

Graduate General Catalog

2015-2016
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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.

Mission Statement

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

Vision Statement

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

Costs and Financial Information

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

TUITION

Undergraduate:

(per semester)

2014 - 2015

Summary of Tuition and Fees

Full Time (12-18 credit hours per semester) \$16,050

Part Time (less than 12 credit hours per semester) *(per credit hour)*

Day \$635

Evening \$480

Summer \$480

Online \$510

Credit hours over 18 \$635

Graduate and Professional Programs:

Business and Public Administration & Journalism (per credit hour)

MBA, MAcc, MFM, Masters, Communication Leadership..... \$600

MPA \$530

Education

Graduate Programs (includes on-line) \$450

Law (per semester)

Full Time (10-18 credit hours per semester) \$18,997

(per credit hour)

Part Time (less than 10 credit hours per semester) \$1,310

Pharmacy

Full Time (12-18 credit hours per semester) *(per semester)*

P1-P3 \$17,938

P4 \$20,188

Part Time (less than 12 credit hours per semester) *(per credit hour)*

P1-P3 \$730

P4 \$755

(per semester)

International Pharmacy Rotation \$550

Credit hours over 18 based on the program rate

2014 - 2015

Summary of Tuition and Fees

FEES

Student Activity Fees *Per Semester*

Undergraduate	\$73
Pharmacy	\$73
Graduate and Professional Programs (> 9 credit hours)	\$73
Law	\$31

School of Education – Education Extension <http://www.drake.edu/edex/>

Law

Student Bar Association Fee	\$25
Study in France (6credit hours)	\$5,750

Applied Music \$280

Health Science \$45

ESL Tuition

Fall or Spring -

ESL Class	\$1,140
Full Time ESL	\$5,700

Summer -

Full Time 5 weeks	\$2,000
Full Time 10 weeks	\$4,000

Application

Undergraduate* \$25

Graduate and Professional Programs

Graduate – Business and Publication Administration & Journalism	\$50
Graduate - SOE	\$35
Pharmacy	\$75
Law**	\$50

* no charge for online applications

** no charge for online applications prior to April 1

Payment Plan \$30

Orientation

Student	\$115
Parent	\$85

Drake Community School of Music <http://www.drake.edu/ducsom/programs/individualinstruction/>

Senior Citizen - Audit a Class \$60

Technology

Technology Fees (Part-Time Students)	\$60
Technology Fees (Full-Time Grad Students)	\$250

Vehicle Registration*

Commuter – Day	\$100
Residence Halls, Overnight	\$165

***Annual Registration:** Commuter – Day - \$160; Residence-Hall, Overnight - \$250

(Note: parking tickets – general \$25; Handicapped parking space violation \$100)

ROOM

Residence Halls (includes all halls) (per semester)

Fall and Spring -

Room, Double, Triple, or Quad \$2,475

Room, Single \$3,550

Room, Double as Single \$4,020

Summer - (per week)

Room, Double \$170

Room, Single \$250

MEAL PLANS (per semester)

All Residential Plan \$2,160

Meal Plan Choices:

10 Meal Plan + 275 Flex Dollars

14 Meal Plan + 100 Flex Dollars

195 Block Plan + 300 Flex Dollars

335 Block Plan (each semester)

Commuter Plans* (per semester)

3 Meals + 100 Flex Dollars \$570

Lite Plan \$1,100

On-the-go Plan \$800

**Commuter students may also choose any of the residential plans*

Graduate Registration Procedures

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

Students who wish to work toward a graduate degree should file a graduate application available on the Student Services tab in blueView.

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

General Requirements

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

Grading

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

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

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

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

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

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

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

Curricular Modification

Adding/Dropping a Course

A student may add a course through the end of the first five class days of each semester or, in the case of a short course beginning later in the semester, may add the course before the second class-meeting of the course.

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

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

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

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

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

Attendance records will be used to verify attendance dates.

Withdrawal from a Course

Addendum (the wording in the following paragraph replaces the subsequent text in italics, effective December, 2013)

A student may drop a course up to five class days (Monday - Friday) after the midpoint of the semester (or the midpoint of a course that meets less than a full semester). For drops that occur during that period, the administrative mark of "W" officially is recorded. A student may drop a course after that point only if the instructor or dean's office finds extenuating circumstances that would make the withdrawal appropriate, in which case the administrative mark of "W" officially is recorded. In cases 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.

When a student withdraws from a class after the “no W drop date” as specified above, but before the midpoint of the semester (or midpoint of a course that meets less than a full semester), the administrative mark of “W” is officially recorded. A student may withdraw from a course after the midpoint of the semester (or the midpoint of a course that meets less than a full semester), only if the instructor or dean’s office finds extenuating circumstances that would make the assignment of the “W” appropriate. In cases of withdrawal from a course after the midpoint of the semester where extenuating circumstances were not identified, the instructor of the course will be responsible for assigning the grade earned by the student in that course.

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

Individual colleges and schools may have additional academic regulations that are stated under the “Policies” of that college or school in the catalog. Information on the academic regulations of the Law School appear in the [Law School Student Handbook](#).

Withdrawal: The Impact On Financial Aid

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

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

Financial Aid Adjustments

Changes in Enrollment (other than complete withdrawals)

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

Residence

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

Transfer of Credit

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

Masters Programs: A maximum transfer of one-third of the course credits in a masters program (EDUC 299-Graduate Project hours excluded) may be considered if they meet the foregoing requirements.

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

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

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

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

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

All arrangements under this Transfer of Credit section must be recommended by the student’s adviser, meet limitations and requirements for a particular degree, and be approved by the department or college/school.

Student Load

The maximum load permitted a graduate student during a regular semester is 15 credit hours. The maximum load for the summer session is 12 credit hours. Students are considered full-time if they carry 9 or more hours per semester and part-time if they carry less than 9 credit hours per semester.

Continuous Graduation

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

Commencement ceremonies are held in May and in December each year.

FERPA Policy Statement

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

Student Right to Review Education Records

Generally, students may inspect their own education records at any time the record keeping office is open. Prior notice is required to inspect your own file as inspections are done under the supervision of the office staff. Students may copy the contents of their own education records, although if the file is extensive there may be a reasonable copying charge. The following restrictions apply to student review of education records:

- Students may not see their parents' Financial Aid Form or other financial records.
- Where records involve two or more students, the student may view only that part of the record that pertains to him/her.
- Students do not have a right to access records of instructional, supervisory or administrative personnel if those records are kept in the sole possession of the maker and are not accessible or revealed to any other person except substitute personnel.
- Students do not have the right to access or review the records of Campus Security if the records were created for the purpose of law enforcement.

In all cases where access to records is denied, the student and supervisor of the record shall attempt to informally resolve the matter. If the situation is not resolved in this manner, then the Provost, or his/her designee, shall make a final and binding decision regarding access after reviewing the arguments for access and denial of access.

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

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

Directory Information

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

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

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

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

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

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

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

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

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

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

1. In an emergency, federal law (FERPA) allows the University to contact parents and other appropriate persons and disclose the information necessary to protect the health or safety of the student or other persons;
2. FERPA allows the University to disclose to parents or legal guardians information about their students’ violation of any federal, state or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance, if (a) the student is under the age of 21; and (b) Drake determines that the student has committed a disciplinary violation with respect to such use or possession of alcohol or controlled substances;
3. The University may disclose to parents or guardians a student’s education records or information therein to the extent necessary to process the student’s financial aid request and for such related purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine the conditions for the aid; and/or
 - d. enforce the terms and conditions of the aid; and

4. Finally, consistent with FERPA, if the student decides not to grant permission, then parents will have access to their student's records if they can provide evidence that meets the "dependent for tax purposes" requirement. (A dependent is an appropriate relative or member of the taxpayer's household who receives more than half of his/her support for the calendar year from the taxpayer. Scholarships are not taken into consideration. 26 U.S.C. § 152.)

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

Questions regarding FERPA, University policy or parental access to student education records can be addressed to the Office of Student Records and Academic Information, 515-271-2025 or to the Vice Provost for Student Affairs and Academic Excellence at 515-271-3751.

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

Adopted by the Faculty Senate, May 9, 2002

Supplemented by Provost to reflect University Policy concerning release of student education records to parents and guardians, November, 2007

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

Libraries

Cowles Library (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 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 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](#)
-

Commencement

Application

Students must file an application for graduation by the deadline posted at the [Student Records Office web site](#). The form is used by college or school personnel for degree clearance, preparation of the annual Commencement programs and diploma presentation, and it is the student's first step toward participation in either the May or December Commencement ceremony. Students can access the form from the Apply for Graduation channel on the Student Services tab in Blueview.

Undergraduate Graduation

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

Graduate, Pharmacy and Law Graduation

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

Honors at Graduation

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

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

Students who do not qualify for the above honors but who have attained a 4.00 average in their last 30 credit hours or a 3.80 average or better in their last 60 undergraduate 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 choose to participate in the December ceremony rather than the previous *May*.

