

Drake University

General Catalog (2023-24)

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General Information

History and Character of Drake University

It was an ambitious undertaking.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

That report served as a framework for future planning and as the cornerstone for The Campaign for Drake, a \$115 million national fundraising program to advance Drake for students and society. Publicly announced on October 7, 1989, the Campaign was chaired by Madelyn M. Levitt, a Des Moines civic leader and member of Drake's Board of Governors. On May 7, 1993, the University announced that the \$115 million overall goal of the Campaign had been exceeded — more than one year ahead of its scheduled May 31, 1994, completion. At its official conclusion, the Campaign had raised more than \$130 million for the University.

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

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

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

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

Dr. David E. Maxwell became the University's 12th president on May 15, 1999. Upon his arrival, he immediately began working with faculty, staff and students to clearly define the mission, values, vision and goals of Drake and to develop a long-term strategic plan for the University. 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 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.

Mission and Inspiration

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**.

Inspiration Statement

Our inspiration is that together we transform lives and strengthen communities.

Collegial Structure

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

- College of Arts and Sciences
- Zimpleman College of Business
- School of Education
- John Dee Bright College
- School of Journalism and Mass Communication
- School of Law
- College of Pharmacy and Health Sciences

Accreditation

Drake University has been on the approved list of the North Central Association of Colleges and Schools since 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 of Colleges and Schools. The Higher Learning Commission reaffirmed Drake's accreditation in 2018.

Phone: 312-263-0456

<http://www.ncahlc.org/>

In addition to University accreditation by the Higher Learning Commission, the following Colleges, Schools, and departments have been accredited by the agencies designated:

- Teacher Education and Educational Leadership programs are accredited by the Iowa Department of Education and the Iowa Board of Educational Examiners.
- Law School: Accredited by the Council of American Bar Association's Section of Legal Education and Admission to the Bar and a charter member of the Association of American Law Schools.
- Zimpleman College of Business: Association to Advance Collegiate Schools of Business
- College of Pharmacy and Health Sciences:
 - Doctor of Pharmacy (PharmD): Accredited by The Accreditation Council on Pharmacy Education (ACPE)
 - Occupational Therapy Doctorate (OTD): Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc.

- Master of Athletic Training (MAT): Accredited by the Commission on the Accreditation of Athletic Training Education (CAATE)
- School of Journalism and Mass Communication: Accredited by the Accrediting Council on Education in Journalism and Mass Communication.
- Department of Art and Design is accredited by the National Association of Schools of Art and Design.
- Department of Chemistry is accredited by The American Chemical Society.
- Drake University/Department of Music is accredited by The National Association of Schools of Music.

Drake University is registered by the Iowa College Student Aid Commission on behalf of the State of Iowa. Students who wish to inquire about the school or file a complaint should use the following contact information:

Iowa College Student Aid Commission

Phone (toll-free): (877) 272-4456, option 4

Online student complaint form: <https://www.iowacollegeaid.gov/StudentComplaintForm>

Board of Trustees

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

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

UNIVERSITY GOVERNANCE

Drake University governance includes a Faculty Senate and Student Senate. The Faculty Senate has 22 voting members elected from and by the faculty of instruction: 12 elected at large, one from each of the four divisions of the College of Arts and Sciences, and one each from the College of Business and Public Administration, School of Journalism and Mass Communication, College of Pharmacy and Health Sciences, School of Education and the Law School, and Cowles Library. The president of the University and the provost sit as nonvoting members.

STUDENT SENATE

The Drake University Student Senate is elected by the members of the student body, which has 20 voting members: 5 executive officers, elected at large: the Student Body President, who serves as chair; the Vice President of Student Life; the Vice President of Student Activities; the Vice President of Student Organizations; and the Student Body Treasurer. 6 Academic Senators elected by each college; 1 first year senator elected from and by the First Year Class, 2 Equity and Inclusion Senators who also serve as Co-Presidents of Unity Roundtable; and 6 Senators-at-Large, elected at large.

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

Academic 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. Drake University's Drake Online graduate program courses are delivered in six-week blocks over Drake's traditional fall, spring, and summer terms.

Summer 2023

- May 15 (Mon.)
Summer term begins
- May 29 (Mon.)
Memorial Day (university holiday; classes do not meet)
- Jun 19 (Mon.)
Juneteenth observance (university holiday; classes do not meet)
- Jul 3 (Mon.)
Independence Day observance (university holiday; classes do not meet)
- Jul 4 (Tue.)
Independence Day (university holiday; classes do not meet)
- Aug 20 (Sun.)
Summer term ends

Fall 2023 (Non Law School)

- Aug. 28 (Mon.)
Fall term begins
- Sept. 4 (Mon.)
Labor Day (university holiday; classes do not meet)
- Oct. 6-8 (Fri.-Sun.)
Family Weekend
- Oct. 16-17 (Mon.-Tue.)
Fall break (classes do not meet)
- Oct. 18 (Wed.)
Midpoint of semester
- TBD
Mandatory fire drills
- Nov. 22-26 (Wed.-Fri.)
Thanksgiving break (classes do not meet)
- Nov. 27 (Mon.)
Classes resume
- Dec. 8 (Fri.)
Day free for study
- Dec. 11-15 (Mon.-Fri.)
Final evaluation period
- Dec. 15 (Fri.)
Fall term ends
- Dec. 16 (Sat.)
Commencement

J-Term 2024

- Jan. 3 (Wed.)
J-term begins
- Jan. 15 (Mon.)
Martin Luther King, Jr. Day (university holiday; classes do not meet)
- Jan. 26 (Fri.)
J-term ends

Spring 2024 (Non Law School)

- Jan. 29 (Mon.)
Spring term begins
- TBD (Wed.)
Mandatory tornado drill

- Mar. 11-15 (Mon.-Fri.)
Spring break (classes do not meet)
- Mar. 22 (Fri.)
Midpoint of semester
- Apr. 24-27 (Wed.-Sat.)
Drake Relays (Non-Law classes suspended for Drake Relays at 1:50pm on Fri, Apr 26)
- Apr. 29 (Mon.)
Classes resume
- May 10 (Fri.)
Day free for study
- May 13-17 (Mon.-Fri.)
Final evaluation period
- May 17 (Fri.)
Spring term ends
- May 19 (Sun.)
Commencement

Graduate Admission

Application Procedures

Each program oversees its own application process, admission requirements, and admission timeline. For admission information visit <https://www.drake.edu/admission/graduate/>.

Application Requirements

- Application
- Official transcript from each college or university attended
- Additional requirements set by the particular program

Admission of International Graduate Students

English Proficiency

If a student earned her/his undergraduate degree outside of the United States, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required. Minimum acceptable TOEFL score is 213 on the computer-based exam, 550 on the paper-based exam, or 79-80 on the internet-based exam. Minimum acceptable IELTS score is 6.5. Minimum scores on each section of reading, writing, speaking, and listening may be required.

Evaluation of foreign credentials

Original or certified copies of academic records or transcripts in official form from all institutions attended, including exam results, must be submitted by the educational institution directly to Drake University either by mail or electronically. Candidates are also required to submit an official course-by-course credential evaluation for each international institution attended through [World Education Services](#).

Non-degree Seeking Students

Each program oversees its own process for students to enroll in coursework without being formally enrolled in a degree or certificate program. Students interested in taking coursework as a non-degree seeking student should contact the Office of the Registrar at registrar@drake.edu for additional information.

Non-degree-seeking students who want to become degree-seeking candidates must submit the application for admission.

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.

2023-2024 Summary of Tuition

Program	Rate	Per
Undergraduate Programs		
Full-time (12-18 credits per semester)		
For students who enter the 2023-2024 academic year	\$24,733	Per Semester
For students who enter the 2022-2023 academic year	\$23,782	Per Semester
For students who enter the 2021-2022 academic year	\$22,867	Per Semester
For students who enter the 2020-2021 academic year	\$22,094	Per Semester
For students who enter the 2019-2020 academic year	\$21,347	Per Semester
For students who enter the 2018-2019 academic year	\$20,625	Per semester
For students who entered the 2017-2018 academic year	\$19,458	Per semester
For students who entered the 2016-2017 academic year or prior	\$20,933	Per semester
Part-time (less than 12 credits per semester)		
Day or evening courses	\$1,325	Per credit hour
Summer	\$750	Per credit hour
BA Journalism & Mass Communication (BAJMC) Online	\$650	Per credit hour
BA Journalism & Mass Communication (BAJMC) PR Online	\$650	Per credit hour
J-Term	\$1,325	Per credit hour
Bright College		
Fall and Spring	\$8,815	Per Semester
Summer	\$1740	Per Semester
Graduate and Professional Programs		
Online Graduate Programs		
Master of Science in Education (MSE)		Per credit hour
Master of Arts in Communication (MAC)	\$663	Per credit hour
Master of Public Administration (MPA)	\$714	Per credit hour
Master of Business Administration (MBA)	\$718	Per credit hour
Master of Science in Business Analytics (MBSA)	\$714	Per credit hour
Business Analytics Certificate	\$714	Per credit hour
Master of Data Analytics Leadership (MDAL)	\$714	Per credit hour
Compliance and Risk Management (C&RM), MJ	\$867	Per credit hour
Master of Health Informatics & Analytics	\$714	Per credit hour
Evidence Based Health Care Certificate	\$714	Per credit hour
Master of Science in Clinical Psychopharmacology	\$600	Per credit hour
Psychopharmacotherapy Certificate	\$600	Per credit hour
Residential Graduate Programs		
Zimpleman College of Business		
Master of Business Administration (MBA)	\$718	Per credit hour
Master of Public Administration (MPA)	\$632	Per credit hour
2019/20 Cohort & prior		
Master of Public Administration (MPA)	\$714	Per credit hour
Master of Accounting (MAcc)	\$714	Per credit hour
Cybersecurity Management Certificate	\$718	Per credit hour
School of Education		
Graduate Programs, except as separately listed	\$520	Per credit hour

Program	Rate	Per
Doctoral Programs (Ed. D. and Ph.D.)	\$540	Per credit hour
Master of Counseling	\$535	Per credit hour
School of Law		
Juris Doctor		
Full-time (10-18 credits per semester)	\$23,999	Per semester
Part-time (less than 10 credits per semester)	\$1,655	Per credit hour
Master of Laws		
Full-time (10-18 credits per semester)	\$23,999	Per semester
Part-time (less than 10 credits per semester)	\$1,655	Per credit hour
Master of Jurisprudence	\$863	Per credit hour
Pharmacy and Health Sciences		
Pharmacy		
Full-time (12-18 credits per semester)		
Students in P1-P3 years	\$22,265	Per semester
Students in P4 year	\$25,048	Per semester
Part-time (less than 12 credits per semester)	\$975	Per credit hour
Occupational Therapy		
Full-time (12-18 credits per semester)	\$20,452	Per semester
Part-time (less than 12 credits per semester)	\$925	Per semester
Athletic Training		
Full-time (12-18 credits per semester)	\$14,900	Per semester
Part-time (less than 12 credits per semester)	\$700	Per credit hour
Credit Hours Over 18	based on the program rate	
Other Programs		
Intensive English Program		
Fall or spring semester		
Full-time (six or more IEP credits per semester)	\$6,500	Per semester
Part-time (less than six IEP credits per semester)	\$1,300	Per course
Summer semester	\$577	Per course
Community ESL Referral-based Partnership Program	\$375	Per course
Post Secondary Enrollment Option	\$250	Per course
Senior Citizen (ages 62+) - Course Audit	\$60	Per credit hour
Continuing Education & Professional Development	varies	

Other tuition rates may be applied as specified in contractual terms with or as passed through by third party organizations

2023-2024 Summary of Fees

Fee	Rate	Per
Student Activity Fee		
Full-time		
Bright College	\$89	Per semester
Undergraduate	\$89	Per semester

Fee	Rate	Per
Graduate (9 or more credits)	\$89	Per semester
Pharmacy (P1-P4)	\$89	Per semester
Occupational Therapy	\$89	Per semester
Athletic Training	\$89	Per semester
Law	\$31	Per semester
Technology Fee		
Full-time		
Graduate, online programs	\$250	Per semester
Graduate, residential programs	\$250	Per semester
BAJMC Online (≥12 credit hours)	\$250	Per semester
Part-time	\$80	Per semester
Summer	\$60	Per semester
New Student Fee	\$85	Per semester
Overload Fee (Credits hours over 18)	<i>**Based on Program Rate**</i>	
Student Bar Association Fee (Law School)	\$25	
International Pharmacy Rotation	\$550	Per semester
Music Fees (selected courses)		
Applied music	\$350	Per course
Accompanist	\$630	Per course
Theatre arts	\$315	Per course
Vocal performance	\$315	Per course
Drake University Community School of Music Fee	\$31.50	Per Lesson
J-Term Fee		
Full-Time		
Undergraduate & Pharmacy	\$50	Per Credit
Study Abroad		
Affiliate program, semester	\$500	Per semester
Affiliate program, J-term or summer	\$300	Per semester
Language Placement Exam Fee	\$5	
Reserve Officer Training Corps Fee	\$50	
Payment Plan Fee	\$30	
Late Payment Fee	1.5% of bill, monthly	
Transcript Fee	\$10	

2023-2024 Summary of Room Fees

Room Fee	Rate	Per
Residence Halls (includes all halls except Campus Suites at Dogtown)		
Fall and Spring		
Double, triple, or quad room	\$3,157	Per semester
Single room	\$4,657	Per semester
Double-as-single room	\$5,029	Per semester
Summer		
Double	\$31	Per day
Single	\$48	Per day

Room Fee	Rate	Per
J-Term Room and Board	\$59	Per day
Campus Suites at Dogtown (3rd & 4th year only)		
Fall and Spring		
Suite, Single	\$3000	Per semester
Summer		
Suite, Single (05-13-2023 through 07-15-2023)	\$1500	Per semester
J-Term		
Suite, Single (12-17-2022 through 01-02-2023)	\$36 (no meal plan)	Per day
Suite, Single (01-03-2022 through 01-21-2023)	\$59 (includes meal plan)	Per day

2023-2024 Summary of Meal Plans

Plan	Rate	Per
Residential Plans		
Unlimited + 100 flex dollars + 6 guest passes	\$2,628	Per semester
Unlimited + 300 flex dollars + 6 guest passes	\$2,816	Per semester
175 block plan + 650 flex dollars	\$2,628	Per semester
205 block plan + 525 flex dollars	\$2,628	Per semester
Commuter Plans		
40 meal plan + 300 flex dollars	\$567	Per semester
75 meal plan + 300 flex dollars	\$708	Per semester
125 meal plan + 200 flex dollars	\$820	Per semester
All flex (250 flex dollars + 10 guest/bonus meals)	\$253	Per semester

Payment Options

One or more payment options are available to students with account balances not covered by pending financial aid, depending on circumstances, including payment in full, payment plans, tuition rebate, and employer deferment. Information regarding payment options can found [here](#).

Financial Aid

The Financial Aid Office provides counseling and services designed to help students and their families meet the costs of financing an education at Drake University. Nearly all Drake students receive financial assistance, including merit and need-based assistance. Visit drake.edu/financialaid for more information about financial aid awards, policies and procedures.

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.

Drake University is a Home Base Iowa **Certified Higher Academic Military Partner (CHAMPs)** campus. This membership serves as recognition of Drake's dedication to providing veterans with assistance transitioning to higher education, access to on-campus support resources, and scholarships or other veterans benefits for student-veterans and their families. Drake is also a designated Military Friendly School and participant in the Yellow Ribbon Program.

Drake University will not impose any penalty including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, and/or the requirements that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to Drake due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. Drake abides by Section 103 of the Veterans Benefits and Transition Act of 2018.

Programs

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

Visit the [Veterans' Affairs](https://www.drake.edu/veteransaffairs/) page for the most current information, available benefits, and relevant procedures. (<https://www.drake.edu/veteransaffairs/>).

Contact

Students who intend to receive VA education benefits should contact the Veterans' Affairs Advisor and School Certifying Official.

Office of the Registrar

Carnegie 101, Drake University
2507 University Ave
Des Moines, IA 50311-4516

Phone: (515) 271-2025

Email: veterans.benefits@drake.edu

Student Life

Cocurricular Activities

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

Multicultural Student Organizations

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

Religious Life

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

Recreational Services

Drake students, faculty, and staff are offered a wide variety of recreation opportunities. The Bell Center features a fitness room with cardio and strength equipment, swimming pool, and basketball, volleyball, and badminton courts. Locker room facilities are available, and equipment is free to use for all sports and activities. Underground Fitness is located in Olmsted and is a student-only fitness facility with a full range of cardio machines, free weights, and circuit training. The Knapp Center is an athletics and recreation center, and it includes basketball, volleyball, racquetball courts, and a 200 meter track. The Roger Knapp Tennis Center features six indoor and six outdoor tennis courts.

Recreational Services provides a multitude of programs and services as well. More than 20 intramural sports are offered at competitive and recreational levels. Sport Clubs are recreational or competitive. The Group Exercise program offers a variety of classes. All classes are held in the Bell Center, and all equipment is provided. The Wellness program offers individualized plans and sponsors events and activities to enhance students' well-being. Services provided include a wellness library, body compositions and fitness assessments. Students also can sign up for the Personal Training program for a small fee.

Student Conduct

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

In all cases involving violations of University regulations, appropriate hearing and appeal procedures are available. The Code of Student Conduct is available in the Drake University Student Handbook (<http://www.drake.edu/studentlife/handbook-resources/handbook/>).

Student Services

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 myDrake)
- Parking permit registration (also available on myDrake)
- Parking ticket payments
- Student employment paperwork and payroll check distribution
- Office and lab key distribution
- International student ID card purchasing (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. You can also visit the office in the Olmsted Center or call at 515-271-2000.

[Student Services Center web site \(http://www.drake.edu/studentservices/\)](http://www.drake.edu/studentservices/)

Cowles Library

Cowles Library is the main library of Drake University and the largest private college library in Iowa. 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. Library faculty teach a variety of courses in the Drake curriculum, including First Year Seminars, Blueprint for Success, and courses that satisfy the Information Literacy and Engaged Citizen AOIs.

Cowles Library houses more than 250,000 print books, government documents, and scholarly journals. Students can also access an extensive collection of online resources, including an ever-expanding collection of more than 1.1 million eBooks and more than 250 databases covering the entire range of academic disciplines at Drake. Other resources available include physical and streaming video, datasets, technology and software, and physical and streaming music. 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 (SuperSearch) that accesses dozens of databases in a single search.

In addition to providing materials in our own collections, Cowles Library partners with libraries around the globe to expand access to scholarly materials at no additional cost to students. Students can directly borrow books from libraries across Iowa through FastTRAC, and they can request books and journal articles through the library's interlibrary loan service.

Students can obtain assistance in person, chat, or text message through our popular "[Ask a Librarian](https://libraryhelp.drake.edu/)" (<https://libraryhelp.drake.edu/>) service. Students can also get full access to the New York Times and the Wall Street Journal using their Drake credentials. Subject and class-specific research guides, compiled by Librarians and Drake faculty, are found in the Research Guides (<https://researchguides.drake.edu/>).

