

Special Programs

DRAKE UNIVERSITY LANGUAGE ACQUISITION PROGRAM

The learner-centered Directed Independent Language Study (DILS) model that Drake has adopted in place of traditional classroom language instruction is the Drake University Language Acquisition Program (DULAP; <http://www.drake.edu/dulap/>). DULAP is based upon a clear sense of mission: to allow students to gain functional competence in using a second language for work, travel and everyday life.

DULAP addresses the clearest need for language training at Drake: functional usage. We have many students who wish to achieve competence in using another language for purposes in their daily lives: living, working or traveling abroad, interacting with business or professional contacts in other countries, communicating with immigrant populations in the United States, etc. This mission also encompasses familiarity with the cultures associated with the target language, though cultural training may be approached differently than in the case of the traditional language major. Although most students choose to study Spanish or French, few are beginners; more commonly, students have "studied" a language without having learned how to use it. Part of DULAP's challenge with these students is to help them move from using verb charts and thinking in English to thinking and speaking in their target language. And DULAP has a small but steady enrollment in less commonly taught languages. Because DULAP has no majors or minors, students fit language study into their own major requirements as they can. It is common for some majors to study language one semester, then miss a semester because of their major program requirements, then come back to continue their language study another semester.

Although DULAP has no majors or minors, education majors wishing to teach French, German or Spanish at the secondary level may take courses to earn a teaching endorsement in those languages. For details about the endorsement, see the School of Education.

DULAP offers nine languages: French, Spanish, German, Italian, Arabic, Mandarin Chinese, Japanese, Russian and Kiswahili. Students take a 3-credit DILS (directed independent language study) course and a co-requisite 1-credit Language Learning Strategies course. DULAP employs a twenty-station Mac lab where students access target-language multimedia and use digital audio and video to make ePortfolios showing their process and progress in language learning. Students meet twice a week (in groups no larger than four) with a native speaker/language partner who acts as a facilitator (not a teacher). Language partners are great resources for information about their language and culture, and seem to take on the role of cultural representative with a good deal of seriousness. Interaction between students and language partners offers natural opportunities for cultural content to be studied as an essential part of the language studies. And students follow a detailed syllabus and prepare assignments to practice with the language partner; students meet a third hour with their study group to work on collaborative assignments such as peer editing, script writing, making videos and reviewing workbook assignments.

Most language partners are international students at Drake, and they are trained, mentored and monitored by our language coordinators (one for French, German and Italian, one for Spanish, and one for Arabic, Chinese, Japanese and Kiswahili). Language coordinators are second language acquisition professionals whose role with language learners is more like a coach than a teacher. Coordinators monitor practice sessions and study groups, and hold regularly scheduled one-on-one conferences with their students.

DULAP'S assessment approach is two-pronged. First, DULAP uses independent examiners, usually professors from other universities who teach the language and level they examine, to administer individual interviews and written exams twice each semester. Students are evaluated with a rubric and receive written comments from the examiner. All exams are recorded on video, and students review them as part of their self-evaluation process. Each course has skill-based objectives consistent with the ACTFL guidelines, so students understand what they are expected to be able to do and how they will be assessed.

The second assessment strategy is learner-centered: students create ePortfolios showing milestones in their language learning across the semester (writing samples, sound bites, videos, mediated chat transcripts...). Students learn or refine their self-assessment techniques and reflective writing as they prepare to present their ePortfolios.

Students are strongly encouraged to augment their DULAP training through study abroad, where they can gain an immersion experience in the target language. A number of Drake's new international partnerships include student exchange opportunities designed with language learning as a significant component. DULAP is, however, more than simply a means to prepare students for overseas language study. Students who wish to pursue advanced levels of language learning or to explore topics in culture and literature can do so through DULAP. Many students return from a study abroad experience and continue their language studies in DULAP. Often, returning students appreciate the opportunity to continue honing their target-language critical thinking and speaking skills, as well as the chance to pursue an in-depth study of the culture in which they were immersed.

THE HONORS PROGRAM

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

- cultivate individual achievement and creativity by providing students with a venue to pursue projects at higher levels of expectation, or those that do not neatly fit within prescribed disciplines.
- provide a rigorous interdisciplinary perspective, breaking students out of their channeled interests and instilling an appreciation of the intellectual achievements of all aspects of Drake.
- be a University leader in interdisciplinary education, paving the way for such programs as First Year Seminars and Learning Communities.

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

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

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

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

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

First-year students considering the Honors Program are expected to enroll in Honors 1, Honors Orientation, a one-credit-hour class during the fall semester. In addition, the program sometimes organizes first-year learning community experiences in coordination with the First Year Seminar (FYS) program. A recent example was an intensive two-course study on American Democracy. Such experiences are highly recommended for Honors students whenever they are appropriate.