December Ceremony Program Eligibility

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

May Ceremony Participation Eligibility

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

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

May Ceremony Program Eligibility

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

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

Appeal

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

Appeal Criteria

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

The student must meet one of the following:

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

The student can document a serious hardship associated with participation in the commencement ceremony (ie. documented illness, religious observance, sports event, etc.) on the day established.

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

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 Admissions (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.

College of Business and Public Administration

Programs

[Master of Accounting](#)

[Master of Business Administration](#)

[Master of Financial Management](#)

[Master of Public Administration](#)

[Joint degrees](#) are available to Drake Pharmacy or Law students, which gives students the opportunity to receive their M.B.A. or M.P.A. in conjunction with their degree.

[Accelerated programs](#) are available to current Drake undergraduate students, which allows students to earn their graduate degree in less time.

Admission

Drake does not offer any type of conditional or provisional admission to students. Students wishing to enroll in graduate coursework in the College of Business and Public Administration must be fully admitted to a graduate degree program (M.B.A., M.P.A., M.Acc. or M.F.M.).

Admission Deadlines

- For classes that begin in the spring - December 1 of preceding spring semester
- For classes that begin in the summer - April 1 of preceding summer semester
- For classes that begin in the fall - July 15 of the preceding fall semester

Application Requirements

- Completed and signed online application form
- \$50 application fee (waived for current Drake students and Drake alumni)
- Official transcripts from every college or university previously attended
- Current professional resume or curriculum vitae
- Two letters of recommendation from individuals such as professors and employers who can attest to your potential for success in a graduate program
- Additional requirements for the M.Acc., M.B.A., and M.F.M. programs
 - A typed, one-page essay providing details about how a graduate education will help you reach your academic and career goals
 - Official GMAT test score
- International students may require additional documentation

Graduate Grade Point Average

All students who are admitted into a graduate program must maintain a minimum B grade average or 3.0 grade point average on a 4.0 scale while in the program. If, after nine hours of enrollment in core or elective courses, a student's cumulative grade point is less than 3.0, the student will be placed on probation. If the G.P.A. has not risen above 3.0 within the next nine hours of enrollment, the student will be suspended from the

program. Graduate students enrolled in courses numbered 100-199 and approved for graduate credit are required to do extra work and exhibit a higher degree of competency than students taking the courses for undergraduate credit.

Time Limits

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

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

Master of Accounting (M.Acc.)

[Department web site](#)

Program Overview

The Master of Accounting (M.Acc.) degree equips students to reach their professional goals by providing the requisite knowledge to sit for the Certified Public Accountant (CPA) examination and to enter the profession of public accounting. The degree is designed to complement prior education and experience, or to prepare students without an accounting background for this professional field. The M.Acc. is backed by Drake University's full resources and reputation.

Program Requirements

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

Course	Credit Hours
Foundation Courses - <i>These requirements may be considered met at time of admission with recent undergraduate course work where grades of "C" or better have been earned. Prior course work is evaluated at time of application review; any unmet foundation requirements must be taken as part of the Master of Accounting program.</i>	Up to 24
ACCT 115 - Cost Accounting	3
ACCT 165 - Financial Accounting I	3
ACCT 166 - Financial Accounting II	3
MBA 242 - Evaluating Organizational Performance	3
MBA 251 - Creating Customer Value	3
MBA 253 - Enhancing Firm Value	3
MBA 254 - Leadership & Human Capital Development	3

MBA 255 - Improving Operations Through Data Analysis	3
Preparation for Core & Required Courses - <i>If no completed in prior studies, these courses will be taken for graduate credit and will count against the Advisor-Approved Electives block</i>	Up to 12
ACCT 175 - Auditing Principles	3
ACCT 185 - Individual Taxation	3
ACCT 186 - Business Entity Taxation	3
BLAW 240 - Commercial Law	3
Required Core Courses	6
ACCT 255 - Tax Research, Policy, and Writing	3
ACCT 275 - Seminar in Auditing	3
Required Electives - <i>Students may choose four courses from this list</i>	Up to 12
ACCT 210 - Accounting for Non-Profits	3
ACCT 265 - Emerging Accounting Issues	3
ACCT 277 - Fraud Examination	3
ACCT 280 - Financial Statement Analysis	3
BLAW 250 - Accounting and the Law	3
IS 289 - Web Technology & XBRL	3
Advisor-Approved Electives - <i>Each student must choose four elective courses, or balance of credit hours to equal 12 if some 'Preparation for Core and Required Courses' were completed. Courses from the 'Required Electives' beyond the four required also can be included.</i>	Up to 12
<ul style="list-style-type: none"> • Other requirements <ul style="list-style-type: none"> ○ BUS 205 - Leadership Essentials <ul style="list-style-type: none"> ▪ Non-credit workshop ▪ Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m. ○ Any limitations and special policies (eg., G.P.A. requirement or requirements that students take certain courses at Drake): <ul style="list-style-type: none"> ▪ G.P.A.: Maintain a 3.0 or higher. ▪ Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point must be a 3.0 or better. ▪ 9 hours of graduate work may be transferred in from an AACSB-accredited university. ▪ Transfer courses must be advisor-approved. ▪ Courses transferred in are transferred as TR (no grade) and do not affect the Drake G.P.A. ▪ Transferred coursework must be at a B level or better. ▪ Transfer credits earned before admission are counted on the following scale: <ul style="list-style-type: none"> ▪ Courses taken 0-5 years before degree completion may be transferred in as full credit. ▪ Courses taken 6-10 years before degree completion may be transferred in as ½ credit. ▪ Courses over 10 years old are not accepted. ▪ Courses that are accepted must relate to the program of study. 	

Notes:

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

Admission

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

- **Graduate Admission Application.** Applications may be completed online at <https://www.applyweb.com/apply/drakeg/index.html>.
- **Application Fee of \$50.** Applicants who have previously paid the fee are not required to do so again.
- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**
- **Personal essay:** A personal essay no longer than one page should explain the candidate's reason(s) for pursuing the M.Acc. degree. Examples of leadership background and experience should be included.
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these G.P.A. minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate GPA = 3.00 (upper division and cumulative), and
 - Graduate GPA = 3.00 (cumulative)
- **Test requirement:** Applicants must submit official GMAT results. Successful candidates for admission typically have a minimum score of 500. For GMAT testing information, go to: <http://www.mba.com>
 - **GMAT waiver for Drake accounting students**
 - The GMAT is waived for Master of Accounting (M.Acc.) applicants who are current Drake University accounting or joint-accounting majors with a minimum cumulative G.P.A. of 3.25, based upon completion of at least 30-hours at Drake University, 90 or more undergraduate hours completed and in-process at date of application, and who have been fully admitted to the School of Accounting.
 - The GMAT is waived for Master of Accounting (M.Acc.) applicants who have received an undergraduate degree from Drake University with a major in accounting or joint-accounting within the past 5-years and whose final cumulative G.P.A. was 3.25 or higher.
- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination, or 79-80 on the internet-based test.
- **Application deadlines: To be eligible for consideration, applications must be received by the following deadlines.**
 - Fall admission - July 15
 - Spring admission - December 1
 - Summer admission - April 1

Master of Business Administration (M.B.A.)

[Department web site](#)

Program Overview

The Master of Business Administration (M.B.A.) degree program uses an integrative approach that emphasizes real-world application of knowledge and problem-solving strategies and techniques. Sustainability and organizational decision making are incorporated into and across courses. Students customize this program by selecting an area of specialization to develop skills best suited to their academic and career goals. The M.B.A. is backed by Drake University's full resources and reputation.

Program Requirements

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

Course	Credit Hours
Foundations of Decision-Making	6
MBA 240 - Values and Ethics in Decision-Making	3
MBA 242 - Evaluating Organizational Performance	3
M.B.A. Core Courses	21
MBA 250 - Corporate Governance	3
MBA 251 - Creating Customer Value	3
MBA 252 - Information Technology & E-Commerce	3
MBA 253 - Enhancing Firm Value	3
MBA 254 - Leadership & Human Capital Development	3
MBA 255 - Improving Operations Through Data Analysis	3
MBA 260 - Strategic Business Policy (capstone)	3

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

- Accounting
 - Health Care Management
 - Entrepreneurial Studies
 - Human Resources
 - Marketing
 - Executive Development
 - Enterprise Risk Management
 - Financial Resources
 - Nonprofit Management
- 9

- Operations Management

Professional Development Seminars - *Each student must complete three 1-credit-hour seminars for professional development.*

3

- Other requirements
 - BUS 205 - Leadership Essentials
 - Non-credit workshop
 - Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.
 - Any limitations and special policies (eg., G.P.A. requirement or requirements that students take certain courses at Drake):
 - G.P.A.: Maintain a 3.0 or higher.
 - Courses must be completed with a "C" or better; no more than two "C" grades may be received; the cumulative grade point must be a 3.0 or better.
 - 9 hours of graduate work may be transferred in from an AACSB-accredited university.
 - Transfer courses must be advisor-approved.
 - Courses transferred in are transferred as TR (no grade) and do not affect the Drake G.P.A.
 - Transferred coursework must be at a B level or better.
 - Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Notes:

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

Admission

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

- **Graduate Admission Application.** Applications may be completed online at <https://www.applyweb.com/apply/drakeg/index.html>.
- **Application Fee of \$50.** Applicants who have previously paid the fee are not required to do so again.
- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**

- **Personal essay:** A personal essay no longer than one page should explain the candidate's reason(s) for pursuing the M.B.A. degree. Examples of leadership background and experience should be included.
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these G.P.A. minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate GPA = 3.00 (upper division and cumulative), and
 - Graduate GPA = 3.00 (cumulative)
- **Test requirement:** Applicants must submit official GMAT results. Successful candidates for admission typically have a minimum score of 500. For GMAT testing information, go to: <http://www.mba.com>
- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination, or 79-80 on the internet-based test.
- **Application deadlines: To be eligible for consideration, applications must be received by the following deadlines.**
 - Fall admission - July 15
 - Spring admission - December 1
 - Summer admission - April 1

Master of Financial Management (M.F.M.)

