble — Music 149 (Choir)	1
Music 21 (Recitals, Required)	Cr.

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Music 140	2
Total	14-16
Senior Year — Second Semester	4
Applied Music Major	3-4
Foreign Language (French, German, Italian)	3
Drake Curriculum	1
Ensemble — Music 149 (Choir)	Cr.
Music 21 (Recitals, Required)	Cr.
SENIOR RECITAL (Required)	11-12
Total	

Musical Theatre

Musical Theatre

Degree Options

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

Description of Program

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

Requirements for Major

Listed below is a sample schedule of one of the four areas of concentration for a B.F.A. in musical theatre. Students pursuing degrees with an acting, directing or theatre design emphasis will have somewhat different requirements. For more information, please contact the Department of Theatre Arts.

The BFA degree in musical theatre requires 75 credit hours in theatre arts, 15 hours in music and the Drake Curriculum.

First Year — First Semester	**Credit Hours**
Theatre Arts 3 (Acting I)	3
Theatre Arts 14 (Movement I)	2
Theatre Arts 20 (Voice I)	2
Theatre Arts 30 (Stagecraft I) or Theatre Arts 31 (Costuming)	4
Theatre Arts 60 (Musical Theatre I)	3
First-Year Seminar	3
Music 171 (Voice – singing lessons)	1
Total	**18**
First Year — Second Semester	
Theatre Arts 4 (Acting II)	3
Theatre Arts 15 (Movement II)	2
Theatre Arts 21 (Voice II)	2
Theatre Arts 30 (Stagecraft II) or Theatre Arts 31 (Costuming)	4
Drake Curriculum Requirement	3
Music 171 — (Voice – singing lessons)	1
Total	**15**
Sophomore Year — First Semester	
Theatre Arts 32 (Makeup)	3
Theatre Arts 57 (Tap)	3
Theatre Arts 120 (Theatre History I)	3
Music 171 (Voice – singing lessons)	1
Music 11 (Foundations of Music Theory)	3

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Drake Curriculum Requirement	3
Total	**16**
Sophomore Year — Second Semester	
Theatre Arts 55 (Acting III)	3
Theatre Arts 56 (Jazz)	3
Theatre Arts 121 (Theatre History II)	3
Music 171 (Voice – singing lessons)	1
Drake Curriculum Requirement	6
Total	**16**
Junior Year — First Semester	
Theatre Arts 5 (Readings in Theatre)	3
Theatre Arts 58 (Ballet)	3
Theatre Arts 160 (Stage Management)	3
Music 6 (Piano)	1
Music 171 (Voice – singing lessons)	1
Drake Curriculum Requirement	6
Total	**17**
Junior Year — Second Semester	
Theatre Arts 59 (Dance for Theatre III)	3
Theatre Arts 101 (Musical Theatre II)	3
Theatre Arts 123 (American Musical)	3
Music 6 (Piano)	1
Music 171 (Voice – singing lessons)	1
Drake Curriculum Requirement	3
Total	**14**
Senior Year — First Semester	
Theatre Arts 100 (Acting IV)	3
Theatre Arts 103 (Directing I)	3
Theatre Arts 124 (Technical Practicum)	1
Music 171 (Voice – singing lessons)	1
Drake Curriculum Requirement	6
Total	**14**
Senior Year — Second Semester	
Theatre Arts 18 (Musical Theatre Dance Styles)	3
Theatre Arts 102 (Auditioning)	3
Drake Curriculum Requirement	6
Senior Capstone Experience	1
Music 171 (Voice – singing lessons)	1
Total	**14**

Theatre

Theatre

Degree Options

Bachelor of Arts degree with a major in theatre.

Description of Program

The theatre program provides students with a solid training in preparation for a career in the professional theatre. Students take classes in movement, voice, singing (both musical theatre and classical), dance (jazz, tap, ballet, modern and musical theatre dance), piano, music theory, and various acting styles.

Students in musical theatre may also have the opportunity to direct, design, stage-manage, choreograph, or serve as a dramaturge depending on area of interest and expertise. Students hone their skills as performers within experimental productions, classroom performance work, main-stage shows and opportunities to work professionally in the Des Moines community. Musical Theatre students also get summer performance work and internships.

Requirements for Major

The B.A. degree in theatre arts requires a total of 125 credit hours, including a minimum of 50 credit hours in theatre arts. The student is strongly encouraged to include a second academic major. With a second major, the total number of hours required will be determined by that department. If the major or minor requires less than 34 credit hours, additional hours may be applied as general electives.

The following is an example of how the degree requirements typically are fulfilled.

First Year — First Semester	**Credit Hours**
Theatre Arts 003 (Acting I)	3
Theatre Arts 014 (Movement I)	2
Theatre Arts 020 (Voice I)	2
Theatre Arts 030 (Stagecraft I) or Theatre Arts 031 (Costuming)	4
First -Year Seminar	3
Drake Curriculum Requirement	3
Total	**17**
First Year — Second Semester	
Theatre Arts 030 (Stagecraft I) or Theatre Arts 031 (Costuming)	4
Drake Curriculum Requirement	6
Theatre Arts Electives (a total of 15 credit hours required)	3
Second Academic Major or Minor Requirement	3
Total	**16**
Sophomore Year — First Semester	

Theatre Arts 5 (Readings in Theatre)	3
Theatre Arts 120 (Theatre History I)	3
Drake Curriculum Requirement	6
Second Academic Major or Minor Requirement	3
Total	**15**

Sophomore Year — Second Semester	
Theatre Arts 32 (Makeup)	3
Theatre Arts 121 (Theatre History II)	3
Drake Curriculum Requirement	6
Second Academic Major or Minor Requirement	5
Total	**17**

Junior Year — First Semester	
Theatre Arts 160 (Stage Management)	3
Theatre Arts 103 (Directing)	3
Theatre Arts 124 (Technical Practicum)	1
Drake Curriculum Requirement	6
Second Academic Major or Minor Requirement	3
Total	**16**

Junior Year — Second Semester	
Theatre Arts 124 (Technical Practicum)	1
Theatre Arts Electives	6
Second Academic Major or Minor Requirement	3
Drake Curriculum Requirement	5
Total	**15**

Senior Year — First Semester	
Theatre Arts Electives	5
Second Academic Major or Minor Requirement	6
Drake Curriculum Requirement	5
Total	**16**

Senior Year — Second Semester	
Theatre Arts Electives	6
Second Academic Major or Minor Requirement	5
Senior Capstone Experience	1
Total	**12**

Theatre Acting

Theatre Acting

Degree Options

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

Description of Program

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

Requirements for Major

The following courses are required of all students pursuing degrees in the Department of Theatre Arts with a few variations, depending on the degree chosen. Additional requirements for each degree program are available in the Theatre Arts Office.

Courses	Credits
Theatre Arts 3 (Acting I)	3
Theatre Arts 5 (Readings in Theatre)	3
Theatre Arts 14 (Movement I)	2
Theatre Arts 20 (Voice I)	2
Theatre Arts 30 (Stagecraft I - including lab)	4
Theatre Arts 31 (Costuming - including lab)	4
Theatre Arts 32 (Makeup)	3
Theatre Arts 103 (Directing I)	3
Theatre Arts 120 (Theatre History I)	3
Theatre Arts 121 (Theatre History II)	3
Theatre Arts 124 (Tech Practicum, scene or costume)	1
Theatre Arts 160 (Stage Management)	3
Theatre Arts 190 (Senior Capstone Experience)	1
TOTAL	35

Theatre Design

Theatre Design

Degree Options

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

Description of Program

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

Requirements for Major

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

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/theatredesign/

THEA 120	Theatre History I	3		THEA 162	Stage Lighting	3
THEA 121	Theatre History II	3		THEA 163	CAD for the Theatre	3
THEA 124	Tech Practicum (scene or costume)	1		THEA 165-169	Projects in Theatre (seniors)	1-3
THEA 160	Stage Management	3		THEA 182	Seminar in Advanced Design	3
THEA 190	Senior Capstone	1		THEA 183	Scene Painting, (including lab)	3
				THEA 184	Costume Design	3
	Total	31			Total	36
Required Support Courses in Art and Design:						
ART 15	Drawing I	3				
ART 75 or 76	Themes in Art History	3				
	Elective Courses in Art and Design	9				
	Total	15				

Theatre Directing

Theatre Directing

Degree Options

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

Description of Program

The directing program provides a solid theatre education experience. Directing students serve as assistants to faculty directors and are given the opportunity to direct main stage productions.

Requirements for Major

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

Theatre Arts Core Requirement		Credits	Required Support Courses in Theatre Arts		Credits
THEA 003	Acting I	3	THEA 004	Acting II	3
THEA 005	Readings in Theatre	3	THEA 015	Movement II	2
THEA 014	Movement I	2	THEA 021	Voice II	2
THEA 020	Voice I	2	THEA 055	Acting III	3
THEA 030	Stagecraft I (including lab)	4	THEA 104	Directing II	3
THEA 031	Costuming (including lab)	4	THEA 165	Project in Theatre (Directing)	1-3

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/theatredirecting/

THEA 032	Makeup	3	Total	16
THEA 103	Directing I	3		
THEA 120	Theatre History I	3		
THEA 121	Theatre History II	3		
THEA 124	Technical Practicum	1	General Theatre Electives	12 minimum
THEA 160	Stage Management	3	General Electives	12 minimum
THEA 190	Senior Capstone	1	Required Courses in English 9 Hours of Literature Course (3 of those hours in a Shakespeare course)	
	Total	35		

Jazz Studies

Jazz Studies

Description of Concentration

The Concentration in Jazz Studies is intended to train students to have marketable skills for working as professional jazz and studio musicians. The Concentration in Jazz Studies is not intended to be a substitute for any of the professional degrees offered by the Department of Music.

Students may receive the Concentration in Jazz Studies with any major degree program offered through the University.

Requirements for Concentration

Required Courses	**Credits**
MUSIC 10 (Jazz History)	2
MUSIC 12 (Jazz Theory and Keyboard)	2
MUSIC 55 (Jazz Improvisation I)	2
MUSIC 56 (Jazz Improvisation II)	2
MUSIC 133 (Jazz Arranging and Composition)	2
MUSIC 144 (Studio Recording Techniques)	2
MUSIC 145 (Jazz Ensemble, 2 semesters)	2
MUSIC 181 (Chamber Ensemble, Jazz Combo, 2 semesters)	2
*Applied Jazz (2 semesters). Prerequisites: Jazz Improvisation II or permission of instructor	2
Total	**18**

*Applied Jazz courses are selected from the following, each worth one credit hour:

MUSIC 183 (Jazz Piano)
MUSIC 184 (Jazz Bass)
MUSIC 196 (Jazz Guitar)
MUSIC 197 (Jazz Drums)
MUSIC 198 (Jazz Wind Instruments)

Academic Regulations

Academic Regulations

Academic Regulations

Academic Dishonesty Policy Statement

1. Definitions: Academic dishonesty is an all-encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. It includes plagiarism (the misrepresentation, either by intent or negligence, of another's ideas, phrases, discourse, or works as one's own), cheating (the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirement, including examinations), fabrication (intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise), and facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty). Examples of such cases include, but are not limited to:

   a) copying from the Internet or worldwide web and representing it as one's own thoughts or work;

   b) copying from another student's paper, laboratory report, or other report, or computer files or listing and representing it as one's own thoughts or work;

   c) using, during a test or laboratory experiment, material and/or devices not authorized by the instructor in charge;

   d) without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;

   e) incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices), or submitting commercially prepared papers as one's own;

   f) submission of multiple copies of the same or similar papers without prior approval of the several instructors involved;

   g) claiming as one's own work that which was done by tutors or others with no mention of credit to or the assistance of those persons;

   h) deliberately damaging or destroying another's laboratory experiments, computer work or studio work;

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

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

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

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

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

2. Penalties: The penalty for cheating or plagiarism will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred; upon the prior record of the person being penalized; and upon evidence suggesting the existence or absence of a pattern of academic dishonesty in the academic performance of the person committing the offense. Possible penalties include a reprimand, grade penalty, dismissal from the course and a recommendation for dismissal from the University. Responsibility for dealing with cases of academic dishonesty begins with the faculty member who identifies an instance of academic dishonesty.
3. Appeals: Not later than fourteen (14) days after an alleged Academic Integrity Policy violation comes to his/her attention, the instructor shall

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

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

Adjustments to Academic Regulations

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

Appeals of Academic Evaluations

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/academicregulations/

Credit/No Credit Regulations

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

Probation and Suspension

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

Transfer of Non-Drake Credits

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

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

Student Responsibility

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

Withdrawal Policy

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

Academic Advising

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

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/academicregulations/

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

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

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

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

Additional School of Fine Arts Academic Regulations

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

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

- Areas of Study
- Department of Arts and Design
- Department of Music
- Department of Theatre
- Facilities
- Faculty
- Scholarships

Graduation Requirements

Graduation Requirements

BA and BS

General Requirements

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

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

Major Field

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

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

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

The following majors are offered: acting; anthropology and sociology; art history; applied music; astronomy; biochemistry, cell and molecular biology (BCMB); biology; chemistry; computer science; directing; drawing; English; environmental policy; environmental science; graphic design; history; international relations; law, politics and society; mathematics; mathematics education (secondary); music; music business; music education; musical theatre; neuroscience; painting; philosophy; physics; politics; printmaking; psychology; religion; rhetoric and communication studies; sculpture; sociology; study of culture and society; theatre arts; theatre design; theatre education; and writing.

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

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofartssciences/graduationrequirements/

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

Special Requirements for a BS Degree

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

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

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

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

Additional School of Fine Arts Graduation Requirements

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

Graduation Requirements go into effect for Spring 2009

College of Arts & Sciences

Faculty

Professors

ALEXANDER, DANIEL (1993), Professor of Mathematics; Director, Center for Digital Technology and Learning. A.B., Colby College; M.S., Ph.D., Boston University.

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

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

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

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

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

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

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

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

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

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

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

LENZ, JOSEPH M. (1982), Dean of the College of Arts and Sciences and Professor of English. B.A., St. Norbert College; M.A., Arizona State University; Ph.D., University of Illinois.

LEWIS, WILLIAM F. (1982), Professor of Rhetoric. Chair of the Department for the Study of Culture and Society. B.A., Macalester College; M.A., Ph.D., University of Minnesota.

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

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

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

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

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

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

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

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

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

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

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

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

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

Associate Professors

ALLEN, JUDITH MATKIN (1988), Associate Professor of Psychology. B.A., M.A., Ph.D., University of Arkansas.

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

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

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

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

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

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

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

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

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

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

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

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

DHUSSA, RAMESH (1989), Associate Professor of Geography. B.A., M.A., Patna University; M.A., University of Akron; Ph.D., Kent State University.

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

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

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

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

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

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

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

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

HONTS, JERRY E. (1995), Associate Professor of Biology. Chair of the Biology Department and Environmental Science and Policy Program. B.S., Ph.D., University of Iowa.

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

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

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

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

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

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

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

MCALISTER, JOAN FABER (2005), Associate Professor of Rhetoric, Coordinator of Instruction in Public Speaking. B.A., M.A., Boise State University; Ph.D., University of Iowa.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REINCKE, NANCY (1992), Associate Professor of English. B.A., College of Idaho; M.A., Ph.D., University of Iowa.

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

ROBERTSON, ELIZABETH (1987), Associate Professor of English. B.A., College of Wooster; M.A.; Northwestern University; Ph.D., University of Iowa.

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

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

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

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

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

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

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

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

SPAULDING-KRUSE, CAROL (1996), Professor of English. B.A., M.A., California State University-Fresno; Ph.D., University of Iowa.

STAUNTON, LAWRENCE P. (1974), Associate Professor of Physics. B.S., M.S., Georgia Institute of Technology; Ph.D., University of California-Los Angeles.

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

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

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

VALDOVINOS LODER, MARIA (2005), Associate Professor of Psychology. Director of the Drake Undergraduate Science Collaborative Institute. B.A., Auburn University; M.S., University of South Alabama; M.A., Ph.D., University of Kansas.

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

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

WIDIAPRADJA, IGNATIUS M. (1985), Associate Professor of Art. B.F.A., University of Texas; M.F.A., Southern Illinois University-Carbondale.

WIRTH-CAUCHON, JANET (1995), Associate Professor of Sociology. B.A., Western Michigan University; Ph.D., Boston College.

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

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

Assistant Professors

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

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

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

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

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

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

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

GALLUCCI, GERARD (2013), Visiting Assistant Professor of Politics and International Relations. B.A., Rutgers University; MA, Ph.D., University of Pittsburgh

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

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

GARRIOTT, WILLIAM (2013), Assistant Professor of Law, Politics and Society. B.A., Macalester College; M.T.S., Harvard Divinity School; M.A., Ph.D., Princeton University

GRAHAM, JOHN (2011), Assistant Professor of Theatre Arts. B.F.A., University Of Cincinnati College-Conservatory of Music; M.F.A., University of Wisconsin-Madison.

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

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

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

HUEY, MARYANN (2011), Assistant Professor of Mathematics, B.E., University of Michigan; M.B.A., Ohio State University; M.S. University of Kansas; Ph.D., University of Missouri.

