

SCHOOL OF EDUCATION

Making a difference in the life of a student through professional relationships is the central theme of our teacher education program. This theme is grounded in the vision of the School of Education at Drake University: to be viewed as the leader in the preparation of teachers, school and vocational counselors, school administrators and adult educators throughout Iowa and the Midwest. The School of Education embraces past successes, consults future trends and delivers the highest quality of teaching, research, service and outreach to our students and community of learners.

The mission of the Drake University School of Education is to be a diverse community of learners who work collaboratively to create an equitable culture of excellence, inquiry and renewal. Drake University has been a member of the American Association of Colleges for Teacher Education since the association's inception. The school is fully accredited by the Iowa Department of Education and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools for the preparation of elementary teachers, secondary teachers, school and vocational counselors, and school administrators. For more information about the Drake University School of Education, see <http://www.educ.drake.edu>.

THE FACULTY:

The date in parentheses after each name indicates the year of appointment to the Drake University School of Education.

PROFESSORS

- ADAMS, DONALD V. (1969), Professor of Education; Special Counsel for Institutional Advancement. B.A., University of Northern Iowa; M.A., Ed.D., Michigan State University.
- FEJES, KATHY (1987), Professor of Education. B.S., M.Ed., M.S., University of New Orleans; Ph.D., Arizona State University.
- GERLOVICH, JACK A. (1989), Professor of Education. B.A., Buena Vista College; M.A., Ed.D., Drake University.
- MERIDETH, EUNICE M. (1989), Professor of Education. B.A., Iowa State University; M.A., Loras College; Ph.D., Iowa State University.
- PANYAN, MARION V. (1990), Mary Baker Distinguished Professor of Education. B.A., Webster College; M.A., Southern Illinois University; Ph.D., University of Kansas.
- ROMIG, JAMES L. (1988), Allbee Distinguished Professor of Education. A.B., Whittier College; Ed.D., University of Southern California.
- WESTBROOK, THOMAS S. (1989), Professor of Education. B.S., Tusculum College; M.S.E., Southern Illinois University; Ph.D., University of Iowa.

ASSOCIATE PROFESSORS

- BEISSER, SALLY (1999), Assistant Professor of Education. B.S., M.S., Ph.D., Iowa State University.
- DARNELL, DAVID F. (2003), Associate Professor of Education. B.M.E., University of Kansas; M.S., Ph.D., Iowa State University.
- GILLESPIE, CATHERINE (1996), Associate Professor of Education. B.A., M.Ed., Wellesley College; Ph.D., University of Tennessee.
- HINDERS, SALLY (1999), Associate Professor of Education. B.S., M.S., University of Wisconsin-LaCrosse; Ph.D., Iowa State University.
- MCMAHILL, JANET M. (1987), Associate Professor of Education and Dean of the School of Education. B.F.A., M.S.E., Drake University; Ph.D., Iowa State University.
- STENSRUD, ROBERT (1986), Associate Professor of Education. B.A., Wartburg College; M.A., Ed.S., University of Northern Iowa; Ed.D., Drake University.
- WALKER, JANICE M. (2005), Associate Professor of Education. B.A., College of St. Scholastica; M.A., University of Northern Iowa; Ph.D., Iowa State University.