[Department web site](#)

Program Overview

The Master of Financial Management (M.F.M.) degree program uses an integrative approach that emphasizes real-world application of knowledge and problem-solving strategies and techniques. Sustainability and organizational decision making are incorporated into and across courses. Students customize this degree by selecting an area of specialization to develop skills best suited to their academic and career goals. The M.F.M. is backed by Drake University's full resources and reputation.

Program Requirements

- Number of credit hours required: Thirty-three to thirty-six hours of credit are required for completion based upon prior academic experience.
- Required Courses

Course	Credit Hours
Foundation Courses: Building the Necessary Knowledge Base - <i>This requirement can be fulfilled with recent completion of either of the following courses at the undergraduate level:</i>	3

Principles of Accounting I and II, or Corporate Finance	
MBA 242 - Evaluating Organizational Performance	
General Core: Quantitative, Financial, & Ethical Base	9
MFM 212 - Data Analysis for Decision-Making	3
MFM 250 - Corporate Governance	3
MFM 253 - Enhancing Firm Value	3
Financial Management Core: Financial Markets, Assets, and Information	15
ACCT 280 - Financial Reporting & Statement Analysis	3
ECON 280 - Business, Government, & Global Economy	3
FIN 280 - Investment Analysis & Portfolio Management	3
FIN 281 - Regulatory Environment for Financial Institutions	3
FIN 284 - Fixed Income Markets and Related Derivatives	3

Areas of Specialization/Electives - *Each student must choose three courses from a group of electives designed to focus on areas of specialization. The areas of specialization include:*

- Financial Asset Management
- Financial Institutions Management

Additional elective options also are available.

- Other requirements
 - BUS 205 - Leadership Essentials
 - Non-credit workshop
 - Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.
 - Any limitations and special policies (eg., G.P.A. requirement or requirements that students take certain courses at Drake):
 - G.P.A.: Maintain a 3.0 or higher.
 - Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point must be a 3.0 or better.
 - 9 hours of graduate work may be transferred in from an AACSB-accredited university.
 - Transfer courses must be advisor-approved.
 - Courses transferred in are transferred as TR (no grade) and do not affect the Drake G.P.A.
 - Transferred coursework must be at a B level or better.
 - Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Notes:

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

be enrolled on a full-time basis must be aware that course sequencing is such that full-time status may not be possible each term of enrollment.

- Students must be admitted to the M.F.M. program to enroll in graduate courses.

Admission

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

- **Graduate Admission Application.** Applications may be completed online at <https://www.applyweb.com/apply/drakeg/index.html>.
- **Application Fee of \$50.** Applicants who have previously paid the fee are not required to do so again.
- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**
- **Personal essay:** A personal essay no longer than one page should explain the candidate's reason(s) for pursuing the M.F.M. degree. Examples of leadership background and experience should be included.
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these G.P.A. minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate GPA = 3.00 (upper division and cumulative), and
 - Graduate GPA = 3.00 (cumulative)
- **Test requirement:** Applicants must submit official GMAT results. Successful candidates for admission typically have a minimum score of 500. For GMAT testing information, go to: <http://www.mba.com>
- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination, or 79-80 on the internet-based test.
- **Application deadlines: To be eligible for consideration, applications must be received by the following deadlines.**
 - Fall admission - July 15
 - Spring admission - December 1
 - Summer admission - April 1

Master of Public Administration (M.P.A.)

[Department web site](#)

Program Overview

To successfully lead a public or non-profit organization in today's environment, administrators must develop superior executive, public policy, and resource management expertise. The Master of Public Administration (M.P.A.) program strives to meet these challenges. Students customize this program by selecting an area of specialization to develop skills best suited to their academic and career goals. The MPA is backed by Drake University's full resources and reputation.

Program Requirements

- Number of credit hours required: Thirty-six hours of credit are required for completion.
- Required courses

Course	Credit Hours
M.P.A. Core Curriculum	21
MPA 215 - Changing Environment & Management of Public & Nonprofit Organizations	3
MPA 216 - Managing Human Resources as Assets, or	3
MGMT 282 - Human Resources Management	
MPA 217 - Applying Information, Research & Analysis in Nonprofit and Public Environments	3
MPA 225 - Financial Aspects of Public & Nonprofit Organizations	3
MPA 226 - Public Policy Decision-Making Analysis	3
MPA 240 - Values & Ethics in Decision-Making*	3
MPA 260 - Applying Innovative Solutions to Current Problems (<i>after completion of 18 credit hours</i>)	3
* Two options are available for students seeking an alternative core course based on their emphasis area:	
• MPA 252 - Information Technology & Electronic Commerce Strategy (<i>for Financial Resources, Health Care Management, or Public Policy emphases</i>)	3
• MPA 254 - Leadership & Human Capital Development (<i>for Human Resources, Nonprofit Management, or Executive Development emphases</i>)	

M.P.A. Emphasis Area - *Each student must choose four courses from a group of elective courses designed to focus on an area of specialization. Each student also must complete one advisor-approved elective, which can be an approved course from any of the emphasis areas. The emphasis areas include*

- Executive Development
 - Financial Resources
 - Health Care Management
 - Human Resources
 - Nonprofit Management
 - Public Policy
- 15

- Other requirements
 - BUS 205 - Leadership Essentials
 - Non-credit workshop
 - Each student must complete this elite training experience during the first semester of enrollment. This workshop focuses on communication and leadership skills. The workshop offers a competitive edge by providing you with the skills to consistently lead, influence and inform others. A handful of workshops are offered each term. Students meet over two days, Friday 1:00-8:00 p.m. and Saturday 8:00 a.m. to 4:00 p.m.
 - Any limitations and special policies (eg., G.P.A. requirement or requirements that students take certain courses at Drake):
 - G.P.A.: Maintain a 3.0 or higher.
 - Courses must be completed with a “C” or better; no more than two “C” grades may be received; the cumulative grade point must be a 3.0 or better.
 - 12 hours of graduate work may be transferred in from an AACSB-accredited university.
 - Transfer courses must be advisor-approved.
 - Courses transferred in are transferred as TR (no grade) and do not affect the Drake G.P.A.
 - Transferred coursework must be at a B level or better.
 - Transfer credits earned before admission are counted on the following scale:
 - Courses taken 0-5 years before degree completion may be transferred in as full credit.
 - Courses taken 6-10 years before degree completion may be transferred in as ½ credit.
 - Courses over 10 years old are not accepted.
 - Courses that are accepted must relate to the program of study.

Notes:

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

Admission

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

- **Graduate Admission Application.** Applications may be completed online at <https://www.applyweb.com/apply/drakeg/index.html>.
- **Application Fee of \$50.** Applicants who have previously paid the fee are not required to do so again.
- **Official transcripts** for ALL undergraduate and graduate coursework from EVERY institution attended (even if a degree was not earned).
- **Current professional resume.**
- **Submission of two (2) letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average. Students who do not meet these G.P.A. minimums may contact the Graduate Programs Office of the College of Business and Public Administration for additional information.
 - Undergraduate G.P.A. = 3.00 (upper division and cumulative), and

- Graduate G.P.A. = 3.00 (cumulative)
 - **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination, or 79-80 on the internet-based test.
 - **Application deadlines: To be eligible for consideration, applications must be received by the following deadlines.**
 - Fall admission - July 15
 - Spring admission - December 1
 - Summer admission - April 1
-

College of Pharmacy and Health Sciences

[About the College](#)

[Admission Requirements](#)

[Specific Regulations/Academic Requirements](#)

[Programs](#)

- [Doctor of Pharmacy](#)
 - [Joint Degree Programs](#)
 - Pharmacy/MBA
 - Pharmacy/MPA
 - Pharmacy/Law
-

[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.

Admission

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 the [College of Pharmacy and Health Sciences web site](#).

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 the College of Pharmacy and Health Sciences [admission page](#).

Policies

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

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

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

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

Students may not progress onto rotations unless a "C" or better is earned in each required course. Students are permitted to retake a pharmacy required course for a passing grade (2.0 GPA or "C") one time only. Students who do not obtain a 2.0 (or "C") in a pharmacy required course after two attempts will be dropped from the Pharm.D. program. Once a student enters the professional program, all didactic course work must be completed in four years. Students who are unable to complete the didactic course work in this time period will be dropped from the program.