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

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

KENT, DEBORAH (2012), Assistant Professor of Mathematics. B.A., Hillsdale College; M.S., Ph.D., University of Virginia.

KILPATRICK, ADINA (2011), Assistant Professor of Physics. B.S., University of Bucharest; Ph.D., Rice University.

LANCASTER, STEVEN (2011), Assistant Professor of Psychology. B.A., Bethel University; M.A. and Ph.D., Southern Illinois University.

KLIETHERMES, CHRISTOPHER (2011), B.S., Lincoln University; Ph.D., Oregon Health & Science University; Post-doctoral fellow, University of California San Francisco

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

LETTER, AMY, (2011), Assistant Professor of English. B.A., Florida Atlantic University, M.F.A, University of Arkansas.

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

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

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

MORRISON, MEREDITH (2012), Assistant Professor of Art and Design. B.A., Michigan State University; M.F.A., Cranbrook Academy of Art.

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

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

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

SHERMAN, MILAN (2013), Assistant Professor of Mathematics Education. B.A., University of Steubenville; M.S., Ph.D, University of Pittsburgh.

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

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

ZWIER, MATTHEW (2013), Assistant Professor of Chemistry. B.S., Hope College; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Pittsburgh.

Lecturers

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

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

Emeriti Faculty

ABEL, RICHARD O., Ellis and Nelle Levitt Professor Emeritus of English.

ADAMS, FREDERICK, Ellis and Nelle Levitt Professor Emeritus of History.

AKIN, WALLACE E., Professor Emeritus of Geography and Geology.

ARCHER, JULIAN, Professor Emeritus of History.

BAKER, BERNADETTE M., Associate Professor Emerita of Mathematics and Computer Science.

BARTON, MIKE, Professor Emeritus of Theatre Arts.

BLACK, RICHARD R., Professor Emeritus of Art.

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

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

CHRISTIANSEN, JAMES L., Professor Emeritus of Biology.

CLARK, C. WALTER, Professor Emeritus of Political Science.

COLEMAN, WILLIAM S.E., Professor Emeritus of Theatre Arts.

CONNER, KAREN A., Professor Emerita of Sociology.

DALEY, A. STUART, Professor Emeritus of English.

DEALBA, LUZ, Professor Emerita of Mathematics.

DOWNING, HARRY L., JR., Associate Professor Emeritus of Physics.

ECKLEY, GRACE, Professor Emerita of English.

EHRLICH, JOHN, Professor Emeritus of Cello.

ELLIOTT, CLIVE (1990), Daniel B. Goldberg Emeritus of Theatre Arts.

ERICKSON, LEONARD E., Professor Emeritus of History.

ERICSON, JON L., Ellis and Nelle Levitt Professor Emeritus of Rhetoric and Communications Studies.

FOSTER, DAVID, Professor Emeritus of English.

GARFIELD, SALLY, Associate Professor Emerita of Theatre Arts.

GILDNER, GARY, Professor Emeritus of English.

HANE, NORMAN, Professor Emeritus of English.

HANSON, SUSAN, Associate Professor Emerita of French.

HARRIS, CHARLES DAVID, Ellis and Nelle Levitt Professor Emeritus of Music History and Harpsichord.

HESS, STANLEY, Professor Emeritus of Art.

HICKS, JOHN, Professor Emeritus of Art.

HODGDON, BARBARA, Ellis and Nelle Levitt Professor Emerita of English.

HOFFERT, JOSEPH B., Associate Professor Emeritus of Mathematics.

HOGANSON, DEAN A., Professor Emeritus of Biology.

HOUF, WALTER R., Professor Emeritus of History.

HOULETTE, WILLIAM, Associate Professor Emeritus of History.

JACKSON, PAUL J., Dean and Professor Emeritus of Music.

KADARAVEK, MILAN, Ellis and Nelle Levitt Professor Emeritus of Piano.

KATZ, GEORGE, Professor Emeritus of Music.

KEYWORTH, DONALD R., Professor Emeritus of Philosophy.

KINGSBURY, PHYLLIS, Associate Professor Emerita of Biology.

KLEINER, ALEXANDER F., Thomas F. Sheehan Professor Emeritus of Mathematics.

KODAMA, ROBERT, Professor Emeritus of Biology.

KOPECKY, KENNETH, Professor Emeritus of Mathematics and Computer Science.

LARSON, ROBERT, Professor Emeritus of Chemistry.

LIGHT, JAY, Professor Emeritus of Wind Instruments.

LIN, CHIU-LING, Professor Emerita of Piano.

LIN, TSUNG-KUANG, Professor Emeritus of History.

LINDBERG, JAMES G., Professor Emeritus of Chemistry.

LUCAS, GENE, Professor Emeritus of Biology.

LUKE, JAMES W., JR., Professor Emeritus of Wind Instruments, Woodwinds.

LUTZ, ROBERT W., Associate Professor Emeritus of Physics.

MARCOUILLER, DON R., Professor Emeritus of Music.

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

MARTY, MYRON, Dean and Professor Emeritus of History.

McCAW, JOHN E., Professor Emeritus of Religion.

MILLER, DALE, Professor Emeritus of Religion.

MILLER, KENNETH E., Professor Emeritus of Sociology.

MILLER, VERN, Assistant Professor Emeritus of Voice.

MYSZEWSKI, MICHAEL E., Professor Emeritus of Biology.

NELSON, CHARLES A., Professor Emeritus of History.

NEWKIRK, WAYNE, Professor Emeritus of Economics.

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

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

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

PATRICK, DALE A., Professor Emeritus of Religion.

PETERSEN, VIBEKE R., Professor Emerita of Women's Studies.

PRIETO, HILDA, Assistant Professor Emerita of Spanish.

RANDIC, MILAN, Ellis and Nelle Levitt Professor Emeritus of Mathematics and Computer Science.

RANKIN, JANE L., Associate Professor Emerita of Psychology.

ROBINSON, DAVID, Professor Emeritus of Physics.

SCULT, ALLEN, Professor Emeritus of Philosophy and Rhetoric.

SHULTZ, ROBERT R., Professor Emeritus of Piano.

SORIA, MARIO, Professor Emeritus of Spanish.

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

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

SWANSON, HAROLD D., Professor Emeritus of Biology.

SWISS, THOMAS, Professor Emeritus of English.

TORGERSON, JON, Professor Emeritus of Philosophy.

TORRENCE, GAYLORD, Professor Emeritus of Art.

VAN DYCK, ROSEMARIE, Professor Emerita of Spanish.

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

WACHA, RICHARD, Professor Emeritus of Biology.

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

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

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

Visiting Faculty

BOHON, JASON (2013), Visiting Assistant Professor of Theatre. B.F.A., University of Central Missouri; M.F.A., London International School of Performing Arts.

CHEN, CYNDI (2012) Visiting Instructor of Chinese. M.A., University of South Dakota; B.S., Buena Vista College; B.A., Soochow University, Taipei, Taiwan.

DREISS, CATHERINE (2010) Visiting Assistant Professor of Art and Design. B.A., Mount Holyoke College; M.F.A., Cranbrook Academy of Art.

GALLUCCI, GERARD (2013), Visiting Assistant Professor of Politics and International Relations. B.A., Rutgers University; MA, Ph.D., University of Pittsburgh.

MADDEN, YASMINA (2003) Visiting Instructor of English. B.A., Loyola Marymount University; M.F.A., Indiana University – Bloomington.

MARTIN, GARET (2012), Visiting Assistant Professor of Art and Design. B.A., Shawnee State University; M.F.A., Purdue University.

OLSON, ALEISHA (2013), Visiting Assistant Professor of History. B.A., Drake University; M.A. Ph.D., University of York.

SAMEK, ALYSSA (2013), Visiting Assistant Professor of Rhetoric. B.A., University of St. Thomas; M.A., Colorado State University; Ph.D., University of Maryland.

TREAT, STACEY (2011), Visiting Instructor of Rhetoric. B.A. and M.A., University of Arkansas; Ph.D., University of North Carolina at Chapel Hill.

WILLIAMS, KIERAN (2004) Visiting Assistant Professor of Politics. AB, Princeton University; Ph.D., University of Oxford.

XU, ZHIJUN (2011), Visiting Instructor of Chinese, M.A., English Literature and Linguistics, Heibei Teachers' University, Visiting Scholar, Comparative Literature, Beijing University, Visiting Scholar, Comparative Literature, Nottingham University, M.A., Master of Business Administration, Drake University, Ph.D., Comparative Literature, Nankai University and completing dissertation in Des Moines

College of Business & Public Administration

College of Business and Public Administration

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

College Vision Statement

The CBPA creates a better future for our learners and society by integrating theory, practice and scholarship in a collaborative learning environment.

College Mission Statement

The CBPA prepares leaders to create and communicate sustainable results for business and our global society.

The Promise

The CBPA prepares our learners to succeed as leaders and global citizens by bringing the world into the classroom and the classroom into the world. Our leaders will be:

- Proficient in their fields
- Strategic problem-solvers
- Effective communicators
- Inclusive leaders
- Ethical stewards

Independent Study

Each department in the College of Business and Public Administration, as faculty time permits, offers independent study according to the needs and interest of its students. These courses are open to students with the consent of the instructor and associate dean. They provide opportunities for directed or independent study and research in selected topics.

To be eligible for independent study, a student must have completed at least 57 credit hours with a cumulative GPA of 2.75 or higher for all work at Drake and a cumulative GPA of 2.75 or higher for all business/economics work completed at Drake. Independent study may be used to earn up to 12 hours of credit toward a degree in business administration.

- Areas of Study
- Graduation Requirements
- Academic Regulations
- Faculty

Areas of Study

Areas of Study

Majors

In the undergraduate program, students study a prescribed core of courses and a selected major in one of the following areas of study:

- Accounting
  - Accounting/Actuarial Science
  - Accounting/Finance
  - offered as a combined major with any other business major in addition to Actuarial Science and Finance as listed
- Actuarial Science
  - Actuarial Science/Finance
- Economics
- Entrepreneurial Management
- Finance
- Business Studies
- Information Systems
- International Business
- Management
- Marketing
- Quantitative Economics

Concentrations

In addition to its majors, the College of Business and Public Administration offers shorter, concentrated study in the following areas of study to students both within the College and in the other schools and colleges of the University:

- Information Systems
- Insurance
- Law and Business

Minors

Minors are offered to students in the other schools and colleges of the University in the following areas of study:

- Business Studies
- Entrepreneurship

- Marketing

Accounting

Accounting

Degree Options

Bachelor of Science in Business Administration with a major in accounting.

Description of Program

The Drake University School of Accounting is accredited by AACSB International. Only 182 of the more than 800 accounting programs in the United States have attained this accreditation.

The School of Accounting provides an education in accounting and business law that prepares graduates to assume entry-level positions in public, private, governmental, and not-for-profit accounting. Its program establishes a foundation for future growth and development for the accounting student. Students learn how to develop, analyze, interpret and present business data and information that enable effective business decision-making. The curriculum prepares graduates to sit for professional examinations in accounting that lead to such designations as Certified Public Accountant (CPA), Certified Management Accountant (CMA), and Certified Internal Auditor (CIA). Finally, the accounting major is excellent preparation for law school and a legal career.

Graduates are prepared to assume responsibilities in a wide range of professional positions and in diverse employment situations. For example, positions are available for graduates as auditors, tax consultants and business consultants in public accounting; in cost control, budgeting, internal auditing, financial reporting and tax planning in industry and the not-for-profit sector; and in government as auditors and financial managers.

Requirements for Major

The School of Accounting awards both graduate and undergraduate degrees in accounting. The undergraduate degree, a Bachelor of Science in Business Administration (B.S.B.A.), requires 124 semester hours and is typically completed in four years on a full-time basis. A student may pursue either the accounting major itself or a joint major in accounting and another discipline within the College of Business and Public Administration (CBPA).

The accounting major requires completion of 27 credit hours of accounting courses, beyond introductory accounting (Accounting 41 and 42). The accounting joint major requires completion of 18 credit hours of accounting courses, beyond introductory accounting, along with additional credit hours in another CBPA discipline. The following accounting joint majors are offered: Accounting/Actuarial Science, Accounting/Finance, Accounting/International Business, Accounting/Information Systems, Accounting/Management, and Accounting/Marketing.

The graduate degree in accounting, Master of Accounting (MAcc), requires an additional 30 hours of graduate study beyond the B.S.B.A. degree and is typically completed in one year. However, with careful planning, both the bachelor's and master's degrees can be completed in as little as four and one-half years. A student may choose to earn the B.S.B.A. degree or both the B.S.B.A. and MAcc degrees depending upon his/her career interests.

Almost all of the 54 jurisdictions in the United States that confer the CPA certificate require 150 hours of collegiate study comprising an accounting major for certification. Drake's MAcc degree provides the additional study in accounting, business law, and related subjects necessary to earn the CPA designation in those jurisdictions requiring 150 hours of study. Details of the MAcc are available in Drake's Graduate Catalog.

The accounting major is integrated with courses in the liberal arts and in other business disciplines throughout both the B.S.B.A. and MAcc programs. From the first year through the fourth or fifth year of study, each student is involved in the major through a minimum of two accounting and/or business law courses per academic year. This integrated curriculum of accounting, business law, liberal arts and business provides the educational foundation needed for a successful professional career and success in completing the professional certification examinations.

Students admitted to Drake University who declare an accounting major are conditionally admitted to the School of Accounting as “pre-accounting” majors. As pre-accounting majors, students are assigned accounting faculty members as academic advisers and are invited to participate in School of Accounting activities. An application for full admission to the school must be filed with the director of the school when admission requirements have been met, typically in the fall semester of the junior year. This requirement applies to accounting majors, joint accounting majors, and double majors that include accounting. The School of Accounting admits students who have satisfactorily met the following requirements:

- Junior standing.
- Completion of each of the following courses (or their equivalents) with a grade of "C" or better, whether at Drake or accepted as transfer credit to Drake: Business Law 60; Information Systems 44; Mathematics 28 or higher; Economics 1 and 2; Statistics 71; and Accounting 41, 42 and 80.
- Attainment of a cumulative GPA of 2.50 or higher on all work completed at Drake University.
- Attainment of a cumulative GPA of 2.50 or higher for Accounting 41, Accounting 42 and Accounting 80.
- Students transferring more than 48 credit hours to Drake must complete at least 12 credits at Drake with a cumulative GPA of 2.50 or higher, including a "C" or better in Accounting 115, Accounting 185, or Accounting 165.

To graduate with an undergraduate accounting major, a student must maintain a cumulative GPA of 2.00 for all Drake University work attempted, a cumulative GPA of 2.00 for all courses taken in the College of Business and Public Administration that carry a number of 100 and above, and a cumulative grade-point average of 2.00 or above for all 100-level accounting courses required to complete the major.

Suggested course sequence in the major:

Freshman Year	
Fall Semester	**Credit Hours**
Accounting 41 (Introduction to Financial Accounting)	3
Spring Semester	
Accounting 42 (Introduction to Managerial Accounting)	3
Sophomore Year	

Fall Semester	**Credit Hours**
Accounting 80 (Accounting Information Systems)	3
Spring Semester	
Accounting 90 (Profit Planning and Control)	3
Business Law 60 (Business Law I)	3
Junior Year	
Fall Semester	**Credit Hours**
Accounting 115 (Cost Accounting)	3
Accounting 165 (Financial Accounting I)	3
Spring Semester	
Accounting 166 (Financial Accounting II)	3
Accounting 175 (Auditing Principles)	3
Senior Year	
Fall Semester	**Credit Hours**

Accounting 185 (Individual Taxation)	3
Accounting 167 (Financial Accounting III)	3
Spring Semester	
Accounting 186 (Business Entity Taxation)	3

Accounting Joint Majors

The purpose of the joint major in accounting is to provide the opportunity for students to complete an in-depth study of both accounting and another business discipline within the 124 credits needed to obtain an undergraduate degree. This is not possible if the student pursues a double major in accounting and another business discipline. The joint major requires three fewer accounting courses and there are some modifications in the other business discipline as well. Unlike a double major, a joint major is a single major that incorporates coursework in both accounting and another business discipline. At the completion of a joint accounting major, a student meets the education requirement to sit for the Certified Management Accountant (CMA), and Certified Internal Auditor (CIA) examinations.

The joint major enables graduates to seek accounting positions in industry, government and the not-for-profit sector. In addition, it provides students who are not interested in accounting as a career, a strong foundation in financial reporting, cost accounting, taxation, and the auditing of operations. The joint accounting major still provides the undergraduate student with the accounting courses needed to enter the Master of Accounting degree program, if a student should decide later to pursue CPA professional certification.

A joint accounting major requires:

1. Acceptance of the student into the School of Accounting.
2. Completion of Accounting 80, 115, 165, 166, 175, and 185 with a cumulative GPA for these courses of 2.00 or higher.
3. Completion of the requirements of another discipline in the College of Business and Public Administration.

