

# Graduate and Professional Studies General Catalog

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# General Information

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The information in this catalog does not constitute a contract between the University and the student. The University reserves the right to make changes in curricula, admission policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice.

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

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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. 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 January, 2015, Drake University announced that Dr. Earl F. "Marty" Martin would succeed President Maxwell that summer. Dr. Martin most recently served as the executive vice president of Gonzaga University. Among the many initiatives through which Dr. Martin will lead the University is STEM@DRAKE, a multi-million dollar project involving the creation of several new programs and facility upgrades, kicked off by the renovation of Harvey-Ingham Hall in the summer of 2015, followed by two new buildings that will house the School of Education and the Mathematics and Computer Science Department.

Drake consistently ranks among the top universities in academic reputation among more than 140 Midwest master's universities ranked by *U.S. News and World Report* magazine. The magazine also rates Drake as one of today's best values in higher education, as does Peterson's Guide to Competitive Colleges and Barron's 300 Best Buys in College Education.

Approximately 5,300 students are enrolled in the six colleges and schools of the University: the Colleges of Arts and Sciences (including Fine Arts), Business and Public Administration, Pharmacy and Health Sciences; the Schools of Education, Journalism and Mass Communication, and Law.

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## 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.

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# Calendar

Except for the Law School, which follows its own calendar structure, Drake University's academic year is comprised of a summer term, a 15-week (excluding final evaluations) fall semester, a three-week January term, and a 15-week (excluding final evaluations) spring semester.

Official Academic Calendar for 2016-2017:

## Summer 2016

- May 16 (Mon.)  
**Summer term begins**
- May 30 (Mon.)  
**Memorial Day (classes do not meet)**
- Jul 4 (Mon.)  
**Independence Day (classes do not meet)**
- Aug 21 (Sun.)  
**Summer term ends**

## Fall 2016 (Non Law School)

- Aug. 29 (Mon.)  
**Fall term begins**
- Sept. 2 (Fri.)  
**Last day to add a class**
- Sept. 5 (Mon.)  
**Labor Day (classes do not meet)**
- Sept. 12 (Mon.)  
**Last day to drop a class without a “W”**
- Sept. 23-25 (Fri.-Sun.)  
**Parent/Family Weekend**
- Sept. 23-25 (Fri.-Sun.)  
**Homecoming Weekend**
- Oct. 12 (Wed.)  
**Mandatory fire drill**
- Oct. 17-18 (Mon.-Tues.)  
**Fall break**
- Oct. 19 (Wed.)  
**Midpoint of semester**
- Oct. 26 (Wed.)  
**Last day to drop a Fall 2016 class without extenuating circumstances**
- Nov. 22 (Tues.)  
**Thanksgiving recess begins after evening classes**
- Nov. 28 (Mon.)  
**Classes resume**
- Dec. 9 (Fri.)  
**Day free for study**
- Dec. 12-16 (Mon.-Fri.)  
**Final evaluation period**



- Dec. 16 (Fri.)  
**Fall term ends**
- Dec. 17 (Sat.)  
**Commencement**

## J-Term 2017

- Jan. 3 (Tue.)  
**Beginning of J-term**
- Jan. 16 (Mon.)  
**Martin Luther King, Jr. Day (classes do not meet)**
- Jan. 20 (Fri.)  
**End of J-term**

## Spring 2017 (Non Law School)

- Jan. 23 (Mon.)  
**Spring term begins**
- Jan. 27 (Fri.)  
**Last day to add a class**
- Feb. 3 (Fri.)  
**Last day to drop a class without a “W”**
- Mar. 10 (Fri.)  
**Midpoint of semester**
- Mar. 13-17 (Mon.-Fri.)  
**Spring break**
- TBD (Fri.)  
**Last day to drop a Spring 2017 class without extenuating circumstances**
- Apr. 27-29 (Thurs. - Sat.)  
**Drake Relays**
- Apr. 28 (Fri.)  
**Undergraduate classes dismissed at 1:50pm**
- May 5 (Fri.)  
**Day free for study**
- May 8-12 (Mon.-Fri.)  
**Final evaluation period**
- May 12 (Fri.)  
**Spring term ends**
- May 13 (Sat.)  
**Commencement**

This is the official Academic Calendar for Drake University. It is updated and maintained by the [Office of Student Records](#).

# Tuition and Fees

Official tuition and fees are set by the [Office of Finance and Administration](#) 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.

## 2016-2017 Tuition and Fees

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# Student Services Center

The Drake Student Services Center is designed to provide assistance with common campus needs, including:

- Drake ID card printing and card access troubleshooting
- Bulldog Bucks deposits (also available on blueView, My Drake Account tab)
- Parking permit registration (also available on blueView, My Drake Account tab)
- Parking ticket payments
- Meal plan management (sign up, change, or cancel your meal plan)
- Student payroll/accounting check distribution
- International Student ID Card printing (ISIC)

If you have questions or need any additional information about these services, visit [Student Services Center web site](#) or contact them at [studentservices@drake.edu](mailto:studentservices@drake.edu). You can also visit the office in lower level Carnegie Hall (east ramp entrance) or call at 515-271-2000.

[Student Services Center web site](#)

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## Cowles Library

[Cowles Library](#) is the main library of Drake University. The Library provides extensive print and electronic resources used in class assignments and research. Faculty librarians and Library staff work with researchers and students at every stage of the research process and provide instruction in cutting-edge research methods. Librarians teach several First Year Experience and J-Term classes and also offer specialized courses which focus on effective research, information literacy and critical thinking skills.

Cowles Library is the largest private college academic library in Iowa. Print resources include more than half a million books, government documents and scholarly journals. A rapidly growing e-book collection of more than 400,000 volumes is available. The Library provides an extensive collection of online resources including more than 250 electronic databases, covering the entire range of subjects and academic disciplines at Drake. The high quality and broad scope of the Library's electronic resources is a distinguishing feature of the Drake learning experience. Cowles was the first library in Iowa to offer an online service (called SuperSearch) that accesses multiple databases in a single search. The Library provides access to Web of Science and other resources that are generally accessible only to major research universities.

The Library provides interlibrary loan services to Drake students (without charge) that link Drake to a global network of libraries. Cowles Library is a member of the resource sharing Central Iowa Academic Library Cooperative, and a founding member of the Central Iowa Collaborative Collections Initiative (CI-CCI) which provides enhanced sharing of collections among six academic libraries. These relationships allow students to rapidly obtain resources they need not found in the core Library collection.

Students can obtain assistance in person, online or even by text message through our popular "[Ask a Librarian](#)" service. The Library supports mobile device access and off-campus access for our electronic databases, e-books, and interlibrary loan. Students can also get full access to the New York Times using their Drake credentials. Subject and class-specific research guides, compiled by Librarians and Drake faculty, are found in the [Research Guides](#).

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 50 Mac and Windows computers. The Speaking Studio, built in 2014, allows students to practice and record presentations and speeches. The Library collaborates with other departments to provide direct academic support through the [Writing Workshop](#), the [Speaking Center](#), and with [Academic Achievement](#) to support tutoring in courses such as Biology, Chemistry, Organic Chemistry and Psychology, as well as assistance with time management and study skills.

Many campus groups and organizations meet in the Library and a wide variety of cultural events and speakers are supported throughout the academic year.

University Archives and Special Collections provides the opportunity for students and researchers to engage in primary research in topics related to government, law, politics, and allied cultural concerns through several notable collections including the [Political Papers Collection](#) and the new Iowa Caucus Collection. This unit also provides internships and student work experiences related to museum and archival practice and the opportunity to work on digitization and digital projects.

[Cowles Library web site](#)

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## Information Technology Services

Information Technology Services (ITS) supports the innovative use of technology to enhance the Drake experience for faculty, students and staff. ITS

- Is a center of excellence for technology and connectivity to all constituents on campus, from students and faculty to staff and leadership.
- Serves as a campus partner for technology solutions that promote innovative, accessible education.
- Strives for the strategic, seamless advancement of a digitally integrated campus.
- Takes pride in bringing our clients prompt, courteous, expert service from first contact to solution to ongoing support.
- Works from different locations but functions as a collaborative, unified team.

### Drake Support Center

The [Support Center](#) provides assistance with passwords, general technology questions, solving software, computer and network related problems. The Support Center can be reached at 515-271-3001 and is located in the lower level of Carnegie Hall (directly West of Old Main).

### Knowledge Base

The [Knolwedge Base](#) is a repository of instructional how-to guides for basic ITS services and applications.

[Information Technology Services web site](#)

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## Academic Achievement

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

[Academic Achievement web site](#)

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## **Professional and Career Development Services**

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

### **Career Exploration**

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

### **Internship and Career Fairs**

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

### **Job Search Strategies**

P.C.D.S. will provide the following services to you at any point in your academic career:

#### *Networking*

[Career bluePrint](#) (Drake's online job posting board)

*Internship and Shadowing Experience*

*Resume/Cover Letter Development*

*Mock Interviews*

*Portfolio Development*

### **Graduate/Professional School**

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

[Professional and Career Development Services web site](#)

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## Student Disability Services

Student Disability Services assists students with disabilities in identifying and requesting necessary accommodations. Staff members work with students with all types of disabilities, including but not limited to learning disabilities; attention deficit disorder; mobility restrictions; mental health; visual, hearing, physical and psychological disabilities. Disability services include assessment of learning and support needs; classroom and test accommodation assistance; campus accessibility consultation; and support for faculty and staff.

[Student Disability Services web site](#)

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## 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](http://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](http://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)

Prospective military students have multiple web-based tools to help make decisions regarding higher education institution selection:

1. [College Scorecard](#) - A planning tool and resource to assist prospective students and their families as they evaluate options in selecting a school
2. [College Navigator](#) - A consumer tool that provides school information to include tuition and fees, retention and graduation rates, use of financial aid, student loan default rates and features a cost calculator and school comparison tool
3. [Paying for College](#) - A web page that prospective students can use to enter the names of up to three school and receive detailed financial information on each one and to enter actual financial aid award information

[Veterans' Benefits web site](#)

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# General Academic Regulations

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## 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").

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.

## Grade Point Average

Grade points are earned on the following basis:

| <b>Grade</b> | <b>Point Value</b> |
|--------------|--------------------|
| A+           | 4.00               |
| A            | 4.00               |
| A-           | 3.70               |
| B+           | 3.30               |
| B            | 3.00               |
| B-           | 2.70               |
| C+           | 2.30               |
| C            | 2.00               |
| C-           | 1.70               |
| D+           | 1.30               |
| D            | 1.00               |
| D-           | 1.00               |
| F            | 0.00               |

Other marks not included in grade point calculation:

| <b>Grade</b> | <b>Description</b>                            |
|--------------|---|
| CR           | Credit given under Credit/No Credit provision |
| NC           | No credit under Credit/No Credit provision    |
| W            | Official withdrawal from course               |
| XX           | Repeated course                               |
| I            | Incomplete                                    |
| IP           | Course in progress                            |
| AU           | Audit   |
| NR           | No grade recorded                             |

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”.

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



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

The G.P.A. is determined by dividing the number of grade points earned by the number of credit hours attempted. Grades of "F" are computed in the G.P.A., but no credit toward graduation is earned. G.P.A. calculations are rounded to the nearest hundredth.

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

## **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**

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.

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 meet the following conditions:

1. Are 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. Are at least "B" grade, and
3. Are 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. 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/fpc/ferpa/index.html>.



# 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 have met the requirements of graduation by the College office, the Office of Student Records will post the degree to the student's record 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.

In some cases during any given semester or summer session where a graduate student demonstrates an immediate need, he or she must give early notice to the college/school and the appropriate department of intent to graduate early. If the student is certified to have met all graduation requirements, this is reported to the Office of Student Records, and the degree is conferred effective the 15th day of following month. Doctor of Pharmacy students cannot graduate prior to the established graduation date in May.

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

## 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>.

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*2016-2017 Drake University Graduate and Professional Programs Catalog*

# Continuing Education and Professional Development

Continuing Education and Professional Development, located in the School of Education, offers K-12 educators the opportunity to earn Drake University graduate credit through online, video correspondence, and face-to-face courses. Students may use these courses for recertification, salary advancement, or as electives in graduate degree programs (with advisor approval).

See each specific program page to learn more about credit and how it may be applied toward your educational goals.

## Programs and Partners

- [Distance Learning Course Offerings](#)
- [Coaching and P.E. Courses](#)
- [Iowa Area Education Agency Courses](#)
- [Off-Campus Degree and On-Line Endorsement Programs](#)

## Accreditation

Drake University has been on the approved list of the North Central Association of Colleges and Schools since that association was established in 1913. Since reorganization of the Association in 2000, Drake University is accredited by the Higher Learning Commission and a member of the North Central Association (312-263-0456, [www.ncahlc.org](http://www.ncahlc.org)).

## Contact Information

Drake University School of Education  
Continuing Education & Professional Development  
3206 University Ave.  
Des Moines, Iowa 50311-4505

You may call the Drake Continuing Education & Professional Development Office Monday-Friday, 9:00 to 5:00 (CST), at:  
1-800-76-TEACH.

# Programs

## Degree Programs

- [Master of Accounting](#)
- [Master of Business Administration](#)
- [Master of Financial Management](#)
- [Master of Public Administration](#)

## Certificate Programs

- [Financial Asset Analysis](#)
- [Financial Decision Making](#)
- [Health Administration & Policy](#)
- [International Business](#)
- [Nonprofit Leadership](#)
- [Public Policy](#)
- [Risk Management & Insurance](#)
- [Taxation](#)

[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.

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## 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.).

The application process for each program is available on their respective program pages.

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## [Policies](#)

- Graduate Grade Point Average
- Time Limits
- Academic Integrity
- Grievance Policy and Procedure

# 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.

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## 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.

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## Academic Integrity Policy

### Violations

A violation of academic integrity involves any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. It includes, but is not limited to, the following:

- Plagiarism - the misrepresentation, either by intent or negligence, of another's ideas, phrases, discourse, or works as one's own.
- Cheating - the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting academic requirements, including examinations.
- Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise.

### Policy

This policy applies to all courses offered in the CBPA, regardless of the status of the student involved and the college/school of the student.

If it is determined by an instructor that a student has violated academic integrity, it is the prerogative of the instructor to assign a penalty. Possible penalties are a reprimand, a grade reduction (including the possibility of a failing grade), and dismissal from the course with a failing grade. The penalty for violating academic integrity will vary from incident to incident depending upon the scope and magnitude of the offense and the circumstances in which it occurred; upon the prior record of the student being penalized; and upon evidence suggesting the existence or absence of a pattern of violations in the academic performance of the student committing the offense.