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

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

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

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

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

Programs

[Available Programs](#)

[Doctor of Pharmacy \(Pharm.D.\)](#)

Joint Degree Programs

[Doctor of Pharmacy/Master of Business Administration \(M.B.A.\)](#)

[Doctor of Pharmacy/Master of Public Administration \(M.P.A.\)](#)
[Doctor of Pharmacy/Doctor of Jurisprudence \(J.D.\)](#)

Program Overview

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%.

Requirements for Doctor of Pharmacy

211 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.

Joint Degree Programs

Pharmacy/Master of Business Administration 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/Master of Public Administration 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/Doctor of Jurisprudence 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.

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 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.

School of Education

[About the School](#)

[Admission](#)

[Policies](#)

[Programs](#)

A Message from the Dean

The School of Education is in a constant state of change. As we strive to meet the continuing needs of educators, we revise existing programs and create new programs to support current trends in education. We continue to recruit students around the globe and we will welcome four new international students as a result of emerging partnerships in Africa and China. Here are a few program developments happening in the School of Education.

The program to recruit and prepare highly qualified minority students to become teachers has been re-instated. This program called 3-D is a collaboration between Des Moines Area Community College and the Des Moines Public Schools. Four students started at DMACC and by the end of this year, four others will be enrolled at Drake. When finished with the program, students will be granted teaching positions in the Des Moines Schools!

The [Literacy Master's degree](#) is in its second year with the successful recruitment of a new cohort of 17 students. Four of the courses are available online and available to non-degree seekers outside of the area.

A site-based professional development version of the [Teacher Effectiveness and Professional Development degree](#) started in Ankeny this June with 24 degree-seekers.

The [doctoral program](#) is transitioning to an annual cohort effectively doubling enrollment by admitting 15-20 students every year.

The counseling professors are completing course revisions and requirements for the first phase of a new accreditation required for our graduates who wish to provide mental health services.

The graduate program for those in corporate training and development has been revised and repurposed to a [Master of Science in Leadership Development degree](#).

The [Educational Leadership degree](#) that is awarded to those preparing to be principals emerging in a new way with a spring cohort in partnership with Ankeny, Johnston and North Polk School Districts.

The online endorsement for teachers wanting to serve [Talented and Gifted](#) Students is now available for undergraduate students as well as graduate.

The off-campus program for preparing teachers to serve [English Language Learners](#) has been renewed with an educational partner providing partial scholarships for area teachers.

The School of Education is the home to the Adult Literacy Center, Head Start and the South Central Iowa STEM hub. We are pleased to report great things happening in these areas.

Despite the challenges of the federal sequestration, Drake Head Start leaders have revised their service model, eliminated some low-enrollment centers and are moving closer to their goal of serving 1,000 infant, toddler and pre-school children.

Utilizing the \$250,000 grant from Nationwide Insurance Company, SOE Teaching and Learning faculty have established two after-school academies to help expand STEM and Fine Arts initiatives in two Des Moines Schools.

A special point of pride is the renewed funding of \$450,000 for the second year of the Iowa STEM project centered at Drake. The dollars are used to push out 9 pre-approved programs to students in over 100 area schools. The STEM project has enabled Drake to be positioned as a major provider of STEM related courses for undergraduate and graduate students. Related research and program development can indeed “STEM” from this high-profile project.

Dean Janet McMahon

Admission

Admittance to a School of Education graduate program requires successful completion of a bachelor's degree, with a minimum 2.5 cumulative GPA. Programs beyond the master's level may require additional academic experience. Individuals that do not meet the GPA requirement should contact the Coordinator of Graduate Admission for further information.

Students *may be* eligible to complete six to seven credit hours before being admitted to a program. Please contact the School of Education for more details.

Application deadlines are [specific to each program](#).

Contact

Coordinator of Graduate Admission, School of Education

soegradadmission@drake.edu

515-271-2552

Application Process

To complete the application process, submit the following:

- Online Graduate Education Application and Electronic Supporting Documents
 - [Application](#)
 - Electronic copy of **professional resume/curriculum vitae**
 - Electronic copy of **essay** indicating why you wish to pursue the program, your personal and professional goals, and how the program will enhance your career ([program requirements may differ](#))
 - **Reference Contacts** (additional information provided within online application) Individuals applying to an Endorsement-Only program are exempt from the recommendation requirement
- Official transcripts from **all** previously attended colleges or universities
- Official scores from one of the following exams. Individuals applying to an endorsement which consists of 12 credit hours or less are exempt from testing requirements. Doctoral Applicants must complete either the GRE or the MAT
 - [Graduate Record Exam \(GRE\)](#)
 - [Miller's Analogy Test \(MAT\) Information](#)
 - [Drake Writing Test](#)
- MAT/MST Degree students must also submit [PRAXIS 1](#) scores

Online application materials will automatically be forwarded to the School of Education. Please mail **transcripts** and **test scores** to:

Coordinator of Graduate Admission
Drake University School of Education
3206 University Avenue
Des Moines, Iowa 50311-4505

Policies

Drake University School of Education Statement of Governance

The School of Education expects intellectual integrity on the part of undergraduate and graduate students who participate in professional preparation and enhancement offered by the School. As future practitioners, students of the Drake University School of Education must maintain high ethical standards and academic honesty. Follow the link to read the full [Governance Policy](#).

School of Education Grievance Policy

Within the School of Education, a student has the opportunity to file a grievance, or formal written complaint, with the Grievance Committee. The process of filing a grievance with the SOE is posted [here](#).

Drake University Nondiscrimination Statement

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, gender identity, sexual orientation or veteran status.

Sexual and Other Discriminatory Harassment Policy

To read the University's Sexual and Other Discriminatory Harassment Policy, visit [here](#).

Admission Policy for Graduate Work

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

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

Programs

Build on your knowledge and experience while you develop new specialties. Expand your teaching skills and take your career to the next level.

Not only can you work toward a master's, specialist, or doctoral degree, but you can do so on your own schedule with classes offered year-round, in the evenings and on weekends, and online to make your education accessible.

With evening, weekend, and online course options offered year-round, a master's, specialist, or doctoral degree is easily accessible to professionals. Programs are available for individuals with and without experience in the field education.

If you are wishing to become a licensed teacher, you should consider either the Master of Arts in Teaching or the Master of Science in Teaching program. Current teachers are candidates for our endorsement-only programs and our advanced degrees within Education Leadership, Literacy Education, Special Education, and Teacher Effectiveness and Professional Development. We also offer master's programs within Leadership Development and Counseling, which both are appropriate for individuals who may work outside educational institutions. Our specialist programs offer additional academic experience for PK-12 principal and superintendent licensure. Finally, our Doctorate in Education program is ideal for those seeking an advanced degree within leadership.

- [Master of Arts in Teaching \(Secondary Certification\)](#)
- [Master of Science in Teaching \(Elementary Certification\)](#)
- [Endorsement-Only Programs](#)
- [Master of Science in Education in Education Leadership \(PK-12\)](#)
- [Master of Science in Literacy Education](#)
- [Master of Science in Education in Special Education](#)
- [Master of Science in Education in Teacher Effectiveness and Professional Development](#)

- [Master of Science in Leadership Development](#)
- [Master of Science in Counseling](#) with emphases in
 - [Clinical Mental Health Counseling](#)
 - [Clinical Rehabilitation Counseling](#)
 - [School Counseling](#)
- [Master of Science in Rehabilitation Administration](#)
- [Master of Science in Rehabilitation Placement](#)
- [Specialist in Education](#)
- [Doctor of Education in Leadership](#)

Master of Arts in Teaching

[Department web site](#)

Program Overview

The degree program is designed for individuals who hold undergraduate degrees in a field outside of education but would like to obtain teaching certification at the middle or high school level. (Students interested in teaching at the elementary or middle school level should consider the Master of Science in Teaching program.)

Program Requirements

In addition to courses needed to receive a teaching license, students fulfill requirements for at least one endorsement area while attending Drake. An advisor will work with students to see which courses from students' undergraduate transcripts may count toward an endorsement. The number of courses required to complete an endorsement will depend on how many of undergraduate courses fulfill state requirements.