The joint major requirements by the complementary non-accounting discipline are:

A. Joint Major: Accounting/Actuarial Science

- Non-business requirement: Mathematics 50, 70, 80 and 100.
- Business core: Statistics 71 and 72 are replaced by Statistics 131 and 141
- Actuarial Science requirement: Actuarial Science 120, 121, 132, 145, 150 and 151; Finance 102.
- For the student to be fully prepared for the fourth professional actuarial science examination, he/she should complete Actuarial Science 160 – Credibility and Simulation. ACTS 170 – Statistical Modeling and Data Analysis II OR Economics 107 — Econometrics is required to earn Validation by Educational Experience credit from the actuarial societies.

B. Joint Major: Accounting/Finance

- Non-business requirement: Economics 105

- Finance requirement: Finance 102, 119, 121, 193 and 197.

C. Joint Major: Accounting/International Business

- Non-business requirement: Political Science 65, SCS-Geography 3.
- Business requirement: Management 170, Finance 170, Marketing 170, and Economics 130 or 175
- Two area study courses. Students may choose two courses focused on a region of the world: Africa, Asia, Europe, or Latin America, or two globally oriented courses focused on a topical area: Cultural, Political, Religious, or Economic studies.
- Foreign language requirement: Students must demonstrate proficiency in a language other than their native tongue. Proficiency can be demonstrated by college credit or equivalent, including certification exam credit, for a language through the intermediate level (second year, college level). Non-English native speakers demonstrate foreign language proficiency implicitly by taking their classes in English while at Drake University.

D. Joint Major: Accounting/Information Systems

- Information Systems requirement: Information Systems 74, 160, plus three of the following: Information Systems 80, 145, 150, or Computer Science 65: ,

E. Joint Major: Accounting/Management

- Non-business requirement: Psychology 1
- Management requirement: Four of the following courses: Management 145, 160, 170, 182, or 184

F. Joint Major: Accounting/Marketing

- Non-business requirement: Psychology 1
- Marketing requirement: Marketing 113, 115, and 118, plus three of the following: Marketing 104, 106, 109, 111, 112, 130, 170, 180

Actuarial Science

Actuarial Science

Degree Options

Bachelor of Science in Business and Administration with a major in actuarial science.

Description of Program

The actuarial science program strives to provide high-quality undergraduate-level preparation for students planning careers in the actuarial profession. Students should be prepared to be business leaders in the financial services industry as well as be thoroughly grounded in the technical skills required for actuarial work.

Graduates of the program should clearly meet the entry-level expectations of the leading insurance companies and consulting firms. As such, they should be prepared to be successful on the early professional examinations of the Society of Actuaries and the Casualty Actuarial Society. In addition, they should understand the manner in which this knowledge relates to the business of insurance and be able to solve less structured problems and coherently present their solutions.

The available courses prepare students for the first five examinations of the Society of Actuaries and Casualty Actuarial Society. These courses also enable students to obtain credit for the three Validation by Educational Experience subjects. Students typically are ready to take their first examination after two or three semesters and their second exam after three or four semesters.

Requirements for Major

Non-business requirements:

- Mathematics 50, 70, 100 (Calculus I, II and III)
- Mathematics 80 (Linear Algebra)
- Information Systems 44 (IT Applications for Business).

Business core:

- Statistics 71 and 72 are replaced by Actuarial Science 131 (Introduction to Probability I) and Actuarial Science 141 – (Statistical Modeling and Data Analysis I)

Requirements for major:

- Actuarial Science 120 (Theory of Interest)
- Actuarial Science 150, 151 (Life Insurance Mathematics I, II) Actuarial Science 132 (Introduction to Probability II)
- Actuarial Science 170 (Statistical Modeling and Data Analysis II) or Economics 107 (Introduction to Econometrics)
- Finance 102 (Advanced Corporate Finance)
- Actuarial Science 121 (Introduction to Derivatives)
- Actuarial Science 145 (Derivatives Mathematics)

To be fully prepared for Exam C (one of the first five actuarial examinations), students should also complete Actuarial Science 160 (Credibility and Simulation).

For a current model schedule, see the Actuarial Science Web site: /cbpa/acts

Actuarial Science/Finance Joint Major

The joint major in actuarial science and finance provides students with an opportunity to study two subjects that require somewhat similar skills. The goal of the program is to provide students in four years with the essential skills required in both fields.

Students who complete this program are particularly suited to pursue careers in the financial services industry where the emphasis is on the management of financial assets and liabilities. This includes the insurance industry with its emphasis on asset management and variable products, and the banking industry with its emphasis on the management of interest rate risk.

For students planning to complete professional actuarial examinations, the finance courses cover several topics that appear on the advanced examinations.

Nonbusiness requirements:

- Mathematics 50, 70, 100 (Calculus I, II and III)
- Mathematics 80 (Linear Algebra)
- Information Systems 44 (IT Applications for Business.)

Business core:

- Statistics 71 and 72 are replaced by Actuarial Science 131 (Introduction to Probability I) and Actuarial Science 141 (Statistical Modeling and Data Analysis I)

Requirements for major:

- Actuarial Science 120 (Theory of Interest)
- Actuarial Science 150, 151 (Life Insurance Mathematics I and II)
- Actuarial Science 132 (Introduction to Probability II)
- Economics 105 (Money and Banking)
- Finance 102 (Advanced Corporate Finance)
- Actuarial Science/Finance 121 (Introduction to Derivatives)
- Actuarial Science 145 (Derivatives Mathematics)
- Finance 129 (Financial Institutions Management)
- Finance 193 (Portfolio Analysis)
- Finance 197 (Seminar in Finance)
- One of the following three:
  - Economics 174 (Intermediate Macroeconomic Analysis), Finance 170 (International Finance), and Finance 190 (Equity Valuation and Analysis)

To be fully prepared for Exam C (one of the first five actuarial examinations), students should also complete Actuarial Science 160 (Credibility and Simulation). Actuarial Science 170 (Statistical Modeling and Data Analysis II) or Economics 107 (Introduction to Econometrics) is needed for the Validation by Educational Experience requirement of the actuarial societies.

For a model schedule for sequencing these courses, see the Actuarial Science Web site:/cbpa/acts.

Business Studies

Business Studies

Degree Options

Bachelor of Science in Business and Administration with a major in business studies.

Description of Program

The curriculum is designed to prepare an individual for a variety of entry-level positions in business, to provide a strong foundation for graduate study in business or one of the business disciplines, to serve as a pre-law major that facilitates the 3 + 3 program with the law school, to accommodate some transfer students who have difficulty completing a full major in a business discipline because of self-imposed constraints, and to provide a strong second major for Economics majors and non-business majors.

While the other majors in the College of Business and Public Administration provide advanced, in-depth study of at least 18 hours in a single discipline, the business studies major provides some advanced study in at least four different business disciplines. Because there are no required courses in the major, it provides students with the opportunity to create a major that best fits their capabilities and interests.

Requirements for Major

In addition to the required curriculum that must be taken by all students in the College of Business and Public Administration, the business studies major requires a minimum of 15 hours from accounting, finance, management/entrepreneurial management, and marketing. The remaining nine hours in the major may include additional study in accounting, finance, management/entrepreneurial management, and marketing, and/or study in business, information systems, insurance and business law. There may be no more than nine hours in any single discipline within the 24 hour major; and 21 of the 24 hours must be taken in 100 level courses. The list of courses should be selected to meet the individual student's needs and must be approved by the student's adviser. A student pursuing this major may not pursue another major in the College of Business and Public Administration with the exception of Economics.

Description of Minor

One of the most important mission objectives of the College's undergraduate business curriculum is to prepare students for entry into careers in business and to enhance their prospects for employment. Thus, the College offers the opportunity for students earning a degree other than a business degree to receive a minor in Business Studies. The minor in Business Studies introduces students to most fields of business and provides them with additional flexibility in meeting their employment and career goals.

Requirements for Minor

- Accounting 041 (Introduction to Financial Accounting)
- Economics 001 (Principles of Macroeconomics)
- Economics 002 (Principles of Microeconomics)
- Finance 095 (Managing Individual Finances)

- IS 044 (IT Applications for Business)
- Management 110 (Organizational Behavior)
- Marketing 101 (Marketing Principles)
- One additional elective course offered by the College of Business and Public Administration

A GPA of 2.00 or above must be achieved in the courses in the minor to complete the minor.

Economics

Economics

Degree Options

Bachelor of Science in Business and Administration or Bachelor of Arts with a major in economics.

Description of Program

The economics program offers the opportunity to study prices, markets, and incentives (microeconomics) and economic growth and business cycles (macroeconomics).

The economics major provides preparation both for students planning to enter the world of work directly after Drake and for students planning to attend professional or graduate school. The economics major provides excellent preparation for professional study in law, business or public administration because economics is an important analytical tool used in these fields. Students interested in graduate study in economics or a closely related field (finance, public policy, international relations) should also consider the quantitative economics major.

Requirements for Major

The economics major requires 27 credits of economics, 3 credits of mathematics, and 6 credits of statistics.

All candidates for an economics major must complete the following courses:

- Mathematics 28 (Business Calculus), OR Mathematics 50 (Calculus I)
- Statistics 71 (Statistics I)
- Statistics 72 (Statistics II)
- Economics 1 (Principles of Macroeconomics)
- Economics 2 (Principles of Microeconomics)
- Economics 173 (Intermediate Microeconomic Analysis)
- Economics 174 (Intermediate Macroeconomic Analysis)
- Five additional economics courses numbered 100 or above

All candidates must also satisfy the requirements of the Drake Curriculum.

Additional requirements for the B.S.B.A. degree: Candidates must complete the required business core curriculum, including Business 195 as the Capstone.

Additional requirements for the B.A. degree: Candidates must write a Capstone paper, registered as a 1-hour independent study (Economics 199). Candidates for the B.A. degree may not add a minor in marketing or a minor in business studies. Instead, students interested in business should consider the B.S.B.A. degree, which requires the same economics courses as the B.A. degree but includes broad training in business subjects.

Requirements for Minor

The economics minor requires 18 credits of economics and 3 credits of mathematics.

Candidates for the minor in economics must complete the following courses:

- Mathematics 28 (Business Calculus), OR Mathematics 50 (Calculus I)
- Economics 1 (Principles of Macroeconomics)
- Economics 2 (Principles of Microeconomics)
- Economics 173 (Intermediate Microeconomic Analysis), OR Economics 174 (Intermediate Macroeconomic Analysis)
- Three additional economics courses numbered 100 or above

It is recommended that candidates for the minor complete both Economics 173 and Economics 174. The second course counts toward the three additional 100-level courses.

Entrepreneurial Management

Entrepreneurial Management

Degree Options

Bachelor of Science in Business and Administration with a major in entrepreneurial management. Minor in entrepreneurship (non-business students).

Description of Program

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

The minor is designed for students that are not business students but have an interest in entrepreneurship. The minor addresses the role of entrepreneurship in the current economy, the nature of entrepreneurial organizations, and the demands and rewards of life as an entrepreneur. The minor will be beneficial for students who wish to further their entrepreneurial knowledge and skills as well as develop skills should they wish to pursue an entrepreneurial endeavor.

Requirements for Major in Entrepreneurial Management

Twenty-five credits within the college and three credits outside the college

Non-business requirements:

- PSY 1 (Psychology)

Business requirements:

- ENTR 001 (Profiles in Entrepreneurship)
- ENTR 101 (Entrepreneurial Leadership)
- ENTR 150 (The Business Model)
- ENTR 190 (Creating a Company)
- MGMT 160 (Planning and Control of Operations)
- MGMT 182 (Human Resource Management) or MGMT 184 (Leadership and Personal Development)
- MKTG 106 (Promotional Management Sales) or MKTG 104 (Sales Management)
- MKTG 118 (Marketing Management) or MKTG 180 (New Product Marketing)
- BLAW 180 (Legal Issues of Business Org.) or BLAW 190 (Legal Topics of Current Interest) or INS 141 (Risk Management) – 3 credits

Requirements for Minor in Entrepreneurship

Twenty-five credits within the business college.

Requirements:

- ENTR 001 (Profiles in Entrepreneurship)
- ECON 002 (Microeconomics)
- ACCT 041 (Introduction to Accounting)
- ENTR 101 (Introduction to Entrepreneurship)
- MKTG 101 (Marketing Principles)
- ENTR 150 (The Business Model)
- ENTR 190 (Creating a Company)

Plus two electives from the list below:

- HSCI 055 (Issues in HS: Entrepreneurial Leadership)
- PHAR 174 (Applied Pharmacy Management)
- PHAR 285 (Entrepreneurship Rotation)
- BLAW 060 (Business Law I)
- BLAW 180 (Legal Issues / Business Organizations)
- MGMT 110 (Organizational Behavior)
- MGMT 120 (Operations Management)
- MGMT 182 (Human Resource Management)
- MGMT 184 (Leadership and Personal Development)
- MKTG 102 (Professional Selling)
- MKTG 180 (New Product Marketing)

Finance

Finance

Degree Options

Bachelor of Science in Business and Administration with a major in finance.

Description of Program

The finance major prepares students for careers in business and/or postgraduate work by educating them in the fundamental principles and practical applications of modern financial analysis. The finance curriculum is designed to provide students with knowledge of the major concepts and practices of financial management, while at the same time helping to develop their analytical, decision-making and communication abilities.

The careers of the majority of finance graduates can be broadly classified into one of four specializations or tracks: personal financial planning, financial institutions management, corporate finance and investments. Drake's program offers students a choice of study from specializations consistent with these classifications. Graduates are prepared for advanced study in business or finance or to assume responsible, entry-level managerial positions in financial management in business, government and not-for-profit entities. Furthermore, they possess an excellent foundation for future growth and career development.

Requirements for Major

In addition to the Drake Curriculum requirements:

- 18 credits of core courses required of all finance majors
- 12 credits of courses related to the student's chosen track
- 52 credits of business core requirements (required of all business majors)

The basic core courses of the finance major:

- Finance 102 (Advanced Corporate Finance)
- Finance 119 (Financial Institutions, Instruments and Markets)
- Finance 121 (Introduction to Derivatives)
- Finance 193 (Portfolio Analysis)
- Finance 197 (Seminar in Finance)
- Economics 105 (Money and Banking)

These courses provide the student with a thorough grounding in each of the functional areas of the finance discipline. It is recommended that students take Economics 105 in the fall semester of the sophomore year; Finance 101 in the spring semester of the sophomore year; Finance 102 and Finance 121 in the fall semester of the junior year; Finance 119 and Finance 193 in the spring semester of the junior year; and Finance 197 in the spring semester of the senior year. Students need to complete Statistics 71 and Statistics 72 by the end of their sophomore year.

The remainder of the program depends upon the student's choice from among the four tracks: personal financial planning, financial institutions management, corporate finance and investments. These tracks correspond to the most common careers pursued by finance graduates. Students interested in a more in-depth understanding of accounting may wish to pursue the accounting/finance joint major. (See Accounting for more information.) Actuarial science students who are interested in a more in-depth understanding of finance may wish to pursue the actuarial science/finance joint major.

Information Systems

Information Systems

Degree Options

Bachelor of Science in Business Administration with a major in information systems.

Description of Program

Information Systems (IS) is more than just computer programming; it is about meeting the needs of customers through the effective use of technology. Drake's IS program provides students with the technical skills that industry requires of its employees plus an understanding of how businesses work. This clearly differentiates the IS program from the purely technical orientation of a Computer Science major.

Requirements for Major

The information systems major requires 18 credits of core courses and 9 credits of track specialization courses.

The basic core courses of the information systems major include:

- Computer Science 65 (Introduction to Computer Science I)
- Information Systems 74 (Advanced IT Applications for Business)
- Information Systems 80 (Visual Basic)
- Information Systems 145 (Website Technology)
- Information Systems 150 (Network Management)
- Information Systems 160 (Database Management)

All candidates must also satisfy the requirements of the Drake Curriculum.

Information systems majors must select a track consisting of nine credit hours from a single discipline in business other than information systems. It is suggested the track courses are taken during a student's junior and senior years. The student's adviser must approve the track selections.

Requirements for Concentration

The information systems concentration provides students with an opportunity to enhance their ability to use information technology to solve business problems. The courses in the concentration focus on increasing skills for business end users and are a great addition to any business major.

Choose three of the following five courses:

- Information Systems 074 – Advanced IT Applications for Business
- Information Systems 080 – Visual Basic
- Information Systems 145 – Website Technology

- Information Systems 150 – Network Management
- Information Systems 160 – Database Management

A GPA of 2.00 in the three courses is required to receive credit for the concentration.

International Business

International Business

Degree Options

Bachelor of Science in Business and Administration degree with a major in international business.

Description of Program

The international business major prepares students for work in organizations whose owners, employees, customers and/or suppliers are not confined to the borders of one nation. Those who choose this major will learn about marketing goods and services around the world, global distribution networks, exchange rates and the different forms of ownership and financing that exist in non-U.S. countries. They will consider the dramatic impact of culture on the behavior of individuals in organizations and on the contracting and negotiating process of international trade. They will compare the business climate of developed and underdeveloped nations and learn how companies compete in a global business economy. International business students are exposed to ethical issues and the impact of business decisions on global ecology. The curriculum requires a strong foundation of language and culture, history, geography and political science along with the business core classes. International business students are required to include an international experience in their program.

The International business major is designed for students seeking specialized education in operations of international enterprises, international banks and government agencies. Such organizations include all forms of business; the departments of Commerce, State, and Treasury; international institutions such as the Export-Import Bank, World Bank and Overseas Investment Corporation; and several state and local agencies.