If a penalty for the violation of academic integrity is imposed by the instructor, the incident must be reported immediately in writing to the Dean of the College of Business and Public Administration. The report must, at a minimum, state the nature of the misconduct and the penalty assigned. The Dean's copy will be kept in a file devoted

exclusively to reports of this kind. This file will be accessible only to individuals who have a need to know its contents. If the student is not enrolled in the College of Business and Public Administration, the Dean will report the incident for information purposes to the Dean of the college/school in which the student is enrolled.

Upon receipt of a report, either from a CBPA instructor or concerning a CBPA student taking a course in another college/school, the Dean may concur with the action taken by the instructor or impose or recommend further disciplinary action. Further action may include probation, suspension, or dismissal from the University. If the student is a CBPA student, the Dean may impose further disciplinary action. If the student is not a CBPA student, the Dean may recommend further disciplinary action to the student's college/school. Within 14 calendar days of the receipt of the report from the instructor, the Dean will notify the student in writing regarding his/her concurrence with the penalty imposed by the instructor or the imposition/recommendation of any additional penalty. Any additional disciplinary action imposed by the Dean or recommended by the Dean to another college/school also will be reported to the Provost.

If the student wishes to appeal the instructor's determination of a violation of academic integrity and/or the penalty imposed by the instructor or if the student wishes to appeal any additional penalty imposed by the Dean, the grievance procedure provided in section 9.0 of this document will be followed beginning with Step Three in the process. If after appeal, it is determined that there is insufficient evidence of a violation of academic integrity, the instructor is bound by that finding and may only evaluate the assignment as to its content or other time-honored bases of academic evaluation.

### **Academic Integrity Policy Committee**

The Committee will:

1. Review policies for dealing with violations of academic integrity
2. Implement policies for dealing with violations of academic integrity
3. Serve as the final review panel in the grievance procedure explained in the Grievance Procedure below

The Committee will be composed of three tenured faculty members and two students. The faculty members will be elected at large by the participating faculty members of the College in the spring of the preceding year. Each faculty member will serve a two-year term, and the terms will be staggered for continuity. A chair will be elected from among the three faculty members, with only the faculty members voting. One student will be an undergraduate student and one will be a graduate student. The Dean will select the students at the beginning of the fall semester after consultation with the Student Advisory Board (for the undergraduate student) and the Assistant Dean of Graduate and Professional Programs (for the graduate student). Student members will serve one-year terms with the option of continuing service for a second year.

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## **Grievance Procedure**

### **Grievance Defined**

A grievance is a circumstance thought to be unjust with a basis for complaint. A grievance may be brought by any undergraduate or graduate student who believes that a faculty member or administrator of the College of Business and Public Administration has

- unlawfully discriminated against the student on the basis of sex, race, color, religion, creed, national or ethnic origin, age, disability, veteran or veteran disability status, or sexual orientation.
- assigned an academic evaluation of the student that required a different standard of performance of the student than that required of other students in the class.

- unfairly determined that a student violated academic integrity and/or imposed an unfair penalty for the violation of academic integrity per section 8.0 of the CBPA Faculty Handbook.

## **Steps of the Grievance Process**

### **Step One**

The student must contact the faculty member or administrator by February 1 or September 15, if the circumstance initiating the grievance occurred in the fall semester and spring or summer semesters respectively, to attempt to work out a satisfactory solution. The faculty member or administrator will endeavor to meet with the student within 14 days of notification if possible, certainly in no more than 30 days from the date of notification. If the parties cannot agree on a solution, the faculty member or administrator will confirm the lack of resolution with the student by email. The student may then progress to Step Two of the Grievance Process.

### **Step Two**

The student must consult with the Department Chair of the faculty member involved or the supervisor of the administrator involved within 14 calendar days after notification of a lack of resolution with the faculty member or administrator in Step One. If the department chair is the faculty member involved in the circumstance, then one of the other department chairs will be designated by the Associate Dean of Academic Affairs to complete this step. The Department Chair/supervisor will investigate the circumstance and seek to resolve the issues arising from the circumstance with the student and the faculty member/administrator. The Chair/supervisor will endeavor to resolve the grievance within 14 days of notification if possible, certainly in no more than 30 days from the date of notification. If the parties cannot agree on a solution, the Department Chair/Supervisor will confirm the lack of resolution with the student by email. The student may then progress to Step Three of the Grievance Procedure.

### **Step Three**

No later than 14 calendar days after the notification of a lack of resolution from the Department Chair/supervisor in Step Two, the student must file a formal, written complaint stating specifically in what way the student has been wronged, indicating supporting evidence, and explaining the corrective action desired by the student. Undergraduate students will file their written complaint with the Associate Dean for Academic Affairs of the College of Business and Public Administration. Graduate students will file their complaint with the Assistant Dean of Graduate and Professional Programs of the College of Business and Public Administration. Receipt of the complaint will be acknowledged in writing. The Associate Dean/Director will then convene an Appeals Panel from the membership of the Academic Integrity Policy Committee within 14 calendar days. If either of these two individuals is the faculty member/administrator involved in the circumstance, the Dean of the College of Business and Public Administration will complete this step.

### **Step Four**

The Appeals Panel will consist of two faculty members and one student from the Academic Integrity Policy Committee (see Academic Integrity Policy Committee section above). The student member should be of the same status (undergraduate or graduate) as the student bringing the appeal. The Appeals Panel will conduct whatever investigation it deems necessary and determine a date for a hearing. The chair of the Appeals Panel will notify the student of the date of the hearing. The hearing will follow the guidelines set forth in the CBPA Faculty Handbook. The Panel will make a written recommendation to the Dean regarding the disposition of the complaint. The Dean will review the recommendations of the Appeals Panel and provide a written conclusion to the student and the faculty member/administrator. This ends the grievance procedure within the College of Business and Public Administration. Any further appeal must be taken to the Provost of the University.

## **Notice of Grievance Process**

Notice of this grievance process will be available to the public through the CBPA web site. Faculty members will be encouraged to reference the web address in their syllabi.

# 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   | Credits  |
|--|----------|
| 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 32 |



|  |          |
|--|----------|
|  | 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"> <li>Other requirements <ul style="list-style-type: none"> <li>BUS 205 - Leadership Essentials <ul style="list-style-type: none"> <li>Non-credit workshop</li> <li>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.</li> </ul> </li> <li>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"> <li>G.P.A.: Maintain a 3.0 or higher.</li> <li>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.</li> <li>9 hours of graduate work may be transferred in from an AACSB-accredited university.</li> <li>Transfer courses must be advisor-approved.</li> <li>Courses transferred in are transferred as TR (no grade) and do not affect the Drake G.P.A.</li> <li>Transferred coursework must be at a B level or better.</li> <li>Transfer credits earned before admission are counted on the following scale: <ul style="list-style-type: none"> <li>Courses taken 0-5 years before degree completion may be transferred in as full credit.</li> <li>Courses taken 6-10 years before degree completion may be transferred in as ½ credit.</li> <li>Courses over 10 years old are not accepted.</li> <li>Courses that are accepted must relate to the program of study.</li> </ul> </li> </ul> </li> </ul> </li> </ul> |          |

#### 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 - <i>Each student must choose three courses from a group of electives designed to focus on an area of specialization. The areas of specialization include:</i>   |              |
| <ul style="list-style-type: none"><li>• Accounting</li><li>• Health Care Management</li><li>• Entrepreneurial Studies</li><li>• Human Resources</li><li>• Marketing</li><li>• Executive Development</li><li>• Enterprise Risk Management</li><li>• Financial Resources</li></ul> | 9            |

- Nonprofit Management
- 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.

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## 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   | Credits |
|--|---------|
| 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 - <i>Each student must choose three courses from a group of electives designed to focus on areas of specialization. The areas of specialization include:</i> |         |
| 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.

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## 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 M.P.A. 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   | Credits |
|--|---------|
| 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 - <i>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</i> | 15      |
| • Executive Development  |         |
| • Financial Resources  |         |

- Health Care Management
- Human Resources
- Nonprofit Management
- Public Policy
- 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
- 

*2016-2017 Drake University Graduate and Professional Programs Catalog*

# Graduate Certificates

Drake's graduate certificates are designed to provide local professionals with the competencies necessary to demonstrate expertise in their chosen area of interest without pursuing a full graduate degree. Upon completing the certificate program, participants should have the ability to design and implement strategies in their chosen area that provide organizations a competitive advantage.

[Financial Asset Analysis](#)

[Financial Decision Making](#)

[Health Administration & Policy](#)

[International Business](#)

[Nonprofit Leadership](#)

[Public Policy](#)

[Risk Management & Insurance](#)

[Taxation](#)

[Certificates web site](#)

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## Financial Asset Analysis

The Financial Asset Analysis certificate provides financial service professionals the tools they need to select and analyze financial assets used to meet the investment objectives of their organizations.

| Course  | Credits |
|---|---------|
| MBA 242 - Evaluating Organizational Performance*              | 3       |
| MBA 253 - Enhancing Firm Value                                | 3       |
| MFM 212 - Data Analysis for Decision Making                   | 3       |
| <i>Choose three from the following:</i>                       |         |
| ACCT 280 - Financial Statement Analysis                       | 3       |
| ECON 280 - Business, Government, and the Global Economy       | 3       |
| FIN 280- Investment Analysis and Portfolio Management         | 3       |
| FIN 283 - Multinational Financial Management                  | 3       |
| FIN 284 - Analysis of Fixed Income Securities and Derivatives | 3       |
| FIN 285 - Equity Valuation                                    | 3       |
| FIN 286 - Risk Management for Financial Institutions          | 3       |
| FIN 288 - Futures, Options, and Swaps                         | 3       |
| FIN 298 - Current Issues in Financial Management              | 3       |

## Financial Decision Making

The Financial Decision Making certificate provides mid-level managers the tools they need to develop budgets and make financial decisions by developing a deeper understanding of finance as they are given increased responsibility.

| Course  | Credits |
|---|---------|
| MBA 242 - Evaluating Organizational Performance | 3       |
| <i>Choose four from the following:</i>          |         |
| ACCT 277 - Fraud Examination                    | 3       |
| ACCT 280 - Financial Statement Analysis         | 3       |
| FIN 283 - Multinational Financial Management    | 3       |
| FIN 285 - Equity Valuation                      | 3       |
| INS 280 - Corporate Risk Management             | 3       |
| MBA 253 - Enhancing Firm Value                  | 3       |
| MFM 212 - Data Analysis for Decision Making     | 3       |

## Health Administration & Policy

The Health Administration & Policy certificate provides an in-depth investigation and study of the current health care sector by using case-based real-world problems. Topics include the growing change in health care management, funding, policy-making, and the Affordable Health Care Act.

| Course  | Credits |
|---|---------|
| MPA 215 - Changing Environment & Management of Public & Nonprofit Organizations | 3       |
| <i>Choose four from the following:</i>  |         |
| HLTH 261 - Health Care Policy   | 3       |
| HLTH 263 - Health Care Administration   | 3       |
| HLTH 264 - Beyond Ethics: Policy & Health Care                                  | 3       |
| HLTH 266 - Health Care Regulation, Law & Advocacy                               | 3       |
| PADM 250 - Administrative Evil  | 3       |

## International Business

The International Business certificate provides individuals the basic processes and consequences of globalization by expanding analytical capabilities to capitalize on international business opportunities. In addition, students will develop specific capabilities in multinational financial management, global marketing, and international management.

| Course   | Credits |
|--|---------|
| MBA 200 - Who is US Seminar                      | 1       |
| MBA 242 - Evaluating Organizational Performance* | 3       |

|  |   |
|--|---|
| MGMT 280 - International Management  | 3 |
| <i>Choose three from the following:</i>  |   |
| FIN 283 - Multinational Financial Management   | 3 |
| MBA 253 - Enhancing Firm Value   | 3 |
| MGMT 298 - Managing Diversity  | 3 |
| MKTG 280 - Global Marketing Management   | 3 |
| PADM 282 - Comparative Management and Policy Analysis in a Global Context (spring travel course) | 3 |

## Nonprofit Leadership

The Nonprofit Leadership certificate provides key learning experiences critical to effective leadership of nonprofit organizations. Topics include resources development (grants and fund raising), leadership, finance, community and cross-sector development and policy.

| Course   | Credits |
|--|---------|
| MPA 226 - Public Policy Decision Making & Analysis   | 3       |
| <i>Choose four from the following:</i>   |         |
| BUS 212 - Seminar in Executive Leadership  | 3       |
| MPA 215 - Changing Environment & Management of Public & Nonprofit Organizations  | 3       |
| MPA 225 - Financial Aspects of Public & Nonprofit Organizations, or<br>ACCT 210 - Accounting for Not-for-Profit Entities | 3       |
| PADM 280 - Managing Across Sector Boundaries   | 3       |
| PADM 281 - Program Performance, Evaluation & Management  | 3       |
| PADM 282 - Comparative Management and Policy Analysis in a Global Context (spring travel course)                         | 3       |
| PADM 283 - External Resource Development   | 3       |
| PADM 285 - Community and Economic Development  | 3       |

## Public Policy

The Public Policy certificate provides key learning experiences critical to understanding the origins of, processes and emerging trends in public policy. Topics include state and local policy, financial policy making, comparative policy analysis, ethics of policy, and policy analysis.

| Course  | Credits |
|---|---------|
| MPA 226 - Public Policy Decision Making & Analysis                              | 3       |
| <i>Choose four from the following:</i>  |         |
| MPA 215 - Changing Environment & Management of Public & Nonprofit Organizations | 3       |
| PADM 240 - Public Budgeting & Financial Management                              | 3       |
| PADM 250 - Administrative Evil  | 3       |
| PADM 285 - Community and Economic Development                                   | 3       |
| PADM 286 - State Government Administration                                      | 3       |

## Risk Management & Insurance

The Risk Management & Insurance certificate provides managers the tools they need to increase their ability to manage the risks faced by their organization and design strategies to manage those risks.

| Course   | Credits |
|--|---------|
| ERM 200 - Intro to Enterprise Risk Management        | 1       |
| <i>Choose five from the following:</i>               |         |
| BLAW 240 - Commercial Law                            | 3       |
| ERM 280 - Employee Benefit Planning                  | 3       |
| FIN 286 - Risk Management for Financial Institutions | 3       |
| FIN 298 - Current Issues in Financial Management     | 3       |
| INS 280 - Risk Management & Insurance                | 3       |
| MBA 242 - Evaluating Organizational Performance      | 3       |
| MFM 212 - Data Analysis for Decision Making          | 3       |

## Taxation

The Taxation certificate provides students with an overview of the different areas of taxation and provides them with the skills and knowledge to identify and resolve tax issues encountered in business practices.

| Course  | Credits |
|---|---------|
| MBA 242 - Evaluating Organizational Performance | 3       |
| ACCT 185 - Individual Taxation                  | 3       |
| ACCT 186 - Business Entity Taxation             | 3       |
| ACCT 255 - Tax Research, Policy & Writing       | 3       |
| ACCT 291 - Accounting Practicum                 | 3       |

\*MBA 242 must be completed or equivalent met

# College of Pharmacy and Health Sciences

## About the College

### College Vision Statement

A diverse community of learners leading the way to a healthy world.