- Minimum of 36 graduate hours
- Must include at least one teaching endorsement at the secondary level
- Acceptance to Teacher Education
 - Two faculty recommendations
 - Minimum cumulative G.P.A. of 3.0

Course	Credit Hours
Pre-Professional Coursework	
EDUC 203 - Foundations of Education	3
EDUC 208 - Educational Psychology of Teaching & Learning	3
EDUC 211 - Educational Planning and Assessment	3
EDUC 261 - Technology Integration in the Classroom	3
EDUC 264 - Perspectives on Race, Ethnicity, and Gender	3
SPED 220 - Introduction to Exceptional Children & Adults	3
Secondary Methods Coursework	
EDUC 242 - Reading at the Secondary Level and Interdisciplinary Curriculum Design	3

EDUC 232 - Methods of Teaching in the Secondary Level	3
Special Methods Course	
EDUC 083 - Art Methods	3
EDUC 233 - Secondary Business Methods	2
EDUC 236 - Secondary Science Methods	3
EDUC 238 - Secondary Social Studies	2
EDUC 241 - Secondary Language Arts	2
EDUC 246 - World Language Methods	3
EDUC 250 - Secondary Reading Methods	3
MATH 145 - Secondary Math Methods	3
STEM 274 - Science Safety Inquiry	3
Student Teaching	
EDUC 267 - Instruction & Management in the Secondary Grades	1
EDUC 268 - Student Teaching Practicum, Secondary	8
EDUC 269 - ePortfolio Seminar for Student Teaching	1
Total Hours	36

Special note about practicum hours:

- If you anticipate that you will teach in a state adjacent to Iowa, you need to complete 20 additional practicum hours. This can be done by adding hours to a practicum required for a course or by enrolling in EDUC 204 - Education Practicum. EDUC 204 can be counted as elective credit for the M.A.T. degree.
- If you anticipate teaching in a state beyond those adjacent to Iowa, obtain information regarding that state's requirements for practicum hours and plan accordingly.

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Master of Science in Teaching

[Department web site](#)

Program Overview

The degree program is designed for individuals who hold undergraduate degrees in a field outside of education but would like to obtain teaching certification at the elementary level (K-8). Drake's program is one of a small

number of programs that allows you to get an elementary teaching certificate at the master's degree level. (Students interested in teaching at high school level should consider the Master of Arts in Teaching program.)

Program Requirements

In addition to courses needed to receive your teaching license, students fulfill requirements for at least one endorsement area while attending Drake. An advisor will work with students to see which courses from their undergraduate transcript may count toward an endorsement. The number of courses required to complete an endorsement will depend on how many of students' undergraduate courses fulfill the endorsement requirements.

The number of courses needed to complete an endorsement will depend on how many of students' undergraduate courses fulfill the endorsement requirements.

- Minimum of 36 graduate hours
- Must include at least one teaching endorsement at the elementary level
- Acceptance to Teacher Education
 - Two faculty recommendations
 - Minimum cumulative G.P.A. of 3.0

Course	Credit Hours
Pre-Professional Coursework	
EDUC 203 - Foundations of Education	3
EDUC 208 - Educational Psychology of Teaching & Learning	3
EDUC 211 - Educational Planning and Assessment	3
EDUC 261 - Technology Integration in the Classroom	3
EDUC 264 - Perspectives on Race, Ethnicity, and Gender	3
SPED 220 - Introduction to Exceptional Children & Adults	3
<i>Choose one of the following</i>	
ART 083 - Introduction to Art Education	3
MUS 015 - Introduction to Music Education	3
Elementary Methods Coursework	
EDUC 222 - Curriculum & Pedagogy	3
EDUC 223 - Physical Education & Health in the Elementary School	2
EDUC 224 - Children's Literature	3
EDUC 225 - Methods of Teaching Science	3
EDUC 226 - Methods of Teaching Math	3
EDUC 228 - Methods of Teaching Social Studies	3
EDUC 237 - Literacy Methods for Primary (K-3)	3
EDUC 239 - Literacy Methods for Intermediate (4-6)	3
Student Teaching	
EDUC 265 - Instruction and Management in the Elementary Grades	1
EDUC 266 - Student Teaching Practicum, Elementary	8
EDUC 269 - ePortfolio Seminar	1

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
 - Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
 - Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.
-

Master of Science in Education: Education Leadership

[Department web site](#)

Program Overview

The M.S.E. in Education Leadership program prepares teachers for a variety of leadership positions, including principals, associate/assistant principals, athletic directors, deans of students, curriculum coordinators or Area Education Agency consultants.

Students who already have a master's degree and are seeking licensure may contact the School of Education for information regarding the Educational Leadership Specialist program.

Program Requirements

Course	Credit Hours
EDL 270 - Personal and Professional Assessment Seminar	3
EDL 271 - Leadership and the Profession	3
EDL 272 - Organizational and System Behavior	3
EDL 273 - Instruction and Learning	3
EDL 274 - School and Community in a Diverse Society	3
EDL 275 - Planning, Research, Measurement, and Evaluation	3
EDL 276 - Applications of Law, Mandates, and Policies	3
EDL 277 - Current Issues in Special Education Administration	3
EDL 278 - Supervising Instruction	3
EDL 279 - Managing Schools	3
EDL 280 - Clinical Experience I	3
EDL 281 - Clinical Experience II	3
Total Hours	36

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
 - Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
 - Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.
 - **PLEASE NOTE:** This program requires the submission of two (2) professional letters of recommendation, including one from an immediate supervisor and a second one from an administrator who can speak to the candidate's potential for effective building-level leadership.
-

Master of Science in Education: Literacy Education

[Department web site](#)

Program Overview

The M.S.E. in Literacy Education program is designed for teachers and other educators who desire to lead literacy initiatives, become literacy coaches, develop curriculum, serve as master teachers and learn new strategies and techniques to assist students struggling in the classroom.

Program Requirements

- 32 credits
- 21 credits of core courses
- Remaining credits composed of a reading endorsement or a reading specialist endorsement

Course	Credit Hours
EDUC 260 - School Improvement and Professional Development in Literacy	3
EDUC 277 - Urban Trends in Literacy Education	3
EDUC 280 - Case Studies in Literacy Education	3
EDUC 281 - Writing Research and Theory	3
EDUC 282 - The Impact of Poverty on Students, Teachers, Schools, and Communities	3
EDUC 285 - Models of Literacy Instruction	3
EDUC 287 - Reading Research and Theory	3
EDUC 288 - Leading and Coaching Data Team Analysis in Reading	3
EDUC 289 - Managing School-Wide Change Through Literacy Coaching	3

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.

- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Master of Science in Education: Special Education

[Department web site](#)

Program Overview

Drake offers two areas of study in special education at the graduate level: a master's degree and an endorsement-only track. The programs' coursework prepare educators to teach in a challenging but rewarding field. Special education teachers work individually with students with disabilities to help them grow personally and academically.

Program Requirements

Master of Science in Special Education

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

Endorsements

Students have the option of receiving one of four endorsements while working toward their master's degree. Graduate students can also complete an endorsement-only program to obtain additional licensure.

- Consultant Endorsement
- Instructional Strategist I (K-8 or 5-12)
- Instructional Strategist II (K-12)
- Work Experience Coordinator

Instructional Strategist I - Elementary (K-8)

The Instructional Strategist I—Elementary MSE degree or endorsement will prepare pre-service or in-service teachers provide instruction to students with mild to moderate disabilities in grades K-8 instructional settings.

- M.S.E. hours = 34
- Endorsement hours = 25-30

Course

Credit Hours

SPED 220 - Introduction to Special Education	3
SPED 222 - Characteristics of Students with Mild/Moderate Disabilities	3
SPED 223 - Learning Environments and Differentiated Instruction	3
SPED 251 - Assessment, Diagnosis, and Evaluation	3
SPED 253 - Applied Behavior Analysis and Positive Behavior Support	3
EDUC 275 - Literacy Assessment and Instruction I	3
SPED 272 - Schools, Families, Communities, and Disabilities	3
SPED 275 - Career, Vocational, and Transitional Planning	1
<i>Choose one of the following</i>	
SPED 266 - Student Teaching in Special Education, Mild and Moderate Disabilities	4-8
SPED 227 - Practicum - Mild and Moderate Disabilities	3-5
*EDUC 201 - Education Research I	3
*SPED 278 - Consultation and Inservice	3
*SPED 291 - Professional Seminar	1

* Required only for M.S.E.

Instructional Strategist I - Secondary (5-12)

The Instructional Strategist I—Secondary MSE degree or endorsement will prepare pre-service or in-service teachers to provide instruction to students with mild to moderate disabilities in grades 5-12 instructional settings.

- M.S.E. hours = 36
- Endorsement hours = 27-32

Course	Credit Hours
SPED 220 - Introduction to Special Education	3
SPED 222 - Characteristics of Students with Mild/Moderate Disabilities	3
SPED 223 - Learning Environments and Differentiated Instruction	3
SPED 251 - Assessment, Diagnosis, and Evaluation	3
SPED 253 - Applied Behavior Analysis and Positive Behavior Support	3
EDUC 275 - Literacy Assessment and Instruction I	3
SPED 272 - Schools, Families, Communities, and Disabilities	3
SPED 275 - Career, Vocational, and Transitional Planning	1
SPED 276 - Coordination of Cooperative Occupational Programs	2
<i>Choose one of the following</i>	
SPED 268 - Student Teaching in Special Education, Mild and Moderate Disabilities	4-8
SPED 228 - Practicum - Mild and Moderate Disabilities	3-5
*EDUC 201 - Education Research I	3
*SPED 278 - Consultation and Inservice	3
*SPED 291 - Professional Seminar	1

*Required only with M.S.E.