Requirements for Major

Non-business requirements:

- The IBUS major recommends PSY 001 or ENSP 35/36 to fulfill the Life/Behavioral Science AOI.
- Geography 3 (World Regional Geography)
- Political Science 65 (Comparative Politics)
- Foreign language
- Two area study courses

Students must demonstrate proficiency in a language other than their native tongue. Proficiency can be demonstrated by college credit or equivalent, including certification exam credit, for a language through the intermediate level (second year, college level). Non-English native speakers demonstrate foreign language proficiency implicitly by taking their classes in English while at Drake.

The area study consists of two courses focused on a region of the world: Africa, Asia, Europe, or Latin America, or two globally oriented courses focused on a topical area: Cultural, Political, Religious, or Economic studies.

Business requirements:

- Economics 130 (International Economics) or Economics 175 (Developing Economies)
- Finance 170 (International Finance)

- Marketing 170 (Global Marketing)
- Management 170 (International Management)
- Six functional area credits

The functional area credits consist of 6 credits, beyond the business core, selected from one functional area: accounting, actuarial science, economics, entrepreneurship, finance, insurance, marketing, information systems, management, business law, or human resources (HR functional area courses need to be chosen from an approved list of courses). Alternately, six credits from an international internship may be applied to meet this requirement.

International experience requirement:

Each student in the IBUS major is required to have an international experience. This requirement is not designed to add more credits, but to specify the context in which some credits will be earned. The international experience can be one of the following:

- Semester study abroad
- Study abroad seminar course(s) totaling 6 or more credits.
- Internship abroad
- Internship in the US with a significant international focus

International students satisfy this requirement by earning their degree at Drake.

Participation in a semester-abroad program is highly encouraged. The best time for this experience is in the spring of the sophomore year or the fall or spring of the junior year. A semester abroad requires careful identification of courses abroad that satisfy graduation requirements and careful scheduling of courses before and after the study-abroad semester. Students work with their advisers and with the Center for International Programs and Services to select study-abroad programs and to schedule classes.

Management

Management

Degree Options

Bachelor of Science in Business and Administration degree with a major in management.

Description of Program

Professional managers are a distinct and essential group in modern society who are responsible for maintaining and improving organizational effectiveness. The management major prepares students for the challenging task of directing people and activities in today's private, public and not-for-profit organizations. Those who study this field at Drake are grounded in the theories, concepts, practices and ethical concerns of contemporary management and emerging trends. Management students learn how organizations are designed and administrated, how people behave as members of an organization, and how employees are compensated, motivated and protected. They learn how organizations measure and improve performance and how they make strategic advances in a competitive marketplace. They study leadership and assess and develop their personal leading skills. In addition, they are exposed to the issues and challenges of managing organizations in a global economy.

Many students choose management as a second major in which case they often begin their career in a position related to their first major, but with accelerated opportunities for advancement. Those whose primary focus is management may attain positions in human resource departments, operations, customer service, purchasing and sales; they work as franchise managers, management consultants, department managers; and they work in diverse industries from financial services to manufacturing to retail.

Requirements for Major

Twenty-four credits within the college and 3 credits outside the college.

Non-business requirements:

- Psychology 1

Business requirements:

- Management 145 (Organizational Design and Development)
- Management 160 (Planning and Control of Operations)
- Management 170 (International Management)
- Management 182 (Human Resource Management)
- Management 184 (Leadership and Personal Development)
- Accounting 125 (Managerial Accounting) (recommended) or
  Accounting 115 (Cost Accounting)

Six credits in an area of special interest

To complete their program of study, management majors must select two courses (6 credits) beyond the management core from other disciplines in the College of Business and Public Administration. The two courses must be in the same field. In exceptional cases, fields outside the college may be selected (2 courses or six credits from the same field) as approved by the department. The area of special interest should reinforce professional development and career objectives of the student.

Marketing

Marketing

Degree Options

Bachelor of Science in Business and Administration degree with a major in Marketing.

Description of Program

The Marketing major provides both a theoretical understanding and a managerial/applied perspective regarding the principles of marketing and an understanding of marketing's interaction with other functional areas of the organization. Through the selection of marketing tracks, marketing majors receive a broad exposure to the diversity of marketing activities and an opportunity to tailor the program to their own interests. Marketing tracks are offered in integrated marketing communications, direct and interactive marketing, marketing management, marketing research and sales. Central to these ends, the courses develop an understanding of the vocabulary of marketing, the process of exchange and the role of relevant information in decision-making. Experience with diagnosing and analyzing marketing problems as well as developing and implementing courses of action is emphasized.

Students of marketing prepare for professional careers in marketing management, product management, marketing research, consumer analysis, advertising management, selling and promotion, brokerage, wholesaling and related positions.

Requirements for Major

Non-business requirements:

- Psychology 1 (Introductory Psychology)

Business requirements:

- Marketing 113 (Marketing Research)
- Marketing 115 (Consumer Behavior)
- Marketing 118 (Marketing Management)

In addition, the student must select, depending on interest, one of the following tracks. Starred courses are required courses within the track. Other courses listed are electives within the track.

INTEGRATED MARKETING COMMUNICATIONS

* Marketing 102 (Professional Selling)

* Marketing 106 (Integrated Marketing Communications)

* Marketing 111 (Direct and Interactive Marketing)

One of: Journalism and Mass Communications 123 – (Public Relations Writing) (prereq JMC 054) or Information Systems 145 (Website Programming) or English 094 (Business and Administrative Communication)

One of: Marketing 104, Marketing 109, Marketing 130, Marketing 170, Marketing 180

DIRECT & INTERACTIVE MARKETING

* Marketing 106 (Integrated Marketing Communications)

* Marketing 111 (Direct and Interactive Marketing)

* Information Systems 160 (Database Management)

Two of: Marketing 102, Marketing 104, Marketing 109, Marketing 130, Marketing 170, Marketing 180

MARKETING MANAGEMENT

* Marketing 106 (Integrated Marketing Communications)

* Marketing 130 (Field Applications in Marketing Research)

* Marketing 170 (International Marketing)

* Marketing 180 (New Product Marketing)

One of: Marketing 102, Marketing 104, Marketing 109, Marketing 111

MARKETING RESEARCH

* Marketing 130 (Field Applications in Marketing)

* Marketing 180 (New Product Marketing)

* Information Systems 160 (Database Management)

Two of: Marketing 102, Marketing 104, Marketing 106, Marketing 109, Marketing 111, Marketing 170

SALES and SALES MANAGEMENT

* Marketing 102 (Professional Selling)

* Marketing 104 (Sales Management)

One of: Information Systems 160 (Database Management) or Management 184 (Leadership and Personal Development)

Two of: Marketing 106, Marketing 109, Marketing 111, Marketing 130, Marketing 170, Marketing 180

Requirements for Minor

Accounting 41; Business 002; Economics 001; Economics 002; Psychology 001; Statistics 71 OR Psychology 011; Marketing 101; Marketing 113; Marketing115; Marketing 118; one marketing elective from the list below:

- Marketing 102 (Professional Selling)
- Marketing 104 (Sales Management)
- Marketing 106 (Integrated Marketing Communications)
- Marketing 109 (Internet Marketing)

- Marketing 111 (Direct and Interactive Marketing)
- Marketing 130 (Field Applications in Marketing)
- Marketing 170 (Global Marketing)
- Marketing 180 (New Product Marketing)

A total of 6 hours of transfer credit may be applied toward the required courses for the Marketing minor. The Marketing minor must have a 2.00 GPA or above.

Quantitative Economics

Quantitative Economics

Degree Options

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

Description of Program

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

Students who choose the B.A. degree may enroll in either the College of Business and Public Administration or the College of Arts and Sciences. Students who choose the B.S. degree should enroll in the College of Arts and Sciences. Students who choose the B.S.B.A. degree should enroll in the College of Business and Public Administration (CBPA).

Requirements for Major

The quantitative economics major requires 21 credits of mathematics, 6 credits of statistics, and 21 credits of economics. All students must complete the following, in addition to fulfilling the requirements of the Drake Curriculum.

Mathematics:

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

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

Statistics:

- Acts 131 (Introduction to Probability I)
- Stat 72 (Statistics II), OR Acts 141 (Statistical Modeling and Data Analysis I)

Economics:

- Econ 1 (Principles of Macroeconomics)
- Econ 2 (Principles of Microeconomics)
- Econ 173 (Intermediate Microeconomics)
- Econ 174 (Intermediate Macroeconomics)
- Econ 107 (Introduction to Econometrics), OR Acts 170 (Statistical Modeling and Data Analysis II)
- Two elective courses in economics at the 100 level

Capstone: Choose one of the following, depending on the college and degree to be earned:

- Students in College of Arts and Sciences: Math 195
- Students in CBPA earning B.A. degree: Econ 199
- Students in CBPA earning B.S.B.A. degree: BUS 195

Students earning the B.S.B.A. degree must also complete the required business core curriculum set by the College of Business and Public Administration. Students earning the B.S. degree in Quantitative Economics must complete special requirements set by the College of Arts and Sciences.

Insurance

Insurance

Description of Concentration

The insurance concentration is open to all undergraduate students. The concentration prepares students to enter careers in the insurance industry or risk management. Students with a concentration in insurance should be prepared to enter positions in underwriting, claims, marketing and risk management. Study of insurance also helps students interested in careers in other insurance company functions such as human resources, management, investments, actuarial science and accounting.

Requirements for Concentration

Students can earn the concentration by completing three courses with a GPA of 2.0 or above:

- Insurance 51 (Personal Risk Management)
- Insurance 141 (Business Risk Management)
- Insurance 161 (Insurance Company Operations)

Law and Business

Law and Business

Description of Concentration

The purpose of this program is to provide Drake students, regardless of their majors, with an opportunity to learn basic legal concepts across a wide range of legal topics relevant to their personal and professional lives. As future members of a community, students will enter into a variety of contractual relationships, business and otherwise. They will deal with typical legal issues related to property, employment, personal injury liability and financial transactions including securing a consumer loan, purchasing and mortgaging a home, and investing in stocks and bonds. Likewise, they may encounter legal issues in the formation and operation of business structures such as sole proprietorships, partnerships, corporations and limited liability companies. This concentration is designed to inform students of their legal rights and responsibilities in many situations. In addition, the concentration requires an ethical component because a legal system cannot survive unless it reflects the values of its society.

The concentration is particularly valuable for students considering graduate study in law school, for business majors who wish to expand their knowledge of the legal principles that govern the conduct of business, and for law, politics and society majors in the College of Arts and Sciences who wish to extend the legal aspects of their major.

Requirements for Concentration in Law and Business

- Business Law 060 (Business Law I)
- Business Law 120 (Business Law II)
- Business Law 180 (Legal Issues of Business Organizations)
- Business Law 190 (Legal Topics of Current Interest)
- Accounting 041 (Introduction to Financial Accounting) or Finance 095 (Managing Personal Finances) or a similar course that develops the business context of the concentration
- A course in ethics and ethical responsibilities

A GPA of 2.00 in the courses in the concentration is required to receive credit for the concentration.

Academic Regulations

Academic Regulations

Specific course requirements are given in the basic programs and in the curricula for the various majors on various pages of this catalog. Modifications of the required program may be made only on the recommendation of the student's adviser and the approval of the Associate Dean for Academic Affairs of the College of Business and Public Administration.

Students in the College of Business and Public Administration may count up to 30 hours of credit by examination toward a degree. Specific exceptions to this rule may be approved by the faculty on an individual basis. Credit by examination is confined to examinations for which there are recognized norms. Such credit may not be used for the student's last 30 hours of work toward the degree.

Academic Integrity

The College of Business and Public Administration has adopted an Academic Integrity Policy to address academic dishonesty. Copies of this policy are available from the College Web site or from the Associate Dean for Academic Affairs.

Graduation Requirements

Graduation Requirements

Graduation Requirements

Candidates qualifying for the degree of B.S. in Business Administration must complete 124 credit hours. At least 42 credit hours must be earned in courses numbered 100 or above. At least 50 percent of required business credit hours must be completed in residence at Drake.

Credit for remedial courses of subcollegiate level is not considered toward meeting the requirements for graduation. The final 30 hours of an undergraduate degree must be taken at Drake University, unless an alternative plan is approved by the the Associate Dean for Academic Affairs.

Candidates qualifying for a Bachelor of Science in Business Administration must have a cumulative GPA of 2.00 (equivalent of "C") for all Drake University work attempted and a cumulative GPA of 2.00 in all courses taken in the College that carry a number of 100 and above.

Required Curriculum

Business Courses

All business majors are required to complete the following courses:

	Credits
Accounting 041 and 042 (Introduction to Financial and Managerial Accounting)	6
Business 195 (Business Strategy and Policy)	3
Business Law 060 (Business Law I)	3
Business 001, 002, 003, 004, 005 (The Business Profession I-V)	3
Business 070 (Globalization)	3
Business 073 (Business and Professional Communications)	3

Economics 001 and 002 (Principles of Macroeconomics and Microeconomics)	6
Information Systems 044 (IT Applications for Business)	3
Information Systems 194 (Electronic Commerce)	3
Finance 101 (Corporate Finance)	3
Management 110 (Organizational Behavior)	3
Management 120 (Management of Operations)	3
Marketing 101 (Marketing Principles)	3
Statistics 071 and 072* (Statistics I and II)	6
Total	54

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

Non-Business Requirements

The nonbusiness courses are required for the Bachelor of Science degree in Business Administration.

	Credits
FYS 001-099 (First-Year Seminar or equivalent)	3
Math 028 or Math 050 (Business Calculus or Analytic Geometry and Calculus I)	3-4

Total	**6-7**

The courses listed above as required by the College of Business and Public Administration may be used to fulfill requirements of the Drake Curriculum. Please refer to the Drake Curriculum for additional information.

College of Business & Public Administration

College of Business and Public Administration

Professors

Boal, William (1995) Professor of Economics. BA, Wesleyan University; PHD, Stanford University

Clapham, Stephen E (1990) Professor of Management and International Business. MBA, Indiana University - Bloomington; PHD, Indiana University - Bloomington

Cooper, Robert W (1988) Employers Mutual Distinguished Professor of Insurance. MA, University of Pennsylvania; PHD, University of Pennsylvania

Dodd, James Lee (1992) Professor of Accounting/Aliber Distinguished Professor. MBA, University South Alabama; PHD, University of Georgia

Frank, Garry Lawrence (1983) Professor of Public Administration/Thomas F. Sheehan Distinguished Professor. MS, University Western Ontario; PHD, University Nebraska - Lincoln

Gardner, Lisa (2006) Professor of Statistics. MBA, Drake University; PHD, Georgia State University

Heaston, Patrick H (1983) Professor of Accounting/Aliber Distinguished Professor. MBA, Creighton University; PHD, University Nebraska - Lincoln

Houle, Philip A (1974) Professor of Information Systems. MS, University of Minnesota - Twin Cities; PHD, University of Minnesota - Twin Cities

Hubbard, Raymond (1984) Professor of Marketing/Thomas F. Sheehan Distinguished Professor. MA, University Nebraska - Lincoln; PHD, University Nebraska - Lincoln

Meyer, C Kenneth (1990) Professor of Public Administration/Thomas F. Sheehan Distinguished Professor. MPA, University of Oklahoma - Norman; PHD, University of Oklahoma - Norman

Miller, Chip E (2001) Professor of Marketing/Associate Dean. MA, University of Kansas; PHD, University of Washington

Parsa, Rahul A (1990) Professor of Actuarial Science & Statistics/Principal Financial Group Distinguished Professor. MS, Osmania University; PHD, Texas A & M University

Simpson, Lou Ann M (1973) Professor of Business Law/Department Chair. BSB, Drake University; JD, Drake University

Strader, Troy Jefferson (2003) Professor of Information Systems/Aliber Distinguished Professor. MS, Iowa State University; PHD, University of Illinois

Associate Professors

Adkins, Natalie (2009) Associate Professor of Marketing. BSB, West Virginia University; PHD, Virginia Polytechnic Institute & State University

Bishop, Debra S (1994) Associate Professor of Practice in Management and International Business/Director, John Pappajohn Center for Entrepreneurship Outreach and the William and Jean Buchanan Center for Entrepreneurial Leadership. MS, Iowa State University; PHD, Iowa State University

Clayton, Suzanne (2005) Associate Professor of Practice in Information Systems. BS, Iowa State University; MBA, Drake University

Edrington, Mary (1986) Associate Professor of Practice in Marketing. BS, Iowa State University; MBA, University of Iowa

Gara, Stephen (2005) Associate Professor of Accounting/Director of School of Accounting. LLM, Georgetown University; JD, Southern Methodist University; PHD, University of Memphis.