The Library provides high-quality study spaces that include quiet study areas, study rooms, group study space, computer collaboration equipment, whiteboards and a popular campus café. The Midnight Hall section of the Library is open for study when the rest of the Library is closed. The Library collaborates with other departments to provide direct academic support through the [Writing Center](https://www.drake.edu/english/studentresources/writingcenter/) (<https://www.drake.edu/english/studentresources/writingcenter/>) and the [Speaking Center](https://library.drake.edu/speaking-center/) (<https://library.drake.edu/speaking-center/>), and through [Academic Access and Success](https://www.drake.edu/access-success/) (<https://www.drake.edu/access-success/>) to support tutoring in courses such as Accounting, Biology, 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.

Drake University Archives & Special Collections is responsible for collecting, preserving, and making accessible the permanent records of the University as well as rare and unique collections that document the history of the Drake Neighborhood, Des Moines, and the state of Iowa. The Archives is a place where history comes alive for students, faculty and staff, alumni, and the community through primary source research and instruction. This unit also provides internships and student work experiences related to archival practice, exhibit curation, and digital projects.

[Cowles Library web site \(https://library.drake.edu/\)](https://library.drake.edu/)

Information Technology Services

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

Electronic Resources

All students are provided with a Drake account that gives them access to technology services and campus systems, including password management, file storage, and more. The Drake email is the official means of communication for students, faculty, and staff.

Technology Support

The Support Center provides in-person, phone, and remote assistance with passwords, software, network, and general technology issues and requests. To report an issue or request a service, submit a ticket at service.drake.edu/its, call 515-271-3001, or visit the lower level of Carnegie Hall. Support after business hours is available via phone.

ITS provides technology resources online, such as step-by-step articles, laptop recommendations for new students, and up-to-date information on Drake technology news and alerts. Learn more at drake.edu/its.

[Information Technology Services web site \(www.drake.edu/its\)](https://www.drake.edu/its)

Access and Success

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

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

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

- Goal-setting and decision-making
- Time management
- Studying efficiently
- Questioning strategies
- Approaching faculty
- On- and off-campus resources (to address academic, personal and social issues)
- Transitional adjustments and involvement inside as well as outside the classroom

Transfer students come to Drake with experience from another institution and are offered an orientation session in either the fall or spring semester, called the New Student Program. The New Student Program is tailored to transfer and nontraditional students' needs and is enhanced by Peer Mentors. Peer Mentors are students who also transferred to Drake from another institution and serve as a student resource for the university. If you are interested in assisting with transfer student programs or have questions, please email orientation@drake.edu.

[Access and Success](https://www.drake.edu/access-success/) (<https://www.drake.edu/access-success/>)

Career Services

Drake's Career Services focuses on professional 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. The focus on Drake True Blue Skills will help you learn to tell your story effectively to potential employers and graduate programs. Ultimately, this process culminates in seeking out and landing a job. Career Services offers comprehensive services for students both in and outside the classroom.

Career Exploration

Career Services 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. Career coaching is available to explore the careers possible within your intended major.

Internship and Career Fairs

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

Job Search Strategies

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

Networking Guidance

Handshake (Drake's online job posting board)

Internship and Shadowing Contacts

Resume/Cover Letter Development

Mock Interviews

True Blue Skills Development

Salary Negotiation

Graduate/Professional School

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

statement development, and mock interviews.

[Career Services web site](https://www.drake.edu/career/) (<https://www.drake.edu/career/>)

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 website](https://www.drake.edu/access-success/) (<https://www.drake.edu/access-success/>)

Academic Information

School of Education 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](http://www.drake.edu/cepd/distance/) (<http://www.drake.edu/cepd/distance/>)
- [Coaching and P.E. Courses](http://www.drake.edu/cepd/coachingpecourses/) (<http://www.drake.edu/cepd/coachingpecourses/>)
- [Iowa Area Education Agency Courses](http://www.drake.edu/cepd/aea/) (<http://www.drake.edu/cepd/aea/>)

Contact Information

Drake University School of Education
Continuing Education & Professional Development
2507 University Ave.
203 Howard Hall
Des Moines, Iowa 50311-4505

You may call the Drake Continuing Education & Professional Development Office Monday-Friday, 8:00 to 4:00 (Central Time), at: 1-800-76-TEACH.

Commencement

Drake University holds two commencement ceremonies each year; one in December, the other in May.

Application

Students must file an application for graduation by the deadline set as follows:

- For expected May graduates, graduation applications are due by the preceding February 15
- For expected August graduates, graduation applications are due by the preceding February 15
- For expected December graduates, graduation applications are due by the preceding October 15

The graduation application is used by college or school personnel for degree clearance and preparation of the annual Commencement programs and diploma presentation. It is the student's first step toward participation in either the May or December Commencement ceremony.

Graduate, Professional Health Care, and Law Graduation

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

If a student demonstrates an immediate need and is certified to meet the requirements of graduation by their respective college/school office, the Office of the Registrar may post the degree dated the 15th day of the following month. Doctor of Pharmacy, Doctor of Occupational Therapy, and Master in Athletic Training students cannot graduate prior to the established graduation date in May.

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. Academic honor cords or pins may be worn if earned from a Drake college- or school-recognized academic organization. Leadership of the particular academic organization will inform the President's Committee on Commencement (P.C.C.) of the academic honor item. The P.C.C. needs to review and approve the items to be worn, which is then subject to approval by the University President.

Registered Student Organizations (R.S.O.) may propose an organizational stole to the Office of Student Inclusion, Involvement, and Leadership (S.I.I.L.). The stole will express cultural expression and identity expression appropriate for the R.S.O. The S.I.I.L. Office will inform the President's Committee on Commencement (P.C.C.) of the requested stole design. The P.C.C. needs to review and approve the stole to be worn, which is then subject to approval by the University President. The R.S.O. must be in good standing with the University at the time of the Commencement Ceremony. The stole design and intent must align with the Mission, Vision, and Non-Discrimination Statement of the University. Students may wear only one stole per ceremony.

Commencement Ceremony Participation 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.

December Ceremony

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

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

May Ceremony

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 G.P.A. and all requirements met) in either May or August are encouraged to participate in the May ceremony.

Appeal

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

Appeal Criteria

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

The student must meet one of the following:

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

Complete information about commencement is available at the [commencement](http://www.drake.edu/registrar/commencement) web site.
(www.drake.edu/registrar/commencement)

Commencement Program Eligibility

December Commencement Program

Names to be included in the December Commencement program are students who are expected December graduates or students will be participating in that event. Students are expected to meet the stated program preparation deadlines to ensure their name is printed. These dates are published at the commencement web site.

May Commencement Program

Names to be included in the May Commencement program are students who are expected May or August graduates or students who will be participating in that event. Students are expected to meet the stated program preparation deadlines to ensure their name is printed. These dates are published at the [commencement](http://www.drake.edu/registrar/commencement) web site.

Academic Regulations

General Regulations

Grading

Each program establishes minimum grade and grade point average criteria, as well as course repeat policies. Students should refer to their program handbook for this information.

If a course is repeated, only the highest grade and credit hours earned are used in computing the student's cumulative grade-point average. The lower grade is removed from the grade-point average computation and permanent record, and the course appears on the student's permanent record with the 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:

Grade Point Value

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:

Mark Description

CR	Credit given under Credit/No Credit provision
NC	No credit under Credit/No Credit provision
W	Official withdrawal from course
WU	Unauthorized 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 the Registrar (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”.

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.

Student Leave Policy and Withdrawals

Voluntary and involuntary leaves of absence and complete withdrawals from the university will be handled in accordance with the Student Leave Policy. Students should also refer to the handbooks of their specific programs for additional information concerning the impact of a leave of absence or withdrawal and any additional requirements for such leaves.

Leave of Absence

A leave of absence is a temporary separation from the university. If approved, the duration of the leave generally will be a minimum of one academic term to a maximum of one year. After one year of non-enrollment, any student who has not returned to the university will be withdrawn. An extension or reduction of the leave period may be requested. There are two types of leaves of absence, voluntary and involuntary.

Voluntary Leave of Absence: A voluntary leave may be requested for national service, personal (non-medical) or financial reasons. A student considering a voluntary leave of absence should consult their academic program, department, or school to discuss specific criteria for voluntary leave.

1. **Planned Leave of Absence:** Students should request their planned leave of absence prior to the beginning of the term they intend to be gone. Students applying for a planned leave of absence agree to complete any courses in the current term, understanding that if approved, the leave of absence will begin the following term.
2. **Immediate Leave of Absence:** An immediate or unplanned leave of absence is reserved for the unusual situation (non-medical) where a student is unable to complete the current term. Students may request an immediate leave of absence from the first day of classes through last day of classes.
 - a. If approved prior to the official drop deadline, all classes for the current term will be dropped from the student’s official record.
 - b. If approved after the official drop deadline through the last day of classes for the current term, the student will receive grades of ‘W’ in all classes for the current term.
3. **Medical Leave of Absence:** The university recognizes that students may experience health issues that significantly impact their ability to function successfully or safely in their role as students. In those situations, students may request a medical leave of absence (MLOA), which, if granted, permits them to take a planned or immediate leave of absence, so that they may receive treatment.
 - a. If an immediate MLOA is approved prior to the official drop deadline, all classes for the current term will be dropped from the student’s official record.
 - b. If an immediate MLOA is approved after the official drop deadline through the last day of classes for the current term, the student will receive grades of ‘W’ in all classes for the current term.

Involuntary Leave of Absence: The university may place a student on involuntary leave of absence when a student is unwilling or unable to request a voluntary leave of absence and when there is evidence to suggest that:

1. The student poses significant danger of imminent or serious harm to self or others, or to the property of the campus.
2. The student, although not posing the risk of imminent or serious harm to self or others, impedes the activities of other members of the campus community. Examples of such behavior include being disruptive to the environment or having needs which exceed the level of care and supervision the university can reasonably provide.

3. The student has a medical reason that will prevent them returning to the university in the foreseeable future.

An involuntary leave of absence may be executed at any time.

1. If an involuntary leave of absence is executed for the current term prior to the official drop deadline, all classes for the current term will be dropped from the student's official record.
2. If an involuntary leave of absence is executed for the current term after the official drop deadline through the last day of classes for the current term, the student will receive grades of 'W' in all classes for the current term.

University Withdrawal

A university withdrawal is a permanent separation from the university. Any student who plans to leave the university on a permanent basis must formally withdraw. Any student who has withdrawn from the university and then wishes to return is required to go through the re-enrollment process. Academic suspension or disciplinary suspension will override a University Withdrawal.

1. **Planned University Withdrawal:** Students requesting a planned university withdrawal agree to complete any courses in the current term, understanding the university withdrawal will begin the following term. Any courses enrolled in subsequent terms will be dropped by the Office of the Registrar.
2. **Immediate University Withdrawal:** An immediate university withdrawal is reserved for the unusual situation where a student is unable to complete the current term and does not plan on returning in a future term. Students may request an immediate university withdrawal from the first day of classes through the last day of classes. Any courses enrolled in subsequent terms will be dropped by the Office of the Registrar.
 - a. If approved prior to the end of the official drop deadline, all classes for the current term will be dropped from the student's official record.
 - b. If approved after the official drop deadline through the last day of classes for the current term, the student will receive grades of 'W' in all classes for the current term.
3. **Unauthorized University Withdrawal:** An unauthorized university withdrawal is reserved for the unusual situation in which a student stops attending, but takes no action to notify the university. In the case of an unauthorized withdrawal:
 - a. If the last date of academic activity is determined to be within the drop period, all classes for the current term will be dropped from the student's official record.
 - b. If the last date of academic activity is determined to be within the drop-with-W period, the student will receive grades of 'W' in all classes for the current term.
 - c. If the last date of academic activity is determined to be after the drop-with-W period, the instructors of record will determine if a mark of 'WU' (unauthorized withdrawal) or letter grade will be assigned. The 'WU' is calculated as an 'F' in the grade point average. The 'WU' cannot be removed from a student's transcript upon subsequently repeating the course; however, the calculation as an 'F' may be removed from the student's grade point average.

Financial Considerations

It is the responsibility of the student who is considering a leave of absence or university withdrawal to contact the [Financial Aid Office](http://www.drake.edu/finaid) (www.drake.edu/finaid) to discuss any possible financial impact, such as loan repayment, before initiating the process. In accordance with federal regulations, the Financial Aid Office will recalculate federal aid eligibility for students who withdraw, drop out, are suspended, or take a leave of absence prior to completing more than 60 percent of the term. For information regarding federal aid recalculations, visit <https://www.drake.edu/finaid/completewithdrawals/>.

Tuition Refund

The percent of tuition refunded is based on the date the class was dropped, the session of the course, and the student level/enrollment status. Fees are not refundable unless the course is dropped within the 100% refund window. If a leave of absence or withdrawal is approved after the 100% refund window, students will receive a pro-rated tuition refund as outlined. To view the tuition refund percent schedule, visit <https://www.drake.edu/accounts/tuitionrefundpolicy/>. For information regarding federal aid recalculations, visit <https://www.drake.edu/finaid/completewithdrawals/>.

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 "drop without a W" deadline, 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 “drop without a W” deadline. Tuition adjustments for increased enrollment continue throughout the term.

Financial Aid Adjustments Based on Enrollment Changes (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 Financial Aid Office to discuss changes in enrollment and financial aid eligibility.

A student who withdraws from courses, repeats courses, receives incompletes in courses or takes noncredit courses may not be able to complete the number of credit hours required for satisfactory progress; therefore, the student may be jeopardizing his/her financial aid by withdrawing from or repeating courses, receiving incompletes in courses or taking noncredit courses.

A student may withdraw from the University at any time during a term, up to and including the last day of class, by obtaining the consent of the dean of the college or school in which the student is enrolled. The application for withdrawal must document the extenuating circumstances that form the basis for the requested withdrawal, such as a serious illness or a family emergency.

Upon approval of the withdrawal, the student’s transcript records the courses in which the student was enrolled that semester. If the student leaves the University without obtaining the consent of the dean of the student’s college or school, the student’s transcript records the courses in which the student was enrolled that semester and the grades assigned by the instructors.

Individual colleges and schools may have additional academic regulations outlined in their program handbooks. Students are encouraged to talk with the Office of Student Financial planning to discuss the financial implications of a complete withdrawal. Attendance records will be used to verify attendance dates.

Student Load

Graduate students are considered full-time for institutional enrollment reporting and financial aid purposes if they carry 9 or more hours per term and part-time if they carry less than 9 credit hours per term. Some programs may have additional guidelines around student load, as outlined in their program handbooks.

Professional program student load varies by program and semester. Students should consult their program handbooks for additional information regarding maximum credit hours and the credit hour thresholds for part-time and full-time status.

Time Status

A student's time status is calculated by totaling all course credit hours registered within a single term (i.e. Summer, Fall, or Spring), including all full-term and modular courses with shorter duration.

Graduate Students

Time Status	Credits Per Semester
Full-Time	9 or more credits
Three-Quarter Time	7.5 or more credits and less than 9 credits
Half-Time	5 or more credits and less than 7.5 credits
Less Than Half-Time	More than 0 and less than 5 credits

Law Students

Time Status	Credits Per Semester
Full-Time	10 or more credits
Three-Quarter Time	7.5 or more and less than 10 credits
Half-Time	5 or more and less than 7.5 credits
Less Than Half-Time	More than 0 and less than 5 credits

Class Attendance and Enrollment Validation

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

Students are required to validate their enrollment by attending the first class meeting for each course on their schedule. Failure to attend the first class, validate enrollment in an online courses, or to make prior arrangements with the professor may result in the student being dropped from that course.

Confidentiality of Records

FERPA Policy Statement

The Provost's Office and its various subdivisions maintain student education records as an integral part of providing student services. All student education records and the information contained therein are subject to the provisions of the federal privacy act known as the Family Educational Rights and Privacy Act of 1974 (FERPA) and, subject to exceptions stated in FERPA, are not available for inspection by others without a written release from the student unless the person making the request is a University faculty or staff member with legitimate educational interests. Such personnel might include a faculty adviser, professor, dean or 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.

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/them.
- 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/their 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.

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, address (except residence hall room number), 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 (including names of Drake-funded scholarships)
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.

Students may decline disclosure of their directory information, as described above, by filing a request with the Office of Registrar at registrar@drake.edu. 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.

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

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

Class Schedule Modification

Adding or Dropping a course

Deadlines to add a course, drop a course, or drop a course with a W are determined according to the duration of the course.

Individual deadlines are published on the Office of the Registrar's website [here](https://www.drake.edu/registrar/registration/adddropdeadlines/) (<https://www.drake.edu/registrar/registration/adddropdeadlines/>).

Students should consult the [Student Account Services \(https://www.drake.edu/accounts/\)](https://www.drake.edu/accounts/) for information regarding refunds and charges or the [Financial Aid Office \(https://www.drake.edu/finaid/\)](https://www.drake.edu/finaid/) for information regarding impacts to grants, loans, and scholarships.

Complete Withdrawal (Dropping All Courses in a Semester or Term)

A student may withdraw from the University at any time during the semester, up to the completion or submission of the final work of the course(s), by submitting a request in writing to the dean (or the dean's designee) of the college or school in which the student is enrolled. Please refer to the Student Leave Policy and Withdrawals section for additional information regarding a complete withdrawal.

Transfer of Credit

Graduate and professional course credits may be considered for transfer as appropriate for the program of study. The criteria for awarding transfer credit and maximum number of credits acceptable for transfer are outlined in each program handbook.

College of Arts and Sciences

Applied Behavior Analysis

The College of Arts and Sciences offers a Master of Science degree and a certificate in Applied Behavior Analysis. The master's degree program prepares individuals for careers working with children and adults with autism spectrum disorder and other developmental disabilities, treating challenging behavior in various populations and settings, and developing interventions and recommendations to increase adaptive behavior and address skill deficits.

Program Options

[Master of Science \(M.S.\)](#) with a major in Applied Behavior Analysis

[Applied Behavior Analysis Certificate](#)

[Department Web Site](http://www.drake.edu/aba/) (<http://www.drake.edu/aba/>)

Program Overview

Applied Behavior Analysis is a branch of behaviorism in which the principles of behavior are applied to the social issues to systematically change and improve behavior. This program will prepare individuals to:

- Enter careers working with children and adults with autism and other developmental disabilities
- Treat challenging behavior in various populations and settings
- Work with others to increase compliance with treatment strategies and recommendations
- Teach target audience new skills, promote positive behavior; and assess behavioral conditions

Master of Science Degree Requirements

Completion of the ABA program requires a total of 45 credit hours. Students accepted into and enrolled in the program will register for nine credit hours each semester, which includes both coursework and practicum hours. The program will span five semesters (fall, spring, summer, fall, spring).

Students will be required to take 18 hours of the core courses, in addition to 12 hours of elective coursework related to developmental disabilities.

Students possessing a Master's degree in Psychology or Education can be considered for the Certification Only Program. This program comprises of 21 credit hours with students completing nine credit hours a semester. The Certification Only Program can be completed over 3 semesters (fall, spring, summer).