### College Mission Statement

**Preparing today's learners to be tomorrow's health care leaders.**

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty and staff. Graduates are liberally educated professionals who are dedicated to serving their clients, patients, profession and communities. The college emphasizes excellence and leadership in professional education, service and scholarship.

### 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.

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## Programs

- [Pharmacy](#)
  - Doctor of Pharmacy
  - Joint Degree Programs
    - Doctor of Pharmacy - Juris Doctor (PharmD-JD)
    - Doctor of Pharmacy - Master of Business Administration (PharmD-MBA)
    - Doctor of Pharmacy - Master of Public Administration (PharmD-MPA)
    - Doctor of Pharmacy - Master of Science in Leadership Development (PharmD-MSLD)
    - Doctor of Pharmacy - Master of Public Health (PharmD-MPH)
- [Occupational Therapy Doctorate](#)



# Doctor of Pharmacy

## Degree Options

- **Doctor of Pharmacy (Pharm.D.)**
- **Joint Degree Programs**
  - [Doctor of Pharmacy - Juris Doctor](#)
  - [Doctor of Pharmacy - Master of Business Administration](#)
  - [Doctor of Pharmacy - Master of Public Administration](#)
  - [Doctor of Pharmacy - Master of Science in Leadership Development](#)
  - [Doctor of Pharmacy - Master of Public Health \(Des Moines University\)](#)
- **[Diabetes Concentration](#)**

[Admission Requirements](#)

[Regulations and Academic Requirements](#)

**Doctor of Pharmacy web site**

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## 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%.

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## 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.

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## Educational Goals and Objectives

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 the following areas established by the Center for the Advancement of Pharmaceutical Education (CAPE):

- 1.1. Learner (Learner)** - Develop, integrate, and apply knowledge from the foundational sciences (i.e., *pharmaceutical, social/behavioral/administrative*, and *clinical sciences*) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and *patient-centered care*.
- 2.1. Patient-centered care (Caregiver)** - Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
- 2.2. Medication use systems management (Manager)** - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
- 2.3. Health and wellness (Promoter)** - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- 2.4. Population-based care (Provider)** - Describe how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices.
- 3.1. Problem Solving (Problem Solver)** – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.2. Educator (Educator)** – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- 3.3. Patient Advocacy (Advocate)** - Assure that patients' best interests are represented
- 3.4. Interprofessional collaboration (Collaborator)** – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.5. Cultural sensitivity (Includer)** - Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.
- 3.6. Communication (Communicator)** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
- 4.1. Self-awareness (Self-aware)** – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

**4.2. Leadership (Leader)** - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

**4.3. Innovation and Entrepreneurship (Innovator)** - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**4.4. Professionalism (Professional)** - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

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

## Requirements for Major

210 credits 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/pharmacy/doctorofpharmacy/pharmdcurriculum/>. Please note that courses in the professional program may change.

| Course                                      | Credits     | Course                                  | Credits     |
|---|-------------|---|-------------|
| First Year                                  |             |   |             |
| Fall  |             | Spring                                  |             |
| PHAR 011 - CAPS I                           | .5          | PHAR 031 - CAPS II                      | .5          |
| FYS --- - First Year Seminar                | 3           | BIO 013 - General Biology II lecture    | 3           |
| BIO 012 - General Biology I lecture         | 3           | BIO 013L - General Biology II lab       | 1           |
| BIO 012L - General Biology I lab            | 1           | CHEM 002 - General Chemistry II lecture | 3           |
| CHEM 001 - General Chemistry I lecture      | 3           | CHEM 004 - General Chemistry II lab     | 1           |
| CHEM 003 - General Chemistry I lab          | 1           | MATH 050 - Calculus I                   | 4           |
| General Electives                           | 3           | General Electives                       | 3           |
| <b>Total Semester Hours</b>                 | <b>14.5</b> | <b>Total Semester Hours</b>             | <b>15.5</b> |
| Second Year                                 |             |   |             |
| Fall  |             | Spring                                  |             |
| PHAR 051 - CAPS III                         | .5          | PHAR 071 - CAPS IV                      | .5          |
| CHEM 097 - Organic Chemistry I lecture      | 3           | BIO 095 - Medical Microbiology          | 3           |
| CHEM 098 - Organic Chemistry I lab          | 1           | CHEM 108 - Organic Chemistry II lecture | 3           |
| STAT 060 - Statistics for the Life Sciences | 3           | CHEM 110 - Organic Chemistry II lab     | 1           |
| General Electives                           | 6           | SCSR 073 - Public Speaking              | 3           |
| Written Communication AOI Elective          | 3           | General Electives                       | 6           |
| <b>Total Semester Hours</b>                 | <b>16.5</b> | <b>Total Semester Hours</b>             | <b>16.5</b> |
| Doctor of Pharmacy 1                        |             |   |             |
| Fall  |             | Spring                                  |             |

|   |           |  |           |
|---|-----------|--|-----------|
| PHAR 125 - Physiology                             | 4         | PHAR 132 - Pathophysiology                         | 4         |
| PHAR 130 - Biochemistry                           | 4         | PHAR 133 - Principles of Drug Action I             | 5         |
| PHAR 131 - Intro to Pharm Science                 | 3         | PHAR 138 - Pharmaceutical Calculations             | 2         |
| PHAR 144 - Basic Pharmacy Skills & Applications I | 2         | PHAR 140 - Pharmaceutics I                         | 2         |
| PHAR 161 - Intro to Pharmaceutical Care           | 2         | PHAR 145 - Basic Pharmacy Skills & Applications II | 2         |
| General Electives                                 | 3         | PHAR 171 - Social and Administrative Pharmacy      | 3         |
| <b>Total Semester Hours</b>                       | <b>18</b> | <b>Total Semester Hours</b>                        | <b>18</b> |

Doctor of Pharmacy 2

| Fall   |           | Spring  |           |
|--|-----------|---|-----------|
| PHAR 134 - Principles of Drug Action II                  | 5         | PHAR 135 - Principles of Drug Action III                  | 4         |
| PHAR 141 - Pharmaceutics II                              | 3         | PHAR 143 - Therapeutic Drug Monitoring                    | 2         |
| PHAR 142 - Kinetics                                      | 3         | PHAR 155 - Intermediate Pharmacy Skills & Applications II | 3         |
| PHAR 154 - Intermediate Pharmacy Skills & Applications I | 3         | PHAR 169 - Nonprescription Therapies                      | 3         |
| PHAR 172 - Literature Evaluation Methods                 | 3         | PHAR 190 - Therapeutics I                                 | 3         |
| Professional Elective                                    | 1         | General Electives   | 3         |
| <b>Total Semester Hours</b>                              | <b>18</b> | <b>Total Semester Hours</b>                               | <b>18</b> |

Doctor of Pharmacy 3

| Fall   |             | Spring  |             |
|--|-------------|---|-------------|
| PHAR 162 - Pharmacy Law & Ethics                     | 3           | PHAR 173 - Applied Social and Administrative Pharmacy | 3           |
| PHAR 174 - Management in Pharmacy                    | 3           | PHAR 185 - Advanced Pharmacy Skills & Applications 2  | 4           |
| PHAR 184 - Advanced Pharmacy Skills & Applications I | 4           | PHAR 188 - CAPS VI                                    | .5          |
| PHAR 187 - CAPS V                                    | .5          | PHAR 192 - Therapeutics III                           | 5           |
| PHAR 191 - Therapeutics II                           | 4           | General Electives                                     | 3           |
| Professional Electives                               | 3           | Professional Electives                                | 2           |
| <b>Total Semester Hours</b>                          | <b>17.5</b> | <b>Total Semester Hours</b>                           | <b>17.5</b> |

Doctor of Pharmacy 4

| Fall                        |           | Spring                      |           |
|-----------------------------|-----------|-----------------------------|-----------|
| PHAR 285 - Rotations        | 22        | PHAR 285 - Rotations        | 18        |
| <b>Total Semester Hours</b> | <b>22</b> | <b>Total Semester Hours</b> | <b>18</b> |

**Total Program Hours: 210**

General Education Electives: Students complete the Drake Curriculum requirements and other credits for a total of 30 credits. Drake Curriculum requirements not fulfilled through required coursework:

- Artistic Experience AOI
- Historical Foundations AOI (two courses)
- Global and Cultural Understanding AOI
- Written Communication AOI

Professional Electives: Six credits are required and completed during the professional program.

## Joint Degree Programs

### Doctor of Pharmacy / Juris Doctor

Students may elect to earn both a Doctor of Pharmacy degree and a Juris Doctor (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.

| Course  | Credits     | Course   | Credits     |
|---|-------------|--|-------------|
| First Year  |             |  |             |
| Fall  |             | Spring   |             |
| PHAR 011 - CAPS I                                 | .5          | PHAR 031 - CAPS II                                 | .5          |
| FYS --- - First Year Seminar                      | 3           | BIO 013 - General Biology II lecture               | 3           |
| BIO 012 - General Biology I lecture               | 3           | BIO 013L - General Biology II lab                  | 1           |
| BIO 012L - General Biology I lab                  | 1           | CHEM 002 - General Chemistry II lecture            | 3           |
| CHEM 001 - General Chemistry I lecture            | 3           | CHEM 004 - General Chemistry II lab                | 1           |
| CHEM 003 - General Chemistry I lab                | 1           | MATH 050 - Calculus I                              | 4           |
| General Electives                                 | 3           | General Electives                                  | 3           |
| <b>Total Semester Hours</b>                       | <b>14.5</b> | <b>Total Semester Hours</b>                        | <b>15.5</b> |
| Second Year                                       |             |  |             |
| Fall  |             | Spring   |             |
| PHAR 051 - CAPS III                               | .5          | PHAR 071 - CAPS IV                                 | .5          |
| CHEM 097 - Organic Chemistry I lecture            | 3           | BIO 095 - Medical Microbiology                     | 3           |
| CHEM 098 - Organic Chemistry I lab                | 1           | CHEM 108 - Organic Chemistry II lecture            | 3           |
| STAT 060 - Statistics for the Life Sciences       | 3           | CHEM 110 - Organic Chemistry II lab                | 1           |
| General Electives                                 | 6           | SCSR 073 - Public Speaking                         | 3           |
| Written Communication AOI Elective                | 3           | General Electives                                  | 6           |
| <b>Total Semester Hours</b>                       | <b>16.5</b> | <b>Total Semester Hours</b>                        | <b>16.5</b> |
| Doctor of Pharmacy 1                              |             |  |             |
| Fall  |             | Spring   |             |
| PHAR 125 - Physiology                             | 4           | PHAR 132 - Pathophysiology                         | 4           |
| PHAR 130 - Biochemsitry                           | 4           | PHAR 133 - Principles of Drug Action I             | 5           |
| PHAR 131 - Intro to Pharm Science                 | 3           | PHAR 138 - Pharmaceutical Calculations             | 2           |
| PHAR 144 - Basic Pharmacy Skills & Applications I | 2           | PHAR 140 - Pharmaceutics I                         | 2           |
| PHAR 161 - Intro to Pharmaceutical Care           | 2           | PHAR 145 - Basic Pharmacy Skills & Applications II | 2           |
| General Electives                                 | 3           | PHAR 171 - Social and Administrative Pharmacy      | 3           |

|  |                      |   |             |
|--|----------------------|---|-------------|
| <b>Total Semester Hours</b>                              | <b>18</b>            | <b>Total Semester Hours</b>                               | <b>18</b>   |
|  | Summer               |   |             |
| LAW 099 - Summer 1L                                      |                      | 6   |             |
|  | Doctor of Pharmacy 2 |   |             |
| Fall   |                      | Spring  |             |
| PHAR 134 - Principles of Drug Action II                  | 5                    | PHAR 135 - Principles of Drug Action III                  | 4           |
| PHAR 141 - Pharmaceutics II                              | 3                    | PHAR 143 - Therapeutic Drug Monitoring                    | 2           |
| PHAR 142 - Kinetics                                      | 3                    | PHAR 155 - Intermediate Pharmacy Skills & Applications II | 3           |
| PHAR 154 - Intermediate Pharmacy Skills & Applications I | 3                    | PHAR 169 - Nonprescription Therapies                      | 3           |
| PHAR 172 - Literature Evaluation Methods                 | 3                    | PHAR 190 - Therapeutics I                                 | 3           |
| Professional Elective                                    | 1                    | Law Course  | 3           |
| <b>Total Semester Hours</b>                              | <b>18</b>            | <b>Total Semester Hours</b>                               | <b>18</b>   |
|  | Summer               |   |             |
| Law Courses  |                      | 6   |             |
| <b>Total Semester Hours</b>                              |                      | <b>6</b>  |             |
|  | Doctor of Pharmacy 3 |   |             |
| Fall   |                      | Spring  |             |
| PHAR 162 - Pharmacy Law & Ethics                         | 3                    | PHAR 173 - Applied Social and Administrative Pharmacy     | 3           |
| PHAR 174 - Management in Pharmacy                        | 3                    | PHAR 185 - Advanced Pharmacy Skills & Applications 2      | 4           |
| PHAR 184 - Advanced Pharmacy Skills & Applications I     | 4                    | PHAR 188 - CAPS VI  | .5          |
| PHAR 187 - CAPS V  | .5                   | PHAR 192 - Therapeutics III                               | 5           |
| PHAR 191 - Therapeutics II                               | 4                    | Law Courses   | 6           |
| Law Course   | 3                    |   |             |
| <b>Total Semester Hours</b>                              | <b>17.5</b>          | <b>Total Semester Hours</b>                               | <b>18.5</b> |
|  | Doctor of Pharmacy 4 |   |             |
| Fall   |                      | Spring  |             |
| PHAR 285 - Rotations                                     | 22                   | PHAR 285 - Rotations                                      | 18          |
| <b>Total Semester Hours</b>                              | <b>22</b>            | <b>Total Semester Hours</b>                               | <b>18</b>   |
| <b>Total Program Hours: 223</b>                          |                      |   |             |

A total of 210 credits are required to complete the Doctor of Pharmacy degree. Students will be expected to complete the Drake Curriculum requirements. Drake Curriculum requirements not fulfilled through required coursework:

- Artistic Experience AOI
- Historical Foundations AOI (two courses)
- Global and Cultural Understanding AOI
- Written Communication AOI

Students should complete the LSAT and apply to the Drake University Law School during the spring semester of their first professional year.