Hewett, Roger (1981) Associate Professor of Economics. BA, Tufts University; PHD, University of Illinois

Judd, Paul S (1990) Associate Professor of Practice in Statistics and Actuarial Science. BA, University of Dayton; MS, University of Iowa

Meyer, Bradley (1989) Associate Professor of Management and International Business/Department Chair. MS, Iowa State University; PHD, Iowa State University

Njoroge, Joyce (2000) Associate Professor of Accounting. MAC, Washington State University; PHD, Washington State University

Norman, Andrew (2003) Associate Professor of Marketing. MBA, Brigham Young University; PHD, University of Arizona

Reed, Diana (1984) Associate Professor of Management and International Business. MS, University of Wisconsin - Platteville; PHD, University of Wisconsin - Madison

Root, Thomas (1999) Associate Professor of Finance. MA, University of Kansas; PHD, University of Kansas

Rozycki, John (1990) Associate Professor of Finance. MBA, University of Scranton; PHD, Pennsylvania State University

Scullen, Steven (2004) Associate Professor of Management and International Business. MS, Iowa State University; PHD, University of Iowa

Senteza, Jimmy D (2000) Associate Professor of Finance. MBA, Washington State University; PHD, Washington State University

Suh, Inchul (2002) Associate Professor of Finance/Department Chair. MBA, Indiana University - Bloomington; PHD, University of Colorado - Boulder

Weaver, Janice E (1983) Associate Professor of Economics. MA, University Illinois at Urbana-Champaign; PHD, University Illinois at Urbana-Champaign

Zagoren, Allen Jeffrey (2004) Associate Professor of Practice in Public Administration. MPA, Drake University; DO, Philadelphia College- Osteop M

Assistant Professors

Atinc, Mahmut Guclu (2011) Assistant Professor Management. MBA, Troy University, DBA, Louisiana Technical University

Bartlett, Geoffrey David (2011) Assistant Professor of Accounting. MAC, Brigham Young University; PHD, Arizona State University

Ellis, Kelley (2013) Assistant Professor of Practice in Accounting. BSBA, Creighton University; MBA, University of Iowa

Fichtner, Jason Royce (2008) Assistant Professor of Business Law. BA, University of Northern Iowa; JD, Drake University.

Garza, John (2013) Robb B. Kelley Assistant Professor of Actuarial Science & Risk Management. BS, University of Texas at Austin; PHD, University of Texas at Austin

Kappen, Jeffrey A (2012) Assistant Professor of Management. BA, Beloit College; MBA, University of Wisconsin - Madison

Long, Richard Dale (2000) Assistant Professor of Practice in Finance. MA, University of Iowa

Mitchell, Matthew Coy (2010) Assistant Professor of International Business. MBA, Rollins College; PHD, University of South Carolina - Columbia

Purvanova, Radostina Krassimirova (2008) Assistant Professor of Management and International Business. MS, Emporia State University; PHD, University of Minnesota

- Twin Cities

Severe, Sean Parker (2011) Assistant Professor of Economics. MS, University of Oregon; PHD, University of Oregon

Solsma, Lori (2013) Assistant Professor of Accounting. BS, University of South Dakota; MBA, University of South Dakota; PHD, University of Mississippi

Swartwood, Thomas Marshall (2008) Assistant Professor of Practice in Entrepreneurship/Assistant Director, William and Jean Buchanan Center for Entrepreneurial Leadership. MBA, Drake University; JD, Georgetown University

Vaughan, Amy Grace (2009) Assistant Professor of Statistics. MS, University of Georgia; PHD, University of Georgia

White, Toby (2008) Assistant Professor of Finance/Actuarial Science. MS, University of Iowa; PHD, University of Washington

Yang, Fan (2012) Assistant Professor of Actuarial Science. MS, University of Iowa; PHD, University of Iowa.

Zheng, Liping (2009) Assistant Professor of Economics. MA, University of New Hampshire; PHD, University of New Hampshire

Visiting Faculty

Wabukala, Benard M (2013) Fulbright Scholar-in-Residence. B.A., M.A., Makerere University, Uganda

Adjunct Professors

Butler, Michael (2013) Adjunct Instructor of Information Systems. BA, University of Notre Dame; MBA, New York University

Cory, Julie (2009) Adjunct Instructor of Management. BA, Augustana College; MBA, Drake

Drake University

Crow, Rachel (2012) Adjunct Instructor of Management. BA, Drake University

Fleming, Joshua (2013) Adjunct Instructor of Marketing. BS, University of Missouri-Columbia

Irwin, Michael Patrick (2013) Adjunct Instructor of Marketing. BA, Iowa State University; MBA, Iowa State University

Johnson, Timothy (2006) Adjunct Instructor of Management and International Business. BA,

Central College; MBA, Drake University

Kaduce, Adam (2012) Adjunct Instructor of Management. BSB, Drake University

Lacy, Katherine (2013) Adjunct Instructor of Finance. BS, St. Lawrence University

Markway, Dennis (2011) Adjunct Instructor of Finance. BA, Central College; MA, University of Northern Iowa

Mason, Tamera (2010) Adjunct Instructor of Accounting. BS, Drake University; MBA, Drake University

Newell, Richard (2006) Adjunct Instructor of Actuarial Science. BS, Michigan Technological University; MS, Michigan Technological University

Nowacki, Katherine (2013) Adjunct Instructor of Management. BS, Drake University

Ramirez, Maria (2013) Adjunct Instructor of Finance. BS, Loras College

Strong, Richard (2010) Adjunct Instructor of Public Administration. BArch, North Dakota State University; MUP, McGill University; MDess, Harvard University

Stinard, Thomas (2013) Adjunct Instructor of Statistics. MS, Iowa State University; PHD, Iowa State University

Watson, Susan Beth (2012) Robb B. Kelley Visiting Assistant Professor of Actuarial Science. BS, Drake University; MDIV, Bethel University

School of Education

School of Education

College Vision Statement

Faculty, staff and students of the School of Education model leadership in the core areas of academic reflection, collaborative learning and social justice. Leadership embodies the importance of creating and educating strong systemic leaders at every level in the academic setting.

- A belief in academic reflection assumes the importance of intellect, knowledge and reason. The School of Education is a place of inquiry and scholarship in the liberal and professional arts.
- A belief in collaborative learning assumes the importance of active participation and mutual responsibility among faculty, students and constituent communities. The School of Education fosters active learning and teaching.
- A belief in social justice assumes the importance of education as a major pathway toward the values of democracy and equity. The School of Education promotes lifelong learning as purposeful activity that advances global citizenship and a just society.

College Mission Statement

The School of Education is a diverse community of collaborative learners dedicated to the preparation, licensure, advancement and continuing education of teachers, counselors, school administrators, human resource development professionals and other educational leaders of learning communities. Drake University has been a member of the American Association of Colleges for Teacher Education since the association's inception. The school is fully accredited by the Iowa Department of Education and the Higher Learning Commission of the North Central Association of Colleges and Schools for the preparation of elementary teachers, secondary teachers, school and vocational counselors and school administrators. For more information about the Drake University School of Education, see /soe/

- Areas of Study
- Requirements
- Graduation and Licensure
- Faculty

School of Education

School of Education

Areas of Study

Major Programs:

- Elementary Education
- Secondary Education

Elementary Education

Elementary Education

Degree Options

Bachelor of Science in Education with a major in elementary education.

Description of Program

This program develops highly qualified teachers at the elementary level. The School of Education supports subject endorsements at the elementary level (K-8) in art, early childhood, English/language arts, mathematics, reading, history, science, special education (second endorsement only), social studies, theater and communications studies, unified (early childhood with emphasis on special education), Spanish, French, German and English as a second language (K-12 endorsement). Endorsement course requirements vary according to discipline and state requirements. Add-on endorsements are also available for middle school (6-8) and coaching (K-12).

Requirements for Major

- 124 credit hours
- Drake Curriculum (AOI) requirements
- Professional education requirements
- Teaching endorsement(s) requirements (at least one endorsement)
- Subject area minimum requirements for elementary endorsements (24 credits)
- In accordance with new requirements from the Iowa Department of Education, students beginning this program in or after Fall 2011 will be required to take two math courses in addition to EDUC 126, Methods of Teaching Elementary Math.

Approved endorsement programs are currently available in art, early childhood education, unified early childhood education (early childhood education with an emphasis in special education), English/language arts, English as a Second Language (ESL: K-12), history, mathematics, reading, rhetoric and communication studies/theatre, science, special education (second endorsement only), social studies, Spanish, French, and German. Add-on endorsements are also available for middle school (6-8) and coaching (K-12). Other endorsement programs may become available. Specific requirements and program descriptions are available from the Teaching and Learning Department in the School of Education. Elementary majors also must have at least 53 to 54 credit hours in the School of Education, including the following Professional Education courses.

Pre-professional Coursework	Credit Hours
EDUC 1 (Introduction to Education) (optional) *15 credit hours must be completed before registration for*	1
EDUC 103 (Foundations of Education)	3

(40-hour practicum required)	
SPED 120 (Introduction to Special Education)	3
EDUC 105 (Human Development Elementary/Early Childhood)	3
EDUC 107 (Learning and Assessment)	3
EDUC 109 (Educational Technology)	2
EDUC 164 (Perspectives on Race, Gender and Ethnicity)	3
Total	17-18
Professional Coursework *(Requires admission to Teacher Education Program)*	**Credit Hours**
EDUC 122 (Curriculum and Pedagogy)	3
EDUC 123 (Physical Education and Health in the Elementary School)	2
EDUC 124 (Literature of Childhood and Youth)	3
EDUC 125 (Teaching of Science)	3
EDUC 126 (Teaching of Mathematics)	3
EDUC 128 (Teaching of Social Studies)	3
EDUC 137 (Literacy Methods for Primary Grades (K-3))	3
EDUC 139 (Literacy Methods for the Intermediate Grades)	3
Total	23
Professional Semester *(Requires admission to Student Teaching and senior standing)*	**Credit Hours**
EDUC 165 (Instruction and Management in the Elementary Grades)	1
EDUC 166 (Elementary Student Teaching Practicum)	11

http://www.drake.edu/catalog/undergraduate/2013-2014/soe/areas/elementaryeducation/

EDUC 169 (Electronic Portfolio Seminar)	1
Total	13
Note that the professional semester is a full-time, intensive experience; students should not register for other courses or have other extracurricular activities that would conflict with full-time study without written permission of the Student Teaching Committee.	
Additional Requirements	**Credit Hours**
EDUC 083 (Introduction to Art Education) AND Music 015 (General Music in Elementary Schools) OR EDUC 113 (Art Integration in Elementary Schools)	3-6
Two mathematics or statistics courses	6
Two history courses	6
Seven hours in life, physical, and earth sciences	7
Psychology or Sociology	3
Total	25-28

Secondary Education

Secondary Education

Degree Options

Bachelor of Science in Education with a major in secondary education.

Description of Program

This program develops highly qualified teachers at the secondary level. The School of Education supports endorsements at the secondary level (5-12) in art, all business, English/language arts, English/rhetoric/theatre (English emphasis), theatre/rhetoric/English (theatre emphasis), journalism, English/speech-theater/journalism, speech/theater, reading (second endorsement only), economics (second field only), secondary mathematics, biology, physics, chemistry, earth science, general science, physical science, all science (5-8, 7-12), world history, American history, American history/American government, American government, all social studies, world languages: Spanish, French, German, special education (Instructional Specialist I), English as a second language (K-12). Endorsement course requirements vary according to discipline. Add-on endorsements are also available for middle school (6-8) and coaching (K-12).

Requirements for Major

- 124 credit hours
- Drake Curriculum (AOI) requirements
- Professional education requirements
- Teaching endorsement(s) requirements (at least one teaching endorsement is required; two are suggested)
- Subject area minimum requirements for secondary education endorsements (30 credits)

Approved endorsement majors are available in all science (5-8), all science (7-12), all social studies, American history, American history/American government, American government, art, biology, chemistry, economics (second endorsement only), earth science, general business, general science, English/ language arts, English/rhetoric/theater (English emphasis), English/speech-theater, journalism, English as a second language (K-12), journalism, mathematics, physics, physical science, reading (second endorsement only), sociology, theater, rhetoric/English (theater emphasis), world history and world languages—French, German, Spanish. Other endorsement programs may become available. Add-on endorsements are also available for middle school (6-8) and coaching (K-12). Specific requirements and program descriptions are available in the Teaching and Learning Department.

Secondary education students must complete at least 40 to 41 credit hours in the School of Education, including the following Professional Education courses:

Pre-professional Coursework	Credits Hours
EDUC 1 (Introduction to Education) (optional) *15 credit hours must be completed before registration for*	1

http://www.drake.edu/catalog/undergraduate/2013-2014/soe/areas/secondaryeducation/

EDUC 103 (Foundations of Education) *(40-hour practicum required)*	3
SPED 120 (Introduction to Special Education)	3
EDUC 106 (Human Development Secondary)	3
EDUC 107 (Learning and Assessment)	3
EDUC 109 (Educational Technology)	2
EDUC 164 (Perspectives on Race, Gender and Ethnicity)	3
Total	17-18
Professional Coursework *(requires admission to Teacher Education Program)*	**Credit Hours**
EDUC 132 (Methods of Teaching in Secondary School) *(30-hour practicum included)*	2
Special Methods in Subject	2-3
EDUC 142 (Secondary Reading and Interdisciplinary Curriculum) *(10-hour practicum included)*	3
Total	7
Professional Semester *(requires admission to Student Teaching and senior standing)*	**Credit Hours**
EDUC 167 (Instruction and Management in the Secondary Grades)	1
EDUC 168 (Student Teaching Practicum) (Secondary)	11
EDUC 169 (Electronic Portfolio Seminar)	1
Total	13
Additional Requirements	**Credit**

http://www.drake.edu/catalog/undergraduate/2013-2014/soe/areas/secondaryeducation/

	Hours
One mathematics or statistics course	3
Total	3
Note that the professional semester is a full-time, intensive experience. Students should not register for other courses or have other extracurricular activities that would conflict with full-time study without the written permission of the Student Teaching Committee.	

Requirements

Requirements

All students preparing for licensure as a teacher must meet the following criteria on a continuing basis:

1. Completion of the Drake Curriculum (AOIs) or an equivalent program at another college or university, including one college-level mathematics or statistics course.
2. Completion of the elementary or secondary education major with at least a “C” in all education and endorsement courses.
3. Completion of an approved teaching endorsement area(s). Elementary education students must complete a teaching concentration area or field of a minimum of 24 credits; secondary education students must complete a teaching field of at least 30 credits. A second teaching field or a second endorsement area is also recommended.
4. Maintenance of at least a 2.50 cumulative GPA (on a 4.00 scale) for undergraduate students.
5. Maintenance of at least a 3.0 cumulative GPA (on a 4.00 scale) for graduate students.
6. Demonstration of all INTASC Standards at the appropriate level.
7. Demonstration of Drake-defined Professional Dispositions at the appropriate level.

Graduation and Licensure

Graduation and Licensure

Upon satisfactory completion of an approved teacher education program, a Proficient rating on the student's portfolio, achievement of at least 8/10 INTASC Standards at a Proficient level in classroom practice and recommendation of the Dean of the School of Education, Drake students may receive their bachelor's or master's degrees and be licensed to teach in the state of Iowa. Licensure or endorsement in other states may require different courses of study, and the individual student is responsible for knowing the rules and regulations of any other states in which he/she wishes to be certified.

In Iowa, teaching licensure is issued by the Iowa Department of Education upon recommendation of colleges and universities that have state-approved programs. All areas of concentration detailed for the School of Education are fully approved by the Iowa State Department of Public Instruction. Other states also accept recommendations for teaching licensure from Drake University, which is fully accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges; American Assembly of Collegiate Schools of Business; Iowa State Department of Public Instruction; National Association of Schools of Arts and Design; National Association of Schools of Music; American Chemical Society; American Council on Education in Journalism and Mass Communication; Accreditation Council on Pharmacy Education; American Bar Association; charter member of the Association of American Law Schools. As a general rule, the School of Education requires a minimum of 30 hours in residence toward a bachelor's degree, 24 hours in residence toward any graduate degree program, a minimum of 12 hours in residence for any licensure-only program, and a minimum of 6 hours in residence toward any added-endorsement program.

Faculty

Faculty

Professors

BEISSER, SALLY (1999), Professor of Education. B.S., M.S., Ph.D., Iowa State University.

FEJES, KATHY (1987), Professor of Education. B.S., M.Ed., M.S., University of New Orleans; Ph.D., Arizona State University.

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

MERIDETH, EUNICE M. (1989), Levitt Distinguished Professor and Associate Dean of the School of Education, Professor of Education. B.A., Iowa State University; M.A., Loras College; M. A., Ph.D., Iowa State University.

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

WESTBROOK, THOMAS S. (1989), Professor of Education. B.S., Tusculum College; M.S.E., Southern Illinois University; Ph.D., University of Iowa.

Associate Professors

DARNELL, DAVID F. (2003), Associate Professor of Education. B.M.E., University of Kansas; M.S., Ph.D., Iowa State University.

JOHNSON, JILL CATON (2003), Associate Professor of Education. B.A., M.A., University of Iowa; Ph.D., University of Minnesota.

LEUWERKE, WADE C. (2004), Associate Professor of Education. B.A., Gustavus Adolphus College; M.A., Ph.D., Southern Illinois University at Carbondale.

MCMAHILL, JANET M. (1987), Associate Professor of Education and Dean of the School of Education. B.F.A., M.S.E., Drake University; Ph.D., Iowa State University.