ASSISTANT PROFESSORS

- BRUINEKOOL, R. MATTHEW (2000), Assistant Professor of Education. B.S., University of Iowa; M.S., Ed.D. (in progress), Drake University.
- CRABTREE-GROFF, KRISTEN (2004), Assistant Professor of Education. B.A., Coe College; M.S., Ed.S., Ed.D., Drake University.
- ESPEY, LINDA (2000), Assistant Professor of Education. B.S., University of Iowa; M.S.T., Ed.D., Drake University.
- JOHNSON, ERIC L. (2003), Assistant Professor of Education and Director of the Urban Education Program. B.A., B.S., M.A.A.S., M.E., Ph.D., Ohio State University.
- JOHNSON, JILL CATON (2003), Assistant Professor of Education. B.A., M.A., University of Iowa; Ph.D., University of Minnesota.
- LEUWERKE, WADE C. (2004), Assistant Professor of Education. B.A., Gustavus Adolphus College; M.A., Ph.D., Southern Illinois University at Carbondale.
- LINDBECK, ROBIN L. (2004), Assistant Professor of Education. B.S., University of Wisconsin-Stout; M.Ed., Lesley College; C.A.S., Harvard University; Ed.D., Pepperdine University.
- SMALL, MARY D. GAY (2005), Assistant Professor of Education. B.S., Creighton University; M.S., University of Nebraska-Omaha; Ph.D., University of Minnesota-Twin Cities.
- TORRES, ANIBAL (2005), Assistant Professor of Education. B.A., Inter American University; M.A., Ph.D., Syracuse University.
- WRIGHT, WILLIAM A. (2005), Assistant Professor of Education. B.A., Midwestern College; M.S., Ed.S., Northwest Missouri State University; Ed.D., Drake University.

EMERITI PROFESSORS

- BRAGG, DESMOND, Professor Emeritus of Education.
- DYER, PRUDENCE, Professor Emerita of Education.
- EVANS, ROBERT, Professor Emeritus of Education.
- FELLERS, MARVIN, Associate Dean and Professor Emeritus of Education.
- FISHER, JOSEPH A., Professor Emeritus of Education.
- GREENWOOD, CHARLES S., Professor Emeritus of Education.
- HAKANSON, EDWARD, Professor Emeritus of Education.
- HEILMAN, CHARLES L., Professor Emeritus of Education.
- JONES, JACK R., Professor Emeritus of Education.
- JOSLIN, PAUL H., Professor Emeritus of Education.
- KUKOWSKI, BEVERLY J., Associate Professor Emerita of Education.
- LAIR, GEORGE (1967), Dean and Professor Emeritus of Education.
- MOON, DONALD, Associate Professor Emeritus of Education.
- PUGH, RAY, Professor Emeritus of Education.
- ROWLEY, CHARLES D., Professor Emeritus of Education.
- STJERNBERG, LLOYD A., Professor Emeritus of Education.
- TIEDEMAN, STUART, Professor Emeritus of Education.
- VANCE, PAUL C., Professor Emeritus of Education.
- WILLIAMS, HILDA LEE, Professor Emerita of Education.

GENERAL REQUIREMENTS FOR TEACHER EDUCATION PROGRAMS:

The School of Education offers programs to both undergraduates and graduates attending Drake University. Undergraduates interested in careers in elementary education must be enrolled in the School of Education. Although secondary education undergraduates may be enrolled in either the School of Education or the College of Arts and Sciences, it is highly recommended that undergraduates interested in careers in secondary education be enrolled in the School of Education for proper advising. Both elementary and secondary education are full majors with discipline-specific and state-approved teaching endorsements in each.

Intra-university transfer to the School of Education requires completion of the Intra-University Transfer Form. Transfer is considered for students who have successfully completed at least one semester of academic credit at Drake. A 2.50 minimum cumulative grade-point average is required for acceptance to the Teacher Education Program; therefore, transfer to the School of Education requires a minimum

grade-point average of 2.0 on all Drake credit earned. Students may not transfer to the School of Education while on academic probation.

Graduate students who hold a qualifying bachelor's degree and seek initial certification in elementary or secondary education may enroll directly in the School of Education by completing the requirements for admission to graduate study. The Master of Arts in Teaching degree (M.A.T.) offers certification at the secondary level. The Master of Science in Teaching degree (M.S.T.) offers certification at the elementary level. For more information about these programs, see

<http://www.choose.drake.edu/admissions/academic/programs/soe/teachingsecond.asp> for the M.A.T. or <http://www.choose.drake.edu/admissions/academic/programs/soe/teachingelem.asp> for the M.S.T. Other graduate programs are available in Adult Learning, Performance and Development; Community Counseling, School Counseling (elementary and secondary), Vocational Rehabilitation, Educational Leadership; Effective Teaching, Learning and Leadership (for classroom teachers), and Special Education. In addition, licensure-only, concentration-only and endorsement-only programs are offered at the graduate level. For complete details on these graduate programs, refer to the Drake University Graduate Catalog or see <http://www.educ.drake.edu/index.php?id=147&cat2=Graduate%20Programs>.