Instructional Strategist II - K-12

The Instructional Strategist II M.S.E. degree or endorsement will prepare teachers provide instruction to students with behavior disorders and learning disabilities in K-12 instructional settings. Candidates for this endorsement must already hold a bachelor's degree in teaching with an endorsement in special education.

- M.S.E. hours = 39
- Endorsement hours = 30

Course	Credit Hours
SPED 220 - Introduction to Special Education	3
SPED 223 - Learning Environments and Differentiated Instruction	3
SPED 225 - Introduction to Behavioral Disorders and Learning Disabilities	3
SPED 226 - Evidence-Based Interventions for Students with Learning Disabilities and/or Behavioral Disorders	3
SPED 251 - Assessment, Diagnosis, and Evaluation	3
SPED 253 - Applied Behavior Analysis and Positive Behavior Support	3
EDUC 275 - Literacy Assessment and Instruction I	3
SPED 272 - Schools, Families, Communities, and Disabilities	3
SPED 275 - Career, Vocational, and Transitional Planning	1
SPED 276 - Coordination of Cooperative Occupational Programs	2
SPED 229 - Practicum in Behavioral Disorders and/or Learning Disabilities	3
*EDUC 201 - Education Research I	3
*SPED 278 - Consultation and Inservice	3
*SPED 291 - Professional Seminar	1

* Required only for M.S.E.

Consultant in Special Education

The Special Education Consultant endorsement prepares students as specialists for consultant roles at the district, regional or state level. This program is designed to help future special education consultants understand how to research best practices and to evaluate research-based interventions and procedures with high fidelity. Must have or be in pursuit of a M.S. in Special Education.

Course	Credit Hours
SPED 278 - Consultation and Inservice	3
SPED 221 - Supervision of Instruction for Students with Special Needs <i>EDL 278 is an approved substitute</i>	3
EDUC 276 - Principles of Program/Curriculum Development	3
Total Hours	9

Work Experience Coordinator

The Work Experience Coordinator endorsement program prepares individuals to collaborate with community resources and parents, to build assistance teams, and to provide support service to secondary school programs (5-12). This endorsement is appropriate for individuals who already hold a secondary special education endorsement, have or are in pursuit of a 5-12 special education endorsement, and who wish to work with older students having disabilities in areas of school to work transition.

Course	Credit Hours
SPED 274 - Career/Vocational Assessment	3
SPED 275 - Career and Vocational Planning	1
SPED 276 - Coordination of Cooperative Occupational Programs	2
Total Hours	6

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Master of Science in Education: Teacher Effectiveness and Professional Development (T.E.P.D.)

[Department web site](#)

Program Overview

Designed for current teachers who wish to remain in the classroom, learn new techniques to enhance their effectiveness as educators, and rise to the level of master teacher, the T.E.P.D. program emphasizes methods and pedagogy. In addition to core courses, the program allows teachers to gain additional expertise through an area of specialization or by completing the courses required for an endorsement.

Graduates of the T.E.P.D. program are able to:

- Explore models of effective teaching
- Utilize research
- Become an instructional leader
- Promote collaboration

- Design, develop and implement an instructional inquiry

Program Requirements

Core Courses

Course	Credit Hours
EDUC 201 - Education Research I	3
EDUC 214 - Contemporary Issues in Education	3
EDUC 216 - Methods of Instruction & Assessment	4
EDUC 218 - Action Research	2
EDUC 219 - Teacher Leadership	2
EDUC 280 - Electronic Toolbox for Educators	3
Total Hours	17

Specializations

Curriculum Leadership Concentration - elementary or secondary

Math Concentration - elementary or secondary

Urban Education Concentration - elementary or secondary

- The Urban Education Concentration is a strand within the Master of Science in Education in T.E.P.D. program.
- A notation of "Concentration: Social Justice in Urban Education" will appear on students official Drake University transcript upon completion of all M.S.E. degree requirements.

Course	Credit Hours
Required Courses	
EDUC 264 - Perspectives on Race, Ethnicity, and Gender	3
EDUC 283 - Social Context of Urban Schools	3
Elective Courses - <i>Choose three from the following</i>	
EDUC 277 - Urban Trends in Literacy	3
EDUC 284 - Applications for Teaching in Urban Schools	3
EDUC 286 - Youth, Culture, and Society	3
EDUC 287 - Urban Education and Immigration	3
Total Hours	15

Endorsements

See the Endorsement-Only Programs page of this catalog.

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
 - Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
 - Students entering the TEPD program should have a teaching license and/or have experience with classroom learning.
 - Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.
-

Master of Science in Leadership Development

[Department web site](#)

Program Overview

The Masters of Science in Leadership Development (MSLD) is a multidisciplinary program designed to serve the needs of:

- Emerging and aspiring leaders who wish to better understand their own leadership strengths areas of development or are interested in the development of leadership capacity within their organizations.
- Professionals interested in furthering their studies at the graduate level in human resource management, human resource development, and student service higher education administration.

Program Requirements

- 36 hours of coursework
- At least one emphasis
 - Higher Education
 - Human Resource Development (Training & Development)
 - Human Resource Management
 - Multidisciplinary

Course	Credit Hours
Core Courses	
MSLD 242 - Living, Learning, and Leading in the 21st Century	3
MSLD 243 - Moral Leadership	3
MSLD 244 - Leadership Development	3
MSLD 245 - Organizational Savvy and Communication	3
MSLD 246 - Business Acumen and Strategy	3
MSLD 247 - Global and Team Leadership	3
MSLD 248 - Organizational Development and Leading Change	3
MSLD 291 - Capstone Seminar	3

Higher Education Emphasis

MSLD 282 - Foundations of American Higher Education	3
MSLD 283 - The College Student	3
MSLD 284 - Seminar in Student Personnel Services	3
Elective	3

Human Resource Development (Training & Development) Emphasis

MSLD 262 - Human Resource Development	3
MSLD 263 - Performance Consulting	3
MSLD 264 - Designing and Delivering Learning	3
Elective	3

Human Resource Management Emphasis

MSLD 272 - Human Resource Management	3
MSLD 262 - Human Resource Development	3
MSLD 273 - Total Rewards, Staffing, and Performance Management	3
MSLD 274 - Employee Relations, Labor Relations, and Employment Law	3

Multidisciplinary Emphasis

Students who prefer a more customized and flexible program sequence may opt for the multidisciplinary emphasis. This emphasis includes four elective courses selected from other MSLD courses in HLM, HRD, or Higher education or approved courses from other Drake University graduate programs in business administration, public administration, communications, counseling, or education.

Total Hours **36**

Concentrations

Graduate concentration options are offered to students who hold an undergraduate degree and are interested in completing only a select number of courses in an area of interest. This is not a complete master's program.

Course	Credit Hours
Higher Education Concentration	
MSLD 282 - Foundations of Higher Education	3
MSLD 283 - The College Student	3
MSLD 284 - Seminar in Student Services	3
Electives - <i>Choose two courses from the following</i>	
MSLD 243 - Moral Leadership	
MSLD 245 - Organizational Savvy & Communications	3
MSLD 246 - Business Acumen and Strategy	3
MSLD 247 - Global & Team Leadership	3
MSLD 248 - Organizational Development and Leading Change	3
MSLD 298 - Special Topics	1-3
**COUN 220 - Career Counseling	3
**COUN 224 - Assessments	2
**COUN 225 - Human Development	3

Human Resource Development (Training & Development) Concentration	
MSLD 262 - Human Resource Development	3
MSLD 263 - Performance Consulting	3
MSLD 264 - Designing and Delivering Training	3
Electives - <i>Choose two from the following</i>	
MSLD 244 - Leadership Development	3
MSLD 245 - Organizational Savvy and Communication	3
MSLD 246 - Business Acumen and Strategy	3
MSLD 247 - Global & Team Leadership	3
MSLD 248 - Organizational Development and Leading Change	3
*MSLD 298 - Special Topics	1-3
Human Resource Management Concentration	
MSLD 272 - Human Resource Management	3
MSLD 262 - Human Resource Development	3
MSLD 273 - Total Rewards, Staffing, and Performance Management	3
MSLD 274 - Employee Relations, Labor Relations, and Employment Law	3
Electives - <i>Choose two from the following</i>	
MSLD 244 - Leadership Development	3
MSLD 245 - Organizational Savvy and Communication	3
MSLD 246 - Business Acumen and Strategy	3
MSLD 247 - Global & Team Leadership	3
MSLD 248 - Organizational Development and Leading Change	3
*MSLD 298 - Special Topics	1-3
Leadership Concentration	
MSLD 244 - Leadership Development	3
MSLD 245 - Organizational Savvy and Communication	3
MSLD 246 - Business Acumen and Strategy	3
MSLD 247 - Global & Team Leadership	3
MSLD 248 - Organizational Development and Leading Change	3

*With the approval of the faculty advisor

** With the approval of the Counseling faculty

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Master of Science in Counseling

Receive your master's degree in counseling from a part-time program that offers all the benefits of a full-time experience.

In Drake University's Master of Science in Counseling program, you'll interact with and learn from expert faculty who are committed to excellence in research and teaching and service to the profession. In addition to coursework and professional experiences, you can bolster your resume through participation in research projects overseen by Drake faculty, publication of research, or by attendance at state and national conferences.