SMALL, MARY D. GAY (2005), Assistant Professor of Education. B.S., Creighton University; M.S., University of Nebraska-Omaha; Ph.D., University of Minnesota-Twin Cities.

WALKER, JANICE M. (2005), Associate Professor of Education. B.A., College of St. Scholastica; M.A., University of Northern Iowa; Ph.D., Iowa State University.

Assistant Professors

BRUINEKOOL, MATTHEW (1993), Assistant Professor and Director of the National Rehabilitation Institute. B.S., University of Iowa; M.S.E., Drake University; Ed.D., Drake University.

BUCKMILLER, THOMAS (2009), Assistant Professor of Education. B.A., Mount Marty College; M.Ed., Iowa State University; Ph.D., The Pennsylvania State University.

COOPER, ROBYN, M. (2010), Assistant Professor. B.S., M.Ed., University of Nevada-Las Vegas; Ph.D. Iowa State University.

COUVILLON, MICHAEL (2006), Assistant Professor of Education. B.S., University of Nebraska; M.E., Ph.D., University of North Texas.

DRAKE, THOMAS (2006), Clinical Assistant Professor of Education. B.A., Drake University; M.S.E., Drake University.

ERGUNER-TEKINALP, BENGU (2007), Assistant Professor of Education. B.S., M.S., Middle East Technical University; Ph.D., Auburn University.

FAIRBAIRN, SHELLEY (2007), Assistant Professor of Education. B.M.E., M.A., Oral Roberts University; Ph.D., University of Iowa.

JOHNSON, ERIC L. (2003), Assistant Professor of Education and Director of the Urban Education Program. B.A., B.S., M.A.A.S., M.E., Ph.D., Ohio State University.

KRUSE, JERRID W. (2010), Instructor. B.A. Augustana College; M.A.T. Iowa State University; A.B.D. Iowa State University.

SMITH-BRIGHT, ELAINE (2007), Clinical Assistant Professor of Education. B.S., Drake University; M.S., Iowa State University; Ed.D., Drake University.

WILDERMUTH, CHRISTINA (2010), Assistant Professor. B.A., Pontificia Universidade Catolica (Brazil); M.E. Bowling Green State University; M.A. The Ohio State University; Ed.D., Bowling Green State University.

Emeriti Professors

ADAMS, DONALD V., Professor Emeritus of Education.

BRAGG, DESMOND, Professor Emeritus of Education.

DYER, PRUDENCE, Professor Emerita of Education.

FELLERS, MARVIN, Associate Dean and Professor Emeritus of Education.

FISHER, JOSEPH A., Professor Emeritus of Education.

GERLOVICH, JACK A., Ellis and Nelle Levitt Distinguished Professor Emeritus of Education.

GREENWOOD, CHARLES S., Professor Emeritus of Education.

HAKANSON, EDWARD, Professor Emeritus of Education.

HEILMAN, CHARLES L., Professor Emeritus of Education.

JONES, JACK R., Professor Emeritus of Education.

JOSLIN, PAUL H., Professor Emeritus of Education.

KUKOWSKI, BEVERLY J., Associate Professor Emerita of Education.

LAIR, GEORGE, Dean and Professor Emeritus of Education.

MOON, DONALD, Associate Professor Emeritus of Education.

PANYAN, MARION V. Professor Emerita of Education

PUGH, RAY, Professor Emeritus of Education.

http://www.drake.edu/catalog/undergraduatecatalog/schoolofeducation/faculty/

ROMIG, JAMES L., Dean, Iola E. Allbee Distinguished Professor Emeritus of Human Development and Learning, and Professor Emeritus of Education.

ROWLEY, CHARLES D., Professor Emeritus of Education.

TIEDEMAN, STUART, Professor Emeritus of Education.

WILLIAMS, HILDA LEE, Professor Emerita of Education.

School of Journalism & Mass Communication

School of Journalism and Mass Communication

Drake's School of Journalism and Mass Communication strives to educate tomorrow's leaders in the exciting world of journalism and mass communication. Graduates have mastered basic skills common to all media: writing, gathering information and effectively communicating information to others. They work around the world in a variety of professions that involve planning, message or program production, publication and evaluation. The school welcomes students from other Drake majors who want to take a class or two to sharpen their critical thinking skills as media consumers.

The program is based on a series of core competencies that students are expected to have.

Our students will:

1. Understand and apply First Amendment principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
4. Understand concepts and apply theories in the use and presentation of images and information.
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
6. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
7. Think critically, creatively and independently.
8. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
10. Apply basic numerical and statistical concepts.
11. Apply tools and technologies appropriate for the communications professions in which they work.
12. Take ownership of their own academic experience.
13. Be engaged with the community: the University, the local community and professional groups.
14. Cope and thrive in the workplace.

The Drake University School of Journalism and Mass Communication awards the Bachelor of Arts in Journalism and Mass Communication. The school is accredited by the Accrediting Council on Education in Journalism and Mass Communications. In all its programs, the school is committed to a philosophy of professional education that emphasizes liberal arts studies.

College Vision Statement

The Drake School of Journalism and Mass Communication provides professional experience in a media-rich environment and professional mentors for life.

College Mission Statement

Drake's School of Journalism and Mass Communication strives to educate strategic, global thinkers with diverse media and communication skills and a solid ethical underpinning who are prepared to respond to a rapidly changing media environment.

- Areas of Study
- Graduation Requirements
- Academic Regulations
- Faculty

Areas of Study

Majors in SJMC:

- Advertising Creative
- Advertising Account Management
- Broadcast News
- Magazines
- News-Internet
- Public Relations
- Radio-Television Producing
- Undeclared Major in Journalism
- Special Areas
    - Journalism Major/Law Degree 3+3
    - Advertising Minor

Advertising Creative

Advertising Creative

Degree Options

Bachelor of Arts in Journalism and Mass Communication with a major in advertising creative.

Description of Program

Advertising majors choose between two areas of emphasis: the advertising account management track to develop expertise in planning, budgeting and coordinating services; and the advertising creative track to master the creative components of the advertising industry, including writing, design, print and broadcast production, traffic and creative services. Non-majors may choose advertising as a minor, which requires the completion of 21 credit hours that may include both account management and creative advertising courses. The average number of students in the advertising creative major is 45 with the average number of students in upper-level classes at 15. The capstone experience merges the advertising creative, advertising management and minor students to collaborate their expertise on an advertising campaign for a client.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To earn accreditation, schools meet 9 standards, which address such issues as class size, diversity, student services and curriculum. Accreditation reviews occur every 6 years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Thirty-two journalism credits with 6 journalism elective hours (optional) and 6 non-journalism courses are required to complete the advertising creative major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

Advertising Creative

First-Sophomore Years		Junior-Senior Years	
JMC 030	Communications in Society	JMC 104	Communications Law and Ethics

JMC 031(1)	Multimedia Lab		JMC 124	Advertising Copywriting
JMC 040(1)	Pre-professional Workshop		JMC 141	Creative Strategy in Advertising
JMC 054	News and Reporting Principles		JMC 145	Advertising Campaign Strategy
JMC 057	Video Production		JMC	JMC electives up to 6 credits
JMC 059	Intro to Visual Communication		ECON 002	Microeconomics
JMC 076	Advertising Principles		PSY 001(4)	Introduction to Psychology
JMC 066	Media Responsibility Over Time		MKTG 101	Marketing Principles
POLS 001	American Political Systems		MKTG 115	Consumer Behavior
SCSS 001	Survey of Sociology			

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be in Arts and Sciences.
- Declare an Area of Concentration with their SJMC adviser.
- Maintain a 2.0 grade point average during the first 30 hours at Drake and a 2.25 after the 30th hour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

Advertising Account Management

Advertising Account Management

Degree Options

Bachelor of Arts in Journalism and Mass Communication with a major in advertising account management.

Description of Program

Advertising majors choose between two areas of emphasis: the advertising account management track to develop expertise in planning, budgeting and coordinating services; and the advertising creative track to master the creative components of the advertising industry, including writing, design, print and broadcast production, traffic and creative services. Non-majors may choose advertising as a minor, which requires the completion of 21 credit hours that may include both account management and creative advertising courses. The average number of students in the advertising creative major is 45 with the average number of students in upper-level classes at 15. The capstone experience merges the advertising creative, advertising management and minor students to collaborate their expertise on an advertising campaign for a client.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To earn accreditation, schools meet 9 standards, which address such issues as class size, diversity, student services and curriculum. Accreditation reviews occur every 6 years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Twenty-nine journalism credits with 9 journalism elective hours (optional) and 6 non-journalism courses are required to complete the advertising account management major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

Account Management Major

First-Sophomore Years		Junior-Senior Years	
JMC 030	Communications in Society	JMC 104	Communications Law and Ethics

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/advertising-accountmanagement/

JMC 031	Multimedia Lab		JMC 129	Account Management
JMC 040(1)	Pre-professional Workshop		JMC 130	Advertising Research
JMC 054	News and Reporting Principles		JMC 132	Advertising Media Planning
JMC 076	Advertising Principles		JMC 145	Advertising Campaign Strategy
JMC 066	Media Responsibility Over Time		ECON 002	Microeconomics
POLS 001	American Political Systems		PSY 001(4)	Introduction to Psychology
SCSS 001	Survey of Sociology		MKTG 101	Marketing Principles
JMC	JMC electives up to 9 credits		MKTG 115	Consumer Behavior

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be Arts and Sciences.
- Declare an Area of Concentration with their SJMC adviser.
- Maintain a 2.0 grade point average during the first 30 hours at Drake and a 2.25 after the 30th hour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

Broadcast News

Broadcast News

Degree Options

Bachelor of Arts in Journalism and Mass Communication with a major in broadcast news.

Description of Program

Electronic media students select one of two tracks: broadcast news or radio-television producing. Coursework during the first two years is similar. Specialization occurs during the last two years.

All electronic media students learn techniques and disciplines of pre-production, studio and field production, and post-production, especially digital audio and video editing.

Broadcast news enrolls about 35 students with 10 to 12 students in each upper-level course.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To earn accreditation, schools meet 9 standards, which address such issues as class size, diversity, student services and curriculum. Accreditation reviews occur every 6 years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Thirty-five journalism credits with 3 journalism elective hours (optional) and 3 non-journalism courses are required to complete the broadcast news major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

Broadcast News

First-Sophomore Years		Junior-Senior Years	
JMC 030	Communications in Society	JMC 067	Digital Audio Writing & Production

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/broadcastnews/

JMC 031(1)	Multimedia Lab		JMC 073	Radio News Reporting and Editing
JMC 040(1)	Pre-professional Workshop		JMC 100	Television Field Photography
JMC 054	Reporting and Writing Principles		JMC 104	Communications Law and Ethics
JMC 057	Video Production		JMC 173	Broadcasting Public Affairs
JMC 066	Media Responsibility Over Time		JMC 193	Broadcast News Practicum
JMC 098	Advanced Reporting for Print and Online			JMC electives up to 3 credits
POLS 001	American Political Systems		HIST 076	American History 1877 to Present
SCSS 001	Survey of Sociology			

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be in Arts and Sciences.
- Declare an Area of Concentration with their SJMC advisor.
- Maintain a 2.0 grade point average during the first 30 hours at Drake and a 2.25 after the 30th hour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

Magazines

Magazines

Degree Options

Bachelor of Arts in Journalism and Mass Communication degree with a major in magazines.

Description of Program

The magazine major prepares students to be magazine writers, editors and creative directors for print and online publications. As part of their coursework, students:

- Write magazine articles for consumer, trade and organization magazines.
- Work as staff members for the nationally award-winning *Think* magazine, *Urban Plains* digital magazine, and other titles and Websites published through the E.T. Meredith Center for Magazine Studies.
- Produce a business plan and design for a magazine prototype of their own.

Unique to Drake: Drake is one of the few private, liberal arts colleges to provide a full four-year sequence for magazines. Many magazine majors also work outside of classes on the nationally award-winning *Drake Magazine*.

The magazine major is one of the most popular with an average of 86 students in the major. Class sizes are usually around 18 students after the core classes are complete.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To earn accreditation, schools meet 9 standards, which address such issues as class size, diversity, student services and curriculum. Accreditation reviews occur every 6 years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Thirty-two journalism credits with 6 journalism elective hours (optional) and 2 non-journalism courses are required to complete the magazine major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

Magazines

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/magazines/

First-Sophomore Years			Junior-Senior Years	
JMC 030	Communications in Society		JMC 070	Print Media Editing
JMC 031(1)	Multimedia Lab		JMC 091	Magazine Staff Writing
JMC 040(1)	Pre-professional Workshop		JMC 104	Communications Law and Ethics
JMC 054	Reporting and Writing Principles		JMC 119	Magazine Publishing
JMC 059	Intro to Visual Communication		JMC 120	Freelance Writing
JMC 066	Media Responsibility Over Time		JMC 122	Magazine Practicum
POLS 001	American Political Systems			JMC electives up to 6 credits
SCSS 001	Survey of Sociology			

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be in Arts and Sciences.
- Declare an Area of Concentration with their SJMC adviser.
- Maintain a 2.0 GPA during the first 30 hours at Drake and a 2.25 after the 30th hour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

News-Internet

News-Internet

Degree Options

Bachelor of Arts in Journalism and Mass Communication with a major in News-Internet.

Description of Program

As News-Internet majors, students gain knowledge and multimedia skills needed for careers in reporting, editing, management or publishing, in print and online.

Graduates work on publication staffs, in the news departments of other news media and agencies, in public information positions and in website editing positions.

Approximately 20 students are enrolled in the major. Average class size is 12 students.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To win accreditation, schools meet 9 standards, which address such issues as class size, diversity within the faculty and curriculum. Accreditation reviews occur every 6 years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Thirty-five journalism credits with 3 journalism elective hours (optional) and 3 non-journalism courses are required to complete the news-internet major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

News Internet

First-Sophomore Years			Junior-Senior Years	
JMC 030	Communications in Society		JMC 070	Print Media Editing
JMC 031(1)	Multimedia Lab		JMC 098	Advanced Reporting for Print and Online
JMC 040(1)	Pre-professional Workshop		JMC 102	Multimedia Journalism

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/news-internet/

JMC 054	Reporting and Writing Principles		JMC 103	Public Affairs Journalism Online
JMC 059	Intro to Visual Communication		JMC 105	Web Page Design
JMC 066	Media Responsibility Over Time		JMC 104	Communication Law and Ethics
HIST 076	US History Since 1877			
POLS 001	American Political Systems			
SCSS 001	Survey of Sociology			

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be in Arts and Sciences.
- Declare an Area of Concentration with their SJMC adviser.
- Maintain a 2.0 grade point average the first 60 hours at Drake and a 2.25 after the 30thhour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

Public Relations

Public Relations

Degree Options

Bachelor of Arts in Journalism and Mass Communication with a major in public relations.

Description of Program

Public relations professionals work to establish and maintain mutually beneficial relationships between an organization/client and its constituents. They work in a variety of settings: corporate, small business, government, and political campaigns, nonprofit organizations, agencies and PR counseling firms. Drake PR students exercise the research, planning and communication skills they are developing as they work with “real world” clients in each of their PR classes.

Approximately 80 students are enrolled in the Public Relations major. Average class size is 18 students.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To win accreditation, schools meet 9 standards, which address such issues as class size, diversity within the faculty and curriculum. Accreditation reviews occur every six years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Thirty-five journalism credits with 3 journalism elective hours (optional) and 6 non-journalism courses are required to complete the Public Relations major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

Public Relations					
First-Sophomore Years			**Junior-Senior Years**		
JMC 030	Communications in Society		JMC 123	Public Relations Writing	
JMC 031(1)	Multimedia Lab		JMC 104	Communications Law and Ethics	
JMC 040(1)	Pre-professional Workshop		JMC 136	Public Relations Research	
JMC 054	Reporting and Writing		JMC 143	Public Relations Planning &	

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/publicrelations/

	Principles			Management
JMC 059	Intro to Visual Communication		JMC 144	Case Studies Analysis
JMC 066	Media Responsibility Over Time		JMC 146	Public Relations Campaign Strategies
JMC 085	Public Relations Principles		JMC	Elective (0-3)
ECON 002	Microeconomics		PSY 001(4)	Introduction to Psychology
POLS 001	American Political Systems		MKTG 101	Marketing Principles
SCSS 001	Survey of Sociology		MGMT 110	Management Process and Behavior

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be in Arts and Sciences.
- Declare an Area of Concentration with their SJMC adviser.
- Maintain a 2.0 GPA the first 30 hours at Drake and a 2.25 after the 30th hour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

Radio-Television Producing

Radio-Television Producing

Degree Options

Bachelor of Arts in Journalism and Mass Communication with a major in radio-television producing.

Description of Program

Electronic media students select one of two tracks: broadcast news or radio-television producing. Coursework during the first two years is similar. Specialization occurs during the last two years. All electronic media students learn techniques and disciplines of preproduction, studio and field production, and post-production, especially digital audio and video editing.

Students who study radio-television producing prepare for a broad spectrum of opportunities in traditional broadcasting, corporate video and cable television, and multimedia. The Drake program places a special emphasis on sports production.

The major averages 36 students with 12 to 15 students in each upper-level class.