Course	Credits
Core Courses	24
ABA 246 - Ethics and Professional Issues	3
ABA 251 - Theoretical Foundations	3
ABA 255 - Applied Behavior Analysis	3
ABA 262 - Principles of Behavior Analysis	3
ABA 263 - Research Methods in Behavior Analysis	3
ABA 264 - Behavioral Assessment	3
ABA 265 - Behavioral Interventions	3
ABA 272 - Supervision and Performance	3
Electives - <i>Select 6 credits from the following</i>	12
ABA 248 - Psychology of Developmental Disabilities	3
ABA 267 - Evidence-Based Teaching	3
ABA 268 - Verbal Behavior	3
ABA 290 - Special Topics in Applied Behavior Analysis	3
SPED 220 - Introduction to Special Education	3
SPED 222 - Characteristics of Students with Mild/Moderate Disabilities	3
SPED 225 - Introduction to Behavioral Disorders and Learning Disabilities	3
SPED 272 - Schools, Families, Communities, and Disabilities	3
SPED 276 - Coordination of Cooperative Occupational Programs	3
Practicum	15
ABA 292 - Supervised Practicum in ABA	6
ABA 293 - Advanced Supervised Practicum	6
ABA 294 - Advanced Practicum and Capstone	3

Certificate Requirements

Students possessing a Master's degree in Psychology or Education can be considered for the Certification Only Program. This program comprises of 27 credit hours with students completing 9 credit hours a semester. The Certification Only Program will be completed over 3 semesters (fall, spring, summer).

Course	Credits
Core Courses	18
ABA 246 - Ethics and Professional Issues	3
ABA 251 - Theoretical Foundations	3
ABA 262 - Principles of Behavior Analysis	3
ABA 263 - Research Methods in Behavior Analysis	3
ABA 264 - Behavioral Assessment	3
ABA 265 - Behavioral Interventions	3
Practicum - <i>Take three credits per semester</i>	9

Admission

Admittance to the ABA graduate program requires successful completion of a bachelor's degree, with a minimum 2.5 cumulative GPA. Individuals that do not meet the GPA requirement should visit the [ABA application web page](#) for more information.

Students possessing a Master's degree in Psychology or Education can be considered for the Certification Only Program.

Applications are reviewed on an on-going basis; please have all materials submitted 8 weeks prior to the beginning of the intended start-term.

For more information, visit the [ABA application web page](#).

Financial Assistance

The Iowa Department of Public Health (IDPH) currently has funds available to support Iowa residents who are attending school to become board certified behavioral analysts. The actual number of awards and award amounts will vary depending on the number of applicants, the estimated future tuition, and fee costs for awarded applicants.

Visit <http://idph.iowa.gov/policy-and-workforce-services/rural-health-primary-care/bcba> for more details on the IDPH grant program.

College of Business and Public Administration

Programs

Degree Programs

- Master of Accounting
- Master of Business Administration
- Master of Public Administration
- Master of Science in Business Analytics

Certificate Programs

- Business Analytics
- Cybersecurity Management

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

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

Admission

Students wishing to enroll in graduate coursework in the Zimpleman College of Business must be fully admitted to a graduate degree program (M.B.A., M.P.A., M.Acc. or M.S.B.A.).

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

Policies

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

MASTERS DEGREE PROGRAMS

- [Master of Accounting](#)
- [Master of Business Administration](#)
- [Master of Public Administration](#)
- [Master of Science in Business Analytics](#)

JOINT DEGREE OPTIONS

JURIS DOCTOR / MASTER OF BUSINESS ADMINISTRATION AND JURIS DOCTOR / MASTER OF PUBLIC ADMINISTRATION

This degree option allows students to complete their Juris Doctor (J.D.) and Master of Business Administration (M.B.A.) or Master of Public Administration (M.P.A.) in just three years. Students can hone their understanding of the law to better lead their organization, enter into the field of commercial or business law, or deepen their knowledge of the legal implications for your industry.

DOCTOR OF PHARMACY / MASTER OF BUSINESS ADMINISTRATION AND DOCTOR OF PHARMACY / MASTER OF PUBLIC ADMINISTRATION

The combined Doctor of Pharmacy (Pharm.D.) and M.B.A. or M.P.A. programs are designed to maximize job opportunities in the nonprofit and for-profit sectors. The programs allow students to complete their M.B.A. or M.P.A. coursework in place of electives within the Pharm.D. curriculum. It typically takes just an additional semester beyond the pharmacy degree to complete both degrees—rather than two extra years if pursued separately.

Graduates of these joint programs go on to many different administrative and management positions in areas such as hospital practice, academia, consulting, regulatory agencies, independent pharmacy ownership, pharmaceutical industry, and chain pharmacy management.

MASTER OF JURISPRUDENCE / MASTER OF BUSINESS ADMINISTRATION AND MASTER OF JURISPRUDENCE / MASTER OF PUBLIC ADMINISTRATION

This degree option allows students to complete their Master of Jurisprudence (M.J.) and Master of Business Administration (M.B.A.) or Master of Public Administration (M.P.A.) in just 2.5 years. Students can hone their understanding of legal and ethical standards to better lead their organization. Students graduate with a strong understanding in compliance and risk management, strategic decision making, ethical leadership, and analytical reasoning.

GRADUATE CERTIFICATES

Drake's graduate [certificates](#) are designed to provide 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.

- Business Analytics
- Cybersecurity Management

ACCELERATED PROGRAMS

Undergraduates who intended to pursue a graduate degree complete their undergraduate degree and an M.B.A., M.P.A., M.S.B.A., or Master of Accounting degree in five years with Drake's accelerated programs. In an accelerated program, students begin graduate courses after having completed 90 undergraduate credits, typically during their fourth and fifth years. Accelerated programs are open to any undergraduate major.

Interested students should inquire no later than the end of the first semester of their sophomore year. Most students officially apply to the graduate program of their choice prior to the end of their third year.

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.

Master of Accounting (M.Acc.)

[Department web site](http://www.drake.edu/macc) (www.drake.edu/macc)

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 sixty hours of credit are required for completion based upon prior academic experience.
- Required courses

Course	Credits
Business Foundation Courses - <i>Waived if completed equivalent course as undergraduate</i>	12
MBA 242 - Financial Reporting & Analysis	3
MBA 251 - Creating Customer Value Through Marketing	3
MBA 253 - Corporate Finance	3
MBA 254 - Leadership & Human Capital Development	3
Accounting Foundation Courses - <i>Waived if completed equivalent course as undergraduate</i>	
ACCT 105 - Accounting Information Systems	3
ACCT 110 - Managerial Accounting	3
ACCT 165 - Financial Accounting I	3
ACCT 166 - Financial Accounting II	3
ACCT 175 - Auditing Principles	3
ACCT 185 - Individual Taxation	3
ACCT 186 - Business Entity Taxation	3
BLAW 060 - Business Law I	3
Required Core	12

ACCT 255 - Tax Research and Planning	3
ACCT 275 - Seminar in Auditing	3
MBA 240 - Corporate Governance and Ethics	3
MBA 245 - Leading with Data	3
Accounting Electives - <i>Select four courses from the following</i>	12
ACCT 120 - Advanced Managerial Accounting	3
ACCT 167 - Financial Accounting III	3
ACCT 186 - Business Entity Taxation	3
ACCT 210 - Accounting for Non-Profits	3
ACCT 265 - Emerging Accounting Issues	3
ACCT 276 - IT Auditing	3
ACCT 277 - Fraud Examination	3
ACCT 278 - Internal Auditing	3
ACCT 280 - Financial Statement Analysis	3
BLAW 120 - Business Law II	3
BLAW 250 - The Law of Business Organizations	3
Free Electives - <i>Select two graduate courses from accounting, business, or other discipline in consultation with advisor.</i>	6

ADMISSION

Master of Accounting applicants must meet the following admission requirements.

- **Graduate Admission Application.** Applications may be completed [online](#).
- **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 letters of recommendation.**
- **Grade Point Average Criteria:** Successful candidates for admission typically have the following minimum graduate point average.
 - Undergraduate GPA = 3.00 (upper division and cumulative), and
 - Graduate GPA = 3.00 (cumulative)
- **TOEFL exam:** International candidates must submit TOEFL results. Minimum acceptable TOEFL score is 213 on the computer-based examination, 550 on the paper-based examination, or 79-80 on the internet-based test.
- **Application deadlines:** Applications are reviewed up to one week prior to the start of the term. Applicants are strongly encouraged to submit materials by earlier dates as indicated below to facilitate course enrollment and scholarship consideration.
 - Fall admission - July 15
 - Spring admission - December 1
 - Summer admission - April 1

ADMISSION WITH CONDITIONS

Admission with Conditions allows individuals to be reviewed for admission and begin graduate studies with a conditional requirement that must be completed successfully to progress in the program.

Students granted Admission with Conditions may enroll part-time and take up to nine credit hours of coursework to prove strong academic performance. Strong academic performance includes receiving a grade of B or higher in all courses. Students will be reviewed at the end of each full semester to confirm that the conditions of their admission have been met. The review will take place if a **minimum of six credit hours**, has been completed.

Admission with Conditions is not available to international applicants.

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

Program Options

[Department web site](http://www.drake.edu/mba/) <http://www.drake.edu/mba/>

Program Overview

Led by expert faculty who are recognized scholars and experienced practitioners, Drake's Master of Business Administration (M.B.A.) curriculum focuses on a balance of strategic decision-making, ethical leadership, and analytical reasoning that can be brought into any workplace immediately. The 36-credit hour program can be completed in two years, attending part-time. Drake's business master's program is designed to prepare effective communicators, ethical stewards of organizations, data-driven problem solvers, and global citizens. In addition to providing a broad foundation in advanced business principles, the program allows students to customize their degree based on personal interests and career aspirations.

Program Requirements

Course	Credits
Foundations of Decision-Making	6
MBA 240 - Values and Ethics in Decision-Making	3
MBA 245 - Leading with Data	3
M.B.A. Core Courses	21
MBA 242 - Financial Reporting and Analysis	3
MBA 251 - Creating Customer Value Through Marketing	3
MBA 253 - Corporate Finance	3
MBA 254 - Leadership & Human Capital Development	3
MBA 256 - Information Technology and Business	3
MBA 259 – Business, Government, and the Global Economy	3
MBA 260 - Strategic Business Processes (capstone)	3
Areas of Specialization - <i>Select three courses from a group of electives designed to focus on an area of specialization. The areas of specialization include:</i>	9
Accounting	
ACCT 276 – IT Auditing	3
ACCT 277 – Fraud Examination	3
ACCT 278 – Internal Auditing	3
ACCT 280 – Financial Statement Analysis	3
BLAW 250 – The Law of Business Organizations	3
Business Analytics	
IS 210 - Business Analytics, Teams, and Projects	3
IS 220 - Information Technology Legal and Ethical Issues	3
IS 231 - Data Management and Visual Analytics	3
IS 282 – Python Programming for Data Analytics	3

STAT 240 - Statistical Modeling	3
QUAN 270 – Quantitative Methods	3
Cybersecurity	
ACCT 276 - IT Auditing	3
ACCT 277 - Fraud Examination	3
ACCT 278 - Internal Auditing	3
BLAW 225 - Practical Contract Interpretation	3
INS 280 - Operational Risk Management	3
IS 280 - Cybersecurity Management	3
IS 281 - Cyber Attack Prevention and Mitigation	3
Health Care Management	
HLTH 261 - Health Care Policy	3
HLTH 263 - Health Care Administration	3
HLTH 266 - Health Care Regulation and Compliance	3
<i>Individualized - Select nine credits tailored to student's unique interests from among all specialization courses offered</i>	
Leadership & Human Capital Development	
BUS 212 - Seminar in Executive Leadership	3
BUS 283 – Negotiations and Conflict Resolution	3
INS 280 - Operational Risk Management	3
MPA 216 – Human Resources Development	3
MPA 221 – Public Organizations & Leadership	3
Public & Nonprofit Management	
MPA 221 – Public Organizations & Leadership	3
MPA 228 – Resource Development and Program Performance	3
PADM 245 – Public Policy	3
PADM 273 – Nonprofit Management	3
PADM 287 – Public Management	3

ADMISSION

To apply for admission to Drake’s Master of Business Administration program:

- Complete the [online application](#).
- Submit your official transcripts from all previously attended colleges or universities. Official transcripts are prepared and sent by the institution in question and received by Drake University in a sealed envelope.

Mail transcripts to:

Drake University
c/o Wiley Education Services
851 Trafalgar Court
Maitland, FL 32751

Or email:

drakeonlinetranscripts@drake.edu

- Submit an electronic copy of your résumé or curriculum vitae.
- Submit a typed, one-page essay detailing how a graduate education at Drake University will help you reach your academic and professional goals.
- Submit contact information for two professional recommendations.

International Students

If a student earned her/his undergraduate degree outside of the United States, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required. Scores dated within the last two years are acceptable and must be reported directly from the testing agency. Minimum acceptable TOEFL score is 213 on the computer-based exam, 550 on the paper-based exam, or 79-80 on the Internet-based exam. Minimum acceptable IELTS score is 6.5. Minimum scores on each section of reading, writing, speaking, and listening may be required.

Transfer Credits

Students may transfer up to nine credit hours from another AACSB accredited graduate program. All transfer credits must be earned with a grade of B- or higher, must directly relate to the program of study, and must fall within the five-year time frame for program completion. Transfer credits will be applied to the degree program upon successful completion of at least one term of enrollment in the program.

ADMISSION WITH CONDITIONS

Admission with Conditions allows individuals to be reviewed for admission and begin graduate studies with a conditional requirement that must be completed successfully to progress in the program.

Students granted Admission with Conditions may enroll part-time and take up to nine credit hours of coursework to prove strong academic performance. Strong academic performance includes receiving a grade of B or higher in all courses. Students with this status may completed MBA 240, MBA 245, and one advisor recommended course. Students will be reviewed at the end of each full semester to confirm that the conditions of their admission have been met. The review will take place if a **minimum of six credit hours including MBA 245**, has been completed.

Admission with Conditions is not available to international applicants.

Master of Science in Business Analytics (MSBA)

[Department web site](https://online.drake.edu/master-of-business-analytics/) (https://online.drake.edu/master-of-business-analytics/)

Program Overview

Drake's Master of Science in Business Analytics will prepare students to:

- Utilize key business data to solve operational, tactical, and strategic organizational problems
- Lead data analytics projects and teams
- Effectively communicate between data analysts and users
- Design and implement a data repository to support strategic decision making
- Identify and apply effective data analytics methods to solve problems
- Become proficient in Microsoft Azure, Microsoft Excel and Analytic Solver Platform, Microsoft PowerBI, Python, R, SQL, and Tableau

Program Requirements

Course	Credits
Required Courses	15
IS 210 - Business Analytics, Teams, and Projects	3
IS 220 - Information Technology Legal and Ethical Issues	3
IS 231 - Data Management and Visual Analytics	3
STAT 240 - Statistical Modeling	3

STAT 260 - Applied Analytics Project	3
Electives - <i>Select 15 credits from the following</i>	15
BUS 212 – Seminar in Executive Leadership	3
BUS 298 - Communication for Entrepreneurs & Business Professionals	3
INS 280 – Operational Risk Management	3
IS 280 – Cybersecurity Management	3
IS 281 – Cyber Attack Prevention	3
IS 282 - Python Programming for Analytics	3
MBA 245 - Leading with Data	3
MBA 254 - Leadership & Human Capital Development	3
MBA 256 – Information Technology & Business	3
MBA 259 – Business, Government, and the Global Economy	3
QUAN 270 - Quantitative Analytical Methods	3
Other courses in consultation with advisor such as:	
HSCI 260 – Survey of Evidence-Based Healthcare	3
HSCI 261 – Review of Statistics for Evidenced-Based Healthcare	3
MAC 206 – Digital Media Strategies	3
MAC 210 – Visual Communications	3
MAC 221 – Digital Storytelling	3
MAC 222 – Emerging Media	3

Admission

To apply for admission to Drake's fully online business analytics leadership program:

- Complete the [online application](#).
- Submit your official transcripts from all previously attended colleges or universities. Official transcripts are prepared and sent by the institution in question and received by Drake University in a sealed envelope.

Mail transcripts to:

Drake University
C/O Wiley Education Services
851 Trafalgar Court
Suite 420 West
Maitland, FL 32751

Or email: drakeonlinetranscripts@drake.edu

- Submit an electronic copy of your résumé or curriculum vitae.
- Submit a typed, one-page essay detailing how a graduate education at Drake University will help you reach your academic and professional goals.
- Submit contact information for two professional recommendations.

International Students

If a student earned her/his undergraduate degree outside of the United States, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required. Scores dated within the last two years are acceptable and must be reported directly from the testing agency. Minimum acceptable TOEFL score is 213 on the computer-based exam, 550 on the paper-based exam, or 79-80 on the Internet-based exam. Minimum acceptable IELTS score is 6.5. Minimum scores on each section of reading, writing, speaking, and listening may be required.

Transfer Credits

Students may transfer up to nine credit hours from another AACSB accredited graduate program. All transfer credits must be earned with a grade of B- or higher, must directly relate to the program of study, and must fall within the five-year time

frame for program completion. Transfer credits will be applied to the degree program upon successful completion of at least one term of enrollment in the program.

ADMISSION WITH CONDITIONS

Admission with Conditions allows individuals to be reviewed for admission and begin graduate studies with a conditional requirement that must be completed successfully to progress in the program.

Students granted Admission with Conditions may enroll part-time and take up to nine credit hours of coursework to prove strong academic performance. Strong academic performance includes receiving a grade of B or higher in all courses.

Students will be reviewed at the end of each full semester to confirm that the conditions of their admission have been met. The review will take place if a **minimum of six credit hours including IS 231 or STAT 240**, has been completed.

Admission with Conditions is not available to international applicants.

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

Program Options

[Department web site](http://www.drake.edu/mpa) (www.drake.edu/mpa)

Program Overview

The online M.P.A. program prepares students to navigate the evolving landscape of public administration with the tools to strategically solve problems, analyze policies, and meet public service needs at the local, state, and federal level, as well as in the private and nonprofit sectors. Drawing on the expertise of the Zimpleman College of Business' renowned faculty, the Drake MPA curriculum is enriched by experiential learning, team collaboration, and real-world scenarios.

Program Requirements

The M.P.A. is designed for the working professional to be completed with 30 credit hours with a focus in either public and nonprofit management or healthcare management. Pre-professional or early career students will complete an additional 6 credit hours (36 credit hours total) as outlined.

Course	Credits
M.P.A. Core Curriculum (required for all students)	21
MPA 215 - Foundations of Public Service	3
MPA 216 - Human Resources Development	3
MPA 217 - Applied Research Methods for Public Administration	3
MPA 220 - Public Budgeting & Finance	3
MPA 221 - Public Organizations & Leadership	3
MPA 228 – Resource Development & Program Performance	3
MPA 260 - Capstone Experience	3
M.P.A. Specialization Area – <i>Select one area of specialization. The specialization areas and corresponding courses include:</i>	9
Public & Nonprofit Management	
PADM 245 Public Policy	3
PADM 287 Public Management	3
PADM 273 Nonprofit Management	3
Healthcare Management	
HLTH 261 – Healthcare Policy	3
HLTH 263 – Healthcare Administration	3
HLTH 266 – Healthcare Regulation & Compliance	3

Additional courses for pre-professional/early career students	6
PADM 293 – Public Service Internship	3
<i>Select one leadership development course from the following:</i>	
BUS 212 Executive Leadership	3
BUS 283 – Negotiations and Conflict Resolution	3
MBA 240 – Corporate Governance & Ethics	3
MBA 254 – Leadership & Human Capital Development	3
IS 210 – Business Analytics, Teams and Projects	3

Certified Public Managers/Master of Public Administration

Individuals who have completed the Certified Public Manager® (C.P.M.) program offered through the Zimpleman College of Business may be eligible to waive up to 9 credit-hours in the M.P.A. The C.P.M. must be completed within the five-year time frame for M.P.A. program completion.