Students will complete their remaining requirements for the law program after attaining their Doctor of Pharmacy degree.

## Doctor of Pharmacy / Master of Business Administration

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.

| Course  | Credits     | Course   | Credits     |
|---|-------------|--|-------------|
| First Year  |             |  |             |
| Fall  |             | Spring   |             |
| PHAR 011 - CAPS I                                 | .5          | PHAR 031 - CAPS II                                 | .5          |
| FYS --- - First Year Seminar                      | 3           | BIO 013 - General Biology II lecture               | 3           |
| BIO 012 - General Biology I lecture               | 3           | BIO 013L - General Biology II lab                  | 1           |
| BIO 012L - General Biology I lab                  | 1           | CHEM 002 - General Chemistry II lecture            | 3           |
| CHEM 001 - General Chemistry I lecture            | 3           | CHEM 004 - General Chemistry II lab                | 1           |
| CHEM 003 - General Chemistry I lab                | 1           | MATH 050 - Calculus I                              | 4           |
| General Electives                                 | 3           | General Electives                                  | 3           |
| <b>Total Semester Hours</b>                       | <b>14.5</b> | <b>Total Semester Hours</b>                        | <b>15.5</b> |
| Second Year                                       |             |  |             |
| Fall  |             | Spring   |             |
| PHAR 051 - CAPS III                               | .5          | PHAR 071 - CAPS IV                                 | .5          |
| CHEM 097 - Organic Chemistry I lecture            | 3           | BIO 095 - Medical Microbiology                     | 3           |
| CHEM 098 - Organic Chemistry I lab                | 1           | CHEM 108 - Organic Chemistry II lecture            | 3           |
| STAT 060 - Statistics for the Life Sciences       | 3           | CHEM 110 - Organic Chemistry II lab                | 1           |
| General Electives                                 | 6           | SCSR 073 - Public Speaking                         | 3           |
| Written Communication AOI Elective                | 3           | General Electives                                  | 6           |
| <b>Total Semester Hours</b>                       | <b>16.5</b> | <b>Total Semester Hours</b>                        | <b>16.5</b> |
| Doctor of Pharmacy 1                              |             |  |             |
| Fall  |             | Spring   |             |
| PHAR 125 - Physiology                             | 4           | PHAR 132 - Pathophysiology                         | 4           |
| PHAR 130 - Biochemistry                           | 4           | PHAR 133 - Principles of Drug Action I             | 5           |
| PHAR 131 - Intro to Pharm Science                 | 3           | PHAR 138 - Pharmaceutical Calculations             | 2           |
| PHAR 144 - Basic Pharmacy Skills & Applications I | 2           | PHAR 140 - Pharmaceutics I                         | 2           |
| PHAR 161 - Intro to Pharmaceutical Care           | 2           | PHAR 145 - Basic Pharmacy Skills & Applications II | 2           |
| General Electives                                 | 3           | PHAR 171 - Social and Administrative Pharmacy      | 3           |
| <b>Total Semester Hours</b>                       | <b>18</b>   | <b>Total Semester Hours</b>                        | <b>18</b>   |
| Summer (Optional)                                 |             |  |             |
| BUS 205 - Dardis Communication Workshop           | 0           |  |             |

|   |   |
|---|---|
| MBA 200 - Seminar                       | 1 |
| MBA 240 - Corporate Governance & Ethics | 3 |
| MBA 245 - Leading with Data             | 3 |

**Total Semester Hours**

**7**

Doctor of Pharmacy 2

| Fall   |           | Spring  |           |
|--|-----------|---|-----------|
| PHAR 134 - Principles of Drug Action II                  | 5         | PHAR 135 - Principles of Drug Action III                  | 4         |
| PHAR 141 - Pharmaceutics II                              | 3         | PHAR 143 - Therapeutic Drug Monitoring                    | 2         |
| PHAR 142 - Kinetics                                      | 3         | PHAR 155 - Intermediate Pharmacy Skills & Applications II | 3         |
| PHAR 154 - Intermediate Pharmacy Skills & Applications I | 3         | PHAR 169 - Nonprescription Therapies                      | 3         |
| PHAR 172 - Literature Evaluation Methods                 | 3         | PHAR 190 - Therapeutics I                                 | 3         |
| Professional Elective                                    | 1         | MBA courses   | 3         |
| <b>Total Semester Hours</b>                              | <b>18</b> | <b>Total Semester Hours</b>                               | <b>18</b> |

Summer

|   |   |
|---|---|
| BUS 200 - Seminar                               | 1 |
| MBA 242 - Evaluating Organizational Performance | 3 |
| MBA 253 - Enhancing Firm Value                  | 3 |

**Total Semester Hours**

**7**

Doctor of Pharmacy 3

| Fall   |             | Spring  |             |
|--|-------------|---|-------------|
| PHAR 162 - Pharmacy Law & Ethics                     | 3           | PHAR 173 - Applied Social and Administrative Pharmacy | 3           |
| PHAR 174 - Management in Pharmacy                    | 3           | PHAR 185 - Advanced Pharmacy Skills & Applications 2  | 4           |
| PHAR 184 - Advanced Pharmacy Skills & Applications I | 4           | PHAR 188 - CAPS VI                                    | .5          |
| PHAR 187 - CAPS V                                    | .5          | PHAR 192 - Therapeutics III                           | 5           |
| PHAR 191 - Therapeutics II                           | 4           | MBA courses   | 6           |
| MBA course   | 3           |   |             |
| <b>Total Semester Hours</b>                          | <b>17.5</b> | <b>Total Semester Hours</b>                           | <b>18.5</b> |

Summer

|  |          |
|--|----------|
| MBA 260 - Strategic Business Processes | 3        |
| <b>Total Semester Hours</b>            | <b>3</b> |

Doctor of Pharmacy 4

| Fall                        |           | Spring                      |           |
|-----------------------------|-----------|-----------------------------|-----------|
| PHAR 285 - Rotations        | 22        | PHAR 285 - Rotations        | 18        |
| <b>Total Semester Hours</b> | <b>22</b> | <b>Total Semester Hours</b> | <b>18</b> |

**Total Program Hours: 229**

**Optional summer coursework**



Students who wish to complete both degrees in the four professional years will need to plan to complete MBA courses during the summer sessions. This program requires a careful selection of courses for the MBA degree as electives in the pharmacy curriculum. Students may enroll in additional summer coursework or complete final MBA courses after PharmD completion. Choosing the option to enroll in more than 18 hours in the fall or spring semester to accommodate MBA course work will not qualify for an overload fee waiver.

A total of 210 credits are required to complete the Doctor of Pharmacy degree. Students will be expected to complete the Drake Curriculum requirements. Drake Curriculum requirements not fulfilled through required coursework:

- Artistic Experience AOI
- Historical Foundations AOI (two courses)
- Global and Cultural Understanding AOI
- Written Communication AOI

Professional electives (6 credits) are satisfied by MBA coursework. MBA area of specialization is satisfied by pharmacy coursework.

Students must complete the GMAT and be admitted to the MBA program prior to enrolling in MBA courses. Following completion of 90 credit hours and admission into the MBA program, students may enroll in MBA course work.

### Doctor of Pharmacy / Master of Public Administration

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.

| Course                                      | Credits     | Course                                  | Credits     |
|---|-------------|---|-------------|
| First Year                                  |             |   |             |
| Fall  |             | Spring                                  |             |
| PHAR 011 - CAPS I                           | .5          | PHAR 031 - CAPS II                      | .5          |
| FYS --- - First Year Seminar                | 3           | BIO 013 - General Biology II lecture    | 3           |
| BIO 012 - General Biology I lecture         | 3           | BIO 013L - General Biology II lab       | 1           |
| BIO 012L - General Biology I lab            | 1           | CHEM 002 - General Chemistry II lecture | 3           |
| CHEM 001 - General Chemistry I lecture      | 3           | CHEM 004 - General Chemistry II lab     | 1           |
| CHEM 003 - General Chemistry I lab          | 1           | MATH 050 - Calculus I                   | 4           |
| General Electives                           | 3           | General Electives                       | 3           |
| <b>Total Semester Hours</b>                 | <b>14.5</b> | <b>Total Semester Hours</b>             | <b>15.5</b> |
| Second Year                                 |             |   |             |
| Fall  |             | Spring                                  |             |
| PHAR 051 - CAPS III                         | .5          | PHAR 071 - CAPS IV                      | .5          |
| CHEM 097 - Organic Chemistry I lecture      | 3           | BIO 095 - Medical Microbiology          | 3           |
| CHEM 098 - Organic Chemistry I lab          | 1           | CHEM 108 - Organic Chemistry II lecture | 3           |
| STAT 060 - Statistics for the Life Sciences | 3           | CHEM 110 - Organic Chemistry II lab     | 1           |
| General Electives                           | 6           | SCSR 073 - Public Speaking              | 3           |
| Written Communication AOI Elective          | 3           | General Electives                       | 6           |

|  |             |   |             |
|--|-------------|---|-------------|
| <b>Total Semester Hours</b>                              | <b>16.5</b> | <b>Total Semester Hours</b>                               | <b>16.5</b> |
| Fall   |             | Spring  |             |
| PHAR 125 - Physiology                                    | 4           | PHAR 132 - Pathophysiology                                | 4           |
| PHAR 130 - Biochemistry                                  | 4           | PHAR 133 - Principles of Drug Action I                    | 5           |
| PHAR 131 - Intro to Pharm Science                        | 3           | PHAR 138 - Pharmaceutical Calculations                    | 2           |
| PHAR 144 - Basic Pharmacy Skills & Applications I        | 2           | PHAR 140 - Pharmaceutics I                                | 2           |
| PHAR 161 - Intro to Pharmaceutical Care                  | 2           | PHAR 145 - Basic Pharmacy Skills & Applications II        | 2           |
| General Electives  | 3           | PHAR 171 - Social and Administrative Pharmacy             | 3           |
| <b>Total Semester Hours</b>                              | <b>18</b>   | <b>Total Semester Hours</b>                               | <b>18</b>   |
| Summer (Optional)  |             |   |             |
| BUS 205 - Dardis Communication Workshop                  |             |   | 0           |
| MPA courses  |             |   | 6           |
| <b>Total Semester Hours</b>                              |             |   | <b>6</b>    |
| Fall   |             | Spring  |             |
| PHAR 134 - Principles of Drug Action II                  | 5           | PHAR 135 - Principles of Drug Action III                  | 4           |
| PHAR 141 - Pharmaceutics II                              | 3           | PHAR 143 - Therapeutic Drug Monitoring                    | 2           |
| PHAR 142 - Kinetics                                      | 3           | PHAR 155 - Intermediate Pharmacy Skills & Applications II | 3           |
| PHAR 154 - Intermediate Pharmacy Skills & Applications I | 3           | PHAR 169 - Nonprescription Therapies                      | 3           |
| PHAR 172 - Literature Evaluation Methods                 | 3           | PHAR 190 - Therapeutics I                                 | 3           |
| Professional Elective                                    | 1           | MPA courses   | 3           |
| <b>Total Semester Hours</b>                              | <b>18</b>   | <b>Total Semester Hours</b>                               | <b>18</b>   |
| Summer (Optional)  |             |   |             |
| MPA courses  |             |   | 6           |
| <b>Total Semester Hours</b>                              |             |   | <b>6</b>    |
| Fall   |             | Spring  |             |
| PHAR 162 - Pharmacy Law & Ethics                         | 3           | PHAR 173 - Applied Social and Administrative Pharmacy     | 3           |
| PHAR 174 - Management in Pharmacy                        | 3           | PHAR 185 - Advanced Pharmacy Skills & Applications 2      | 4           |
| PHAR 184 - Advanced Pharmacy Skills & Applications I     | 4           | PHAR 188 - CAPS VI  | .5          |
| PHAR 187 - CAPS V  | .5          | PHAR 192 - Therapeutics III                               | 5           |
| PHAR 191 - Therapeutics II                               | 4           | MPA courses   | 6           |
| MPA course   | 3           |   |             |
| <b>Total Semester Hours</b>                              | <b>17.5</b> | <b>Total Semester Hours</b>                               | <b>18.5</b> |
| Fall   |             | Spring  |             |
| Doctor of Pharmacy 4                                     |             |   |             |

|                                 |           |                             |           |
|---------------------------------|-----------|-----------------------------|-----------|
| PHAR 285 - Rotations            | 22        | PHAR 285 - Rotations        | 18        |
| <b>Total Semester Hours</b>     | <b>22</b> | <b>Total Semester Hours</b> | <b>18</b> |
| <b>Total Program Hours: 223</b> |           |                             |           |

**Optional summer coursework**

Students who wish to complete both degrees in the four professional years will need to plan to complete MBA courses during the summer sessions. Choosing the option to enroll in more than 18 hours in the fall or spring semester to accommodate MPA course work will not qualify for an overload fee waiver.

A total of 210 credits are required to complete the Doctor of Pharmacy degree. Students will be expected to complete the Drake Curriculum requirements. Drake Curriculum requirements not fulfilled through required coursework:

- Artistic Experience AOI
- Historical Foundations AOI (two courses)
- Global and Cultural Understanding AOI
- Written Communication AOI

Professional electives (6 credits) are satisfied by MPA coursework.

Students may enroll in additional summer coursework or complete the final MPA courses after completion of the Doctor of Pharmacy degree requirements.

**Doctor of Pharmacy / Master of Science in Leadership Development**

Designed to maximize graduates’ development of their leadership strengths, the PharmD/MSLD allows students the opportunity to complete MSLD course work in place of elective course work within the pharmacy curriculum. Students begin at Drake in pharmacy and apply to the School of Education during their first professional year.

Graduates of this program will also learn about opportunities for developing leadership capacity in others, making this an excellent pathway for pharmacy students interested in pursuing management roles, positions of leadership, or academic careers. Graduates can expect to master relational competencies including effective communication, inspiring and involving others, intercultural intelligence, and interpersonal relationships.

This dual degree option prepares pharmacy students for successful careers in a variety of health care and academic settings.