Students in the Honors Program earn University Honors by completing both the Honors Program Track of the Drake Curriculum and a three-credit Honors senior thesis project, while maintaining a 3.5 cumulative grade-point average upon graduation.

Advising is typically done with the students' designated first-year and academic advisers, but Honors students are encouraged to bring to the Honors Program director their questions about course selection and career goals.

GLOBAL AMBASSADOR CERTIFICATE PROGRAM

The Global Ambassador Certificate Program is designed to complement a student's central program of academic study. Undergraduate students from any school or college are eligible to apply. The purposes of the Global Ambassadors Program are to:

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

Certificate:

To accomplish these goals, students will meet a set of requirements combining academic and co-curricular experiences. Upon completion of the program, students will receive a certificate that recognizes their achievement and lists the activities in which they engaged. A notation acknowledging their successful completion of the program will also appear on the student's university transcript.

Requirements:

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

- **Take a course on Intercultural Communication.** An equivalent course from study abroad may be substituted.
- **Complete two semesters of language study** through DULAP or an equivalent amount of training through study abroad or college transfer credits. Pre-college training (e.g., high school) in a second language other than English may not be substituted for this requirement. However, students whose second language is English may arrange an alternative experience in place of additional language training. Examples might include serving as a language partner in the DULAP program, voluntary language tutoring on- or off-campus, or translation service to community groups.
- **Complete any credit-bearing study abroad experience.** This may include semester- or year-long programs, summer international study seminars or an internship experience abroad that has been accepted for Drake credit.
- **A minimum of 50 work hours (not credit hours) of service learning.** This requirement will most often be met by volunteering for a local community group or organization that has an international focus. The center director will make available a pre-approved list of such organizations. Students may also propose their own volunteer or internship experience. These may include experiences in other cities or countries (e.g., internship or volunteer experiences connected to study abroad may also count).
- **Regular attendance at CGC-sponsored events and participation in Students for Global Citizenship group activities.** Students will be expected to demonstrate and document active engagement with the Center and other events on campus and in the community that have an international or inter-cultural focus.
- **Global Ambassador Capstone Experience (2 credits)** As a culmination of the Global Ambassador program, students will participate in a group learning experience that includes two components:

1. A set of directed readings, writing assignments and discussions focused on the concept of global citizenship and how it applies to our lives.
2. A group project designed to put the concept of global citizenship into practice by educating the campus and/or community about a global issue or cultural perspective. The capstone will normally be completed in the fall of a student's senior year. The directed study and project will be supervised by the CGC director. Students will register for the capstone as independent study credit (2 credits).

Application Process:

Students must apply for the Global Ambassadors Program. Applicants must have a minimum GPA of 3.0. The number of students accepted will vary depending upon the availability of staff and instructional resources. Applications will be accepted during the fall of each academic year. The necessary application forms will be available through the CGC director.

PRE-LAW

Undergraduate students interested in pursuing careers in law, who have majors in the College of Arts and Sciences, College of Business and Public Administration, School of Journalism and Mass Communication and College of Pharmacy and Health Sciences, may complement their programs with pre-law study. Because pre-law courses and topics depend on each student's major and professional goals, pre-law students should work closely with their academic advisers and other faculty to develop an appropriate set of courses and other learning experiences. Pre-law programs also are described in the college/school sections of this catalog.

In general, pre-law students benefit most from a challenging curriculum comprising rigorous courses that demand strong critical reasoning skills and a lot of reading and writing, and engage different kinds of texts, skills, concepts and theories. While Drake does offer a very good, challenging interdisciplinary major called Law, Politics, and Society, there is no particular major necessary for admission to law school. Undergraduates, law schools recommend, should major in subjects that are both interesting and hard.

Pre-law students also are encouraged to take advantage of several learning opportunities offered by the Drake Law School.

The Dwight D. Opperman Lecture in Constitutional Law brings U.S. Supreme Court justices and other nationally prominent speakers to campus each year to discuss significant constitutional issues.

The Constitutional Law Center, one of four such centers in the nation to be endowed by Congress, is a valuable resource for students, scholars and legal professionals. Drake's center sponsors an annual national symposium that explores constitutional issues, community law forums and the Constitutional Law Speaker Series.

Intercollegiate Mock Trial teaches students about the legal process as they develop important critical thinking and public speaking skills. The Law School hosts the annual National Intercollegiate Mock Trial Tournament, which attracts teams from more than 100 colleges and universities.

MILITARY SCIENCE

ARMY RESERVE OFFICERS TRAINING CORPS

Army ROTC courses are taught on the Drake University campus. All military science courses can be counted toward general elective requirements. Students who successfully complete the ROTC program and receive a degree from Drake University are eligible to receive a commission as a second lieutenant in the U.S. Army, Army Reserve or the National Guard.