ADMISSION

To apply for admission to Drake's Master of Public Administration program:

- Complete the [online application](#).
- Submit your official transcripts from all previously attended colleges or universities. Official transcripts are prepared and sent by the institution in question and received by Drake University in a sealed envelope.

Mail transcripts to:

Drake University
C/O Wiley Education Services
851 Trafalgar Court
Suite 420 West
Maitland, FL 32751

Or email: drakeonlinetranscripts@drake.edu

- Submit an electronic copy of your résumé or curriculum vitae.
- Submit a typed, one-page essay detailing how a graduate education at Drake University will help you reach your academic and professional goals.
- Submit contact information for two professional recommendations.

International Students

If a student earned her/his undergraduate degree outside of the United States, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required. Scores dated within the last two years are acceptable and must be reported directly from the testing agency. Minimum acceptable TOEFL score is 213 on the computer-based exam, 550 on the paper-based exam, or 79-80 on the Internet-based exam. Minimum acceptable IELTS score is 6.5. Minimum scores on each section of reading, writing, speaking and listening may be required.

Transfer Credits

Students may transfer up to 12 credit hours from another accredited graduate program. All transfer credits must be earned with a grade of B- or higher, must directly relate to the program of study, and must fall within the 5-year time frame for program completion. Transfer credits will be applied to the degree program upon successful completion of at least one term of enrollment in the program.

ADMISSION WITH CONDITIONS

Admission with Conditions allows individuals to be reviewed for admission and begin graduate studies with a conditional requirement that must be completed successfully to progress in the program.

Students granted Admission with Conditions may enroll part-time and take up to nine credit hours of coursework to prove strong academic performance. Strong academic performance includes receiving a grade of B or higher in all courses. Students will be reviewed at the end of each full semester to confirm that the conditions of their admission have been met. The review will take place if a **minimum of six credit hours**, has been completed.

Admission with Conditions is not available to international applicants.

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.

[Business Analytics](#)

[Cybersecurity Management](#)

[Certificates web site](https://www.drake.edu/cbpa/programs/certificates/) (<https://www.drake.edu/cbpa/programs/certificates/>)

Business Analytics

The Business Analytics certificate provides a base skill set of recognizing the importance of data for solving operational, tactical, and strategic level organizational problems. Additionally, students will learn how to evaluate the characteristics, capabilities, and limitations of digital data as well as understand data-related laws and ethical practices.

Course	Credits
IS 210 - Business Analytics, Teams, and Projects	3
IS 220 - Information Technology Legal and Ethical Issues	3
IS 231 - Data Management and Visual Analytics	3
STAT 240 - Statistical Modeling	3
STAT 260 - Applied Analytics Project	3

Cybersecurity Management

The Cybersecurity Management certificate encompasses five courses targeting individuals in the workforce looking to further their expertise and careers to include facets of cybersecurity management.

This certificate requires 15 credit hours including three required courses plus two additional courses from a predetermined list of electives.

Course	Credits
IS 298 – Cybersecurity Management	3
IS 298 – Cyber Attack Prevention and Mitigation	3
MBA 256 – IT and Business	3
<i>Select two courses from the following</i>	
ACCT 276 – IT Auditing	3
ACCT 277 – Fraud Examination	3
ACCT 278 – Internal Auditing	3
INS 280 – Operational Risk Management	3
BLAW 225 – Practical Contract Interpretation	3

Policies

Graduate Grade Point Average

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

Time Limits

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

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

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 Zimpleman College of Business 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 Associate Dean of the Zimpleman College of Business. The report must, at a minimum, state the nature of the misconduct and the penalty assigned. The Associate Dean will report the incident to the proper university system, which will be accessible only to individuals with proper authority. If the student is not enrolled in the Zimpleman College of Business, the Associate Dean will report the incident for information purposes to the Associate Dean of the

college/school in which the student is enrolled.

Upon receipt of a report, either from a Zimpleman College instructor or concerning a Zimpleman College student taking a course in another college/school, the Dean's Office 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 Zimpleman College student, the Dean's Office may impose further disciplinary action. If the student is not a Zimpleman College student, the Dean's Office 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's Office 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's Office or recommended by the Dean's Office 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's Office, the grievance procedure provided in this document will be followed. 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.

APPEALS PROCEDURE

Grade Appeals

Students must initiate a grade appeal within 10 business days following the final grade submission due date published by the Registrar. The appeal is initiated by first seeking a resolution with the instructor.

Students may appeal a final grade for one or more of the following reasons:

1. Procedural or clerical error by the instructor that had a negative impact on the student's grade.
2. The grading being arbitrary, capricious, or outside accepted norms with resultant negative impact on the student's grade. *Possible examples: work is graded differently than stated in the rubric; final grades are calculated with a different method than stated on the syllabus, etc.*
3. The evaluation was of a different standard than that required of other students in the class, resulting in a negative impact on the student's grade. *Possible examples: some students were permitted to submit late work without penalty and others were not; extra credit opportunities were provided to some, but not all students, etc.*

If the student believes that the grade received is based upon discrimination, harassment, or related retaliation, as defined and prohibited by Drake policy, the student should initiate the complaint process set forth in the related policy: [Non-Discrimination and Discriminatory Harassment Policy \(Non-Sex-Based\)](#) or [Sexual Harassment Policy](#).

(<https://www.drake.edu/policy/category/administration/non-discriminationanddiscriminatoryharassmentpolicy/> or <https://www.drake.edu/policy/category/administration/sexualharassmentpolicy/#d.en.282088>)

Students must provide sufficient evidence to support how their appeal meets one or more of the grounds for appeal, and the inability to provide this evidence may result in dismissal of the appeal. To be clear, students may not appeal the final grade on the grounds that they disagree with the professional judgment of the instructor as to the quality of the students' performance or work or whether they met course standards.

It is expected that most, if not all, appeals will be resolved between the student and their instructor. If an agreement is not reached between the instructor and the student, the appeal may be escalated based on each college, school or unit's appeal process and time frame. If unsure about which college, school or unit offers the course please contact the Office of the Registrar (registrar@drake.edu). If an agreement between the parties involved occurs at any step of the appeals process, the appeal has concluded, and the grade may not be appealed again.

The timeline for a grade appeals process is as follows:

Step One:

The student appeals the final course grade with the instructor within 10 business days of the final grade being posted with the Registrar. Details are outlined above for the basis of the appeal and may be dismissed by the Associate Dean if it does not meet these bases. If the Associate Dean is the course instructor, the Dean will make this determination.

Step Two:

The student must consult with the Department Chair or supervisor of the instructor involved within 14 calendar days after notification of a lack of resolution with the instructor in Step One. If the department chair is the instructor involved in the circumstance, then one of the other department chairs will be designated by the Associate Dean to complete this step. The Department Chair 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 calendar days of notification from the student; a lack of response from the student will conclude the appeals process.

Step Three:

No later than 14 calendar days after the notification of a lack of resolution from the Department Chair 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. Students will file their written complaint with the Associate Dean. Receipt of the complaint will be acknowledged in writing. The Associate Dean will then convene an Appeals Panel from the membership of the Academic Integrity and Appeals Committee within 14 calendar days. If the Associate Dean is the faculty member/administrator involved in the circumstance, the Dean of the Zimpleman College of Business will complete this step.

Step Four

No later than 14 calendar days after the notification of a lack of resolution from the Department Chair 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. Students will file their written complaint with the Associate Dean. Receipt of the complaint will be acknowledged in writing. The Associate Dean will then convene an Appeals Panel from the membership of the Academic Integrity and Appeals Committee within 14 calendar days. If the Associate Dean is the faculty member/administrator involved in the circumstance, the Dean of the Zimpleman College of Business will complete this step.

Academic Integrity Appeals

Students can appeal a penalty imposed by an instructor, or further disciplinary action by the Dean's Office for academic integrity violations. Appeals must have substantial evidence that there was no violation of the academic integrity policy and will consist of the following two steps.

Step One

No later than 14 calendar days after the notification to the student of the academic integrity violation, the student must provide a written complaint to the Associate Dean stating specifically in what way the student has been wronged, indicating supporting evidence, and explaining the corrective action desired by the student. Receipt of the complaint will be acknowledged in writing. The Associate Dean will then convene an Appeals Panel from the membership of the Academic Integrity and Appeals Committee within 14 calendar days. If the Associate Dean is the faculty member involved in the circumstance, the Dean of the Zimpleman College of Business will complete this step.

Step Two

The Appeals Panel will consist of two faculty members and one student from the Academic Integrity and Appeals Committee (see Section 1.26). 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 in Appendix B of the 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 instructor. 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.

Notice of Appeals Processes

The appeals processes will be available to the public through the Zimpleman College website. Faculty members are encouraged to reference the web address in their syllabi.

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.

Master of Athletic Training

The Drake University Master of Athletic Training program is accredited through the Commission on Accreditation of Athletic Training Education (CAATE), located at 2001 K Street NW, 3rd Floor North Washington, DC 20006; (512) 733-9700; website <https://caate.net/>. The program is accredited through the 2025-2026 academic year. A required comprehensive accreditation review will be conducted during the 2025-2026 academic year, with a self-study due date of July 1, 2025, and an on-site visitation scheduled in consultation with the institution.

Program Objectives and Outcomes

1. Students will show comprehension of required competencies and proficiencies in athletic training that allows successful completion of the degree program.
 - Express competency of pre-requisite scientific knowledge.
 - Recall foundational concepts of athletic training.
 - Students will successfully enter and matriculate through the graduate program.
2. Recruit and develop passionate faculty and preceptors with complementary expertise who will engage students in innovative and demanding didactic and clinical education experiences while providing valuable service and scholarship to the University and profession.

- Faculty will provide a classroom environment that allows students to grow.
 - Preceptors will provide clinical education opportunities that allow for growing autonomy as necessary skills are developed.
 - Preceptors will assist the students in the discovery and implementation of evidence based medicine in their practice.
3. Provide a clinical environment that will empower students to develop the strong skills and independence necessary to practice athletic training in a variety of settings through the recruitment and continuous training of high quality preceptors in a variety of disciplines.
 - Employ prevention, diagnostic, treatment and rehabilitation techniques for injuries and illnesses common in active populations.
 - Formulate clinical treatment plans using evidence-based medicine.
 - Use patient outcomes to determine quality of care.
 - Utilize proper medical terminology in effective verbal and written communication.
 4. Provide students with diverse education that allow them to be active learners, scholars, and future leaders.
 - Consume, reflect and summarize evidence based medicine related to athletic training clinical practice.
 - Collaborate on and produce independent research.
 - Critically think and problem-solve in professional settings.
 5. Develop the structure of a sound graduate program in athletic training that produces students with the ability to contribute to the profession in post-graduate settings.
 - Practice effectively in post-graduate jobs and post-professional settings.
 - Achieve timely and appropriate post-graduate placements in clinical and educational settings.
 - Continue life-long learning and advocate effectively for the profession.

Admission

Admission to the Drake University Master of Athletic Training (MAT) program is based on academic and personal qualifications that are necessary for successful, competent practice as an athletic trainer. Candidates are evaluated on the basis of the fit between their personal goals and the mission and goals of the MAT program. Prior education, work experience, honors, awards, service to others and leadership activities are also considered in the admission process.

Students can apply to our MAT 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 MAT program.**

- Submit an application through the [Centralized Application Service for Athletic Training \(ATCAS\)](#)
- Complete the required Drake-specific questions within the ATCAS application.
- Complete at least 3 years of undergraduate coursework (92 credit hours)
- No minimum GPA is required, although a 3.0 prerequisite GPA (as calculated in ATCAS) is considered competitive.
- 50 hours of observation or shadowing in an athletic training setting is recommended, but not required. All applicants will be asked to demonstrate their understanding of athletic training settings during the interview process.
- 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 summer term prior to entering the MAT program.

Subject	Credit Hours	Drake Courses
Anatomy and Physiology 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 to fulfill the requirement. Labs are required.	8 credit hours (including labs)	HSCI 125/L and 141/L (PHAR 125 may replace HSCI 125); or BIO 018/L and 129
Exercise Physiology A one-semester course in exercise physiology is required. A lab is not required.	3 credit hours	BIO 134 or HSCI 107

Biological Sciences

A one-semester course in the biological sciences is required. Courses may include ecology, evolution, cell biology, heredity, biological diversity or the structure of plants and animals. A lab is required. 4 credit hours (including lab) BIO 012/L or BIO 013/L

General (Inorganic) Chemistry

A one-semester course in general (inorganic) chemistry is required. The course must fulfill the prerequisite requirements for advanced chemistry courses. A lab is required. 4 credit hours (including lab) CHEM 001 and 003, or 002 and 004

General Psychology

A one-semester introductory course in psychology is required. This course must fulfill the prerequisite requirements for advanced psychology courses. A lab is not required. Developmental psychology or sports psychology may also be substituted. 3 credit hours PSY 001 (4 credit hours)

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

Nutrition

A one-semester course in nutrition is required. A course intended for health care majors is recommended. A lab is not required. 2 credit hours PHAR 126

Statistics

A one-semester course in general statistics is required. Business statistics, psychology statistics or biological science statistics courses are accepted. 3 credit hours STAT 060, 071 or HSCI 060

Medical Terminology

A one-semester course in medical terminology is required. 1 credit hour HSCI 095

General Electives

61 semester credit hours in general electives are required; Drake requires students to complete a minimum of 3 years of undergraduate coursework (at least 92 credit hours) 61 credit hours [Drake Curriculum Areas of Inquiry](#)

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](https://www.drake.edu/registrar/transfercreditinformation/) (https://www.drake.edu/registrar/transfercreditinformation/) 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](https://www.drake.edu/admission/transfereadmission/transfereadmission/) (https://www.drake.edu/admission/transfereadmission/transfereadmission/) policy or contact the College of Pharmacy and Health Sciences for more information.

Drake University's Master of Athletic Training (MAT) program operates on a rolling admission process. We will interview and admit students until the A1 class is full and a sufficient number of applicants have been identified for the wait list. 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.

Enrollment Requirements

Upon admission to Drake University's Master of Athletic Training program, students must

- Submit acknowledgement that they have read and understand the program's [Technical Standards](https://www.drake.edu/at/masterofathletictraining/matadmission/technicalstandardsforthematprogram/) (https://www.drake.edu/at/masterofathletictraining/matadmission/technicalstandardsforthematprogram/)
- Provide proof of CPR certification

- Pass a criminal background check
- Provide an official health certification
- Submit a copy of immunization record
- Pass a drug screening
- Submit a copy of health and liability insurance
- Complete HIPAA, FERPA, bloodborne pathogen and mandatory reporter training

Curriculum

Course	Credits
ATHL 201 - AT Seminar I	1
ATHL 202 - AT Seminar II	1
ATHL 220 - Emergency Care for Athletic Trainers	2
ATHL 230 - Foundations of Health and Health Promotion	3
ATHL 251 - Evaluation of Injuries I	4
ATHL 252 - Management of Injuries I	4
ATHL 253 - Evaluation & Management of Injuries II	3
ATHL 254 - Advanced Athletic Training Techniques	2
ATHL 261 - Level IA Clinical Experiences: Foundational Observations	2
ATHL 262 - Level IB Clinical Experiences: Trad & Em Settings	4
ATHL 263 - Level IC Clinical Experiences: Advanced Medical Knowledge	2
ATHL 264 - Level IIA Clinical Experiences: Athletic Training Immersions	12
ATHL 265 - Level IIB Clinical Experiences: Concentrations	4
ATHL 271 - Healthcare Systems and Policies	3
ATHL 272 - Behavioral and Sport Psychology	3
ATHL 275 - Patient-Centered Approach to Quality Healthcare	2
ATHL 280 - Research	3
ATHL 283 - AT Seminar III	1
ATHL 284 - AT Seminar IV	2
HSCI 260 - Survey of Evidence Based Healthcare	3
HSCI 263 - Pharmacology for Future Health Professionals	3
PHAR 132 and 132D - Pathophysiology with Lab	4
Professional Electives - <i>A minimum three credits and maximum twelve credits required</i>	
Total	71

Master of Athletic Training with Evidence Based Health Care Certificate

Course	Credits
ATHL 201 - AT Seminar I	1
ATHL 202 - AT Seminar II	1
ATHL 220 - Emergency Care for Athletic Trainers	2
ATHL 240 - Patient and Athletic Enhancement	4
ATHL 251 - Orthopedic Evaluation & Physical Rehabilitation I	5
ATHL 252 - Orthopedic Evaluation & Physical Rehabilitation II	4
ATHL 253 - Evaluation & Management of Injuries II	3
ATHL 261 - Level IA Clinical Experiences: Foundational Experiences	2
ATHL 262 - Level IB Clinical Experiences: Traditional & Emerging Settings	4

ATHL 263 - to Level IC Clinical Experiences: General Medical Care	2
ATHL 264 - Level IIA Clinical Experiences: Athletic Training Immersions	12
ATHL 265 - Level IIB Clinical Experiences: Concentrations	4
ATHL 272 - Behavioral and Sport Psychology	3
ATHL 275 - Patient-Centered Approach to Quality Healthcare	2
ATHL 280 - Research	3
ATHL 283 - AT Seminar III	1
ATHL 284 - AT Seminar IV	2
HSCI 260 - Survey of Evidence-Based Healthcare	3
HSCI 261 - Review of Statistics for EBHC	3
HSCI 262 -Critical Appraisal in Evidence-Based Healthcare	3
HSCI 263 - Pharmacology for Future Health Professionals	3
HSCI 270 - EBHC Practicum	1
PHAR 132 and 132D - Pathophysiology with Lab	4
PHAR 171 - Healthcare Systems and Policy	3
Total	75

Master of Athletic Training with Master of Science in Health Informatics and Analytics

Course	Credits
ATHL 201 - AT Seminar I	1
ATHL 202 - AT Seminar II	1
ATHL 220 - Emergency Care for Athletic Trainers	2
ATHL 240 - Patient and Athletic Enhancement	4
ATHL 251 - Orthopedic Evaluation & Physical Rehabilitation I	4
ATHL 252 - Orthopedic Evaluation & Physical Rehabilitation II	4
ATHL 253 - Evaluation & Management of Injuries II	3
ATHL 254 - Advanced Athletic Training Techniques	2
ATHL 261 - Level IA Clinical Experiences: Foundational Experiences	2
ATHL 262 - Level IB Clinical Experiences: Traditional & Emerging Settings	4
ATHL 263 - to Level IC Clinical Experiences: General Medical Care	2
ATHL 264 - Level IIA Clinical Experiences: Athletic Training Immersions	12
ATHL 265 - Level IIB Clinical Experiences: Concentrations	4
ATHL 272 - Behavioral and Sport Psychology	3
ATHL 275 - Patient-Centered Approach to Quality Healthcare	2
ATHL 280 - Research	3
ATHL 283 - AT Seminar III	1
ATHL 284 - AT Seminar IV	2
HSCI 263 - Pharmacology for Future Health Professionals	3
MS HIA 2-- Health Informatics & Analytics Coursework	24
PHAR 132 and 132D - Pathophysiology with Lab	4
PHAR 171 - Healthcare Systems and Policy	3
Total	71

To view the remaining MS HIA requirements that should be taken in the above course slots, see the [Drake MS HIA curriculum pages](#). Students may take summer course work or courses the semester after graduation to complete the MS HIA.