Students who pursue this program should expect to master competencies that include adaptability, critical thinking and decision making, integrity and ethics, professionalism and strategic thinking.

**Course**

|                                     |      | Credits    | Course                                  | Credits |
|-------------------------------------|------|------------|---|---------|
|                                     |      | First Year |   |         |
|                                     | Fall |            | Spring                                  |         |
| PHAR 011 - CAPS I                   | .5   |            | PHAR 031 - CAPS II                      | .5      |
| FYS --- - First Year Seminar        | 3    |            | BIO 013 - General Biology II lecture    | 3       |
| BIO 012 - General Biology I lecture | 3    |            | BIO 013L - General Biology II lab       | 1       |
| BIO 012L - General Biology I lab    | 1    |            | CHEM 002 - General Chemistry II lecture | 3       |

|  |             |                                     |             |
|--|-------------|-------------------------------------|-------------|
| CHEM 001 - General Chemistry I lecture | 3           | CHEM 004 - General Chemistry II lab | 1           |
| CHEM 003 - General Chemistry I lab     | 1           | MATH 050 - Calculus I               | 4           |
| General Electives                      | 3           | General Electives                   | 3           |
| <b>Total Semester Hours</b>            | <b>14.5</b> | <b>Total Semester Hours</b>         | <b>15.5</b> |

#### Second Year

| Fall  |             | Spring                                  |             |
|---|-------------|---|-------------|
| PHAR 051 - CAPS III                         | .5          | PHAR 071 - CAPS IV                      | .5          |
| CHEM 097 - Organic Chemistry I lecture      | 3           | BIO 095 - Medical Microbiology          | 3           |
| CHEM 098 - Organic Chemistry I lab          | 1           | CHEM 108 - Organic Chemistry II lecture | 3           |
| STAT 060 - Statistics for the Life Sciences | 3           | CHEM 110 - Organic Chemistry II lab     | 1           |
| General Electives                           | 6           | SCSR 073 - Public Speaking              | 3           |
| Written Communication AOI Elective          | 3           | General Electives                       | 6           |
| <b>Total Semester Hours</b>                 | <b>16.5</b> | <b>Total Semester Hours</b>             | <b>16.5</b> |

#### Doctor of Pharmacy 1

| Fall  |           | Spring   |           |
|---|-----------|--|-----------|
| PHAR 125 - Physiology                             | 4         | PHAR 132 - Pathophysiology                         | 4         |
| PHAR 130 - Biochemistry                           | 4         | PHAR 133 - Principles of Drug Action I             | 5         |
| PHAR 131 - Intro to Pharm Science                 | 3         | PHAR 138 - Pharmaceutical Calculations             | 2         |
| PHAR 144 - Basic Pharmacy Skills & Applications I | 2         | PHAR 140 - Pharmaceutics I                         | 2         |
| PHAR 161 - Intro to Pharmaceutical Care           | 2         | PHAR 145 - Basic Pharmacy Skills & Applications II | 2         |
| General Electives                                 | 3         | PHAR 171 - Social and Administrative Pharmacy      | 3         |
| <b>Total Semester Hours</b>                       | <b>18</b> | <b>Total Semester Hours</b>                        | <b>18</b> |

#### Summer

|   |          |
|---|----------|
| MSLD 246 - Business Acumen                    | 3        |
| MSLD 298 - Elective in Leadership Development | 2        |
| <b>Total Semester Hours</b>                   | <b>5</b> |

#### Doctor of Pharmacy 2

| Fall   |           | Spring  |           |
|--|-----------|---|-----------|
| PHAR 134 - Principles of Drug Action II                  | 5         | PHAR 135 - Principles of Drug Action III                  | 4         |
| PHAR 141 - Pharmaceutics II                              | 3         | PHAR 143 - Therapeutic Drug Monitoring                    | 2         |
| PHAR 142 - Kinetics                                      | 3         | PHAR 155 - Intermediate Pharmacy Skills & Applications II | 3         |
| PHAR 154 - Intermediate Pharmacy Skills & Applications I | 3         | PHAR 169 - Nonprescription Therapies                      | 3         |
| PHAR 172 - Literature Evaluation Methods                 | 3         | PHAR 190 - Therapeutics I                                 | 3         |
| MSLD 298 - Elective in Leadership Development            | 1         | MSLD 243 - Moral Leadership                               | 3         |
| <b>Total Semester Hours</b>                              | <b>18</b> | <b>Total Semester Hours</b>                               | <b>18</b> |

#### Summer

|  |          |
|--|----------|
| MSLD 282 - Foundations of Higher Education | 3        |
| MSLD 244 - Leadership Development          | 3        |
| <b>Total Semester Hours</b>                | <b>6</b> |

| Doctor of Pharmacy 3                                 |             |   |             |
|--|-------------|---|-------------|
| Fall   |             | Spring  |             |
| PHAR 162 - Pharmacy Law & Ethics                     | 3           | PHAR 173 - Applied Social and Administrative Pharmacy | 3           |
| PHAR 174 - Management in Pharmacy                    | 3           | PHAR 185 - Advanced Pharmacy Skills & Applications 2  | 4           |
| PHAR 184 - Advanced Pharmacy Skills & Applications I | 4           | PHAR 188 - CAPS VI                                    | .5          |
| PHAR 187 - CAPS V                                    | .5          | PHAR 192 - Therapeutics III                           | 5           |
| PHAR 191 - Therapeutics II                           | 4           | MSLD 248 - Leading Change                             | 3           |
| MSLD 245 - Organizational Savvy                      | 3           | MSLD 283 - The College Student                        | 3           |
| <b>Total Semester Hours</b>                          | <b>17.5</b> | <b>Total Semester Hours</b>                           | <b>18.5</b> |

| Summer                                       |          |
|--|----------|
| MSLD 246 - Global Leadership                 | 3        |
| MSLD 264 - Designing and Delivering Learning | 3        |
| <b>Total Semester Hours</b>                  | <b>6</b> |

| Doctor of Pharmacy 4        |           |                             |           |
|-----------------------------|-----------|-----------------------------|-----------|
| Fall                        |           | Spring                      |           |
| PHAR 285 - Rotations        | 22        | PHAR 285 - Rotations        | 18        |
| <b>Total Semester Hours</b> | <b>22</b> | <b>Total Semester Hours</b> | <b>18</b> |

**Total Program Hours: 228**

Professional electives required by the PharmD program (6 credits) will be fulfilled by MSLD coursework.

Students will typically apply for admission to the MSLD program during the spring of the P1 year. Additional information can be obtained at the following website: <http://www.drake.edu/leadership/>. The admission process and criteria are listed on the MSLD program website: <http://www.drake.edu/soe/admission/>.

The MSLD 291 (Capstone) course will be fulfilled through the completion of PHAR 173. Students will be invited / welcome to participate in the MSLD program's poster event.

There is a 5-year time limit for completing the MSLD degree from the date of admission to the MSLD program.

### **Doctor of Pharmacy / Master of Public Health (Des Moines University)**

Designed to maximize graduates' opportunities in the public and non-profit sectors, the PharmD/MPH allows students the opportunity to complete MPH course work in place of elective course work within the pharmacy curriculum. Students begin at Drake in pharmacy and apply to the Des Moines University Masters in Public Health during the fall semester of the second professional (P2) year. The combined degree program typically takes an extra semester to complete beyond the pharmacy degree, rather than an extra two years if the two programs were completed individually. Students who wish to complete both degrees in six years will complete MPH courses during the summer sessions.

| Course            | Credits | Course             | Credits |
|-------------------|---------|--------------------|---------|
| First Year        |         |                    |         |
| Fall              |         | Spring             |         |
| PHAR 011 - CAPS I | .5      | PHAR 031 - CAPS II | .5      |

|  |             |   |             |
|--|-------------|---|-------------|
| FYS --- - First Year Seminar           | 3           | BIO 013 - General Biology II lecture    | 3           |
| BIO 012 - General Biology I lecture    | 3           | BIO 013L - General Biology II lab       | 1           |
| BIO 012L - General Biology I lab       | 1           | CHEM 002 - General Chemistry II lecture | 3           |
| CHEM 001 - General Chemistry I lecture | 3           | CHEM 004 - General Chemistry II lab     | 1           |
| CHEM 003 - General Chemistry I lab     | 1           | MATH 050 - Calculus I                   | 4           |
| General Electives                      | 3           | General Electives                       | 3           |
| <b>Total Semester Hours</b>            | <b>14.5</b> | <b>Total Semester Hours</b>             | <b>15.5</b> |

#### Second Year

| Fall  |             | Spring                                  |             |
|---|-------------|---|-------------|
| PHAR 051 - CAPS III                         | .5          | PHAR 071 - CAPS IV                      | .5          |
| CHEM 097 - Organic Chemistry I lecture      | 3           | BIO 095 - Medical Microbiology          | 3           |
| CHEM 098 - Organic Chemistry I lab          | 1           | CHEM 108 - Organic Chemistry II lecture | 3           |
| STAT 060 - Statistics for the Life Sciences | 3           | CHEM 110 - Organic Chemistry II lab     | 1           |
| General Electives                           | 6           | SCSR 073 - Public Speaking              | 3           |
| Written Communication AOI Elective          | 3           | General Electives                       | 6           |
| <b>Total Semester Hours</b>                 | <b>16.5</b> | <b>Total Semester Hours</b>             | <b>16.5</b> |

#### Doctor of Pharmacy 1

| Fall  |           | Spring   |           |
|---|-----------|--|-----------|
| PHAR 125 - Physiology                             | 4         | PHAR 132 - Pathophysiology                         | 4         |
| PHAR 130 - Biochemistry                           | 4         | PHAR 133 - Principles of Drug Action I             | 5         |
| PHAR 131 - Intro to Pharm Science                 | 3         | PHAR 138 - Pharmaceutical Calculations             | 2         |
| PHAR 144 - Basic Pharmacy Skills & Applications I | 2         | PHAR 140 - Pharmaceutics I                         | 2         |
| PHAR 161 - Intro to Pharmaceutical Care           | 2         | PHAR 145 - Basic Pharmacy Skills & Applications II | 2         |
| General Electives                                 | 3         | PHAR 171 - Social and Administrative Pharmacy      | 3         |
| <b>Total Semester Hours</b>                       | <b>18</b> | <b>Total Semester Hours</b>                        | <b>18</b> |

#### Doctor of Pharmacy 2

| Fall   |           | Spring  |           |
|--|-----------|---|-----------|
| PHAR 134 - Principles of Drug Action II                  | 5         | PHAR 135 - Principles of Drug Action III                  | 4         |
| PHAR 141 - Pharmaceutics II                              | 3         | PHAR 143 - Therapeutic Drug Monitoring                    | 2         |
| PHAR 142 - Kinetics                                      | 3         | PHAR 155 - Intermediate Pharmacy Skills & Applications II | 3         |
| PHAR 154 - Intermediate Pharmacy Skills & Applications I | 3         | PHAR 169 - Nonprescription Therapies                      | 3         |
| PHAR 172 - Literature Evaluation Methods                 | 3         | PHAR 190 - Therapeutics I                                 | 3         |
| Professional Elective                                    | 1         | MPH courses (Des Moines University)                       | 3         |
| <b>Total Semester Hours</b>                              | <b>18</b> | <b>Total Semester Hours</b>                               | <b>18</b> |

#### Summer

|                                     |          |
|-------------------------------------|----------|
| MPH courses (Des Moines University) | 3        |
| <b>Total Semester Hours</b>         | <b>3</b> |

#### Doctor of Pharmacy 3

| Fall | Spring |
|------|--------|
|------|--------|

|  |             |   |             |
|--|-------------|---|-------------|
| PHAR 162 - Pharmacy Law & Ethics                     | 3           | PHAR 173 - Applied Social and Administrative Pharmacy | 3           |
| PHAR 174 - Management in Pharmacy                    | 3           | PHAR 185 - Advanced Pharmacy Skills & Applications 2  | 4           |
| PHAR 184 - Advanced Pharmacy Skills & Applications I | 4           | PHAR 188 - CAPS VI                                    | .5          |
| PHAR 187 - CAPS V                                    | .5          | PHAR 192 - Therapeutics III                           | 5           |
| PHAR 191 - Therapeutics II                           | 4           | MPH courses (Des Moines University)                   | 6           |
| MPH courses (Des Moines University)                  | 3           |   |             |
| <b>Total Semester Hours</b>                          | <b>17.5</b> | <b>Total Semester Hours</b>                           | <b>18.5</b> |
| Doctor of Pharmacy 4                                 |             |   |             |
| Fall   |             | Spring  |             |
| PHAR 285 - Rotations                                 | 22          | PHAR 285 - Rotations                                  | 18          |
| <b>Total Semester Hours</b>                          | <b>22</b>   | <b>Total Semester Hours</b>                           | <b>18</b>   |
| Summer   |             |   |             |
| MPH courses (Des Moines University)                  |             | 12  |             |
| <b>Total Program Hours: 226</b>                      |             |   |             |

Professional electives required by the Doctor of Pharmacy program (6 credits) will be fulfilled by Des Moines University MPH coursework.

Typically, students will apply for admission to the MPH program during the fall semester of the P2 year or after completion of 116 credits. The admission process and criteria are listed on the Des Moines University MPH program web site. Doctor of Pharmacy students also are required to include a letter of support from the Drake University CPHS dean's office or their academic advisor. Doctor of Pharmacy students who have completed the PCAT are not required to complete the GRE.

MPH courses fulfilled by the Doctor of Pharmacy coursework (credit given following the completion of the Doctor of Pharmacy degree):

- MPH 657 – Survey of Human Health – 3 credits
- Electives – PHAR 171 and PHAR 172 will be transferred in upon successful completion to meet 6 hours of elective credit for the MPH degree.
- MPH 658 – Internship: PHAR 285 (Clinical Rotations) can be taken as the MPH internship. (All MPH internship requirements must be met and the site and preceptor approved by the Des Moines University internship coordinator.) Students must have completed or received credit for 24 credit hours of their MPH program of study to be eligible to take the MPH internship.

Students may enroll in additional summer coursework while taking their Doctor of Pharmacy and may complete final MPH courses after Doctor of Pharmacy completion. Students must complete their MPH degree within seven years from the date of admission to the MPH program.

Students completing Des Moines University coursework are responsible for paying tuition for the MPH courses they take at Des Moines University.

This unique program provides students the opportunity to fulfill their general and professional electives with courses that will assist them in developing expertise in diabetes. The general goal of this concentration is to prepare pharmacy students to be competent providers of diabetes patient care.