The following undergraduate teacher education programs are available:

- Bachelor of Science in Education for teaching at the elementary level
- Bachelor of Science in Education for teaching at the secondary level
- Bachelor of Music Education (through the School of Fine Arts)

All Drake University teacher education programs require a broad liberal arts foundation (Areas of Inquiry-AOI's), specialized courses in education, and advanced coursework in a specific subject area or areas. Therefore, the teacher education initial licensure curriculum is constructed around three major components: (1) the Drake Curriculum (AOI's), (2) professional education courses, and (3) teaching endorsement areas.

By second semester of the sophomore year, most undergraduates apply for acceptance to the Teacher Education Program. By this time, they must have completed or be enrolled in EDUC 103, EDUC 105/106, and SPED 120, successfully passed the Pre-Professional Skills Test (PPST) requirement (Praxis I), as well as filed admission materials and two faculty references. During the junior and senior years, students complete their endorsement area program and educational methods courses. Student Teaching is a semester-long, field-based experience with placement in a 15 mile radius of Des Moines, IA. School-based experiences occur throughout all four years in a student's program, so that research and theory are firmly grounded in practice.

CONTINUING TEACHER EDUCATION REQUIREMENTS:

All students preparing for licensure as a teacher must meet the following criteria on a continuing basis:

1. Completion of the Drake Curriculum (AOI's) or an equivalent program at another college or university, including one college level mathematics or statistics course.
2. Completion of an approved teaching endorsement area(s). Elementary education students must complete a teaching concentration area or field of a minimum of 24 credit hours; secondary education students must complete a teaching field of at least 30 credit hours. A second teaching field or a second endorsement area is also recommended.
3. Maintenance of at least a 2.50 cumulative grade-point average (on a 4.00 scale).
4. Completion of pre-admission screening to the Teacher Education Program, including the PPST test and faculty evaluation.

EDUC 103/203 — FOUNDATIONS OF EDUCATION PRACTICUM POLICIES:

An important part of the Foundations of Education class is an introduction, through the practicum experience, to the realities of being a classroom teacher. The Iowa Department of Education defines a practicum as "a comprehensive experience in an accredited classroom with a certified teacher." Because of its importance as an educational activity, the Foundations of Education practicum experience comprises a full one-third of the course grade. To receive a passing grade in this portion of the course, students must complete a minimum of 40 hours experience in the schools and finish all supporting assignments.

SPECIFIC PRACTICUM PLACEMENT POLICIES:

1. Placement is restricted to the Des Moines metropolitan area.
2. A regular placement totals a minimum of 40 hours, including 20 hours in each of two settings.
3. Any hours to be "made up" must be completed in an assigned placement.
4. Any exception to the Drake placement policy must be approved by the Foundations of Education instructor and the Dean's Office.
5. If a "practicum experience" student is employed by a given school, the student may log up to half of the required field experience hours at the school site/system of employment, but may not complete any part of the "practicum experience" requirements in the same classroom/area of the school where she/he is employed. Moreover, the student must supply the Dean's Office with a document signed by the administrator of the school of employment and the mentor teacher, identifying specifically those hours of the day during which the student is considered a Drake University "practicum experience" student, those hours of the day during which the student is an employee of the school and the classroom/area of the school where each occupation occurs. Hours identified for employment and hours identified as "practicum experience" may not overlap.