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](#) (<http://www.drake.edu/ot/>)

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:

Drake OTD Program Outcomes

1. Graduates will demonstrate the ability to utilize and analyze evidence for occupation-based practice and develop habits of life-long learning
2. Graduates will value and engage in service opportunities to promote health and well-being for diverse and underserved populations.
3. Graduates will demonstrate competent clinical reasoning and care using occupation to enable clients across the lifespan within varied groups, and populations to live life to the fullest.
4. Graduates will display professionalism, ethical behavior, and advocacy skills to influence positive change with clients, communities, and the profession.

Drake OTD Curricular Themes

1. Professional responsibility and scholarship
2. Collaborative community engagement
3. Occupation across the life span
4. Professional identity

Curriculum

Course	Credits
OTD 201 - Theoretical Foundations of Occupational Therapy	3
OTD 203 - Intro to the Occupational Therapy Process	4
OTD 207 - Health, Wellness and Well-Being	2
OTD 209 - Neuroscience	3
OTD 210 - Clinical Conditions Across the Lifespan	3
OTD 211 - Human Movement and Occupational Therapy	3
OTD 219 - Neuro-Rehabilitation	3
OTD 220 - Health Care Policy and Advocacy	3

OTD 227 - Psychosocial Application to Occupational Therapy	3
OTD 228 - Research I	4
OTD 229 - Occupational Therapy Skills and Adaptations	3
OTD 230 - Pediatrics I	3
OTD 236 - Clinical Reasoning in Occupational Therapy	3
OTD 238 - Evidence Based Practice	2
OTD 239 - Physical Rehabilitation and Orthopedic Care in OT	3
OTD 240 - Pediatrics II	3
OTD 247 - Teaching and Learning in Occupational Therapy	3
OTD 248 - Research II	3
OTD 249 - Universal Design and Technology in OT	3
OTD 252 - Leadership and Management in Occupational Therapy	3
OTD 253 - Special Topics (take fall or spring only - 1 CR)	1
OTD 253 - Special Topics (take fall or spring only - 1 CR)	0
OTD 256 - Advanced Clinical Reasoning and Ethics	3
OTD 257 - Population Health Promotion	3
OTD 258 - Research III	2
OTD 259 - Aging Adults and Community	3
OTD 261 - Level IA Fieldwork	1
OTD 262 - Level IB Fieldwork	1
OTD 263 - Level IC Fieldwork	1
OTD 265 - Level IIA Fieldwork	12
OTD 266 - Level IIB Fieldwork	12
OTD 270 - Doctoral Capstone Preparation	3
OTD 271 - Doctoral Capstone	14
TOTAL	116

Admission

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 \(OTCAS\)](#).
- Complete the required Drake-specific questions within the OTCAS application and submit the required Drake application fee of \$70. You can pay your Drake application fee on our [secure payment website](#).
- Complete at least 3 years of undergraduate coursework (92 credit hours).
- Earn a cumulative GPA of 3.0 or higher (as calculated in OTCAS).
- Complete the [Drake Curriculum Areas of Inquiry \(AOI\)](#) requirements by the end of the summer term prior to entering the OTD program. Students who have earned an associate's degree from an Iowa community college, or a bachelor's degree from a regionally accredited college or university, will be waived from Drake Curriculum AOI requirements.

- 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 summer term prior to entering the OTD program.

Subject	Credit Hours	Drake Courses
Anatomy and Physiology		
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 to fulfill the requirement. Labs are required.	8 credit hours (including labs)	HSCI 125/L and 141 (PHAR 125 may replace HSCI 125); or BIO 018/L and 129
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
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	ENG 037
General Electives		
59 semester credit hours in general electives are required; Drake requires students to complete a minimum of 3 years of undergraduate coursework (at least 92 credit hours)	54 credit hours	Drake Curriculum Areas of Inquiry

Students must earn a grade of C or higher in order to fulfill prerequisite courses. Please see Drake University's [Transfer Credit Information page](http://www.drake.edu/registrar/transfercreditinformation/) (http://www.drake.edu/registrar/transfercreditinformation/) 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 contact the College of Pharmacy and Health Sciences for more information.

Drake University's Occupational Therapy Doctorate (OTD) program operates on a rolling admission process. We will interview and admit students until the O1 class is full and a sufficient number of applicants have been identified for the wait list. 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 required virtual or on-campus interview.

Accredited Doctoral-Degree-Level Occupational Therapy Program

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program 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, all 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.

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 Health Informatics and Analytics](#)

[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](#) (<http://www.drake.edu/pharmacy/>)

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%.

PROGRAM Accreditation

Drake College of Pharmacy and Health Sciences' Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org

Pharmacy History

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

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

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

Educational Goals and Objectives

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.

Admission Requirements

Students who complete their prerequisite coursework at another regionally accredited institution or in a major other than pre-pharmacy at Drake may apply to our PharmD 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 PharmD program. These requirements can also be found on our [PharmCAS School Directory page](https://www.pharmcas.org/node/32/webform/submission/13). (<https://www.pharmcas.org/node/32/webform/submission/13>)

- Submit an application through the [Pharmacy College Application Service \(PharmCAS\)](#).
- Complete the required Drake-specific questions within the PharmCAS application.
- Complete at least 2 years of undergraduate coursework (approximately 64 credit hours).
- No minimum GPA is required, although 3.0 (as calculated in PharmCAS) is considered competitive.
- 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 summer term prior to entering the PharmD program.

Subject	Credit Hours	Drake Courses
General (Inorganic) Chemistry A complete year course sequence in general (inorganic) chemistry is required. Courses must fulfill the prerequisite requirements for organic chemistry. Labs are required.	8 credit hours (including labs)	CHEM 001, 002, 003, 004
Organic Chemistry A complete year course sequence in organic chemistry is required. Labs are required.	8 credit hours (including labs)	CHEM 097, 098, 108, 110
Biological Sciences A complete year course sequence in the biological sciences is required. Must include topics in human anatomy. Additional courses may include ecology, evolution, anatomy/physiology, cell biology, and biological diversity/structure. Labs are required.	8 credit hours (including labs)	BIO 012, 012L, HSCI 141, 141L
Microbiology A one-semester course in microbiology is required. A course intended for health care majors is recommended. A lab is not required.	3 credit hours	BIO 095
Statistics A one-semester course in general statistics is required. Business statistics, psychology statistics, or biological science statistics courses are accepted.	3 credit hours	STAT 060 or HSCI 060
Calculus A one-semester course in calculus is required. Business calculus, applied calculus or calculus courses designed for the social sciences will NOT be accepted.	3 credit hours	MATH 050 (or MATH 070 or 100)
English Composition/Writing 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. Interpersonal speaking and interpersonal communication courses will NOT be accepted.	3 credit hours	ENG 037

General Electives

22 semester credit hours in general electives are required; Drake requires students to complete a minimum of 2 years of undergraduate coursework (at least 64 credit hours).

[Drake Curriculum](#)

[Areas of Inquiry](#)

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 contact the College of Pharmacy and Health Sciences for more information.

Drake University's Doctor of Pharmacy (PharmD) program operates on a rolling admission process. We will interview and admit students until the P1 class is full and a sufficient number of applicants have been identified for the wait list. 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 required virtual or on-campus admission interview.

Advanced Standing for Transfer Applicants

Students currently in a PharmD program at another University who wish to transfer and pursue advanced standing in the PharmD program at Drake are encouraged to complete an [official request form](https://apply.drake.edu/register/?id=d308662f-0f18-4a2d-be30-4062a9059a13) (https://apply.drake.edu/register/?id=d308662f-0f18-4a2d-be30-4062a9059a13) on our website. "Advanced Standing Students" must be in good academic and professional standing at their current school. If there are seats available in a class, an evaluation will be completed to determine admissibility and qualified candidates will be offered an interview. If admissible, a curricular evaluation will be conducted by Drake CPHS which will determine one's class standing in our program on a case-by-case basis. Due to didactic and experiential curriculum differences between PharmD programs, transfer students who enter the professional pharmacy program may experience delays in completing their degree. Questions may be directed to the College of Pharmacy and Health Sciences Enrollment Services team at dupharm@drake.edu.

Requirements for Major

211 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
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3

CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
INTD 025 - Blueprint for Success	1
MATH 050 - Calculus I	4
PHAR 011 - CAPS I (Career, Academic & Professional Success)	1
PHAR 031 - CAPS II (Career, Academic & Professional Success)	1
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4
PHAR 131 - Intro to Pharm Science	3
PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5
PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18

ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	26
Pharmacy Professional Electives	5
Total	211

General Education Electives: Students complete the Drake Curriculum requirements and other credits for a total of 26 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.

P1 students are required to complete 40 hours of IPPE for Hospital/Institutional Practice I during the summer between the P1 and P2 years, and complete 80 hours of IPPE for Community Practice II during the summer between the P2 & P3 year.

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
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3
CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
INTD 025 - Blueprint for Success	1
LAW --- - Law Courses	24
MATH 050 - Calculus I	4

PHAR 011 - CAPS I (Career, Academic & Professional Success)	.5
PHAR 031 - CAPS II (Career, Academic & Professional Success)	.5
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4
PHAR 131 - Intro to Pharm Science	3
PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5
PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18
ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	24
Pharmacy Professional Electives	1
Total	223

A total of 211 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
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
BUS 200 - Seminar	1
BUS 200 - Seminar	1
BUS 205 - Dardis Communication Workshop	0
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3
CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
MATH 050 - Calculus I	4
MBA 2XX – MBA Courses	27
PHAR 011 - CAPS I (Career, Academic & Professional Success)	.5
PHAR 031 - CAPS II (Career, Academic & Professional Success)	.5
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4

PHAR 131 - Intro to Pharm Science	3
PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5
PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18
ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	24
Pharmacy Professional Electives	1
Total	230

Optional summer coursework

Students who wish to complete both degrees in the four professional years will need to plan to complete M.B.A. courses during the summer sessions. This program requires a careful selection of courses for the M.B.A. degree as electives in the pharmacy curriculum. Students may enroll in additional summer coursework or complete final M.B.A. courses after Pharm.D. completion. If the dual curriculum requires more than 18 credit hours in the fall or spring semesters, a credit fee waiver will be requested on the student's behalf. If students wish to take beyond the required credit hours for the semester, they will need to request an "Over 18 Hours Request Form," which can be found in the CPHS Forms Library, and the additional course work will not qualify for an overload fee waiver.

A total of 211 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 M.B.A. coursework. M.B.A. area of specialization is satisfied by pharmacy coursework.

Students must complete the GMAT and be admitted to the M.B.A. program prior to enrolling in M.B.A. courses. Following completion of 90 credit hours and admission into the M.B.A. program, students may enroll in M.B.A. 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
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3
CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
INTD 025 - Blueprint for Success	1
MATH 050 - Calculus I	4
MPA 2-- - MPA Courses	27
PHAR 011 - CAPS I (Career, Academic & Professional Success)	.5
PHAR 031 - CAPS II (Career, Academic & Professional Success)	.5
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4
PHAR 131 - Intro to Pharm Science	3

PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5
PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18
ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	24
Pharmacy Professional Electives	1
Total	227

M.P.A. Course List

- MPA 215 - Changing Environment and Management of Public and Nonprofit Management
- MPA 216 - Managing Human Resources as Assets
- MPA 217 - Applying Information, Research and Analysis in Nonprofit and Public Environments
- MPA 220 - Public Budget and Financial Management
- MPA 221 - Public Organizations and Leadership
- MPA 226 - Public Policy Decision Making and Analysis
- MPA 260 – Applying Innovative Solutions to Current Problems (Capstone)

Students in the combined program also complete two electives of three credits each.

Optional summer coursework

Students may enroll in additional summer coursework or complete final MPA courses after PharmD completion. If the dual curriculum requires more than 18 credit hours in the fall or spring semesters, a credit fee waiver will be requested on the student's behalf. If students wish to take beyond the required credit hours for the semester, they will need to request an "Over 18 Hours Request Form," which can be found in the CPHS Forms Library, and the additional course work will not qualify for an overload fee waiver.

A total of 211 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

Doctor of Pharmacy / Master of Science in Health Informatics and Analytics

Designed to maximize graduates' opportunities in the rapidly growing fields of healthcare informatics and data analytics, the PharmD/MS HIA dual degree program allows students the opportunity to complete HIA coursework in place of elective course work within the pharmacy curriculum. Students begin at Drake in pharmacy and apply to the Masters of Sciences in Health Informatics and Analytics Program during their first professional year or when they are nearing the completion of 90 credit hours.

Course	Credits
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3
CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HLTH 266 - Healthcare Regulation, Law and Advocacy, or	3
HLTH 264 - Beyond Ethics: Policy and Health Care	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
HSCI 201 - Introduction to Health Informatics	3
HSCI 260 - Survey of Evidence Based Health Care	3
HSCI 285 - Practicum/Capstone	3
INTD 025 - Blueprint for Success	1
IS 231 / MDAL 230 - Data Management and Visual Analytics	3
MATH 050 - Calculus I	4
MDAL 240 / STAT 240 - Statistical Modeling	3
PHAR 011 - CAPS I (Career, Academic & Professional Success)	.5

PHAR 031 - CAPS II (Career, Academic & Professional Success)	.5
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4
PHAR 131 - Intro to Pharm Science	3
PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5
PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18
ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	24
Health Informatics and Analytics Electives	12
Total	211

Program Notes:

Following completion of 90 credit hours and admission into the MS HIA program, students may enroll in MS HIA coursework.

Entrance Exam Required as part of the application process: GRE, GMAT, MCAT, PCAT, DAT, or OAT

Note: The entrance exam is automatically waived if you are a current Drake University undergraduate or professional program student with cumulative GPA of 3.25 or higher and have completed 90 semester credits.

RECOMMENDED SUMMER COURSE WORK: Students who wish to complete both degrees in the four professional years will need to plan to complete MS HIA courses during the summer sessions. This program requires a careful selection of courses for the MS HIA degree as electives in the pharmacy curriculum. Students may enroll in additional summer coursework or complete final MS HIA courses after PharmD completion. If the dual curriculum requires more than 18 credit hours in the fall or spring semesters, an overload credit fee waiver will be requested on the student's behalf. If students wish to take beyond the required credit hours for the semester, they will need to request an "Over 18 Hours Request Form," which can be found in the Forms Library, and the additional course work will not qualify for an overload fee waiver.

A total of 211 credits are required to complete the pharmacy degree.

Students will be expected to complete the Drake Curriculum requirements. Drake Curriculum requirements not fulfilled through required course work: Artistic Experience, Historical Foundations (2 courses), Global and Cultural Understanding, and Written Communication.

Professional Electives (5 cr.) are satisfied by MS HIA coursework. P1 students entering Fall 2019 and prior are required to complete six (6 cr.) credits of professional elective credits, which will be satisfied by MS HIA coursework.

Professional Electives Policy: Core curricula of CPHS degree programs may require professional elective courses that permit exploration of and/or advanced study in areas of professional interest within the student's primary degree. Professional electives provide the student with an opportunity to not only pursue areas of intellectual interest, but also to develop an individual "brand" that may benefit them in their professional or academic future. Students who desire to have a non-approved elective count toward professional elective credit should apply for an exception to program policy prior to taking the course whenever possible. Professional electives must be taken for a grade unless the course is designed as credit/no credit. Students should refer to their degree audit for determination of the total number of required professional electives. Students should review the [student handbook](#) for the complete professional elective policy and details specific to their degree program.

Potential Professional Electives:

- IS 210/MDAL 210 – Business Analytics, Teams, and Projects (3 credit hours)
- IS 220/MDAL 220 – Information Technology Legal and Ethical Issues (3 credit hours)
- STAT 260/MDAL 260 - Applied Analytics Project – 3 Credit Hours
- MBA 245 – Leading with Data (3 credit hours)
- MBA 254 – Leadership & Human Capital Development (3 credit hours)
- QUAN 270 – Quantitative Analytical Methods (3 credit hours)
- HSCI 261 – Review of Statistics for Evidence-Based Healthcare
- HSCI 262 – Critical Appraisal in EBHC (3 credit hours)
- HLTH 261 – Healthcare Policy (3 credit hours)
- HLTH 263 – Healthcare Administration (3 credit hours)

Certificate Program Options: Students may also earn the Evidence Based Health Care or the Data Analytics Leadership Certificates by completing the following courses:

- Evidence Based Health Care:
 - HSCI 260

- HSCI 261
- HSCI 262
- HSCI 270
- Data Analytics Leadership:
 - IS 210/MDAL 210
 - IS 220/MDAL 220
 - STAT 260/MDAL 260

Doctor of Pharmacy / Master of Science in Leadership Development

Designed to maximize graduates' development of their leadership strengths, the PharmD/M.S.L.D. allows students the opportunity to complete M.S.L.D. coursework 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
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3
CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
INTD 025 - Blueprint for Success	1
MATH 050 - Calculus I	4
MSLD 202 - Leadership in Organizations	3
MSLD 203 - Organizational Politics and Influence	3
MSLD 204 - Ethics and Leadership	3
MSLD 205 - Global Leadership	3
MSLD 207 - Inspiring and Involving Others	3
MSLD 208 - Leading Change	3
MSLD 209 - Innovation and Future Thinking	3
MSLD 212 - Learning and Technology	3

PHAR 011 - CAPS I (Career, Academic & Professional Success)	.5
PHAR 031 - CAPS II (Career, Academic & Professional Success)	.5
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4
PHAR 131 - Intro to Pharm Science	3
PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5
PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18
ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	24
Total	224

Professional electives required by the PharmD program (6 credits) will be fulfilled by M.S.L.D. coursework.

Students will typically apply for admission to the M.S.L.D. program during the spring of the P1 year. Additional information, including the admission process, can be obtained at the M.S.L.D. [web site](#).

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

There is a 5-year time limit for completing the M.S.L.D. degree from the date of admission to the M.S.L.D. program.

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

Designed to maximize graduates' opportunities in the public and non-profit sectors, the Pharm.D./M.P.H. allows students the opportunity to complete M.P.H. 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 M.P.H. courses during the summer sessions.