The concentration consists of both a didactic and experiential component. A total of 20 credit hours is required for the concentration. The didactic component constitutes a total of 10 credit hours of which 7 credit hours are required (and may also fulfill professional elective requirements) and 3 credit hours are elective. The remaining 10 credit hours are completed through experiential rotations.

Students planning to pursue this concentration should complete the [Change of Record Form](#).

### **Elective Courses (3 credits)**

Elective courses previously determined to provide an appropriate background in psychosocial issues, educational principles, and cultural aspects of chronic disease. Potential courses include the following:

- EDUC 164 - Perspectives in Race, Ethnicity, and Gender
- SCSS - Specific courses as approved by the Associate Dean
- PSY 124 - Health Psychology (PSY 001 prerequisite)
- \*HSCI 145 - Health Coaching (PHAR 071 or HSCI 055 prerequisite)
- \*PHAR 114 - Advances in Cardiac Disease (PHAR major required)
- \*PHAR 119 - Topics in Neuropharmacology (PHAR major required)
- Courses offered through the Global and Comparative Public Health Concentration
  - HSCI 144 - Introduction to Public Health
  - POLS 127 - Global Public Health
  - POLS 169 - Comparative Public Health Policy
  - HSCI 143 - Epidemiology
  - PHIL 124 - Health and Social Justice, OR PHIL 151: Environmental Justice
  - WLC 148 - Intercultural Communication
  - WLC 165 - Spanish for Health Care Providers

\* 2 credit course; additional 1 credit will be fulfilled by Global and Cultural Understanding AOI requirement.

Note that not all courses listed above offered each semester and/or year. Other courses as approved by Associate Dean, including transfer courses from DMACC, Grandview and other institutions. Complete the Transfer Credit Request Form to ensure that the course will fulfill the requirement.

These electives need to be completed by end of the P2 year when the professional pharmacy course work begins.

### **Required Courses (7 credits)**

The professional coursework that will need to be taken includes the following courses:

- PHAR 126 - Principles of Nutrition (Prior to the P3 year) - 2 credits - WWW available
- PHAR 128 - Advanced Diabetes Care (P3 Fall) - 3 credits - WWW
- PHAR 129 - Integrated Diabetes Cases (P3 Spring) - 2 credits

**Note:** The courses above also will fulfill professional elective course requirements.

### **Experiential Requirements (10 credits)**



One 5 credit hour rotation is required in an area which provides greater than a 50% concentration in diabetes care, or care for a minimum number of patients with diabetes.

One 5 credit hour rotation is required in practices which may provide less than a 50% concentration in diabetes, but still enable the student to participate in diabetes management (e.g. family practice, pediatrics, or geriatrics).

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## Admission Requirements

Students may apply to the College of Pharmacy and Health Sciences as pre-pharmacy students. Students admitted to the College of Pharmacy and Health Sciences as pre-pharmacy students are selected from a pool of applicants who have met a priority application deadline of Dec. 1. Students admitted into Drake's pre-pharmacy program are offered the Drake Pharm.D. 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 Pharm.D. Difference. Additional information is available at [www.drake.edu/pharmacy/pre-pharmacyadmission/](http://www.drake.edu/pharmacy/pre-pharmacy/pre-pharmacyadmission/).

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](http://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 [www.drake.edu/pharmacy/pre-pharmacy/pre-pharmacyadmission/](http://www.drake.edu/pharmacy/pre-pharmacy/pre-pharmacyadmission/).

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## Regulations and Academic Requirements

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

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](#) area of the catalog.

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

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

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

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

The Academic and Student Affairs Office is responsible for coordinating the registration process, verifying appropriate registration of courses, approving educational plan waivers and transfer credit requests, updating degree audits with regard to substitutions, waivers and transfer courses, answering student questions regarding registration, credit completion, course transfer process and study-abroad opportunities, serving as a resource for students in combined degree programs (M.B.A., M.P.A., J.D., M.S.L.D., M.P.H.) 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.

# Occupational Therapy Doctorate

The Occupational Therapy Doctorate (OTD) program is a three-year, year-round professional program that prepares students for community or clinical practice, post-doctorate educational experiences, and many other occupational therapy practice opportunities. Students may be admitted to the pre-occupational therapy bachelors degree program directly from high school and upon successful completion of established criteria, may be considered for admittance to the three-year professional program.

## [Experiential Educational Goals and Objectives](#)

### [Curriculum](#)

### [Admission](#)

### [Occupational Therapy Department web site](#)

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## **OTD Experiential Educational Goals and Objectives**

The Drake University Occupational Therapy Doctorate Program will prepare students with the flexible, clinical, analytical and practice skills necessary to succeed in occupational therapy through an interdisciplinary blend of professional, science, and liberal arts education. The purpose of the program is to provide graduates with an advanced entry-level knowledge base, skills, attitudes, ethics and values to succeed in occupational therapy careers. The curriculum is designed to provide the graduate with competence in these areas:

### **A. Research and Evidence-based Practice.**

1. Graduates will have obtained certification in Human Subjects Research Design.
2. Graduates will be able to complete a qualitative, quantitative, or mixed methodology designed research project.
3. Graduates will be able to produce critically appraised papers of evidence-based interventions.
4. Graduates will be able to critically analyze evidence for application to practice.

### **B. Service learning at the local, national, and international levels for diverse and underserved populations.**

1. Graduates will have participated in a variety of service learning opportunities in a variety of traditional and nontraditional practice settings for diverse populations.
2. Graduates will be able to develop programming for groups and individuals in typical practice settings as well as international practice settings.
3. Graduates will be able to develop programming for a variety of service events and community organizations to enhance health and well-being in diverse and underserved populations.

### **C. Collaborative, compassionate, competent, and innovative practitioners utilizing occupations to advance health and well-being.**

1. Graduates will be able to grade occupations in collaboration with the individuals they serve to meet their needs to enhance participation in desired life activities.
2. Graduates will be able to adapt occupations and equipment in collaboration with the individuals they serve to meet their needs to enhance engagement in desired life activities.
3. Graduates will demonstrate therapeutic use of self to improve outcomes for their clients.

4. Graduates will collaborate with clients, caregivers, and a variety of professionals to develop strategies and techniques for increasing participation in desired life activities.

#### **D. Entrepreneurial leadership to develop the profession and mentor future occupational therapists.**

1. Graduates will be able to mentor and educate future occupational therapists in a variety of settings.
2. Graduates will be able to demonstrate leadership skills necessary for volunteer positions in local, state, national, and international levels.
3. Graduates will be able to develop emerging practice settings to advance the occupational therapy profession.
4. Graduates will understand the importance of life-long learning and professional development throughout their careers.

#### **E. Design adaptive and dynamic teaching-learning environments centered around discovery of knowledge in a variety of settings and contexts.**

1. Graduates will be able to use activity analysis and synthesis to design interventions for individuals in a variety of settings and contexts.
2. Graduates will demonstrate the ability to utilize teaching-learning strategies to assist individuals for increasing engagements in preferred life activities.
3. Graduates will have basic knowledge and recognize the need to consult with experienced and specialty or board certified practitioners to advance knowledge and skill level in practice.

## **Curriculum**

| OTD Summer 1                       |  |           |               |   |
|------------------------------------|--|-----------|---------------|---|
| <b>SUMMER</b>                      |  |           |               |   |
| OTD 101                            | History of OT in Context of the Sociology of Profe | 3 CR      |               |   |
| OTD 121                            | Occupation Based Practice I: Occl Therapy Process  | 4 CR      |               |   |
| OTD 102                            | Psychosocial Development and Application to OT     | 4 CR      |               |   |
| OTD 110                            | The Human Condition: Pathology and Impairments     | 3 CR      |               |   |
| OTD 131                            | Occ Therapy Practice Skills 1: Basics of OT        | 4 CR      |               |   |
| <b>Semester Total Credit Hours</b> |  | <b>18</b> |               |   |
| OTD Year 1                         |  |           |               |   |
| <b>FALL</b>                        |  |           | <b>SPRING</b> |   |
| OTD 161                            | Level IA Fieldwork & Doctoal Exp. Forum: Adulthood | 1 CR      | OTD 142       | Research in OT 2: Observational & Descriptive Rese 3 CR |
| OTD 105                            | Applied Neuroscience 1                             | 4 CR      | OTD 123       | Occ Based Practice 3: Pediatrics 4 CR                   |
| OTD 122                            | Occ Based Practice 2: Assess informing evaluation  | 4 CR      | OTD 132       | OT Practice Skills 2: Orthotics and Positioning 4 CR    |
| OTD 141                            | Research in OT 1: Role of Theory in OT             | 3 CR      | OTD 151       | Health Care Policy & Impact on Delivery 3 CR            |

|                                    |                                  |           |                                    |  |           |
|------------------------------------|----------------------------------|-----------|------------------------------------|--|-----------|
| OTD 111                            | Application of Kinesiology to OT | 4 CR      | OTD 162                            | Level IB Fieldwork & Doc. Exper. Forum: Pediatrics | 1 CR      |
| <b>Semester Total Credit Hours</b> |                                  | <b>16</b> | <b>Semester Total Credit Hours</b> |  | <b>15</b> |

OTD Summer 2

|                                    |  |           |
|------------------------------------|--|-----------|
| <b>SUMMER</b>                      |  |           |
| OTD 133                            | OT Practice Skills 3: Uni Design, Adaptive Equip   | 4 CR      |
| OTD 106                            | Applied Neuroscience 2: Neuro-occupations          | 4 CR      |
| OTD 124                            | Occupation Based Practice 4: Aging Adults          | 4 CR      |
| OTD 143                            | Research in OT 3: Experimental Research            | 3 CR      |
| OTD 163                            | Level IC Fieldwork & Doc. Exp. Forum: Psych Health | 1 CR      |
| <b>Semester Total Credit Hours</b> |  | <b>16</b> |

OTD Year 2

|                                    |  |           |                                    |  |           |
|------------------------------------|--|-----------|------------------------------------|--|-----------|
| <b>FALL</b>                        |  |           | <b>SPRING</b>                      |  |           |
| OTD 144                            | Research in OT 4: Critical Analysis                | 3 CR      | OTD 154                            | Advocacy & Leadership                        | 3 CR      |
| OTD 164                            | Level ID Fieldwork & Doc Exp Forum: Self-designed  | 1 CR      | OTD 126                            | Occ Based Practice 6: Population Health      | 4 CR      |
| OTD 152                            | Management & Administration                        | 3 CR      | OTD 135                            | OT Practice Skills 5: Explor Specialty Areas | 4 CR      |
| OTD 134                            | OT Practice Skills 4: Ergonomics, PAM & Adv Tech   | 4 CR      | OTD 145                            | Research in OT 5: Scholarship of Application | 3 CR      |
| OTD 153                            | Independent Study 1                                | 3 CR      | OTD 155                            | Professional Practice Seminar                | 3 CR      |
| OTD 125                            | Occ Based Practice 5: Health, Wellness & Well-Bein | 4 CR      | OTD 156                            | Independent Study 2                          | 3 CR      |
| <b>Semester Total Credit Hours</b> |  | <b>18</b> | <b>Semester Total Credit Hours</b> |  | <b>20</b> |

OTD Summer 3

|                                    |                     |           |
|------------------------------------|---------------------|-----------|
| <b>SUMMER</b>                      |                     |           |
| OTD 165                            | Level IIA Fieldwork | 12 CR     |
| <b>Semester Total Credit Hours</b> |                     | <b>12</b> |

OTD Year 3

|             |                      |        |               |                                |       |
|-------------|----------------------|--------|---------------|--------------------------------|-------|
| <b>FALL</b> |                      |        | <b>SPRING</b> |                                |       |
| OTD 166     | Level IIB Fieldwork  | 12 CR  | OTD 168       | Doctoral Experience (16 Weeks) | 16 CR |
| OTD 167     | Doctoral Preparation | 0.5 CR | OTD 146       | Occupational Therapy Capstone  | 2 CR  |

|                                   |      |                             |    |
|-----------------------------------|------|-----------------------------|----|
| Semester Total Credit Hours       | 12.5 | Semester Total Credit Hours | 18 |
| <b>Total Program Hours: 145.5</b> |      |                             |    |

\*Independent Study during the OTD Year 2 may be worth up to 4 credits each. This will bring the OTD Track Credit total up to 147.5

## Admission

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission to the Drake University OTD program is based on academic and personal qualifications that are necessary for successful, competent practice as an occupational therapist. Candidates are evaluated on the basis of the fit between their personal goals and the mission and goals of the OTD program. Prior education, work experience, honors, awards, service to others and leadership activities are also considered in the admission process. Prior shadowing in an OT environment is helpful, but not required.

Students can apply to our OTD program by meeting the following requirements. Please note that these are the requirements applicants must meet in order for their applications to be considered complete. **Meeting these requirements does not guarantee admission to the OTD program.**

- Submit an application through the [Centralized Application Service for Occupational Therapy \(OTCAS\)](#)
- Submit a [Drake University Occupational Therapy Doctorate \(OTD\) Supplemental Application](#) and \$70 application fee
- Take the [Graduate Record Examination \(GRE\)](#) and have scores submitted directly to OTCAS (institution code 1892); no minimum score is required to be considered for admission to the OTD program
- Earn a bachelor's degree from a regionally accredited college or university by the end of the spring semester prior to entering the OTD program
- Earn a cumulative GPA of 3.0 or higher (as calculated in OTCAS)
- Complete (or be in the process of completing) the prerequisite coursework outlined in the table below; all required courses must be completed by the end of the spring semester prior to entering the OTD program

| Subject   | Credit Hours                    | Drake Courses  |
|---|---------------------------------|--|
| <b>Anatomy and Physiology</b>   |                                 |  |
| A complete year course sequence in anatomy (one semester) and physiology (one semester) is required. Students may take a combined anatomy/physiology sequence, but they must take both semesters in order | 8 credit hours (including labs) | HSCI 125/L and 141 (PHAR 125 may replace HSCI 125); or BIO 018/L and 129 |

to fulfill the requirement. Labs are required.

### **General Psychology**

A one-semester introductory course in psychology is required. This course must fulfill the prerequisite to allow students to take courses in developmental and abnormal psychology. A lab is not required.

3 credit hours PSY 001 (4 credit hours)

### **Developmental Psychology**

Students may take a one-semester course in child and adolescent development, adult development and aging, or lifespan development. A lab is not required.

3 credit hours PSY 042 or 044

### **Abnormal Psychology**

A one-semester course in abnormal psychology is required. A lab is not required.