The program is designed for working adults. Classes are held on Drake's campus on evenings and weekends, so you can continue to work full time while you complete your degree.

Program Options

The Master of Science in Counseling offers three specializations. All students complete a core set of classes. You will also select one or more of the specializations to complete, depending on your educational and career goals.

The three specializations are:

- [Clinical Mental Health Counseling](#)
- [Clinical Rehabilitation Counseling](#)
- [School Counseling](#)

Licensure and Certification

All Master of Science in Counseling specializations meet the licensing and certification requirements for Iowa:

- Clinical Mental Health Counseling: prepares students to seek licensure as a licensed mental health counselor in Iowa
- Clinical Rehabilitation Counseling: since the rehabilitation counseling program is nationally recognized, reciprocity is easy to achieve; courses ready students for national certification
- School Counseling: prepares students to become professional school counselors in Iowa's elementary or secondary schools

While many graduates remain in Iowa after graduation, graduates do seek employment in other states and countries. If you wish to practice mental health or school counseling outside of Iowa upon graduation, contact the American Counseling Association or the American School Counseling Association, respectively, to learn about academic requirements in a specific state of interest.

Accreditation

Master of Science in Counseling with a specialization in Clinical Mental Health Counseling or School Counseling are both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Master of Science in Counseling with a specialization in Clinical Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (CORE).

Master of Science in Counseling: Clinical Mental Health Counseling

[Department web site](#)

Program Overview

The Clinical Mental Health Counseling program prepares students to seek licensure as a licensed Mental Health Counselor in Iowa. It gives students the expertise needed to work in a variety of settings, including agencies, group practices, substance abuse treatment centers, hospitals, residential treatment centers, and employee assistance programs. The 60-credit hour program can be completed in as little as two and a half years.

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Requirements

Course	Credit Hours
Core Courses	
COUN 200 - Introduction to the Counseling Profession	3
COUN 201 - Counseling Research	3
COUN 215 - Theoretical Foundations of Individual and Family Counseling	3
COUN 220 - Career Development and Occupational Information	3
COUN 221 - Methods and Procedures of Counseling	3
COUN 224 - Assessment of Families and Individuals	3
COUN 225 - Human Development and Life Issues	3
COUN 228 - Psychopathology and Psychiatric Disorders	3
COUN 236 - Group Procedures	3
COUN 240 - Theoretical Foundations of Family Counseling	3
COUN 245 - Counseling Diverse Populations	3
COUN 260 - Counseling Practicum	3

COUN 270 - Advanced Practicum	3
Clinical Mental Health Specialization Courses	
COUN 291 - Mental Health Counseling Internship	1-9
COUN 298 - Ethics in Counseling	1-3
Electives	12

Admission

- Applications for this program are accepted for fall and spring start terms, with the following deadlines. All materials must be postmarked by the identified dates:
 - Spring start-term: September 1
 - Fall start-term: February 15
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific essay requirements. *This essay replaces the general admission essay required for other programs.*

The paper should be a 5-page, double spaced statement of interest in the counseling profession. It should include the following information:

- Educational and professional background
- Career aspirations with a counseling degree
- Experience working with people who are different from you
- Personal characteristics that will allow you to be a successful graduate student

Master of Science in Counseling: Clinical Rehabilitation Counseling

[Department web site](#)

Program Overview

The clinical rehabilitation counseling specialization prepares students to work in state organizations, hospitals, rehabilitation agencies, and private practices, as well as in insurance rehabilitation, for advocacy groups, or as a consultant.

Drake University's clinical rehabilitation counseling program is accredited by the Council on Rehabilitation Education (CORE), so students will be eligible to take the Certified Rehabilitation Counselor exam—which leads to certification in every state—during their last semester of coursework.

Program Requirements

The 60-credit hour rehabilitation program emphasizes field-based experiences, with six courses devoted to hands-on learning. The program can be completed in two and a half years.

Course	Credit Hours
Core Courses	
COUN 200 - Introduction to the Counseling Profession	3
COUN 201 - Counseling Research	3
COUN 215 - Theoretical Foundations of Individual and Family Counseling	3
COUN 220 - Career Development and Occupational Information	3
COUN 221 - Methods and Procedures of Counseling	3
COUN 224 - Assessment of Families and Individuals	3
COUN 225 - Human Development and Life Issues	3
COUN 228 - Psychopathology and Psychiatric Disorders	3
COUN 236 - Group Procedures	3
COUN 240 - Theoretical Foundations of Family Counseling	3
COUN 245 - Counseling Diverse Populations	3
COUN 260 - Counseling Practicum	3
COUN 270 - Advanced Practicum	3
Clinical Rehabilitation Specialization Courses	
COUN 210 - Disability Policy	3
COUN 233 - Human Resource Field Work	3
COUN 246 - Medical Aspects	3
COUN 265 - Advanced Placement	3
COUN 292 - Rehabilitation Counseling Internship	1-6
Electives	3

Admission

- Applications for this program are accepted for fall and spring start terms, with the following deadlines. All materials must be postmarked by the identified dates:
 - Spring start-term: September 1
 - Fall start-term: February 15
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific essay requirements. *This essay replaces the general admission essay required for other programs.*

The paper should be a 5-page, double spaced statement of interest in the counseling profession. It should include the following information:

- Educational and professional background
- Career aspirations with a counseling degree
- Experience working with people who are different from you
- Personal characteristics that will allow you to be a successful graduate student

Master of Science in Counseling: School Counseling

[Department web site](#)

Program Overview

The School Counseling program leads to licensure as a school counselor in Iowa and prepares students for jobs in both elementary and secondary education.

The Master of Science in Counseling School Counseling specialization offers three options for completion:

- Teachers who are licensed in Iowa complete a 48-credit hour master's degree to receive both elementary and secondary licensure.
- A 48-credit hour option is available to licensed Iowa teachers who wish to receive only secondary or only elementary licensure.
- Students who do not hold a teaching license can receive the degree with six additional credit hours of coursework.

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Requirements

Course	Credit Hours
Core Courses	
COUN 200 - Introduction to the Counseling Profession	3
COUN 201 - Counseling Research	3
COUN 215 - Theoretical Foundations of Individual and Family Counseling	3
COUN 220 - Career Development and Occupational Information	3
COUN 221 - Methods and Procedures of Counseling	3
COUN 224 - Assessment of Families and Individuals	3
COUN 225 - Human Development and Life Issues	3

COUN 228 - Psychopathology and Psychiatric Disorders	3
COUN 236 - Group Procedures	3
COUN 240 - Theoretical Foundations of Family Counseling	3
COUN 245 - Counseling Diverse Populations	3
COUN 260 - Counseling Practicum	3
COUN 270 - Advanced Practicum	3
Clinical Rehabilitation Specialization Courses	
COUN 243 - Comprehensive School Counseling Program	3
COUN 290 - School Counseling Internship	1-6
*COUN 295 - Classroom Management & Teaching	3
*SPED 220 - Introduction to Special Education	3

Admission

- Applications for this program are accepted for fall and spring start terms, with the following deadlines. All materials must be postmarked by the identified dates:
 - Spring start-term: September 1
 - Fall start-term: February 15
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific essay requirements. *This essay replaces the general admission essay required for other programs.*

The paper should be a 5-page, double spaced statement of interest in the counseling profession. It should include the following information:

- Educational and professional background
- Career aspirations with a counseling degree
- Experience working with people who are different from you
- Personal characteristics that will allow you to be a successful graduate student

Master of Science in Rehabilitation Administration

[Department web site](#)

Program Overview

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

Program Requirements

Course	Credit Hours
COUN 200 - Introduction to the Counseling Profession	3
COUN 201 - Educational Research in Counseling	3
COUN 210 - Disability Policy and the A.D.A.	3
COUN 220 - Career Development and Occupational Information	3
COUN 232 - Administration Fieldwork	3
COUN 233 - Human Resources Fieldwork	3
COUN 237 - Program Evaluation	3
COUN 245 - Theoretical Foundations of Individual and Family Diversity	3
COUN 246 - Medical and Vocational Aspects of Disability	3
COUN 263 - Rehabilitation Administration	3
COUN 273 - Professional Issues	3
COUN 292 - Internship	1-6
EDL 293 - Strategic Planning	3
COUN Elective	
Total Hours	42

Admission

- Applications for this program are accepted for fall and spring start terms, with the following deadlines. All materials must be postmarked by the identified dates:
 - Spring start-term: September 1
 - Fall start-term: March 1
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Program Admission Requirements

This program has indicated specific essay requirements. *This essay replaces the general admission essay required for other programs.*

The paper should be a 5-page, double spaced statement of interest in the counseling profession. It should include the following information:

- Educational and professional background
- Career aspirations with a counseling degree
- Experience working with people who are different from you

- Personal characteristics that will allow you to be a successful graduate student

Master of Science in Rehabilitation Placement

[Department web site](#)