Course	Credits
BIO 012 - General Biology I lecture	3
BIO 012L - General Biology I lab	1
BIO 095 - Medical Microbiology	3
CHEM 001 - General Chemistry I lecture	3
CHEM 002 - General Chemistry II lecture	3
CHEM 003 - General Chemistry I lab	1
CHEM 004 - General Chemistry II lab	1
CHEM 097 - Organic Chemistry I lecture	3
CHEM 098 - Organic Chemistry I lab	1
CHEM 108 - Organic Chemistry II	3
CHEM 110 - Organic Chemistry II lab	1
FYS 0-- - First Year Seminar	3
HSCI 141 - Human Anatomy	3
HSCI 141L - Human Anatomy Lab	1
INTD 025 - Blueprint for Success	1
MATH 050 - Calculus I	4
MPH 2-- - DMU MPH Courses	12
MPH 6-- - DMU MPH Courses	15
PHAR 011 - CAPS I (Career, Academic & Professional Success)	.5
PHAR 031 - CAPS II (Career, Academic & Professional Success)	.5
PHAR 051 - CAPS III (Career, Academic & Professional Success)	.5
PHAR 071 - CAPS IV (Career, Academic & Professional Success)	.5
PHAR 122 - Continuing Professional Development (CPD) I	1
PHAR 123 - Continuing Professional Development (CPD) II	1
PHAR 125 - Physiology	4
PHAR 130 - Biochemistry	4
PHAR 131 - Intro to Pharm Science	3
PHAR 132 - Pathophysiology	4
PHAR 133 - Principles of Drug Action I	5
PHAR 134 - Principles of Drug Action II	5

PHAR 135 - Principles of Drug Action III	4
PHAR 138 - Pharmaceutical Calculations	2
PHAR 140 - Pharmaceutics I	2
PHAR 141 - Pharmaceutics II	3
PHAR 142 - Kinetics	3
PHAR 143 - Therapeutic Drug Monitoring	2
PHAR 144 - Basic Pharmacy Skills & Applications I	2
PHAR 145 - Basic Pharmacy Skills & Applications II	2
PHAR 149 - Immunizations	1
PHAR 154 - Intermediate Pharmacy Skills & Applications I	2
PHAR 155 - Intermediate Pharmacy Skills & Applications II	2
PHAR 162 - Pharmacy Law & Ethics	3
PHAR 167 - Continuing Professional Development (CPD) III	1.5
PHAR 168 - Continuing Professional Development (CPD) IV	1.5
PHAR 169 - Self-Care and Non-Prescriptive Products	3
PHAR 171 - Health Care Systems and Policies	3
PHAR 172 - Literature Evaluation Methods	3
PHAR 173 - Applied Social and Administrative Pharmacy	3
PHAR 174 - Management in Pharmacy	3
PHAR 175 - Continuing Professional Development (CPD) V	2
PHAR 176 - Continuing Professional Development (CPD) VI	2
PHAR 184 - Advanced Pharmacy Skills & Applications I	2
PHAR 185 - Advanced Pharmacy Skills & Applications II	2
PHAR 190 - Therapeutics I	3
PHAR 191 - Therapeutics II	5
PHAR 192 - Therapeutics III	5
PHAR 285 - Rotations	22
PHAR 285 - Rotations	18
ENG 037 - Public Voices	3
STAT 060 - Statistics for the Life Sciences	3
Drake Curriculum / General Electives	24
Pharmacy Professional Electives	1
Total	227

Professional electives required by the Pharm.D. program (6 credit hours) will be fulfilled by DMU M.P.H. course work.

Students will typically apply for admission to the M.P.H. program during the fall of the P2 year or after completion of 116 credits. The admission process and criteria are listed on the DMU M.P.H. program [web site](#). Pharm.D. students are also required to include a letter of support from the Drake University CPHS Dean's Office or their academic advisor. PharmD students who have completed the PCAT are not required to complete the GRE.

M.P.H. courses fulfilled by the PharmD course work (credit given following the completion of the Pharm.D. 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 M.P.H. degree.

- MPH 658 – Internship: PHAR 285 (Clinical Rotations) can be taken as the M.P.H. internship (all MPH internship requirements must be met and the site and preceptor approved by the DMU internship coordinator) Note – students must have completed or received credit for 24 credit hours of their M.P.H. program of study to be eligible to take the M.P.H. internship.

Students may enroll in additional summer coursework while taking their Pharm.D. and may complete final M.P.H. courses after PharmD completion. A 7 year time limit for completing the M.P.H. degree from the date of admission to the M.P.H. program.

Students completing DMU course work are responsible for paying tuition for the M.P.H. courses they take at DMU.

Des Moines University M.P.H. Course List

- Core Courses
 - MPH 620 - Introduction to Graduate School & MPH Program - 1 cr.
 - MPH 621 - Overview of the U.S. Health Care System - 3 cr.
 - MPH 650 - Basic Statistics & Research - 3 cr.
 - MPH 653 - Public Health Administration & Management - 3 cr.
 - MPH 655 - Epidemiology - 3 cr.
 - *MPH 657 - Survey of Human Health & Disease (Satisfied with completion of PharmD degree) - 3 cr.
 - MPH 671 - Community Research Methods - 3 cr.
 - MPH 625 - Health Care Financial Management I - 3 cr.
 - MPH 651 - Occupational & Environmental Health - 3 cr.
 - MPH 652 - Public Health Law, Ethics and Policy - 3 cr.
 - MPH 654 - Social & Behavioral Sciences - 3 cr.
 - MPH 645 - Community Health Program Planning and Evaluation - 3 cr.
 - *MPH 658 - Public Health Internship (With permission of MPH Internship Coordinator, may be satisfied with PHAR 285 rotation - 3 cr.
 - MPH 660 - Public Health Capstone - 2 cr.
 - Total Semester Hours of Core Courses: 39 cr. (*if MPH 620 Orientation was completed for 0 credits, core credits are 38)
- Elective Courses
 - *PHAR 171 Elective (Social and Administrative Pharmacy) - May be transferred in as elective credit) - 3 cr.
 - *PHAR 172 Elective (Literature Evaluation Methods) - May be transferred in as elective credit - 3 cr.
 - Total Semester Hours of Electives: 6 cr.
- TOTAL SEMESTER HOURS: 45 cr.

All M.P.H. courses are offered online at least once/year.

Council on Education for Public Health accreditation: The master of public health program at Des Moines University holds programmatic accreditation through the Council on Education for Public Health. This programmatic accreditation is above and beyond the University's accreditation through NCA, and shows a commitment to providing the highest quality education and adhering to the highest standards for operating a M.P.H. program. CEPH requires that accredited programs emphasize three areas equally: teaching, research and service.

Diabetes Concentration

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](#).

Course	Credits
Electives - Choose three from the following. Electives must be completed by end of the P2 year.	3
BIO 032 - Wellness and Nutrition	
EDUC 164 - Perspectives in Race, Ethnicity, and Gender	
HSCI 103 - Narrative Health Care	
HSCI 106 - Culture Care and Health Literacy	
HSCI 148 - Exercise Testing and Prescription	
HSCI 145 - Health Coaching	
PSY 030 - Social Psychology	
PSY 044 - Adult Development and Aging	
PSY 060 - Principles of Behavior	
PSY 124 - Health Psychology (Psy 1 prerequisite)	
PHAR 114 - Advances in Cardiac Disease	
PHAR 119 - Topics in Neuropharmacology	
SCSS - Specific courses as approved by the Associate Dean	
Courses offered through the Global and Comparative Public Health Concentration	
HSCI 144 - Introduction to Public Health	
HSCI 142 - Community Health Education	
HSCI 143 - Epidemiology	
PHIL 124 - Health and Social Justice, OR PHIL 151 - Environmental Justice	
POLS 127 - Global Public Health	
POLS 169 - Comparative Public Health Policy	
WLC 148 - Intercultural Communication	
WLC 150 - Spanish for Health Care Providers	
Required Courses	7
PHAR 126 - Principles of Nutrition	
PHAR 128 - Advanced Diabetes Care	
PHAR 129 - Integrated Diabetes Cases	
Experiential Education Requirements	10
Students will complete two 5-credit APPEs to provide practice-based application of the intensive diabetes coursework required for the concentration. APPEs meeting the requirements of the concentration will be designated by the Experiential Education Office. Students will submit preferences for these placements. Assignments are at the discretion of the Experiential Education Office.	
Attributes of these APPEs include, but are not limited to, significant prevalence of diabetes in the practice, pharmacist leadership in the patient care process, and active roles for students in assisting the health care team with diabetes management, education, and prevention.	

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](https://www.drake.edu/cphs/handbookspolicies/).
(<https://www.drake.edu/cphs/handbookspolicies/>)

Many pharmacy courses have prerequisite requirements. Admission to a course is denied if prerequisite courses have not been successfully completed. Therefore, deviations from the curriculum as it is structured require careful consideration. Course prerequisites may be found in the course descriptions area of the catalog.

Pharmacy students may apply a maximum of nine 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 nine-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. See current [PharmD student handbook](#) for specific progression policies.

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., H.S.H.I.A.) 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.

Admissions

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 Direct PharmD Admission Program, 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 Drake Direct PharmD Admission Program. Additional information is available at 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) 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/.

Policies

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.

Evidence-Based Healthcare Certificate

Program Overview

The evidence-based healthcare certificate program integrates science-based interventions with the goal of improving population health. This masters-level certificate can be completed as a stand alone program or along with another Drake degree program through Drake Online.

[Program web site](https://www.drake.edu/hs/graduate/ebhc) (<https://www.drake.edu/hs/graduate/ebhc>)

Program Requirements

Course	Credits
HSCI 260 - Survey of Evidence-Based Healthcare	3
HSCI 261 - Review of Statistics for Evidence-Based Healthcare	3
HSCI 262 - Critical Appraisal in Evidence-Based Healthcare	3
HSCI 270 - Practicum/Capstone Project in Evidence-Based Healthcare	1

Health Informatics and Analytics

The online Master of Science in Health Informatics and Analytics (MS HIA) empowers students to apply data analysis and information technology solutions to the evidence-based delivery of health care. Available as a joint degree option for Drake pharmacy students or as a stand-alone program for current clinicians, healthcare administrators, and information technology workers looking to advance their career, the program provides students with the opportunity to collaborate effectively with data scientists, statisticians, and healthcare professionals in interdisciplinary healthcare settings.

Graduates of the MS HIA program will be particularly agile in the fast-changing healthcare landscape, and well-positioned to take on innovative roles in the health care information technology field. The unique inclusion of data analytics with informatics addresses the growing employer demand in graduates with both of these skills.

Admission

- GPA Requirement: 3.0 from a regionally accredited institution

Curriculum

Course	Credits
Required Courses	
HLTH 264 - Beyond Ethics: Policy and Health Care, or HLTH 266 - Healthcare Regulation, Law and Advocacy	3
HSCI 201 - Introduction to Health Informatics and Analytics	3
HSCI 260 - Survey of Evidence Based Health Care	3
HSCI 285 - Practicum/Capstone	3
IS 231 - Data Management and Visual Analytics, or MDAL 230 - Data Management and Visual Analytics	3
MDAL 240 - Statistical Modeling, or STAT 240 - Statistical Modeling	3
Elective Courses	
HSCI 270 - Practicum/Capstone (may be fulfilled by HSCI 285 with permission)	1
HLTH 261 - Health Care Policy	3
HSCI 261 - Review of Statistics for Evidence-Based Health Care	3
HLTH 262 - Critical Analysis in Health Care	3
HLTH 263 - Health Care Administration	3
IS 210 / MDAL 210 - Business Analytics, Teams, and Projects	3
IS 220 / MDAL 220 - Information Technology Legal and Ethical Issues	3
MBA 245 - Leading with Data	3
MBA 254 - Leadership and Human Capital Development	3
QUAN 270 - Quantitative Analytical Methods	3
STAT 260 / MDAL 260 - Applied Analytics Project	3
Other courses as approved by the program director	

Clinical Psychopharmacology

Curriculum

Required Courses

MSCP 201 and 203: Physiology/Pathophysiology I-II	6
MSCP 202 and 204: Pharmacology/Clinical Pharmacology I-II	6
MSCP 205: Fundamentals of Neuroscience	3
MSCP 206, 207 and 209: Psychopharmacotherapy I-III	9
MSCP 208 and 210: Practice Skills and Assessment I-II	6

Psychologists seeking credentials for prescribing medication must complete an experiential fellowship. This consists of a one-credit-hour course to be taken after completing the online MS in Clinical Psychopharmacology degree. Responsibility for the fellowship will be that of the individual student with oversight from Drake. The psychologist fellow and supervising prescriber will be responsible for providing the necessary documentation to the state for certification as a prescriber.

Students must have a grade of C or better in all required courses in the program. For courses that may have prerequisite course requirements, a grade of C is required in prerequisite courses prior to progressing in the curriculum.

Similar to academic requirements in other professional degree programs at Drake, failure to achieve a grade above a C after repeating a course will result in being dropped from the program. Other academic requirements to be consistent with APA designation standards may be implemented.

Psychopharmacotherapy Certificate

With an increasing need for mental healthcare, many healthcare professionals are assisting with the treatment of mental health disorders. An important component of treating mental health disorders is pharmacotherapy but many of the medications are complex and require judicious management. This program addresses a major gap in the delivery of mental healthcare by providing concentrated training on pharmacotherapy medications.

Curriculum

The program consists of 9 credit hours of course work in psychopharmacotherapy and 3 credit hours of elective course work.

Psychopharmacotherapy I-III (9 credits)

The 3-course series will cover the pharmacotherapy of psychiatric disorders with an emphasis on clinical decision-making and development of patient-centered, evidence-based, pharmacotherapeutic plans.

Electives (3 credits)

Students will take at least one elective from the following list:

- HSCI 260 Survey of Evidence-based Healthcare
- HSCI 201 Introduction to Health Informatics and Analytics
- Other graduate level courses as approved by the Associate Dean

The curriculum will be delivered primarily online. Attendance in online didactic courses will be determined by individual instructors.

Drake University 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.

Mission Statement

Drake Law School prepares graduates to promote justice, serve their communities, and uphold the ideals of ethics and professionalism.

We cultivate critical thinking and professional skills, provide opportunities to acquire global perspectives, and engage in public service.

We foster an exceptional learning environment in a welcoming and inclusive community distinguished by accessible and accomplished faculty and staff and a collegial student body.

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 Jurisprudence in Compliance and Risk Management (M.J.)

Drake University's 100% online Master of Jurisprudence trains non-lawyers in the legal concepts and systems needed to ensure companies are meeting government regulations and adhering to ethical standards in fields such as financial services, insurance, healthcare, pharmaceuticals, agribusiness, and utilities. This program can be completed in one and a half years and is designed for students who have earned a bachelor's degree, but have not earned a JD or its foreign equivalent. Upon graduation, students will have a comprehensive understanding of key compliance and risk management topics, including:

- State and federal regulations and agencies
- Industry-specific regulations and how regulatory changes can affect business choices
- Procedural law as it relates to agency rule-making, enforcement, and judicial proceedings
- Implementation and assessment of effective compliance programs and strategies
- Legal risk mitigation in the workplace

Course	Credits
Core Courses	18
BLAW 250 - The Law of Business Organizations	3
BUS 283 - Negotiation and Conflict Resolution	3
INS 280 - Operational Risk Management	3
LAW 100 - Intro to Law	0
LAW 800 - The Regulatory Process	3
LAW 801 - Foundations of Law	3
LAW 802 - The Law of Compliance and Risk Management	3
Electives - <i>Select 6 credits through the Law School or College of Business and Public Administration. Courses should be selected with students' advisors.</i>	6

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, an LL.M. in Intellectual Property Law, and an LL.M. in Compliance and Risk Management. 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.

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

Mission and Vision

Mission

We prepare, support, and inspire our students to lead and serve in a constantly changing world.

Vision

Together we transform lives and strengthen communities.

Guiding Principles

Social Justice

We take the stance that everyone deserves equitable social, political, and economic rights and opportunities and collectively struggle to imagine and create a better world for all.

Innovation and Improvement

We take intelligent risks to create breakthrough improvement in results while strengthening core processes, practices, and outcomes in an iterative, systematic effort.

Reflective Practice

We actively seek to understand the connection among one's actions and experiences to self and practice to gain new knowledge and insights.

Collaboration

We collegially work together in establishing shared goals and completing action steps in ways that could not be accomplished alone.

Care for Self and Others

We promote and engage in the practice of supporting the physical and psychological health of ourselves and others.

Accreditation

University

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.

Higher Learning Commission

Phone: 800-621-7440 / 312-263-0456

<https://www.hlcommission.org/>

School of Education

In addition to University accreditation by the Higher Learning Commission, All certification and endorsement programs within the School of Education are approved and accredited by the Iowa Department of Education, pursuant of Chapter

Programs

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

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
515-271-2552

Application Process

To complete the application process, submit the following:

- School of Education Graduate Application and Electronic Supporting Documents
 - Online Application
 - Electronic copy of *professional resume/curriculum vitae*
 - Electronic copy of *statement of Interest* ([program requirements may differ](#))
 - **Letters of Recommendation** (additional information provided within online application) Individuals applying to an Endorsement-Only program are exempt from the recommendation requirement
 - Copy of *teaching license* (currently licensed teachers should upload an image of their teaching license)
- Official transcripts are required from:
 - Any institution where you earned (or will earn) a bachelor's degree.
 - Any institution where you earned a post-bachelor's (graduate) degree.
 - Any institution where you earned credit you would like considered toward an endorsement or graduate degree.
 - Upon application review, you may be required to provide additional transcripts, including those with courses taken while in high school or at a community college.

Official transcripts and test scores may be sent via secure electronic transmission to soegradadmission@drake.edu or mailed to:

Coordinator of Graduate Admission
School of Education - Drake University
Collier-Scripps Hall - Rm 221
2702 Forest Avenue
Des Moines, Iowa 50311

School of Education Graduate Program Policies

Drake University School of Education Statement of Governance

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

School of Education Grievance Policy

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

Drake University Nondiscrimination Statement

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

Sexual and Interpersonal Misconduct Policy

To read the University's Sexual and Interpersonal Misconduct Policy, visit [here](#).

Admission Policy for Graduate Work

Students may take up to two courses OR 6 to 7 hours of graduate credit before admission to a graduate program. After two courses OR 6 to 7 hours, students must be admitted, or further registration will not be possible.

Transfer of Credit

Graduate credits may be considered for transfer to the School of Education masters and specialists programs from other Drake or non-Drake graduate programs under the following conditions:

1. Only graduate-level courses of a "B" or better may transfer;
2. The course(s) must be directly related to the student's current Drake graduate program
3. The transfer of credit for any program other than the doctoral program must be recommended by the student's advisor.

Graduate credits completed up to five years prior to admission will be considered for full credit transfer whereas graduate credits completed from five to ten years prior to admission will be considered for half credit transfer. Students may transfer up to one third of a Drake masters or specialist degree program (ex: up to 12 credits for a 36 credit master's degree) providing the credits meet the aforementioned criteria.

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

SOE Doctorate Program Transfer Credit Policy

In addition to the SOE Drake Transfer policies noted above the follow policies pertain to the doctoral program. In general, students may receive credit for academic courses taken through doctorate programs at accredited institutions. Courses accepted for transfer credit must parallel courses offered at Drake University or otherwise be appropriate for doctorate level credit. Graduate courses considered for transfer must be beyond the required 36 masters-level credits required for admission into a Drake doctoral program. The maximum number of credits that can be transferred into a Drake doctorate program can be no more than 1/3 of the total credit for the full degree program (EdD or PhD). Other details include:

- Transfer credit requests must be at the time of application into the program. Syllabi should be provided at time of request. Typically, research courses are not accepted for transfer, but will be considered by the committee for exceptions.
- Transcripts must come directly from the institution; we will not accept any transcripts from students.
- Requests are formally evaluated by a subcommittee of the doctoral faculty. Applicants will be notified of accepted transfer credits in writing.
- You must have earned a grade of "B" or better in the transfer course.

Considerations for Students with Transfer Credits

- Financial aid implications
- May not change graduation date
- May create gaps in coursework
- Cohort model may require duplicate courses

GPA

Masters-level graduate students in the SOE must achieve a 3.0 cumulative GPA to remain in good academic standing and to graduate. Doctoral-level graduate students in the SOE must achieve a 3.5 cumulative GPA to remain in good academic standing and to graduate. Students who do not maintain these GPAs will face academic probation and/or suspension from the School of Education.

Graduate Degree Programs

Students wishing to become a licensed teacher should consider either the Master of Arts in Teaching or the Master of Science in Teaching program.