3 credit hours PSY 076

### **Physics**

A one-semester course in general physics is required. This may be a course designed for physics, life science or health science majors. A lab is not required.

3 credit hours PHY 011 or 132

### **Statistics**

A one-semester course in general statistics is required. Business, psychology or biological science statistics courses are accepted.

3 credit hours STAT 060 or 071

### **Medical Terminology**

A one-semester course in medical terminology is required.

1 credit hour HSCI 095

### **English Composition**

A complete year course sequence in college-level English writing or composition is required. The sequence can be made up of a one-semester college-level composition course and a one-semester intensive writing course.

6 credit hours FYS and Written Communication AOI

### **Public Speaking**

A one-semester course focused on public speaking is required. Common course titles include Fundamentals of Speaking or Public Speaking. Interpersonal speaking and communication courses will NOT be accepted.

3 credit hours SCSR 073

Students must earn a grade of C or higher in order to receive transfer credit and fulfill prerequisite courses. Please see Drake University's [Transfer Credit Information page](#) or contact the College of Pharmacy and Health Sciences at (515) 271-3018 for more information. Students who wish to fulfill prerequisites using Advanced Placement (AP) scores must earn a 4 or higher on the AP exam. Please see Drake University's [AP, IB and CLEP Credit](#) policy or contact the College of Pharmacy and Health Sciences for more information.

Application materials for the Summer 2017 term are now available. **Drake University's Occupational Therapy Doctorate (OTD) program operates on a rolling admission process.** We recommend submitting application materials early in order to ensure your application is processed and considered in a timely manner. Students with

strong applications and academic credentials will be invited to complete the second phase of the admission process, which includes a scored on-campus interview and a scored writing assessment.

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*2016-2017 Drake University Graduate and Professional Programs Catalog*



# Drake 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 the [Law School web site](#) for more information regarding the Drake Law School.

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## 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.

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## Degree Programs

### Doctor of Jurisprudence (J.D.)

The J.D. program is for students with a four-year bachelor's degree who wish to practice law in any state. Visit the Drake Law School for more information regarding admission, costs, financial aid, and other information pertaining to the Doctor of Jurisprudence degree.

### Master of Jurisprudence (M.J.)

Drake's graduate law program is open to both American and international students on a full-time or part-time basis. The Master of Jurisprudence program is open to students who have received a bachelor's degree, but have not earned a J.D. or its foreign equivalent. Credits earned as an M.J. student are not transferrable should a student later decide to pursue the J.D. program.

### **Master of Laws (LL.M.)**

Drake Law School's graduate law program, open both to American and international students on a full-time or part-time basis, allows each student to pursue an individualized course of study toward an LL.M. (Master of Laws) degree. Drake Law offers an LL.M. in Individualized Legal Studies, as well as an LL.M. in Intellectual Property Law. The LL.M. is an internationally recognized higher academic degree which establishes that the recipient has achieved an advanced understanding of U.S. and international legal principles and is qualified to compete effectively in the globalized legal environment. Any applicant who holds a J.D. (Juris Doctorate) degree from an ABA-accredited law school, an LL.B., or an equivalent degree from a foreign law school is eligible for the LL.M. An LL.M. degree is ideal for American students who seek an advanced curriculum that facilitates their transition to practice or for practitioners who seek to expand their practices into new areas. For an international student, an LL.M. attests to the student's knowledge and understanding of American law and culture, as well as to the student's English language proficiency. An international student who wishes to practice in the U.S. and who holds an LL.M. may, in some states, sit for the state bar exam and obtain a license to practice law in the United States.

### **Joint Degree Programs**

#### **3+3 Option**

Under the 3+3 option, qualified Drake University undergraduate students in the College of Arts and Science, College of Business and Public Administration and the School of Journalism and Mass Communication may complete both the undergraduate and J.D. degree requirements by enrolling for three years each in the undergraduate program and the Law School.

Admission to Law School under the 3+3 option is not guaranteed. Applicants are required to take the LSAT entrance exam and must meet regular admission standards. Candidates also must have completed substantially all undergraduate work and must be able to obtain the undergraduate degree through credited work completed in first-year law courses.

Candidates are advised to consult their undergraduate advisers concerning the undergraduate degree requirements.

#### **Doctor of Jurisprudence/ Doctor of Pharmacy (J.D. / Pharm.D.)**

Qualified students enrolled in the Drake University College of Pharmacy and Health Sciences Doctor of Pharmacy (PharmD) degree program may complete both the pharmacy degree and the JD degree requirements in eight years rather than the usual nine. Students typically begin the law program in the summer following the third year of the pharmacy program.

Candidates are advised to consult both the Law School and the College of Pharmacy and Health Sciences concerning the admission requirements for this option.

#### **Doctor of Jurisprudence / Master of Business Administration (J.D. / M.B.A.)**

Students considering careers in commercial or corporate law find this option useful. Both degrees can be completed in six semesters and two summers. The program is administered jointly by Drake Law School and Drake's College of Business and Public Administration.

#### **Doctor of Jurisprudence / Master of Public Administration (J.D. / M.P.A.)**

This program, also administered cooperatively by Drake Law School and Drake's College of Business and Public Administration, combines legal studies with a multi-disciplinary professional education in public management and policy. This program can be completed in six semesters and two summers.

**Doctor of Jurisprudence / Master of Arts in Political Science (J.D. / M.A.)**

This program is administered by Drake Law School in cooperation with the Iowa State University Department of Political Science. This combination of studies provides students with a firm understanding of law as well as the theories, concepts and tools of sophisticated political analysis that position them for a wide variety of career options.

**Doctor of Jurisprudence / Master of Science in Agricultural Economics (J.D. / M.S.)**

Students who combine the study of law and economics develop critical and analytical skills in both disciplines that can make them valuable to employers in business, financial institutions, labor and government. This program is administered jointly by Drake Law School and the Iowa State University Department of Economics and can be completed in six semesters and two summers.

**Doctor of Jurisprudence / Master of Social Work (J.D./M.S.W.)**

Students interested in family relations and working with low-income families find this option useful. Administered jointly by Drake Law School and the University of Iowa, whose courses are available in Des Moines, this program allows law students to receive up to nine credit hours for work in the Master of Social Work program.

**Doctor of Jurisprudence / Master of Public Health (J.D. / M.P.H.)**

This program, administered jointly by Drake Law School and Des Moines University College of Health Sciences, is a wonderful option for students interested in public health law. Graduates will be prepared to serve in a variety of settings, including federal health and human services agencies, state departments of public health, local boards of public health, public and private health care providers, private law firms, and public and private agencies and organizations devoted to health promotion and disease prevention.

**Doctor of Jurisprudence / Master of Health Administration (J.D. / M.H.A.)**

This program, also administered jointly by Drake Law School and Des Moines University College of Health Sciences, combines legal studies with a multi-disciplinary professional education in health services administration and leadership. Graduates will be prepared to serve in a variety of positions, including executive and management positions at hospitals, academic medical centers, other health care providers, and health care payors.

# School of Education

## A Message from the Dean

Welcome to the Drake University School of Education. As the chief administrator, I have the privilege of leading 70 faculty and staff who are dedicated to prepare world-class teachers, counselors and administrators. How do we accomplish this? We offer over 60 endorsement and 14 degree programs for undergraduate and graduate students that want to become leaders in the community.

In the SOE, we offer a breadth of learning opportunities for individuals in all stages of their career. Whether you are an undergraduate student looking to teach, a graduate student looking to advance on the salary grid – we have a program for you. Are you a professional looking to change career paths? Are you a current teacher looking to add an endorsement? We offer continuing education courses and degree opportunities for anyone looking to take the next step. We offer courses in all formats to meet the needs of our students. We offer classes on nights and weekends, online and blended format, and traditional classroom instruction.

We are proud to manage Head Start in five central Iowa counties with services to over 1,000 infants, toddlers and their families. Head Start is a comprehensive child development program aimed at increasing the school readiness of young children in low-income families.

With another \$500,000 award from the Iowa Legislature, we will support Science, Technology Engineering and Math (STEM) activities for teachers and students in over 150 schools. To prepare more STEM educated teachers, we offer Iowa's first STEM Endorsement as an optional addition to an elementary education major.

We are a unique and powerful unit of a highly successful university. We currently reach over 9,000 individuals in our full time and part time programs. School of Education graduates hold leadership positions in 67% of the school districts in our state.

Finally, I want to share the message that “Momentum is Building”. This is the year that we hope to reach our goal to begin construction of a new 4-story building in the center of campus. Take the next step...come see what we have to offer you.

*Dean Janet McMahonill*

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[Admission](#)

[Policies](#)

[Programs](#)

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# 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.

See each [program](#) page for requirements and procedures specific to that program.

## Contact

Coordinator of Graduate Admission, School of Education

[soegradadmission@drake.edu](mailto: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 Core](#) scores. The School of Education minimum acceptable score is a composite (reading + writing + math) of 448.

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

# Regulations and Academic Requirements

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

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](#) area of the catalog.

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

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

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

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

The Academic and Student Affairs Office is responsible for coordinating the registration process, verifying appropriate registration of courses, approving educational plan waivers and transfer credit requests, updating degree audits with regard to substitutions, waivers and transfer courses, answering student questions regarding registration, credit completion, course transfer process and study-abroad opportunities, serving as a resource for students in combined degree programs (M.B.A., M.P.A., J.D., M.S.L.D., M.P.H.) 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.

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# Doctor of Philosophy in Education

Department web site

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## Program Overview

In addition to course work that emphasizes the study of leadership, theory, ethics, technology and organizations, program evaluation and research methodologies, the Ph.D. program provides opportunities for development as a research scholar with a research intensive apprenticeship experience. In the final year of the program, Ph.D. students work closely with their faculty mentors in an apprenticeship. While focused on enhancing and expanding the Ph.D. student’s research skills and knowledge, faculty mentors work with their mentees to identify and design apprenticeship activities based on the Ph.D. student’s professional goals and discipline. Some examples of apprenticeship activities include curriculum development, grant writing, conference proposals and presentations, writing for publication, teaching, learning advanced research methods not covered in the program’s four research courses, and leading workshops on topics related to the student’s expertise.

Developed for working professionals, courses are held in a weekend format on Drake University’s campus, so you can continue to work full time. The program is a minimum of 54 credits with no transfer credits accepted. Students must graduate with a minimum 3.5 GPA.

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## Course Schedule

### Year One

| Semester | Course  | Credit | Description                                |
|----------|---------|--------|--|
| Fall     | DOC 301 | 3      | Seminar                                    |
| Fall     | DOC 350 | 3      | Philosophies & Epistemologies in Education |
| Spring   | DOC 345 | 3      | Advanced Leadership                        |
| Spring   | DOC 306 | 3      | Qualitative Research Methods               |
| Summer   | DOC 302 | 3      | Seminar (Ethics, Diversity & Leadership)   |
| Summer   | DOC 396 | 3      | Advanced Qualitative Research              |

### Year Two

| Semester | Course  | Credit | Description                            |
|----------|---------|--------|--|
| Fall     | DOC 360 | 3      | Technology & Organizational Leadership |
| Fall     | DOC 305 | 3      | Quantitative Research                  |
| Spring   | DOC 395 | 3      | Advanced Quantitative Research         |
| Spring   | DOC 370 | 3      | Program Evaluation & Assessment        |
|          |         |        | <i>Comprehensive Exams</i>             |
| Summer   | DOC 390 | 3      | Dissertation Seminar                   |
| Summer   | DOC 399 | 3      | Dissertation Credits                   |

### Year Three



| <b>Semester</b> | <b>Course</b> | <b>Credit</b> | <b>Description</b>                  |
|-----------------|---------------|---------------|-------------------------------------|
| Fall            | DOC 380       | 3             | Apprenticeship Credits with Advisor |
| Fall            | DOC 399       | 3             | Dissertation Credits                |
| Spring          | DOC 380       | 3             | Apprenticeship Credits with Advisor |
| Spring          | DOC 399       | 3             | Dissertation Credits                |
| Summer          | DOC 380       | 3             | Apprenticeship Credits with Advisor |
| Summer          | DOC 399       | 3             | Dissertation Credits*               |

\*Students enroll for 1 credit of DOC 399 each semester until dissertation is complete.

## Admission

All courses in each of the doctoral programs are taken as a cohort. Cohorts begin each fall.

### Application Process All Doctoral Programs

In order 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

Additional Application Materials for Ph.D.

In addition to the above items, those applying to the Ph.D. program will need to submit a 1-2 page essay explaining their research interests and reasons for pursuing a research intensive degree.

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# Doctor of Education in Education Administration with Superintendent Licensure

Department web site

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## Program Overview

The Doctorate of Education in Education Administration with Superintendent Licensure prepares individuals for superintendent/AEA administration licensure while pursuing a terminal degree. Developed from the Iowa Standards for School Leaders, the program enables doctoral students to become exemplary leaders within the field of education. A rich clinical experience is central to the program, with multiple hands-on experiences embedded throughout the coursework.

Developed for working professionals, courses are held in a weekend format on Drake University's campus, so you can continue to work full time. The program is a minimum of 54 credits with no transfer credits accepted.

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## Course Schedule

### Year 1

| Semester | Course  | Credits | Description                        |
|----------|---------|---------|------------------------------------|
| Fall     | EDL 283 | 3       | Leading Complex Organizations      |
| Fall     | EDL 291 | 3       | Policy, Influence and Legal Issues |
| Spring   | EDL 290 | 3       | School Resource Management         |
| Spring   | EDL 285 | 3       | Ethics and Social Justice          |
| Summer   | EDL 287 | 3       | Curriculum and Evaluations         |
| Summer   | EDL 289 | 3       | Organization Management            |

### Year 2

| Semester | Course  | Credits | Description                   |
|----------|---------|---------|-------------------------------|
| Fall     | EDL 286 | 3       | Systems Thinking              |
| Fall     | EDL 288 | 3       | Human Resource Management     |
| Spring   | DOC 306 | 3       | Qualitative Research          |
| Spring   | DOC 345 | 3       | Advanced Leadership           |
| Summer   | EDL 292 | 3       | Final Seminar                 |
| Summer   | DOC 396 | 3       | Advanced Qualitative Research |

### Year 3

| Semester | Course  | Credits | Description                   |
|----------|---------|---------|-------------------------------|
| Fall     | DOC 301 | 3       | Doctoral Seminar              |
| Fall     | DOC 305 | 3       | Quantitative Research Methods |

|        |           |  |
|--------|-----------|--|
| Spring | DOC 395 3 | Advanced Quantitative Research<br><i>Comprehensive Exams</i> |
| Spring | DOC 399 3 | Dissertation Credits   |
| Summer | DOC 399 6 | Dissertation Credits*  |

\*Students enroll for 1 credit of DOC 399 each semester until dissertation is complete.