Program Overview

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

Program Requirements

Course	Credit Hours
COUN 200 - Introduction to the Counseling Profession	3
COUN 201 - Educational Research in Counseling	3
COUN 210 - Disability Policy and the A.D.A.	3
COUN 215 - Theoretical Foundations of Individual and Family Counseling	3
COUN 220 - Career Development and Occupational Information	3
COUN 224 - Assessment of Individuals and Families	3
COUN 228 - Psychopathology and Psychiatric Disorders	3
COUN 233 - Human Resources Fieldwork	3
COUN 245 - Theoretical Foundations of Individual and Family Diversity	3
COUN 246 - Medical and Vocational Aspects of Disability	3
COUN 260 - Counseling Practicum	3
COUN 265 - Advanced Placement	3
COUN 270 - Advanced Practicum	3
COUN 292 - Internship	1-6
EDL 293 - Strategic Planning	3
COUN Elective	
Total Hours	42

Admission

- Applications for this program are accepted for fall and spring start terms, with the following deadlines. All materials must be postmarked by the identified dates:
 - Spring start-term: September 1
 - Fall start-term: March 1
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Program Admission Requirements

This program has indicated specific essay requirements. *This essay replaces the general admission essay required for other programs.*

The paper should be a 5-page, double spaced statement of interest in the counseling profession. It should include the following information:

- Educational and professional background
 - Career aspirations with a counseling degree
 - Experience working with people who are different from you
 - Personal characteristics that will allow you to be a successful graduate student
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Specialist in Education

[Department web site](#)

The Specialist in Education program is ideal for individuals who have completed a master's degree and are pursuing principal/superintendent licensure or educational advancement. Individuals enrolled in this program include professionals within education, business, and law.

The Specialist in Education program includes three licensure and content-based emphases:

[Specialist in Education with Superintendent Licensure](#)

[Specialist in Education with Principal Licensure](#)

[Specialist in Education with Content-Based Emphasis](#)

- Leadership Development
 - Literacy Education
 - Teacher Effectiveness and Professional Development
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Ed.D.: Doctor of Education in Leadership

[Department web site](#)

Program Overview

Designed for the experienced and practicing professional, the Doctor of Education in Leadership program offers opportunities for individuals in education, government, business, healthcare, human services and other fields.

Courses within the program emphasize the practical study of leadership, theory, ethics, technology and organizations, program evaluation and research methodologies. Drake's program is adaptable to a number of leadership-level careers and provides flexibility within its courses for you to pursue your professional or personal interests.

Developed for working professionals, courses are held in a weekend format on Drake's campus, so you can continue to work full time. The cohort program can be completed in as little as three years (two years of coursework, with one year or more to complete a dissertation).

Program Requirements

- Completion of a minimum of 42-credits (to include required courses and dissertation studies) maintaining a GPA of 3.5 or higher.
- Continual enrollment in 6-credit hours (two courses) during the fall, spring and summer semesters of the program's first two years and the fall semester of the third year (these are dissertation credit hours).
- Satisfactory performance on the comprehensive exam typically given at the end of coursework but prior to the start of the dissertation project.
- Upon completion of coursework and 9-credits of dissertation hours, maintaining an enrollment of 1-credit of dissertation hours until the dissertation is completed and successfully defended.
- Completion of doctoral studies, including dissertation, within 10 years of admission.
- Abiding by all policies and procedures as outlined in the Drake University School of Education Doctoral Program Handbook.

Course	Credit Hours
<i>First Year</i>	
Fall Semester	
DOC 301 - Doctoral Seminar	1
DOC 350 - Advanced Foundations	3
Spring Semester	
DOC 306 - Qualitative Research Methods	3
DOC 345 - Advanced Leadership	3
Summer Semester	
DOC 396 - Advanced Qualitative Research Methods	3
DOC 302 - Doctoral Seminar	3
<i>Second Year</i>	
Fall Semester	
DOC 360 - Technology and Organizational Leadership	3
DOC 305 - Quantitative Research Methods	3
Spring Semester	
DOC 370 - Program Evaluation and Assessment	3
DOC 395 - Advanced Quantitative Research Methods	3
<i>Comprehensive Exams</i>	
Summer Semester	
DOC 390 - Dissertation Seminar	3

*DOC 399 - Dissertation 3

Third Year

Fall Semester

*DOC 399 - Dissertation 6

Spring Semester

*DOC 399 - Dissertation 1

Total Hours 42

*DOC 399 - Course credit is not earned until the dissertation is completed and successfully defended.

Admission

All courses in the Doctor of Education Leadership program are taken as a cohort, with coursework starting during the fall semester. Cohorts begin each fall with review of applications will beginning January 15th of each year. Applications will be reviewed until the cohort has been filled. New admission decisions will be announced by the middle of March each year. After the January 15 preferred deadline, please contact the Coordinator of Graduate Admissions at soegradadmission@drake.edu to determine availability.

To complete the application process, submit the following:

- Online Graduate Education Application and Electronic Supporting Documents
 - [Application](#)
 - Electronic copy of **professional resume/curriculum vitae**
 - Electronic copy of a **personal statement** requesting admission, including reasons for pursuing the doctoral degree, an overview of professional background and goals and a discussion of professional philosophy. Suggested word limit is approximately 500 words.
 - Electronic copy of **evidence of significant scholarly accomplishment**, either a completed master's thesis or other written product that demonstrates ability to write clearly and coherently and to develop a thesis or idea with supporting literature citations.
 - **Reference Contacts** (additional information provided within online application)
- Official transcripts from **all** previously attended colleges or universities
 - Evidence of 36-graduate credits to include a completed master's degree from an accredited institution and official transcripts for all post-secondary education. It is recommended that applicants have a graduate grade point average of 3.5 or better on a 4.0 scale. Transcripts and other supporting materials are not returned to the applicant and become the property of Drake University.
- Official report of the Graduate Record Exam (GRE) test scores or the Miller's Analogies Test (MAT). The Drake Writing Competency Exam is not an acceptable testing option for this program.
 - [Graduate Record Exam \(GRE\)](#)
 - [Miller Analogies Test \(MAT\)](#)

Online application materials will automatically be forwarded to the School of Education. Please mail **transcripts** and **test scores** to:

Coordinator of Graduate Admission
Drake University School of Education
3206 University Avenue
Des Moines, Iowa 50311-4505

School of Journalism and Mass Communication

Master of Communication Leadership

[Department web page](#)

Program Overview

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

Program Requirements

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

Course	Credit Hours
Journalism and Mass Communication (MCL) Required Courses	
MCL 201 - Communication Leadership Strategies	3
MCL 202 - Communications Social Responsibility	3
MCL 203 - Applied Communication Theory and Research	3
MCL 204 - Innovation and Change in Contemporary Communication	3
MCL 205 - Financial Literacy for Communication Leaders	1.5
MCL 206 - Emerging Media Strategies	1.5
MCL 207 - Communication Leadership Capstone - <i>Students also can apply to write a thesis.</i>	3
Additional Courses in Journalism and Mass Communication	
MCL 299 - Special Topics - <i>A mix of courses offered on a revolving schedule, on topics such as Women and Leadership; Translating Leadership Into the Written Word; Crisis Communication; Organizational Management; The Mentor Gap; Reinvention Strategies; Employee Communications; Leading Diverse Populations; Creativity Seminar; Small Group Dynamics; Leading Technological Change; Preparing Written Reports and Oral Presentations.</i>	1.5
College of Business and Public Administration (CBPA) Required Courses	
MBA 240 - Values and Ethics in Decision-Making	3
<i>Choose one of the following. Students also can take both courses as part of their electives in CBPA.</i>	
MBA 254 - Leadership and Human Capital Development	3
PADM 221 - Organizational Process and Administrative Systems	3

Recommended Courses from the College of Business and Public Administration

BUS 212 - Executive Leadership	3
BUS 298 - Creativity in Business	3
MBA 242 - Evaluating Organizational Performance	3
MBA 251 - Creating Customer Value	3
MPA 215 - Changing Environment and Management of Public and Nonprofit Organizations	3
MGMT 286 - Project Management	3
MKTG 275 - Sales Management	3
MKTG 291 - Services Marketing	3
PADM 282 - Comparative Management in a Global Environment	3
<i>Other CBPA courses with advisor approval</i>	

Optional Workshop (No credit hours and not required for degree program)

BUS 205 - Dardis Communications' Leadership Essentials Workshop - Dardis Communications is a recognized leader in providing individuals with the communication skills needed to lead, influence, and inform others. Their highly interactive workshops involve one-on-one coaching in the core competencies of presentation skills, selling skills, and professional image in a results-oriented atmosphere. These concrete skills offer a competitive edge by providing you with the skills to consistently lead, influence and inform others. The workshop meets over two days, Friday 1-8 p.m. and Saturday 8 a.m. to 4 p.m.	0
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Admission

Students must have a minimum of five years of professional experience or a waiver of this requirement from the School of Journalism and Mass Communication Graduate Committee.

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

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

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

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

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 and Occupational Therapy Doctorate programs follow a modified course numbering system.

Continue to [Course Descriptions](#).

Continue to [Schedule of Classes](#).