Accredited by the Accrediting Council on Education in Journalism and Mass Communication, Drake is among 111 accredited programs nationwide. To win accreditation, schools meet 9 standards, which address such issues as class size, diversity within the faculty and curriculum. Accreditation reviews occur every 6 years. Drake's program has been continuously accredited, most recently in 2011.

Requirements for Major

Thirty-two journalism credits with 6 journalism elective hours (optional) and 2 non-journalism courses are required to complete the radio-television producing major.

Suggested progression of classes:

All classes are 3 credit hours except when indicated ( )

Radio Television Producing			
First-Sophomore Years		**Junior-Senior Years**	
JMC 030	Communications in Society	JMC 067	Digital Audio Writing and Production
JMC 031(1)	Multimedia Lab	JMC 100	Television Field Photography
JMC 040(1)	Pre-professional Workshop	JMC 104	Communication Law and Ethics

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/radio-televisionproducing/

JMC 054	Reporting and Writing Principles		JMC 105	Web Page Design
JMC 057	Video Production		JMC 114	Producing Sports TV
JMC 066	Media Responsibility Over Time		JMC 194	Radio/TV Practicum
POLS 001	American Political Systems		JMC	Electives (3-6)
SCSS 001	Survey of Sociology			

Students must also:

- Meet all requirements of the Drake Curriculum.
- Complete a minimum of 124 total credit hours.
- Complete 86 credit hours outside of the SJMC course list; 65 of those hours must be in Arts and Sciences.
- Declare an Area of Concentration with their SJMC adviser.
- Maintain a 2.0 GPA the first 30 hours at Drake and a 2.25 after the 30th hour.

Students should see Graduation Requirements and Regulations sections of the catalog for additional information.

Journalism Major/Law Degree 3+3

Journalism Major/Law Degree 3+3

Program Overview

The journalism/law 3+3 program allows students to complete virtually all journalism and mass communication (SJMC) requirements in the first three years, including requirements for a specific undergraduate SJMC major. If admitted to the Drake University Law School, the student then counts Law School courses taken in the fourth year as the area of concentration required of all journalism majors. The fourth year also constitutes the student's first year in Drake Law School.

Admission to the 3+3 program is by application to the director of the School of Journalism and Mass Communication. Because of the rigorous nature of the program and the tight scheduling involved, admission is limited to exceptional and highly motivated students, based on high school GPA, test scores and an application letter. Students may apply to the program during their first semester on campus.

Faculty

SJMC faculty are experienced professionals and leading academicians. The Drake Law School faculty includes experts in several fields of law, distinguished scholars and outstanding teachers.

Academic Preparation

No specific courses are required for admission. Students are encouraged to take writing and college preparatory courses while in high school.

Required Credit Hours and Courses for a Major

Thirty-two to 38 credits must be completed in an SJMC major (advertising, public relations, news-Internet, magazines, radio-TV producing or broadcast news). All SJMC students complete the following required classes:

JMC 030 — Communications in Society

JMC 031 — Multimedia Lab

JMC 040 — Pre-professional Workshop

JMC 054 — Reporting and Writing Principles

JMC 066 — Media Responsibility

JMC 104 — Communications Law and Ethics

Required Credit Hours and Courses Outside Major

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

The Drake Curriculum also requires first-year seminars, which foster development of critical thinking and written and oral communication skills through a topical focus; and a Senior Capstone, in which students demonstrate the capacity to bring information, skills and ideas to bear on one project.

The Honors Program is an alternative designed for motivated students who want to participate in challenging, discussion-based courses on interdisciplinary issues.

Graduate Program Requirements

Students who have met all requirements specified above, and who gain admission to the Law School, may start law school during their fourth year of enrollment. The SJMC will accept 21 to 24 hours of Law School credits as counting toward the 124 required for graduation and as satisfying area of concentration requirements. Law hours will not count toward the SJMC's requirement for Arts and Sciences courses. Law courses will count toward the required hours outside of journalism. Once a student has successfully completed law school courses necessary to fulfill the required 124 hours of coursework for the bachelor's degree, the bachelor's degree will be awarded.

A student may withdraw from the journalism/3+3 law program at any time and complete his/her undergraduate study for the bachelor's degree.

Special Opportunities/Internships

A number of organizations, including the Reporters Committee for Freedom of the Press and the Society of Professional Journalists, offer nationally competitive internships in areas of media law, press freedom and freedom of information for which 3+3 students would be well prepared. The American Judicature Society, which provides education about the judicial system, is based at Drake. The university is the home of the new Harkin Institute and will archive the papers of Iowa Sen. Tom Harkin. SJMC students also frequently have internships in the governor's office, in the Legislature and with state and local government agencies. Every four years the Iowa Caucuses provide students the opportunity to work with national political candidates and parties and with national and international media.

Career Options

Graduates are prepared to work professionally in the communications and/or law fields.

Organizations

Undergraduates have the opportunity to work with award-winning campus media, including The Times-Delphic, Drake's student-run campus newspaper; Drake Broadcasting System, and Drake Magazine. There are also campus chapters of Ad Club, Society of Professional Journalists and Public Relations Student Society of America. SJMC students also frequently have leadership roles in university organizations such as Student Senate and Residence Hall Association.

Advertising Minor

Advertising Minor

Description of Minor

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

Requirements for Minor

Required courses:

	Credits
JMC 030 (Communications in Society) - Spring Only	3
JMC 059 (Visual Communication)	3
JMC 076 (Advertising Principles)	3
JMC 145 (Advertising Campaigns)	3

Choose three of the following:

	Credits
JMC 057 (Video Production)	3
JMC 124 (Advertising Copywriting)	3
JMC 129 (Account Management)	3
JMC 132 (Advertising Media Planning)	3
JMC Elective (To be approved by minor Adviser)	3

Advertising minors must also include PSY 001 and SCSS 001 in their program.

Regulations

Regulations

Specific Regulations

Students should be familiar with the General Information section of the Drake University catalog, which covers academic requirements that affect all Drake University students. Although assigned an academic adviser, the student is responsible for being familiar with academic regulations and for selecting appropriate courses in the proper sequence to complete degree requirements. Special attention is directed to information concerning advanced placement and college credit by examination, the credit/no credit program, the President's and Deans' lists, international education opportunities, general graduation requirements and academic regulations.

Students also should be familiar with the Drake University Code of Conduct and specific policies relating to academic dishonesty, cheating and plagiarism, especially the SJMC Honors Code. Cheating, plagiarism or dishonesty in academic work is considered cause for expulsion.

SJMC Academic Regulations

In addition to the University academic regulations, SJMC students working toward a B.A. degree in Journalism and Mass Communication are required to maintain a grade point average (GPA) of 2.25 in both their cumulative (CUM) and journalism (JMC) coursework during any semester after the student has completed 30 credit hours.

Before 30 credits hours are met:

- Students falling below a 2.0 in either JMC or CUM but still meeting the University regulations will be placed on SJMC probation. This probation should be viewed as a warning to improve academically or continuing in SJMC is in jeopardy.
- Students falling below a 2.0 GPA CUM and placed on first probation or final probation with the University regulations will be placed on SJMC probation, which could lead to discontinuance in the SJMC.
- If a SJMC student is academically suspended from the University, the student may not continue in SJMC or re-enroll in SJMC later.
- Transfer students completing fewer than 15 credits at Drake will be warned of a low GPA but not be placed on probation.
- Student transferring into SJMC from another college at Drake must have a CUM of 2.25 to be allowed into the SJMC.

After 30 credits are met:

- Students who do not achieve the 2.25 GPA in both CUM and JMC will be placed on probationary continuance in SJMC.
- If the student raises the GPAs above 2.25 the probation is lifted.
- If the student does not raise both GPAs above 2.25 the subsequent semester after probationary continuance the student may not continue as a journalism student or re-enroll in the future.

Students must complete 15 to 18 credit hours per semester to graduate in four years. An academic load over 18 credit hours in a semester requires a 3.00 cumulative GPA, or a 2.75 average and permission of the faculty Academic Adjustment Committee. Students employed full-time or part-time should consider carrying lighter class loads.

At least 40 of the 124 credit hours required for graduation must be in courses numbered 100 or above. The last 30 hours of a student's program must be taken at Drake University. Twelve hours of credit may be earned on a credit-no credit (no letter

grade) basis in courses that are not part of the basic requirements or part of the major and related courses, including courses in the area of concentration. (See the Credit-No Credit Program in the General Information section of the Drake University catalog.)

An SJMC student may not take an SJMC course on a credit-no credit or audit basis, unless the course is only offered credit/no credit. To enroll for any SJMC course requiring a prerequisite, the student must have earned a grade of "C" or higher in the prerequisite course(s). To enroll in any SJMC senior-level writing, production or senior capstone course, a student must have a declared SJMC major. Students without appropriate prerequisite courses may be admitted to classes, if there are compelling reasons, by obtaining the consent of the instructor and/or the approval of the Academic Adjustment Committee.

Transfer Students

Transfer students majoring in Journalism and Mass Communication may transfer a maximum of 12 journalism credit hours.

Attendance Policy

The University policy notes, "Students are expected to attend all classes and to be punctual in doing so. They are also expected to complete all assignments for classes that they miss. The individual instructor may set his/her own specific requirements in reference to each class at the beginning of the term. Faculty members are urged to provide an opportunity for students to make up work missed as a result of legitimate absences, including observances of religious holidays."

In the School of Journalism and Mass Communication, by faculty action, "It is recommended that journalism faculty include in course syllabi and in comments on the opening days of classes clear statements of attendance policies.

"In such statements, it should be noted that excessive absences, as determined by the instructor, are sufficient cause for reduction of a grade in a class.

"As a guideline for students and faculty, excessive absences will be defined as more than three unexcused absences in a class which meets three times a week, more than two for a class which meets twice a week, and more than one for a class which meets on a weekly basis."

Honor Code

The Drake School of Journalism and Mass Communication is a community of scholars committed to the highest professional and personal standards. Members of this community accept responsibility for honesty and excellence in all of their interactions. Such integrity is the foundation of our academic and professional careers, and of our lives as ethical people.

Cheating, plagiarism and other forms of academic dishonesty by SJMC students, whether it occurs in class or in extra-curricular activities related to the journalism profession, will not be tolerated. Academic dishonesty on the part of any student of another college or school enrolled in an SJMC class also will not be tolerated. Academic dishonesty constitutes grounds for penalties, ranging from failure in an academic exercise to suspension or dismissal from an SJMC class, the School and/or the University.

— Honor Code, Drake School of Journalism and Mass Communication, adopted by SJMC faculty in March 2007.

See full Code for definitions and examples of academic dishonesty, and procedures for dealing with instances of dishonesty.

SJMC Policy for Resolving Conflict

Part of your education is learning how to deal appropriately with conflict in the workplace.

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/regulations/

The student should begin by discussing the matter with the staff or faculty member with whom the conflict originated. If the issue is not resolved the next contact would be the Director of the School of Journalism and Mass Communication to investigate the allegations and give an outcome. If the student chooses to take the matter forward, the student should contact the Dean of the School of Journalism and Mass Communication. Students choosing to take their concern to the Dean need to submit in writing their name, college, contact information and a brief description of the circumstances including who has been involved and the current outcome. This request will be considered an "official documentation" and must be submitted within 30 days of the issue in question. E-mail or hard copy will be accepted.

The student should expect communication or a meeting regarding the concern within seven working days of the document being submitted.

All officially documented issues will be forwarded to the provost's office for data collection as reporting general trends, not as an avenue to change the outcome. If the conflict is with one of the final decision makers the student should refer to the University Policy and Procedure website at /complaint/

Student Internship Credit Regulations

All internships for credit should be added before the semesters add period, when possible.

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

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

Graduation Requirements

Graduation Requirements

All SJMC Majors

Required Credit Hours and Courses

All students working for a bachelor's degree at Drake must complete the Drake Curriculum Areas of Inquiry or Honors curriculum. A minimum of 124 total credits are required to graduate.

In addition, for all SJMC majors:

- 32 to 38 credit hours must be in the SJMC.
- A minimum of 65 credits are required in courses offered by programs in the College of Arts and Sciences or in other courses that are liberal arts in nature.
- 22 to 28 credits that remain may be in Arts and Sciences, Business, Education, Fine Arts or Pharmacy.
- 40 credits of upper-level coursework classes numbered 100 or above are required. SJMC coursework counts toward this requirement.
- A cumulative and journalism GPA of 2.25 must be maintained after the student reaches 30 credits and beyond.

All SJMC majors must successfully complete:

Number and Title	Credits
JMC 030 Communications in Society	3
JMC 031 Multimedia Lab	1
JMC 040 Pre-professional Workshop	1
JMC 054 Reporting and Writing Principles	3
JMC 066 Media Responsibility Over Time	3
JMC 104 Communications Law and Ethics	3
Core SJMC coursework	14

http://www.drake.edu/catalog/undergraduatecatalog/schoolofjournalismmasscommunication/graduationrequirements/

Arts and Sciences coursework must include:

- POLS 001 (American Political Systems)
- SCSS 001 (Survey of Sociology) - With approval of the adviser, an introductory sociology course other than Sociology 1 may be used to fulfill this requirement.

Individual majors in the School of Journalism and Mass Communication may require other non-SJMC courses.

First-Year SJMC Major Curriculum

Entering first-year SJMC majors should enroll in JMC 030 Communications in Society, JMC 031 Multimedia Lab, and a First Year Seminar. Other classes aimed at satisfying general education requirements should be taken for a total of 15 or 16 credit hours.

In the second semester of the first year, SJMC majors should meet with their SJMC adviser to choose from among the introductory SJMC classes, including:

- JMC 054 Reporting and Writing Principles — an introductory media-writing course required for all SJMC majors.
- JMC 059 Introduction to Visual Communication — a survey of visual communication design and technology.

The remainder of the second-semester schedule is chosen, in consultation with the student's academic adviser, to satisfy general education requirements.

Students with Sophomore Status and Above

Students should work toward completing all Drake Curriculum requirements by the end of their junior year. All SJMC majors build to a senior capstone, and prerequisites are required for most upper-level coursework. Students are advised to complete coursework from lower level (numbered courses below 100) to upper level (above 100). Students must also take into consideration that some required classes are offered only once a year.

Faculty

Administration

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

RICHARDSON, KATHLEEN (2001), Director and Associate Professor of Journalism and Mass Communication (Media Law). B.A., M.A., J.D., Drake University.

WRIGHT, DAVID A. (1990), Associate Dean and Associate Professor of Journalism and Mass Communication (Electronic Media). B.A., Trinity University; M.A., Drake University.

Professors

EVANS, TODD D. (1984), Professor of Journalism and Mass Communication (Radio-Television Producing). B.A., Columbia College; M.A., Western Illinois University.

LYTLE, JOHN W. (1977), Ellis and Nelle Levitt Professor of Journalism and Mass Communication (Broadcast News). B.S., M.S., Iowa State University.

Associate Professors

BLACHFORD, LORI (2009), Peggy Fisher and Larry Stelter Chair of Magazine Journalism. B.A., University of North Dakota-Grand Fork; M.C.L., Drake University.

JOLLIFFE, LEE (1995), Associate Professor of Journalism and Mass Communication. B.A., Lindenwood College; M.A., Ohio State University; Ph.D., Ohio University.

PISARSKI, DOROTHY (2004), Associate Professor of Journalism and Mass Communication (Advertising). B.S., Siena College; M.B.A., New York University.

Assistant Professors

BRUHN, KELLY (2009), Assistant Professor of Journalism and Mass Communication (Public Relations). B.A., Valparaiso; M.A., Ball State; Ph.D., Michigan State University, A.P.R.

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

INMAN, JEFF (2009), Assistant Professor of Journalism and Mass Communication (Magazines). B.S., Iowa State University; M.A.T., Drake University.

SNIDER, CHRIS (2010), Assistant Professor (Multimedia). B.A., University of Iowa.

REMUND, DAVID (2011), Assistant Professor of Journalism and Mass Communication (Public Relations). B.A., M.C.L., Drake University; Ph.D., University of North Carolina at Chapel Hill. A.P.R.

VAN WYKE, JILL (1997), Assistant Professor of Journalism and Mass Communication (News-Internet). B.A., M.S., Drake University.

Emeriti Faculty

FOSKIT, BARRY, Professor Emeritus of Advertising.

KEEFER, JANET HILL, Associate Professor Emerita of Journalism and Mass Communication.

MENKE, RONDA (1991), Associate Professor of Journalism and Mass Communication (Public Relations). B.A., M.A., Drake University. A.P.R.

MILAM, HENRY, Professor Emeritus of Public Relations.

PATRICK, JOE R., Associate Professor Emeritus of News-Editorial.

PRIJATEL, PATRICIA, E.T. Meredith Distinguished Professor Emerita of Magazines.

STRENTZ, HERBERT, Professor Emeritus of Journalism and Media Law.

WADE, GARY, Associate Professor Emeritus of Journalism and Mass Communication (Radio-Television Producing).

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

WOODWARD, ROBERT D., Professor Emeritus of News-Internet.

Law School

For complete information on Drake Law School and the admission policies and procedures, academic and graduation requirements, special programs and financial aid opportunities, contact the Law School Office of Admission toll-free, 800-44-DRAKE, extension 2782 or 515-271-2782.