Current teachers are candidates for our endorsement-only programs and our advanced degrees within Education Leadership, Literacy Education, Special Education, and Teacher Effectiveness and Professional Development.

Specialist programs offer additional academic experience for PK-12 principal and superintendent licensure.

Finally, our Doctorate in Education program is ideal for those seeking an advanced degree within leadership.

Individuals who work outside education institutions may be interested in master's programs within Leadership Development and Counseling.

Doctor of Philosophy in Education

[Department web site](http://www.drake.edu/eddoc/phd/) <http://www.drake.edu/eddoc/phd/>

Program Overview

Coursework emphasizes the study of learning and learning analytics, theory and philosophy of education, evaluation and assessment, policy and diversity, and research methods. The PhD program provides opportunities for development as a research scholar. In the final year of the program, PhD students work closely with their faculty mentors in an apprenticeship. While focused on enhancing and expanding the PhD student's research skills and knowledge, faculty mentors work with their mentees to identify and design apprenticeship activities based on the PhD student's professional goals and discipline. Some examples of apprenticeship activities include teaching, curriculum development, grant writing, conference proposals and presentations, writing for publication, 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 traditionally held in a weekend format with a mix of online and on-campus delivery, so you can continue to work full time. The program is a minimum of 54 credits.

Program Requirements

Course	Credits
DOC 301 - Doctoral Seminar (Foundations of Doctoral Education)	3
DOC 302 - Doctoral Seminar (Ethics, Diversity, and Leadership)	3
DOC 305 - Quantitative Research Methods	3

DOC 306 - Qualitative Research Methods	3
DOC 350 - Philosophies and Epistemologies in Education	3
DOC 365 - Learning Sciences	3
DOC 370 - Evaluation and Assessment	3
DOC 375 - Concepts and Applications of Learning Analytics	3
DOC 380 - Doctoral Apprenticeship (with advisor)	9
DOC 390 - Dissertation Seminar	3
DOC 395 - Advanced Quantitative Research Methods	3
DOC 396 - Advanced Qualitative Research Methods	3
DOC 399 - Dissertation	12

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

- Completion of 54-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.
- Satisfactory performance on the comprehensive exam typically given at the end of coursework and prior to the start of the student's dissertation work.
- Upon completion of coursework and 12 credits of dissertation, maintaining an enrollment of 1-credit of dissertation 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.

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:

- School of Education Graduate Application and Electronic Supporting Documents
 - Online Application
 - Electronic copy of *professional resume/curriculum vitae*
 - Electronic copy of a *statement of interest* 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.
 - *Letters of Recommendation* (additional information provided within online application)
- Official transcripts are required from:
 - Any institution where you earned a bachelor's degree.
 - Any institution where you earned a post-bachelor's (graduate) degree.
 - Any institution where you earned credit you would like considered toward an endorsement or graduate degree.
 - Upon application review, you may be required to provide additional transcripts, including those with courses taken while in high school or at a community college.
- 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.

Online application materials will automatically be forwarded to the School of Education. Official transcripts and test scores may be sent via secure electronic transmission to soegradadmission@drake.edu or mailed to:

Coordinator of Graduate Admission
School of Education - Drake University

Collier-Scripps Hall - Rm 221
2702 Forest Avenue
Des Moines, Iowa 50311

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.

Ed.D. or Ph.D. in Education Administration with Principal or Superintendent Licensure

[Department web site](http://www.drake.edu/eddoc/edds/) <http://www.drake.edu/eddoc/edds/>

Program Overview

Preparing leaders in the field of K-12 education, The EdD and PhD in Education Administration offers four pathways with either principal or superintendent licensure.

- EdD in Education Administration with Principal Licensure, minimum 54 credits
- PhD in Education Administration with Principal Licensure, minimum 63 credits
- EdD in Education Administration with Superintendent Licensure, minimum 48 credits
- PhD in Education Administration with Superintendent Licensure, minimum 57 credits

The program prepares 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 different formats (e.g., weekends, evenings, online, and on campus) so you can continue to work full time.

SOE Doctoral Program Transfer Credit Policy

In general, students may receive credit for academic courses taken through doctorate programs at accredited institutions. Courses accepted for transfer credit must parallel courses offered at Drake University or otherwise be appropriate for doctorate level credit. Graduate courses considered for transfer must be beyond the required 36 masters-level credits required for admission into a Drake doctoral program. The maximum number of credits that can be transferred into a Drake doctorate program can be no more than 1/3 of the total credit for the full degree program (EdD or PhD). Other details include:

- Transfer credit requests must be at the time of application into the program. Syllabi should be provided at time of request. Typically, research courses are not accepted for transfer, but will be considered by the committee for exceptions.
- Transcripts must come directly from the institution; we will not accept any transcripts from students.
- Requests are formally evaluated by a subcommittee of the doctoral faculty. Applicants will be notified of accepted transfer credits in writing.
- You must have earned a grade of "B" or better in the transfer course.

Considerations for Students with Transfer Credits

- Financial aid implications
- May not change graduation date
- May create gaps in coursework
- Cohort model may require duplicate courses

Program Requirements

EdD with Principalship Licensure

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 & 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
Core DOC Courses	
DOC 305 - Quantitative Research Methods	3
DOC 306 - Qualitative Research Methods	3
DOC 381 or 390 - Capstone or Dissertation Seminar	3
Capstone or Dissertation (select one)	
DOC 388 - Capstone	9
DOC 399 - Dissertation	9
TOTAL	54

PhD with Principal Licensure

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 & 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
Core DOC Courses	
DOC 301 - Foundations in Doctoral Education	3
DOC 306 - Qualitative Research Methods	3
DOC 390 - Dissertation Seminar	3
DOC 380 - Apprenticeship	3
DOC 399 - Dissertation	9
TOTAL	54

EdD with Superintendent Licensure

Core DOC Courses

DOC 305 - Quantitative Research Methods	3
DOC 306 - Qualitative Research Methods	3
DOC 345 - Theory, Research, & Leadership	3
DOC 390 - Dissertation Seminar	3
DOC 381/399 - Capstone or Dissertation Seminar	9
Content Courses and Superintendent licensure courses	
DOC 302 - Seminar (Policy and Cultural Diversity)	3
EDL 283 - Leading Complex Organizations	3
EDL 291 - Policy, Influence, and Legal Issues	3
EDL 290 - School Finance	3
EDL 288 - Human Resource Dynamics	3
EDL 287 - Curriculum and Evaluation	3
EDL 289 - Organization Management	3
DOC 386/EDL 286 - Transformational Systems Leadership	3
EDL 292 - Seminar	3
*DOC 306 above is required for superintendent license	
Capstone or Dissertation (select one)	
DOC 388 - Capstone Credits	9
DOC 399 - Dissertation	9
TOTAL	48

PhD with Superintendent Licensure

Core DOC Courses	
DOC 301 - Foundations in Doctoral Education	3
DOC 305 - Quantitative Research Methods	3
DOC 306 - Qualitative Research Methods	3
DOC 390 - Dissertation Seminar	3
Content Courses and Superintendent licensure courses	
DOC 302 - Seminar (Policy and Cultural Diversity)	3
EDL 283 - Leading Complex Organizations	3
EDL 286 - Systems Thinking	3
EDL 287 - Curriculum and Evaluation	3
EDL 288 - Human Resource Dynamic	3
EDL 289 - Organization Management	3
EDL 290 - School Finance	3
EDL 291 - Policy, Influence, and Legal Issues	3
EDL 292 - Seminar	3
DOC 380 - Apprenticeship	6
DOC 399 - Dissertation	12
TOTAL	57

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:

- School of Education Graduate Application and Electronic Supporting Documents
 - Online Application
 - Electronic copy of *professional resume/curriculum vitae*
 - Electronic copy of a *statement of interest* 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.
 - **Letters of Recommendation** (additional information provided within online application)
- Official transcripts are required from:
 - Any institution where you earned a bachelor's degree.
 - Any institution where you earned a post-bachelor's (graduate) degree.
 - Any institution where you earned credit you would like considered toward an endorsement or graduate degree.
 - Upon application review, you may be required to provide additional transcripts, including those with courses taken while in high school or at a community college.
- 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.

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Coordinator of Graduate Admission
School of Education - Drake University
Collier-Scripps Hall - Rm 221
2702 Forest Avenue
Des Moines, Iowa 50311

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.

Doctor of Education in Leadership

[Department web site](http://www.drake.edu/edd/edd/) <http://www.drake.edu/edd/edd/>

Program Overview

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

Courses within the EdD program emphasize the practical and theoretical study of leadership, strategic and resource management, research, technology, evaluation, assessment, and analytics. Drake's program is adaptable to a number of leadership-level careers as well as one's own personal development. Unique to Drake's EdD program is the option for students to choose between a dissertation or capstone project.

Developed for working professionals, courses are traditionally held in a weekend format with a mix of online and on-campus delivery, so you can continue to work full time. The program is a minimum of 42 credits.

SOE DOCTORAL PROGRAM TRANSFER CREDIT POLICY

In general, students may receive credit for academic courses taken through doctorate programs at accredited institutions. Courses accepted for transfer credit must parallel courses offered at Drake University or otherwise be appropriate for doctorate level credit. Graduate courses considered for transfer must be beyond the required 36 masters-level credits required for admission into a Drake doctoral program. The maximum number of credits that can be transferred into a Drake doctorate program can be no more than 1/3 of the total credit for the full degree program (EdD or PhD). Other details include:

- Transfer credit requests must be at the time of application into the program. Syllabi should be provided at time of request. Typically, research courses are not accepted for transfer, but will be considered by the committee for exceptions.
- Transcripts must come directly from the institution; we will not accept any transcripts from students.
- Requests are formally evaluated by a subcommittee of the doctoral faculty. Applicants will be notified of accepted transfer credits in writing.
- You must have earned a grade of "B" or better in the transfer course.

Considerations for Students with Transfer Credits

- Financial aid implications
- May not change graduation date
- May create gaps in coursework
- Cohort model may require duplicate courses

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-credits (two courses) during the fall, spring, and summer semesters of the program.
- Satisfactory performance on the comprehensive exam typically given at the end of coursework and prior to the start of the student's dissertation or capstone work.
- Upon completion of coursework and 9 credits of dissertation or capstone, maintaining an enrollment of 1 credit of dissertation or capstone until the dissertation or capstone is completed and successfully defended.
- Completion of doctoral studies, including dissertation or capstone, within 10 years of admission.

Course	Credits
DOC 301 - Doctoral Seminar (Foundations of Doctoral Education)	3
DOC 302 - Doctoral Seminar (Policy and Cultural Diversity)	3
DOC 305 - Quantitative Research Methods	3
DOC 306 - Qualitative Research Methods	3
DOC 345 - Theory, Research, and Leadership	3
DOC 370 - Program Evaluation and Assessment	3
DOC 375 - Concepts and Applications of Learning Analytics	3
DOC 386 - Transformational Systems Leadership	3
DOC 395 - Advanced Quantitative Research Methods	3
DOC 396 - Advanced Qualitative Research Methods	3
DOC 381/390 - Capstone or Dissertation Seminar	3
*DOC 388/399 - Capstone Dissertation	9

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

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

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:

- School of Education Graduate Application and Electronic Supporting Documents
 - Online Application
 - Electronic copy of *professional resume/curriculum vitae*
 - Electronic copy of a *statement of interest* 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.
 - *Letters of Recommendation* (additional information provided within online application)
- Official transcripts are required from:
 - Any institution where you earned a bachelor's degree.
 - Any institution where you earned a post-bachelor's (graduate) degree.
 - Any institution where you earned credit you would like considered toward an endorsement or graduate degree.
 - Upon application review, you may be required to provide additional transcripts, including those with courses taken while in high school or at a community college.
- 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.

Online application materials will automatically be forwarded to the School of Education. Official transcripts and test scores may be sent via secure electronic transmission to soegradadmission@drake.edu or mailed to:

Coordinator of Graduate Admission
School of Education - Drake University
Collier-Scripps Hall - Rm 221
2702 Forest Avenue
Des Moines, Iowa 50311

Specialist in Education

[Department web site](https://www.drake.edu/sedl/) (<https://www.drake.edu/sedl/>)

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 emphases:

- Specialist in Education with Superintendent Licensure

- Specialist in Education with Principal Licensure
- Specialist in Education with Literacy Emphasis

Ed.S.: Specialist in Education with Superintendent Licensure

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.

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	1
EDL 283 - Leading Complex Organizations	3
EDL 284 - Data Analytics in Education 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	2

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 or 515-271-2552.
- **PLEASE NOTE:** This program requires the submission of three 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

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.

Program Requirements

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

Course	Credits
EDL 292 - Introductory Seminar	1
EDL 270 - Personal Professional Assessment Seminar	3
EDL 271 - Leadership and the Profession	3
EDL 272 - Organizational System Behavior	3
EDL 273 - Instruction and Learning	3
EDL 274 - School and Community in a Diverse Society	3
EDL 275 - Planning and Research Measurement Evaluations	3
EDL 276 - Application of School Laws, Mandates, and Policies	3
EDL 277 - Current Issues in Special Education Administration	3
EDL 278 - Supervision of Instruction	3
EDL 279 - Managing Schools	3
EDL 280 - Clinical Experience I	3
EDL 281 - Clinical Experience II	3
EDL 283 - Leading Complex Organizations	3
EDL 284 - Data Analytics in Education Research	3
EDL 285 - Ethics and Social Justice, or	3
EDL 286 - Systems Thinking	
EDL 292 - Final Seminar	1

Admission

- Applications are reviewed on an on-going basis; therefore, it is requested that all materials be submitted approximately 8 weeks prior to the beginning of the intended start-term.
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- 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 or 515-271-2552.
- **PLEASE NOTE:** This program requires the submission of three 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

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.

Program Requirements

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

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 or 515-271-2552.

Ed.S.: Specialist in Education with Literacy Emphasis

Program Overview

The Specialist in Education with an emphasis in Literacy is a post-masters program that prepares students for leadership within the field of literacy education.

Program Requirements

This degree requires 30-credit hours, consisting of nine credit hours of core courses and 21 credit hours of advisor approved, programmatic electives.

Course	Credits
EDL 283 - Leading Complex Organizations	3
EDL 284 - Data Analytics in Education Research	3
EDL 285 - Ethics and Social Justice, or EDL 286 - Systems Thinking	3
Electives - Select 21 credits from courses approved by advisor	21

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 or 515-271-2552.

Master of Arts in Teaching

[Department web site](http://www.drake.edu/mat/) (<http://www.drake.edu/mat/>)

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 - <i>Select one course below based on the appropriate content area.</i>	
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 263 - Seminar for Student Teaching	1
EDUC 268 - Student Teaching Practicum, Secondary	8
EDUC 269 - ePortfolio Seminar for Student Teaching	1
Total Hours	36

Special note about practicum hours:

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

Admission

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

Master of Science in Teaching

[Department web site](http://www.drake.edu/mst/) (<http://www.drake.edu/mst/>)

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 211 - Educational Planning and Assessment	3

EDUC 213 - Art Integration in Education	3
EDUC 261 - Technology Integration in the Classroom	3
EDUC 264 - Perspectives on Race, Ethnicity, and Gender	3
EDMA 273 - Science Content & Pedagogy for Elem Teachers I	3
EDMA 274 - Science Content & Pedagogy for Elem Teachers II	3
EDMA 275 - Science Content & Pedagogy for Elem Teachers III	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 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 263 - Seminar for Student Teaching	1
EDUC 266 - Student Teaching Practicum, Elementary	8
EDUC 269 - ePortfolio Seminar	1

Admission

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

Master of Science in Counseling

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

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

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

Program Options

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

The three specializations are:

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

Licensure and Certification

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

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

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

Accreditation

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

Master of Science in Counseling: Clinical Mental Health Counseling

[Department web site](http://www.drake.edu/counseling/mental/) (<http://www.drake.edu/counseling/mental/>)

Program Overview

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

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

Program Requirements

Course	Credits
Core Courses	
COUN 200 - Introduction to the Counseling Profession	3
COUN 201 - Counseling Research	3
COUN 220 - Career Counseling	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 245 - Counseling Diverse Populations	3
COUN 250 - Trauma & Crisis	3
COUN 260 - Counseling Practicum	3

Clinical Mental Health Specialization Courses

COUN 216 - Theory & Techniques of Counseling	3
COUN 244 - Diagnosis & Treatment Planning	3
COUN 246 - Medical Aspects of Disability	3
COUN 2XX - Counseling Electives	9
COUN 291 - Mental Health Counseling Internship	1-9
COUN 298 - Ethics in Counseling	1-3
Electives	

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
 - Summer and Fall start-term: February 15
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific statement of interest requirements. This statement of interest replaces the general admission statement of interest 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
- What do you think is one of the more prominent or pressing issues in the area of counseling? (school/clinical mental health/rehabilitation)

Master of Science in Counseling: Clinical Rehabilitation Counseling

[Department web site](http://www.drake.edu/counseling/rehab/) (<http://www.drake.edu/counseling/rehab/>)

Program Overview

The Rehabilitation Counseling specialization will prepare you to work in state organizations, Veterans Administration, hospitals, rehabilitation agencies, and private practice, as well as in insurance rehabilitation, for advocacy groups, or as a consultant.

Program Requirements

The 60-credit hour rehabilitation counseling program emphasizes field-based experiences. 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 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 245 - Counseling Diverse Populations	3
COUN 250 - Trauma and Crisis	3
COUN 260 - Counseling Practicum	3
Clinical Rehabilitation Specialization Courses	
COUN 210 - Disability Policy	3
COUN 216 - Theory and Techniques of Counseling	3
COUN 233 - Human Resource Field Work	3
COUN 244 - Diagnosis and Treatment Planning	3
COUN 246 - Medical Aspects	3
COUN 265 - Advanced Placement	3
COUN 293 - Clinical Rehabilitation Internship	6
COUN 298 - Ethics in Counseling	3
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
 - Summer and Fall start-term: February 15
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific statement of interest requirements. This statement of interest replaces the general admission statement of interest 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
- What do you think is one of the more prominent or pressing issues in the area of counseling? (school/clinical mental health/rehabilitation)

Master of Science in Counseling: School Counseling

[Department web site](http://www.drake.edu/counseling/school/) (<http://www.drake.edu/counseling/school/>)

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 45-credit hour option is available to licensed Iowa teachers who wish to receive only secondary or only elementary licensure.
- Students who do not hold a teaching license can receive the degree with six additional credit hours of coursework.

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

Program Requirements

Course	Credits
Core Courses	
COUN 200 - Introduction to Counseling	3
COUN 201 - Research in Counseling	3
COUN 220 - Career Counseling	3
COUN 221 - Methods of Counseling	3
COUN 224 - Assessment	3
COUN 225 - Human Development and Life Issues	3
COUN 228 - Psychiatric Disorders	3
COUN 236 - Group Procedures	3
COUN 245 - Counseling Diverse Populations	3
COUN 250 - Trauma & Crisis Counseling	3
COUN 260 - Counseling Practicum	3

School Counseling Specialization Courses

COUN 243 - Comprehensive School Counseling Program	3
COUN 290 - School Counseling Internship	3-6
*EDMA 225 - Classroom Management	3
*SPED 220 - Introduction to Special Education	3
<i>Complete a total of 3-6 credits from the following options</i>	
COUN 286 - College & Career Readiness	3
COUN 253 - School Counseling Program Implementation	3

*These two additional classes are required for students who are not licensed teachers

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
 - Summer and Fall start-term: February 15
- Upon the receipt of transcripts, an advisor will complete a transcript evaluation in order to determine any credit or course substitutions/transfers.
- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific statement of interest requirements. This statement of interest replaces the general admission statement of interest 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
- What do you think is one of the more prominent or pressing issues in the area of counseling? (school/clinical mental health/rehabilitation)

Counseling: Rehabilitation Counseling

[Department web site](http://www.drake.edu/counseling/rehab/) (<http://www.drake.edu/counseling/rehab/>)

Program Overview

The Rehabilitation Counseling Specialization will prepare you to work in state organizations, Veterans Administration, hospitals, rehabilitation agencies, and private practice, as well as in insurance rehabilitation, for advocacy groups, or as a consultant.