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

The military science program at Drake is divided into two segments, the Basic Course and the Advanced Course. The Basic Course (courses numbered 11 through 22) is designed primarily for first-year students and sophomores. No military obligation is incurred by a person participating in the Basic Course, which is designed to be informative and to acquaint students with the military as a profession. It provides a basis of information upon which students can decide if they wish to enter the Advanced Course, and it allows the cadre the opportunity to evaluate students on leadership and management potential.

The Advanced Course is structured to provide the necessary preparation to qualify as a basic commissioned officer. Students must meet all physical and academic requisites to enter the Advanced Course, to include completing or getting credit for the Basic Course. Entrance into the Advanced Course also requires a commitment to service in the Army, Army Reserve or National Guard. For details on qualifications, contact the Military Science Department.

Students may get credit for the Basic Course in several ways. They may elect to (1) complete it over two years as intended; (2) compress it within one year by taking first and second year courses at the same time (if they have less than four years of school left); or (3) complete a four-week Leaders Training Course at Ft. Knox, Kentucky (see Military Science in the course description section). Veterans, National Guard and Army Reserve members may also received Basic Course credit for completing basic training.

Persons entering the Advanced Course must sign a contract with the U.S. Army. Obligation under this contract will vary: (1) Persons who become officers in the Army National Guard or Army Reserve have, depending on specialty, a 90- to 180-day active-duty obligation for further training, followed by part-time service. (2) Non-scholarship students who are selected for active-duty incur a three-year obligation to serve on active-duty. (3) Scholarship students who are selected for active-duty incur a four-year active-duty obligation.

Students enrolled in the Advanced Course are required to attend a four-week course at Ft. Lewis, Washington called the Leadership Development and Assessment Course (see Military Science in the course description section). Usually, this course is attended in the summer between the junior and senior years. The course is a leadership laboratory where students can learn and practice leadership, see and use military hardware and weapons systems not available on campus, and receive Army Branch information.

Educational benefits and scholarships are available for qualified applicants. Contact the Military Science Department for details.

All classes include a Leadership Laboratory as an integral part of the class. All students are expected to participate in lab activities. Labs provide students the opportunity to become acquainted firsthand with the skills and leadership principles required of an officer.

Persons interested in military science may contact the
Military Science Department
1153 24 Street
Des Moines, IA 50311

Ph: 515-271-3952, or
515- 294-0308 or
800-44-DRAKE, Extension 3952

AIR FORCE AEROSPACE STUDIES AIR FORCE RESERVE OFFICER'S TRAINING CORPS

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

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

Prior to entry into the POC, all students must complete field training at an Air Force base. Students who have completed the GMC phase participate in a four-week program that provides a concentrated experience in the Air Force environment. The training program includes junior officer training, aircraft and aircrew orientation, survival training, base functions and physical training. A six-week training program is provided for those students entering the POC phase who do not complete all of the GMC. This program includes all that is offered in the four-week program, plus the academic and leadership laboratory experiences normally contained in the on-campus GMC courses.

Selection for the professional officer course is on a competitive basis, and cadets enrolling in this course must meet certain academic, mental, physical and moral standards. Qualified cadets may compete for classification as flight candidates and receive flight instruction during their final years in the POC phase. Upon enrollment in the POC, all cadets are required to complete a contractual agreement with the Air Force, which obligates them to four years of active duty in the United States Air Force if in a non-flying category; ten years of active duty in the United States Air Force if a pilot; or six years as a navigator. Uniforms and texts are supplied to the cadets, and those in the POC receive a subsistence allowance from \$350 to \$400 per month. Entry into the program is not dependent on departmental major or year in Drake University.

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

The Air Force offers Air Force ROTC scholarships for periods of two, three, or four years, with up to one additional year for qualified applicants in selected majors. The scholarships provide payment of tuition and fees. In addition, scholarship cadets receive from \$250 to \$400 monthly subsistence allowance and \$600 per-year book allowance. Express scholarships are available for certain academic majors for which the Air Force has special needs.

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

INDEPENDENT STUDY

Each department in the colleges and schools of Drake University, as faculty time and the character of its programs permit, offers independent study according to the needs and interests of students. These courses, open to advanced students with the consent of the instructor and department chair, provide an opportunity for directed or independent study and research in selected topics. Depending on the individual topic, they involve a program of reading and writing in a well-defined area.

CROSS-ENROLLMENT

Any undergraduate full-time student (ten or more hours) may take one class at Des Moines Area Community College or Grand View College during the spring and fall semesters at no charge. The student must register at Drake's Office of Student Records. This program is on a space-available basis. For schedules, guidelines and more information, contact the Office of Student Records, 515-271-3901.

WASHINGTON SEMESTER

This program is carried on cooperatively by the American University and the Drake University College of Arts and Sciences. Specific programs of study include American government, public law, peace and conflict resolution, foreign policy, criminal justice, journalism and economic policy, among others. Contact the Washington Semester Web site (<http://www.american.edu/washingtonsemester>) and Drake's Department of Politics and International Relations for more information.