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

The Law School's outstanding faculty members have all practiced law before teaching, and this law in action perspective enables them to bring a balance of theory and practice to their teaching and scholarship. They share a commitment to teaching, public service, and scholarship, regularly publishing books, chapters and articles. The school's first-class facilities include the award-winning Dwight D. Opperman Hall and Law Library and state-of-the-art Neal and Bea Smith Legal Clinic. The Law School has won national recognition for its instruction on legal ethics and professionalism throughout the curriculum, legal writing, intellectual property, and advocacy and dispute resolution, and its commitment to public service.

Drake Law School has been nationally recognized among the “Best Law Schools in Practical Training” with its experiential education courses striking the optimum balance between theory and practice. Drake Law Students have ample opportunities to use the legal theories they learn in class. They represent clients at the Neal and Bea Smith Law Center’s Legal Clinic and Joan and Lyle Middleton Center for Children’s Rights, and intern for state and federal judges at the trial and appellate levels, with state and federal administrative agencies, the Iowa Legislature, state prosecutors and legal aid programs; and work for insurance companies, law firms and private companies in Iowa’s capitol city. Des Moines serves as an excellent legal laboratory; approximately 85 percent of Drake law students either have clerkship opportunities or work part-time in the legal field during the education at Drake.

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

College Mission Statement

Drake Law School prepares outstanding lawyers who will promote justice, serve as leaders in their communities and the legal profession and respond to the call of public service. It is a welcoming and inclusive community distinguished by an accessible faculty and staff and a collegial student body. Drake Law School provides an exceptional learning environment that integrates legal theory and the development of professional skills; promotes critical thinking and effective problem solving, examines international perspectives, and instills the ideals of ethics and professionalism.

Joint Degree Programs

3+3 Option

Under the 3+3 option, qualified Drake University undergraduate students in the College of Arts and Science, College of Business and Public Administration and the School of Journalism and Mass Communication may complete both the undergraduate and J.D. degree requirements by enrolling for three years each in the undergraduate program and the Law School.

Admission to Law School under the 3+3 option is not guaranteed. Applicants are required to take the LSAT entrance exam and must meet regular admission standards. Candidates also must have completed substantially all undergraduate work and must be able to obtain the undergraduate degree through credited work completed in first-year law courses.

Candidates are advised to consult their undergraduate advisers concerning the undergraduate degree requirements.

Law-Pharmacy Option

Under the law-pharmacy option, qualified students in Drake's College of Pharmacy and Health Sciences may complete both the Doctor of Pharmacy (Pharm.D.) and J.D. degree requirements in eight years.

Candidates are advised to consult both the Law School and the College of Pharmacy and Health Sciences concerning the admission requirements for this option.

College of Pharmacy and Health Sciences

College of Pharmacy and Health Sciences

College Vision Statement

The College of Pharmacy and Health Sciences is recognized for its innovation, demonstrating continuous quality improvement in teaching, scholarship and service, while boldly pursuing opportunities for breakthrough achievements within those same arenas. The college prepares individuals to meet the expectations and challenges of health care practices, providing a balance between foundational scientific, socioeconomic and practice theories along with meaningful, exemplary practice opportunities. Further, the college fulfills its obligation to advance the level of health care knowledge and practice through scholarly endeavors, incorporating the efforts of all who define its learning communities and embracing the scholarly functions of discovery, innovation, application and teaching.

College Mission Statement

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty and staff. Graduates are liberally educated professionals who are dedicated to serving their clients, patients, profession and communities. The college emphasizes excellence and leadership in professional education, service and scholarship.

- Areas of Study
- Faculty

College of Pharmacy & Health Sciences

College of Pharmacy and Health Sciences

Areas of Study

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

- Doctor of Pharmacy (Pharm.D.)
- Health Sciences

Doctor of Pharmacy (Pharm. D.)

Doctor of Pharmacy (Pharm. D.)

Degree Options

Doctor of Pharmacy (DP)

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 placement rate near 100%.

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 required.

The four-year professional program is preceded by two years of pre-professional coursework. The curriculum for the pre-pharmacy and professional programs can be viewed at: http://www.drake.edu/cphs/programs/doctorofpharmacypharmd/. Please note that courses in the professional program may change.

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 http://www.drake.edu/cphs/admission/pre-pharmacy/.

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 http://www.drake.edu/cphs/admission/pre-pharmacy/.

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 http://www.drake.edu/cphs/handbookspolicies/.

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 (PHAR 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://www.drake.edu/cphs 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://www.drake.edu/cphs for additional information on these options.

Health Sciences

Health Sciences

Degree Options

Bachelor of Science with a major in health sciences.

Description of Program

The undergraduate program in the health sciences is a 4-year degree program that focuses on developing the knowledge base, skill sets and professional experiences necessary for success in health science-related fields. Students will participate in an interdisciplinary curriculum that combines coursework in the biomedical, pharmaceutical and clinical sciences, business and health care management, and health behavior. Because many students are drawn to the health care field but are often unsure of which direction may be best for them, this degree will expose students to a wide range of health care-related experiences while providing the foundational skills of a liberal education.

The program provides students with coursework and laboratory opportunities in the health sciences that allow them to develop highly sought-after skills that are applicable to work in research and health care environments. The learning goals and outcomes of the curriculum provide students with a strong interdisciplinary component that integrates the chemical and biological sciences for applications in the health sciences. The program also provides a background in the liberal arts that prepares students to be engaged citizens and reflective practitioners.

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

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

Students pursuing the Clinical and Applied Sciences track will follow a sequence of courses and experiences that focus on the application of biomedical and clinical sciences in preparation for clinical work in the primary health care professions as well as allied health fields such as occupational therapy, physical therapy, physician assistant, audiology, and clinical and laboratory sciences.

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

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

EDUCATIONAL GOALS

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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofpharmacyhealthsciences/healthsciences/

Goal 1. Knowledge Base and Lifelong Learning Skills
Graduates will have a strong foundation in the physical, biological, clinical and behavioral sciences coupled with an understanding of how business and management models apply to health sciences-related fields. Graduates will develop the skills and habits to acquire and apply new knowledge.

Goal 2. Values and Ethics
Graduates will understand and accept their duties and responsibilities outlined by their chosen career and to society in general. Graduates are expected to have developed value systems and ethical standards that guide their behavior.

Goal 3. Critical Thinking Skills
Graduates will use critical and creative thinking and an evidenced-based approach to identify, analyze and solve problems.

Goal 4. Communication and Collaborative Skills
Graduates will be able to communicate effectively with their peers and their constituents in a variety of formats and actively participate in collaborative environments.

Goal 5. Career Planning and Development
Graduates will emerge from the program with realistic ideas regarding how to implement their knowledge, skills and values in a variety of settings.

Requirements for Major

The following links display the curriculum guides for the different tracks within the health sciences major. Health Sciences students must also complete the Drake Curriculum requirements; these requirements are included in the information and curriculum guides listed at the following web site: http://www.drake.edu/cphs/programs/bachelorofscienceinhealthsciences/.

Specific Regulations/Academic Requirements

Health Sciences 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 health sciences curriculum. Some of these are listed below; others are available in the Health Sciences Student Handbook (http://www.drake.edu/cphs/handbookspolicies/).

Many health sciences 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.

Health Sciences 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.

All fourth-year health sciences students are required to complete a senior capstone experience (HSCI 194/195 or 196/197) prior to graduation. Due to regulations at many of the experiential sites used for the senior capstone experiences, the college will complete a criminal background check and drug screen prior to entering the senior capstone year. Senior capstone sites have the right to refuse to accept a student based on the results of the criminal background check. 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 their senior capstone experience will be referred to the Chemical Dependency Policy.

Health Sciences students are assigned a 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

http://www.drake.edu/catalog/undergraduatecatalog/collegeofpharmacyhealthsciences/healthsciences/

- 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, 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

Health Sciences/Law 3 + 3 Joint Degree Program

Students may elect to earn both a Bachelor of Science-Health Sciences 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 fall semester of the junior year and if admitted, complete the first year of law school course work in the senior year along with the remaining health sciences credits. The curriculum guide for this program exists at http://www.drake.edu/cphs/programs/bachelorofscienceinhealthsciences/.

Health Sciences/Mercy College of Health Sciences 3 + 1 Certificate Programs in Nuclear Medicine Technology or Clinical Laboratory Sciences

Students may elect to earn both a Bachelor of Science-Health Sciences degree and a certificate in Nuclear Medicine Technology or Clinical Laboratory Sciences in a joint degree program offered in cooperation with the Mercy College of Health Sciences. The program allows students to focus their education on a specialization in these areas while achieving additional patient care hours required for a number of post-graduate professional programs. Participating students are admitted first to the College of Pharmacy and Health Sciences. A student pursuing this program should plan to apply to Mercy College of Health Sciences during the fall semester of the junior year and if admitted, will become a Mercy student during their senior year. The credits completed as part of the certificate program will fulfill credits required for the BS in Health Sciences degree. See the curriculum guide for this program at http://www.drake.edu/cphs/programs/bachelorofscienceinhealthsciences/.

Students may use electives to pursue a second major, a minor, or a concentration. Please visit http://www.drake.edu/cphs/programs for additional information on these options or the joint degree programs.

Faculty

Faculty

Professors

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

CHESNUT, RENAE J. (1993), Associate Dean for Academic and Student Affairs and Professor of Clinical Sciences. B.S. Pharmacy, M.B.A., Ed.D., Drake University.

DUNCAN, WENDY C (2013) Dean College of Pharmacy and Health Sciences, Professor of Pharmaceutics. B.Sc. Phm., Ph.D., Pharmacy, University of Toronto.

JOHNSON, JUNE F. (1995), Department Chair - Clinical Sciences and Professor of Clinical Sciences, Ambulatory Care. B.S. Pharmacy, State University of New York-Buffalo; Pharm.D., University of Utah.

KOENIGSFELD, CARRIE S. (1999), Professor of Clinical Sciences, Ambulatory Care. Pharm.D., University of Iowa.

PANDIT, NITA K. (1991), Professor of Pharmaceutics. B.S. Pharmacy, University of Bombay; M.S., Ph.D., University of Wisconsin-Madison.

PHILLIPS, CHARLES R. (1993), Assistant Dean for Assessment and Professor of Pharmacy Administration. Pharm.D., University of Nebraska Medical Center; Ph.D., University of Oklahoma.

ROSPOND, RAYLENE M. (1997), Deputy Provost and Professor of Clinical Sciences. B.S. Pharmacy, Creighton University; Pharm.D., University of Texas-Austin.

ROVERS, JOHN P. (1991), Professor of Clinical Sciences. B.S. Pharmacy, University of Toronto; B.S., Pharm.D., Massachusetts College of Pharmacy and Allied Health Sciences.

SOLTIS, ROBERT P. (1992), Department Chair-Pharmaceutical, Biomedical, and Administrative Sciences and Professor of Pharmacology. B.S. Pharmacy, Butler University; Ph.D., Indiana University.

TORRY, RONALD (1998), Professor of Pharmacology. B.S., Western Illinois University; M.S., Ph.D., Southern Illinois University-Carbondale.

WALL, GEOFFREY (1999), Professor of Clinical Sciences, Internal Medicine. B.S. Pharmacy, University of Utah; Pharm.D., Idaho State University.

WELTY, TIMOTHY E (2012) Professor of Pharmacy Practice and Chair of Department of Clinical Sciences. M.A., Trinity International University; PharmD, University of Minnesota - Twin Cities

Associate Professors

BOTTENBERG, MICHELLE (2006), Associate Professor of Clinical Sciences, Internal Medicine. Pharm.D., Drake University.

http://www.drake.edu/catalog/undergraduatecatalog/collegeofpharmacyhealthsciences/faculty/

CROSS-BEEMER, RHONDA, (2008), Director - Health Sciences Experiential Education and Associate Professor of Health Sciences, B.S. Missouri Valley College, M.S. Eastern Kentucky University, Ph.D. University of Southern Mississippi.

EASTMAN, DARLA KLUG (2007) Associate Professor of Clinical Sciences, Internal Medicine. Pharm.D., Drake University.

FORNOFF, ANISA (2003), Associate Professor of Clinical Sciences, Ambulatory Care. Pharm.D., Drake University.

GRADY, SARAH (2008), Associate Professor of Clinical Sciences, Psychology.PharmD., University of Illinois at Chicago.

HAACK, SALLY (2004). Assistant Professor of Clinical Sciences, Ambulatory Care. Pharm.D., Drake University

HUEY, KIM (2009), Associate Professor of Health Sciences, B.S. Seattle Pacific University; M.S., University of Arizona; Ph.D. University of California-San Diego.

MAHAJAN, PRAMOD (2008), Associate Professor of Pharmacology. B.S., M.S., Marathwada University, Aurangabad, India, Ph.D., University of Poona, Poona, India.

MAKI, ERIK (2005). Associate Professor of Clinical Sciences, Internal Medicine. Pharm.D., University of Iowa.

MEYER, KRISTIN (2001), Associate Professor of Clinical Sciences, Geriatrics. Pharm.D., Drake University.

WRENN, CRAIGE (2004), Associate Professor of Pharmacology. B.S., Olglethorpe University; Ph.D., Vanderbilt University.

Assistant Professors

ANDRESKI, MICHAEL (2009), Assistant Professor of Social and Administrative Pharmacy, B.S. Pharmacy, University of Iowa; M/B.A., Florida Southern College; Ph.D., University of Iowa.

BRYANT, GINELLE A (2009) Assistant Professor of Pharmacy Practice. B.A., University of Northern Iowa; PharmD, University of Iowa

CALIGIURI, FRANIK J (2013) Assistant Professor of Pharmacy Practice. PharmD, Drake University

CLARK, CHERYL (2009),Assistant Dean for Clinical Sciences, Director of Experiential Education, Coordinator - Introductory Clinical Sciences Experiences (P2) and Assistant Professor of Clinical Sciences, B.S. Pharmacy, Drake University.

DY, ELIZA A (2013) Assistant Professor of Pharmacy Practice. PharmD., Butler University

GENTRY, BRIAN (2010) Assistant Professor of Pharmacology, B.S. University of Missouri-Columbia; Ph.D. University of Michigan-Ann Arbor.

KJOS, ANDREA (2009) Assistant Professor of Social and Administrative Pharmacy, Pharm.D., Drake University, Ph.D. University of Minnesota

LEHMAN, NICHOLAS (2011) Assistant Professor of Clinical Sciences, Ambulatory Care. Pharm.D., University of Iowa

MENGESHA, ABEBE (2011) Assistant Professor of Phamaceutics. B.S., M.S. Addis Ababa University, Ethiopia, Ph.D. University of Tubingen, Germany.

MIESNER, ANDREW (2008), Assistant Professor of Clinical Sciences, Internal Medicine. Pharm.D., Drake University

MOBLEY-BUKSTEIN, WENDY S (2012) Assistant Professor of Community Pharmacy Practice. PharmD, Drake University

http://www.drake.edu/catalog/undergraduatecatalog/collegeofpharmacyhealthsciences/faculty/

SACCO, JAMES (2012), Assistant Professor of Pharmaceutics, B.S., M.S., University of Malta, Ph.D., University of Florida.

SHAN, XIAOYI(JOY) (2010), Assistant Professor of Health Sciences, M.S. Peking Union Medical College; M.D. Shandong University; Ph.D. Southern Illinois University.

SOLTIS, DENISE (2000), Assistant Dean for Community and Global Engagement and Assistant Professor of Clinical Sciences. B.S. Pharmacy, Butler University.

STELTER, NORA (2008), Coordinator - Introductory Clinical Sciences Experiences (P3) and Assistant Professor of Clinical Sciences, Pharm.D. University of Iowa.

ULRICH, ERIN E (2013) Assistant Professor of Social and Administrative Pharmacy. B.A., M.Sc., University of Iowa; Ph.D., ABD, University of Michigan

Emeriti Faculty

BJORNSON, DARREL, Associate Professor Emeritus of Pharmacy.

BRADY, LINDA H., Associate Professor Emerita of Nursing.

FINN, SIDNEY L., Associate Professor Emeritus of Pharmaceutics.

GRANBERG, C. BOYD, Dean and Professor Emeritus of Pharmacy.

KRYPEL, LINDA (1988), Professor of Clinical Sciences

LEVINE, PHILLIP J., Professor Emeritus of Pharmaceutics.

MORROW, RICHARD J., Professor Emeritus of Pharmacology.

SELLERS, SANDRA L. Professor Emerita of Nursing.

Course Descriptions

Course descriptions are maintained in the Drake University Shared Information Systems Database (MyDUSIS).

To search the course descriptions you must first select a term and then enter your search criteria.

Be aware that a course may only be offered every other year. Drake evaluates alternatives to the "term only" search and apologize for any inconvenience this may cause.

Course Numbers	
001 - 099	Primarily for first-year students and sophomores
100 - 199	Primarily for juniors and seniors; may be taken for graduate credit
200 - 299	Limited to graduate students
300 - 399	Limited to those holding master's degrees
The Law School follows a modified course numbering system	

Continue to Course Descriptions.

Continue to Schedule of Classes.