Program Requirements

The 60-credit hour rehabilitation counseling program emphasizes field-based experiences. 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 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 245 - Counseling Diverse Populations	3
COUN 250 - Trauma and Crisis	3
COUN 260 - Counseling Practicum	3
Clinical Rehabilitation Specialization Courses	
COUN 210 - Disability Policy	3
COUN 216 - Theory and Techniques of Counseling	3
COUN 233 - Human Resource Field Work	3
COUN 244 - Diagnosis and Treatment Planning	3
COUN 246 - Medical Aspects	3
COUN 265 - Advanced Placement	3
COUN 292 - Rehabilitation Counseling Internship	6
COUN 298 - Ethics in Counseling	3
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
 - Summer and 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 soegradmission@drake.edu or 515-271-2552.

Counseling Admission Requirements

This program has indicated specific statement of interest requirements. This statement of interest replaces the general admission statement of interest 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
- What do you think is one of the more prominent or pressing issues in the area of counseling? (school/clinical mental health/rehabilitation)

Master of Science in Leadership Development

[Department web site](http://www.drake.edu/leadership/) (<http://www.drake.edu/leadership/>)

Program Overview

The Master of Science in Leadership Development (MSLD) at Drake University is designed to serve the needs of:

- Emerging and aspiring leaders who wish to better understand their own leadership strengths and areas for development
- Professionals interested in developing leadership capacity in others
- Anyone interested in advanced studies in the fields of leadership
- Working adults seeking to advance their careers and develop their leadership skills

MSLD Courses are held primarily on weekends (Friday nights and Saturdays). Students may choose to take all courses in a standard face-to-face format for maximum interaction with cohort members and networking opportunities. Students may also choose to complete some of the courses online. Both options allow you to complete the program and earn your degree in less than two years. Classes are highly practical and interactive, allowing you to immediately apply what you learn to your workplace.

The MSLD core coursework addresses key leadership topics including:

- Inspiring and involving others
- Leading change
- Influencing others
- Future thinking and innovation

Students may complete the leadership concentration or the talent development concentration.

Program Requirements

Students may choose one of the options below.

With additional coursework, students may choose to complete both concentrations.

Concentration in Leadership

Course	Credits
MSLD 201 - Understanding Self and Others	3
MSLD 202 - Leadership in Organizations	3
MSLD 203 - Organizational Policies and Influence	3
MSLD 204 - Ethics and Leadership	3
MSLD 205 - Global Leadership	3
MSLD 206 - Analyzing and Communicating with Data	3
MSLD 207 - Inspiring and Involving Others	3

MSLD 208 - Leading Change	3
MSLD 209 - Innovation and Future Thinking	3
MSLD 210 - Capstone Experience	3
Total Hours	30

Concentration in Talent Development

Course	Credits
MSLD 201 - Understanding Self and Others	3
MSLD 202 - Leadership in Organizations	3
MSLD 204 - Ethics and Leadership	3
MSLD 206 - Analyzing and Communicating with Data	3
MSLD 207 - Inspiring and Involving Others, or	3
MSLD 208 - Leading Change	
MSLD 211 - Organizational Learning	3
MSLD 212 - Learning and Technology	3
MSLD 213 - Performance Consulting	3
MSLD 214 - Designing, Developing, and Facilitating Learning	3
MSLD 210 - Capstone Experience	3
Total Hours	30

Additional Courses

Course	Credits
MSLD 230 - Independent Study	1-3
MSLD 298 - Special Topics	1-3

Admission

Admission to the MSLD graduate program requires successful completion of a bachelor's degree with a minimum 2.5 cumulative GPA. 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 this program. Please contact the Coordinator of Graduate Admission (soegradadmission@drake.edu or 515-271-2552) or visit the [MSLD application web site](#).

Master of Science in Education: Education Leadership

[Department web site](http://www.drake.edu/edl/) (<http://www.drake.edu/edl/>)

Program Overview

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

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

Program Requirements

Course	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
Total Hours	36

*Meets Iowa Evaluator Approval requirements

Admission

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

Master of Science in Education: Literacy Education

[Department web site](http://www.drake.edu/literacy/) (<http://www.drake.edu/literacy/>)

Program Overview

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

Program Requirements

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

Course

Cr

Core Courses

EDUC 260 - Designing and Implementing Professional Learning in Literacy	3
EDUC 280 - Case Studies in Literacy Education	3
EDUC 281 - Writing Research and Theory	3
EDUC 285 - Research-Based Effective Literacy Models	3
EDUC 287 - Reading Research and Theory	3
EDUC 288 - Leading and Coaching Data Analysis to Inform Literacy Instructional Practices	3
EDUC 289 - Managing School-Wide Change Through Literacy Coaching	3

Electives

EDUC 277 - Urban Trends in Literacy Education	3
EDUC 282 - The Impact of Poverty on Students, Teachers, Schools, and Communities	3

Admission

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

Master of Science in Education: STEM

[Department web site](http://www.drake.edu/stem/) (<http://www.drake.edu/stem/>)

Program Overview

Drake's Master of Science in Education in Science, Technology, Engineering, and Math (STEM) is focused on helping teachers become even better teachers.

The MSE in STEM engages K-12 teachers with fundamental STEM content and teaching strategies. The research-based Drake approach produces measurably better instruction related to math and science teaching, preparing teachers to engage students around STEM topics in effective, innovative, and integrated ways.

Program Requirements

The program requires 32 credits focused on science, technology, engineering, and mathematics content and pedagogy.

Course	Credits
Core	
STEM 220 - Methods of Engineering and Technological Design	3
STEM 235 - Mathematical Practices	3
STEM 245 - Equity in Mathematics Teaching	3
STEM 274 - Science Methods and the Natures of Science & Math	3

STEM 290 - Capstone Independent Study	2
Electives	
STEM 210 - Integrated Science I	3
STEM 211 - Integrated Science II	3
STEM 215 - Algebra & Geometry for Elementary and Middle School Teachers	3
STEM 225 - Measurement & Statistics for Elementary and Middle School Teachers	3
CS 195 - Computer Science for Elementary and Middle School	3
EDUC 289 - School Improvement Through Coaching	3

Electives are chosen depending upon candidate experience. Advisor-approved substitutions will be accepted.

Admission

Admittance to the STEM graduate program requires successful completion of a bachelor's degree with a minimum 2.5 cumulative GPA and a teaching license. Individuals that do not meet the GPA requirement should contact the Coordinator of Graduate Admission for further information.

Applications are reviewed on an on-going basis; please have all materials submitted 8 weeks prior to the beginning of the intended start-term.

For more details, contact the Coordinator of Graduate Admission (soegradadmission@drake.edu or 515-271-2552) or visit the [STEM application web site](#).

Master of Science in Education: Special Education

Program Options

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

- [Instructional Strategist I \(K-8\)](#)
- [Instructional Strategist I \(5-12\) 2nd Endorsement Only](#)
- [Instructional Strategist II \(K-12\), Learning Disabilities/Behavioral Disorders](#)
- [Instructional Strategist II \(K-12\), Intellectual Disabilities](#)
- [Consultant Endorsement](#)
- [Work Experience Coordinator](#)

[Department web site](http://www.drake.edu/specialeducation/) (<http://www.drake.edu/specialeducation/>)

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.

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
*EDUC 201 - Education Research I	3
EDUC 275 - Literacy Assessment and Instruction I	3
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
SPED 272 - Schools, Families, Communities, and Disabilities	3
SPED 275 - Career, Vocational, and Transitional Planning	1
*SPED 278 - Consultation and Inservice	3
<i>Select 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
*SPED 291 - Professional Seminar	1

* Required only for M.S.E.

Instructional Strategist I - Secondary (5-12) 2ND ENDORSEMENT ONLY

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

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

Course	Credits
*EDUC 201 - Education Research I	3
EDUC 275 - Literacy Assessment and Instruction I	3
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
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 278 - Consultation and Inservice	3
<i>Select one of the following</i>	
SPED 228 - Practicum - Mild and Moderate Disabilities	3-5
SPED 268 - Student Teaching in Special Education, Mild and Moderate Disabilities	4-8
*SPED 291 - Professional Seminar	1

*Required only with M.S.E.

Instructional Strategist II - K-12, Learning Disability/Behavioral Disorder

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

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

Course

*EDUC 201 - Education Research I	Cred 3
EDUC 275 - Literacy Assessment and Instruction I	3
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 229 - Practicum in Behavioral Disorders and/or Learning Disabilities	3
SPED 251 - Assessment, Diagnosis, and Evaluation	3
SPED 253 - Applied Behavior Analysis and Positive Behavior Support	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 278 - Consultation and Inservice	3

* Required only for M.S.E.

Instructional Strategist II - K-12, Intellectual Disabilities

The Instructional Strategist II endorsement will prepare teachers to provide instruction to students with moderate to severe intellectual 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.

Course	Credits
EDUC 275 - Literacy Assessment and Instruction I	3
SPED 220 - Introduction to Special Education	3
SPED 223 - Learning Environments and Differentiated Instruction	3
SPED 224 - Curriculum & Methods for Students with Moderate & Severe Intellectual Disabilities	3
SPED 225 - Introduction to Behavioral Disorders and Learning Disabilities	3
SPED 229 - Practicum in Behavioral Disorders and/or Learning Disabilities	3

SPED 251 - Assessment, Diagnosis, and Evaluation	3
SPED 253 - Applied Behavior Analysis and Positive Behavior Support	3
SPED 254 - First Aid, Health, and Safety for Individuals with Moderate & Severe Intellectual Disabilities	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
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 master's degree in Special Education **or** a master's degree in another area of education plus an endorsement in at least one special education instructional area.

Course	Credits
EDUC 276 - Principles of Program/Curriculum Development	3
SPED 221 - Supervision of Instruction for Students with Special Needs, or EDL 278 - Supervision of Instruction	3
SPED 278 - Consultation and In-Service Training	3
Work Experience Coordinator	

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

Course	Credits
SPED 274 - Career and Vocational Assessment	3
SPED 275 - Career, Vocational, and Transitional Planning	1
SPED 276 - Coordination of Cooperative Occupational Programs	2

Admission

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

Master of Science in Education: Culturally Responsive Leadership and Instruction

[Department web site](https://www.drake.edu/dmpsblue/) (<https://www.drake.edu/dmpsblue/>)

Program Overview

BLUE. Building Leaders in Urban Education

The BLUE program is a partnership between the Drake University School of Education and Des Moines Public Schools (DMPS). This 32-credit hour degree program is designed to develop teachers to meet the needs of a diverse student population. This program focuses on building a strong foundation in equity and cultural proficiency.

The BLUE program focuses on current research and instructional practices. Application of learning is central to program outcomes. Students have a variety of choices in elective courses that can be used to advance their specific teaching content and/or context. Participants are eligible for discounted tuition for their degree as long as they stay employed by DMPS for the length of their program.

Program Requirements

This 32-credit hour master's degree has six required courses focused on effective teaching, cultural proficiency, and teacher leadership. Students may then select 15 additional credits from numerous pathways.

Core Course (17 credits)	Credits
EDCR 201: Effective Teaching I	3
EDCR 202: Culturally Responsive Teaching I	3
EDCR 203: Effective Teaching II	3
EDCR 204: Culturally Responsive Teaching II	3
EDCR 205: Teacher Leadership	3
EDCR 206: Capstone/Action Research	2

Elective Courses (15 credits)

Students may choose 15 credits in an area of interest to personalize their degree plan as electives.

Elective courses are offered in:

- Early childhood
- Elementary or Secondary
- Urban Education
- Math, Science or STEM
- English Language Learners
- Reading or Literacy
- Special Education
- Talented and Gifted

Admission

- Questions regarding the application process can be forwarded to the Coordinator of Graduate Admission at soegradadmission@drake.edu or 515-271-2552.

Master of Science in Education: Effective Teaching

[Department web site](https://online.drake.edu/master-of-science-in-education/curriculum/) (<https://online.drake.edu/master-of-science-in-education/curriculum/>)

Drake's 100% online Master of Science in Education in Effective Teaching is designed to prepare busy, working educators to implement the innovative teaching methods needed to engage learners for academic success. Drake's Effective Teaching master's program will develop abilities both inside and outside of the classroom. Graduates of this

program are prepared to rise to the level of teacher leader or master teacher, as well as take on roles as literacy coaches, reading specialists, or curriculum developers.

MSE graduates are prepared to rise to the level of teacher leader or master teacher, as well as take on roles as literacy coaches, reading specialists, or curriculum developers.

Program Length: 12-24 months

Location: Online

Target Audience: Practicing teachers and instructional coaches looking to strengthen their practice with innovative strategies, current research and application of effective teaching and learning models.

Program Requirements

The Drake 100% online education master's program can be completed in as little as 1 year. The asynchronous courses are six weeks and the program consists of 32 credit hours to be taken in the following areas:

- **Core courses:** 17 credit hours
- **Elective courses:** 15 credit hours

Core Course (17 credits)	Credits
EMSE 205: Effective Teaching	3
EMSE 207: Best Practice in the Content Areas	3
EMSE 209: Balanced Assessment for Learning	3
EMSE 211: Academic Research and Writing	3
EMSE 213: Culturally Responsive Teaching	2
EMSE 215: Meeting the Needs of All Students	3
Electives (15 credits)	15

Reading Specialist Endorsement Electives

- EDUC 260: School Improvement and Professional Development in Literacy – 3 Credit Hours
- EDUC 280: Case Studies in Literacy Education – 3 Credit Hours
- ELIT/EDUC 281: Writing Research & Theory – 3 Credit Hours
- ELIT/EDUC 285: Models of Literacy Instruction – 3 Credit Hours
- ELIT/EDUC 287: Reading Research & Theory – 3 Credit Hours
- ELIT/EDUC 288: Leading & Coaching Data Team Analysis in Reading – 3 Credit Hours
- EDUC 289: Managing School-Wide Change through Literacy Coaching – 3 Credit Hours

Talented and Gifted Endorsement Electives

Program requirements for students seeking the MSE and the TAG endorsement are as follows:

- Core Courses: 17 credit hours
- TAG electives: 12 credit hours
- Additional Electives: 3 credit hours

Psychology of the Gifted

- EDUC 191/291: Introduction to Gifted Education – 3 Credit Hours
- EDUC 192/292: Social-Emotional Needs of Gifted – 2 Credit Hours
- EDUC 193/293: Creativity and Gifted – 2 Credit Hours
- EDUC 194/294: Special Populations of Gifted – 1 Credit Hour

Programming for the Gifted

- EDUC 112/212: Challenging the Young Gifted Child – 1 Credit Hour

- EDUC 195/295: Curriculum & Assessment – 3 Credit Hours
- EDUC 196/296: Differentiation for the Gifted – 1 Credit Hour
- EDUC 197/297: Gifted Learners: Literacy Strategies – 2 Credit Hours
- EDUC 198/298: Gifted Learners: Math Strategies – 1 Credit Hour
- EDUC 190/290: Administration of Gifted Programs – 1 Credit Hour

Practicum Experience

- EDUC 110/210: Practicum in Gifted Education – 1 Credit Hour

EDUC 130/230: Independent Study – 1 – 3 Credit Hours

Admission

- Information about the admissions process can be found at <https://online.drake.edu/admissions/>.

School of Journalism and Mass Communication

Master of Arts in Communication

[Department web page](https://online.drake.edu/master-of-arts-in-communication/) (<https://online.drake.edu/master-of-arts-in-communication/>)

Program Overview

The online Master of Communication degree consists of 33 credit hours and can be completed in just one year. The interdisciplinary curriculum provides a well-rounded education in communications and related fields, including business, law, marketing, and public policy. Students can align their degree with their career goals by choosing one of these three unique tracks:

Brand Communication – Learn how to reach a target audience strategically, creatively, and effectively by building your digital media marketing skillset.

Communication Leadership – Sharpen your leadership and multimedia communication skills with classes in research, leadership theory, professional ethics, innovation, digital strategies, and financial literacy.

Public Affairs & Advocacy – Learn how to navigate the world of politics, legislation, public policy, and advocacy with foundational coursework in research, professional ethics, advanced writing, public affairs and advocacy, speechwriting, and legislation.

Program Requirements

Course	Credits
Brand Communication Track	
MAC 202 - Social Responsibility in Communication	3
MAC 203 - Applied Communication Theory and Research	3
MAC 204 - Innovation and Change in Contemporary Communication	3
MAC 206 - Digital Media Strategies	3
MAC 207 - Advanced Writing and Strategic Message Design	3
MAC 210 - Visual Communication	3
MAC 217 - Capstone	3
Digital Storytelling Electives	9

Additional Electives	3
Communication Leadership Track	
MAC 201 - Communication Leadership Strategies	3
MAC 202 - Social Responsibility in Communication	3
MAC 203 - Applied Communication Theory and Research	3
MAC 204 - Innovation and Change in Contemporary Communication	3
MAC 205 - Financial Literacy for Communication Leaders	3
MAC 206 - Digital Media Strategies	3
MAC 217 - Capstone	3
Business Electives	9
Additional Electives	3
Public Affairs and Advocacy Track	
MAC 202 - Social Responsibility in Communication	3
MAC 203 - Applied Communication Theory and Research	3
MAC 207 - Advanced Writing and Strategic Message Design	3
MAC 208 - Public Affairs and Advocacy	3
MAC 209 - Persuasive Speechwriting Strategy	3
MAC 211 - Navigating the Legislative Process	3
MAC 218 - Capstone	3
Policy Electives	9
Additional Electives	3
Electives	
BLAW 240 - Commercial Law	3
BLAW 250 - The Law of Business Organizations	3
MAC 220 - Digital Storytelling Special Topics	3
MAC 221 - Digital Storytelling	3
MAC 222 - Emerging Media	3
MAC 223 - Multimedia Communication	3
MAC 224 - Content Marketing and Digital Landscape	3
MAC 231 - Policies on Aging in the United States	3
MAC 232 - U.S. Education Policy	3
MAC 233 - Environmental Policy	3
MAC 234 - U.S. Labor Policy	3

Course Descriptions

Course descriptions are maintained in Self Service.

To search the course descriptions you must first select a term and then enter your search criteria.

Be aware that a course may only be offered every other year. Drake evaluates alternatives to the "term only" search and apologize for any inconvenience this may cause.

Course Numbers

001 - 099	Primarily for first-year students and sophomores
100 - 199	Primarily for juniors and seniors; may be taken for graduate credit
200 - 299	Limited to graduate students
300 - 399	Limited to those holding master's degrees

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

Continue to [Course Descriptions](#).

<https://registrationssb.drake.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=courseSearch>

Continue to [Schedule of Classes](#).

<https://registrationssb.drake.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>