## Admission

All courses in each of the doctoral programs are taken as a cohort. Cohorts begin each fall.

### Application Process All Doctoral Programs

In order 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

### Additional Application Materials for Ed.D. with Superintendent Licensure

In addition to the above items, those applying to the EdD with Superintendent licensure will need to submit two 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 district-level leadership. Note: These letters are in addition to the three reference contacts listed above. Reference contacts can also write these letters as long as they meet the requirements listed.



# Doctor of Education in Leadership

Department web site

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## 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 Ed.D. 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.

Developed for working professionals, courses are held in a weekend format on Drake University'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 listed below, with one year or more to complete a dissertation). The program is a minimum of 42 credits with no transfer credits accepted.

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## 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  | Credits |
|---|---------|
| <i>First Year</i>                               |         |
| <b>Fall Semester</b>                            |         |
| DOC 301 - Doctoral Seminar                      | 3       |
| DOC 350 - Advanced Foundations                  | 3       |
| <b>Spring Semester</b>                          |         |
| DOC 306 - Qualitative Research Methods          | 3       |
| DOC 345 - Advanced Leadership                   | 3       |
| <b>Summer Semester</b>                          |         |
| DOC 302 - Doctoral Seminar                      | 3       |
| DOC 396 - Advanced Qualitative Research Methods | 3       |

## *Second Year*

### **Fall Semester**

DOC 305 - Quantitative Research Methods 3

DOC 360 - Technology and Organizational Leadership 3

### **Spring Semester**

DOC 370 - Program Evaluation and Assessment 3

DOC 395 - Advanced Quantitative Research Methods 3

### *Comprehensive Exams*

### **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.

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## **Admission**

All courses in each of the doctoral programs are taken as a cohort. Cohorts begin each fall.

### **Application Process All Doctoral Programs**

In order 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

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# Specialist in Education

[Department web site](#)

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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.S.: Specialist in Education with Superintendent Licensure

[Department web site](#)

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## Program Overview

The Specialist in Education with Superintendent Licensure is a post-masters program that prepares students for superintendent/AEA administration licensure. Developed from the Iowa Standards for School Leaders, the program enables students to become exemplary leaders within the field of education. A rich clinical experience is central to the program, with multiple hands-on experiences embedded throughout the coursework.

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## Program Requirements

The Specialist in Education with Superintendent Licensure requires 30-credit hours, consisting of nine 3-credit courses and one 3-credit seminar.

| Course                                       | Credits |
|--|---------|
| EDL 292 - Introductory Seminar               |         |
| EDL 283 - Leading Complex Organizations      | 3       |
| EDL 284 - Advanced Research                  | 3       |
| EDL 285- Ethics and Social Justice           | 3       |
| EDL 286- Systems Thinking                    | 3       |
| EDL 287 - Curriculum and Evaluation          | 3       |
| EDL 288 - Human Resource Dynamics            | 3       |
| EDL 289 - Organization Management            | 3       |
| EDL 290 - School Resource Management         | 3       |
| EDL 291 - Policy, Influence and Legal Issues | 3       |
| EDL 292 - Final Seminar                      | 1-3     |

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## 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.
- Begin the application process on the [School of Education's admission page](#). Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at [soegradadmission@drake.edu](mailto: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.



# Ed.S.: Specialist in Education with Principal Licensure

[Department web site](#)

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## Program Overview

The Specialist in Education with Principal Licensure is a post-masters program that prepares students for principal licensure. Developed from the Iowa Standards for School Leaders, the program enables students to become exemplary leaders within the field of education. A rich clinical experience is central to the program, with multiple hands-on experiences embedded throughout the coursework.

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## Program Requirements

The Specialist in Education with Principal Licensure requires 45-credit hours, consisting of two 3-credit clinical experiences.

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## 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.
  - Begin the application process on the [School of Education's admission page](#). Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at [soegradadmission@drake.edu](mailto: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
-

# Ed.S.: Specialist in Education with Content-Based Emphasis

[Department web site](#)

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## Program Overview

The Specialist in Education with a Content-Based Emphasis is a post-masters program that prepares students for leadership within the field of education or business through programmatic strands. Specific areas of study include leadership development, literacy education, and teacher effectiveness and professional development.

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## Program Requirements

The emphasis requires 30 credit hours, consisting of 21 credit hours of programmatic electives and three 3-credit core courses.

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## 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.
  - Begin the application process on the [School of Education's admission page](#). Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at [soegradadmission@drake.edu](mailto:soegradadmission@drake.edu) or 515-271-2552.
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# 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 (Note: the criteria below do not reflect admission criteria for the M.A.T. program itself)
  - Two faculty recommendations
  - Minimum cumulative G.P.A. of 3.0

| Course   | Credits |
|--|---------|
| Pre-Professional Coursework  |         |
| EDUC 203 - Foundations of Education  | 3       |
| EDUC 208 - Student Development and Learning Theory   | 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>Acceptance to Teacher Education requires two faculty recommendations and a minimum cumulative GPA of 3.0.</i> |         |
| 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                          | 3         |
| 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         |
| <b>Total Hours</b>  | <b>36</b> |

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.

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## 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](mailto: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 (Note: the criteria below do not reflect admission criteria for the M.S.T. program itself)
  - Two faculty recommendations
  - Minimum cumulative G.P.A. of 3.0

| Course  | Credits |
|---|---------|
| Pre-Professional Coursework                                     |         |
| EDUC 203 - Foundations of Education                             | 3       |
| EDUC 208 - Educational Psychology of Teaching & Learning        | 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       |
| Choose one of the following                                     |         |
| ART 083 - Introduction to Art Education                         | 3       |
| EDUC 213 - Art Integration in Education                         | 3       |
| MUS 015 - General Music in Elementary Schools                   | 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 |

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## 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](mailto:soegradadmission@drake.edu) or 515-271-2552.
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# Master of Science in Education: Education Leadership

[Department web site](#)

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## 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.

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## Program Requirements

| Course   | Credits   |
|--|-----------|
| 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         |
| <b>Total Hours</b>   | <b>36</b> |

\*Meets Iowa Evaluator Approval requirements

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## 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](mailto: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.
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# Master of Science in Education: Literacy Education

[Department web site](#)

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## 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.

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## Program Requirements

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

| Course   | Credits |
|--|---------|
| 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       |

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## 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](mailto: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.

- Instructional Strategist I (K-8 or 5-12)
- Instructional Strategist II (K-12)
- Consultant Endorsement
- 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   | Credits |
|--|---------|
| 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

| <b>Course</b>  | <b>Credits</b> |
|--|----------------|
| 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              |

*Choose one of the following*

|  |     |
|--|-----|
| 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

| <b>Course</b>   | <b>Credit Hours</b> |
|---|---------------------|
| 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.

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

#### **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.

| <b>Course</b>  | <b>Credits</b> |
|--|----------------|
| SPED 274 - Career/Vocational Assessment                      | 3              |
| SPED 275 - Career and Vocational Planning                    | 1              |
| SPED 276 - Coordination of Cooperative Occupational Programs | 2              |
| <b>Total Hours</b>   | <b>6</b>       |

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## 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](mailto:soegradadmission@drake.edu) or 515-271-2552.
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# Master of Science in Education: Teacher Effectiveness and Professional Development (T.E.P.D.)

Department web site

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## 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 be 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   | Credits   |
|--|-----------|
| 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         |
| <b>Total Hours</b>                             | <b>17</b> |

### Specializations

- *Curriculum Studies Concentration* - elementary or secondary
- *Math Concentration* - elementary or secondary
- *STEM Concentration*

**K-8 STEM:** For teachers with an elementary classroom endorsement

| Requirement   | Credits |
|---|---------|
| <i>15 credits in science</i>  |         |
| <i>15 credits in math to include coursework in computer programming</i> |         |

*9 credits in STEM curriculum and methods*

|  |   |
|--|---|
| STEM 220 - Methods of Engineering & Technological Design                   | 3 |
| STEM 274 - Inquiry and the Natures of Science, Technology, and Engineering | 3 |
| EDUC 299 - Mathematical Practices  | 3 |

*Completion of a STEM field experience*

**5-8 STEM:** For teachers with a 5-8 science or mathematics teaching endorsement

| Requirement | Credits |
|-------------|---------|
|-------------|---------|

*15 credits in science*

*15 credits in math to include coursework in computer programming*

*9 credits in STEM curriculum and methods*

|  |   |
|--|---|
| STEM 220 - Methods of Engineering & Technological Design                   | 3 |
| STEM 274 - Inquiry and the Natures of Science, Technology, and Engineering | 3 |
| EDUC 299 - Mathematical Practices  | 3 |

*Completion of a STEM field experience*

**K-12 STEM Specialist:** For teachers with a 5-12 science or mathematics teaching endorsement

| Requirement | Credits |
|-------------|---------|
|-------------|---------|

*Must hold or be working toward a master's degree from an accredited institution*

|  |   |
|--|---|
| STEM 220 - Methods of Engineering & Technological Design                   | 3 |
| STEM 274 - Inquiry and the Natures of Science, Technology, and Engineering | 3 |
| EDUC 289 - Managing School-Wide Change Through Coaching                    | 3 |
| EDUC 299 - Mathematical Practices  | 3 |

*Completion of a STEM field experience*

*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 | Credits |
|--------|---------|
|--------|---------|

Required Courses

|  |   |
|--|---|
| EDUC 264 - Perspectives on Race, Ethnicity, and Gender | 3 |
| EDUC 283 - Social Context of Urban Schools             | 3 |

Elective Courses - *Choose three from the following*

|   |   |
|---|---|
| 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 |

|                    |           |
|--------------------|-----------|
| <b>Total Hours</b> | <b>15</b> |
|--------------------|-----------|

See the [Endorsement-Only Programs](#) page of the School of Education.

---

## **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](mailto:soegradadmission@drake.edu) or 515-271-2552.
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# Master of Science in Leadership Development

## Program Options

Students choose at least one emphasis from the list below. Students who hold an undergraduate degree and are interested in completing a select number of courses (without earning the M.S.L.D. degree) may choose one of the four concentrations from the list below.

### Emphases

- Higher Education
- Human Resource Development
- Human Resource Management
- Multidisciplinary

### Concentrations

- Higher Education
- Human Resource Development
- Human Resource Management
- Leadership

## [Department web site](#)

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## Program Overview

The Masters of Science in Leadership Development (M.S.L.D.) 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.

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## Program Requirements

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

| Course   | Credits |
|--|---------|
| Core Courses   |         |
| MSLD 242 - Living, Learning, and Leading in the 21st Century | 3       |
| MSLD 243 - Moral Leadership                                  | 3108    |

|  |           |
|--|-----------|
| 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         |
| <b>Higher Education Emphasis</b>   |           |
| MSLD 282 - Foundations of American Higher Education  | 3         |
| MSLD 283 - The College Student   | 3         |
| MSLD 284 - Seminar in Student Personnel Services   | 3         |
| Elective   | 3         |
| <b>Human Resource Development (Training &amp; Development) Emphasis</b>  |           |
| MSLD 262 - Human Resource Development  | 3         |
| MSLD 263 - Performance Consulting  | 3         |
| MSLD 264 - Designing and Delivering Learning   | 3         |
| Elective   | 3         |
| <b>Human Resource Management Emphasis</b>  |           |
| MSLD 262 - Human Resource Development  | 3         |
| MSLD 272 - Human Resource Management   | 3         |
| MSLD 273 - Total Rewards, Staffing, and Performance Management   | 3         |
| MSLD 274 - Employee Relations, Labor Relations, and Employment Law   | 3         |
| <b>Multidisciplinary Emphasis</b>  |           |
| <i>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.</i> |           |
| <b>Total Hours</b>   | <b>36</b> |

## 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   | Credits |
|--|---------|
| <b>Higher Education Concentration</b>                    |         |
| MSLD 282 - Foundations of Higher Education               | 3       |
| MSLD 283 - The College Student                           | 3       |
| MSLD 284 - Seminar in Student Services                   | 3       |
| <b>Electives - Choose two courses from the following</b> |         |
| 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 262 - Human Resource Development                              | 3   |
| MSLD 272 - Human Resource Management                               | 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

- 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](mailto:soegradadmission@drake.edu) or 515-271-2552.
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# 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.

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## 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.

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## 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).

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# Master of Science in Counseling: Clinical Mental Health Counseling

[Department web site](#)

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## 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).

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## Program Requirements

| Course   | Credits |
|--|---------|
| 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      |

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## 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](mailto: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

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# Master of Science in Counseling: Clinical Rehabilitation Counseling

[Department web site](#)

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## 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.

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## 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   | Credits |
|--|---------|
| 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](mailto: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](#)

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## 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).

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## Program Requirements

| Course   | Credits |
|--|---------|
| 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       |
| School Counseling 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       |

\*Required only for students who are not licensed teachers

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## 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](mailto: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](#)

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## 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.

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## Program Requirements

| Course  | Credits   |
|---|-----------|
| 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   |           |
| <b>Total Hours</b>  | <b>42</b> |

---

## 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](mailto: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
- 

### **Accreditation**

The Rehabilitation Counseling specialization is accredited by the Council on Rehabilitation Education (CORE). The School Counseling specializations are approved by the State of Iowa. The Mental Health Counseling specialization is designed to meet all the academic requirements for licensure as a mental health counselor

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# Master of Science in Rehabilitation Placement

[Department web site](#)

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## 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.

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## Program Requirements

| Course   | Credits   |
|--|-----------|
| 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       |
| COUN Elective  |           |
| <b>Total Hours</b>   | <b>42</b> |

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## 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](mailto:soegradadmission@drake.edu) or 515-271-2552.

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
- 

### **Accreditation**

The Rehabilitation Counseling specialization is accredited by the Council on Rehabilitation Education (CORE). The School Counseling specializations are approved by the State of Iowa. The Mental Health Counseling specialization is designed to meet all the academic requirements for licensure as a mental health counselor.

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# 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-credit 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 credits of M.C.L courses in the School of Journalism and Mass Communication and 12 credits in the College of Business and Public Administration. The remaining six credits can be completed with either approved M.C.L. or business electives.

| Course   | Credits |
|--|---------|
| Required Courses   | 24      |
| 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       |
| MBA 240 - Values and Ethics in Decision-Making   | 3       |
| MBA 254 - Leadership and Human Capital Development   | 3       |
| Recommended 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     |
| 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

## 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.