ACCEPTANCE TO THE TEACHER EDUCATION PROGRAM:

Although students enter the School of Education in their first year, undergraduate students apply for acceptance to the Teacher Education Program in their second year, when they have completed or are about to complete all of the requirements for acceptance listed below. Graduate students apply for acceptance to the program upon admission to graduate study and when they have completed or are about to complete all of the requirements for acceptance listed below. By Iowa state law (s.l. 281,79,14.2.d.), all students must be admitted to the Teacher Education Program before they can enroll in the professional methods courses.

To be eligible for acceptance, undergraduate and graduate candidates must meet all of the following conditions:

1. For undergraduates, a minimum overall grade-point average of 2.50, based on a minimum of 30 semester hours of college credit, at least 10 hours of which were completed at Drake University; and maintenance of a 2.50 GPA or better throughout the balance of the program. Graduate students must maintain a 3.00 GPA.
2. Successful completion of the Pre-Professional Skills Test (PPST), a standardized basic skills competency examination in reading, writing and mathematics in the sophomore year for undergraduates. The Pre-Professional Skills Test (PPST) is a requirement for admission to the School of Education. Passing scores on the PPST equal scores of 171+ in reading, 171+ in writing and 169+ in mathematics. All students need to take this test a full semester before needing to register for methods courses to ensure that scores will be available before registration dates.
3. Successful completion of the following courses (see course descriptions in the back of this catalog):
 - a. Undergraduate: EDUC 103, 105/106, SPED 120
 - b. Graduate: EDUC 203, 208, SPED 220
4. Two letters of recommendation from faculty and/or adviser
5. An application for acceptance to the Teacher Education Program on file in the Dean's Office area (106A). All forms are available in the Dean's Administrative Office area of the School of Education (106).
6. Completion of the INTASC Standards at the "Beginning" level
7. Recommendation of the Teacher Education Acceptance Committee

In addition to the conditions above, graduate students must have completed an acceptable bachelor's program to be accepted into the Teacher Education Program. Transcripts are evaluated for general education coursework, endorsement area specializations and other requirements; students who do not have the appropriate prerequisites are required to complete a specified make-up program as part of their master's program.

ACCEPTANCE TO STUDENT TEACHING AND THE PROFESSIONAL SEMESTER:

During the first month of the semester before student teaching, students must make official application for acceptance into the professional semester. To be accepted into the professional semester, students must have completed all education courses; maintain required grade-point averages; be making satisfactory progress toward completing their teaching fields; obtain two letters of recommendation from faculty; and must have met the INTASC Standards at the "Developing" level. Completion of the Drake Curriculum (AOI's) is also recommended.

All students must complete at least 12 hours of coursework, including a Professional Education course and a supervised practicum experience at the Drake University School of Education prior to student teaching. Practicum assignments are made on an individualized basis according to student needs and School of Education policies.

STUDENT TEACHING PLACEMENT POLICIES:

1. Student teaching placement is made in the Des Moines metropolitan area only.
2. Student teaching placement may be in the same district, but may not be in the same school in which a Drake student teacher may have children, a spouse or other immediate family members.
3. Student teachers may not be placed in the same school building in which they are currently employed.
4. Student teaching placement may be in the same district, but may not be in the home school, of a Drake student teacher.
5. Drake student teachers may not be placed in the same semester in which they are actively engaged in a major extracurricular activity.
6. The Drake student teaching program supporting elementary education licensure, secondary education licensure or K-12 licensure does not have summer school placement.

GRADUATION AND LICENSURE:

Upon satisfactory completion of an approved teacher education program, achievement of at least 8/10 INTASC Standards at a "Proficient" level, and recommendation of the Dean of the School of Education, Drake students may receive their bachelor or master degrees and be licensed to teach in the state of Iowa. Licensure or endorsement in other states may require different courses of study, and the individual student is responsible for knowing the rules and regulations of any other states in which he/she wishes to be certified.

In Iowa, teaching licensure is issued by the Iowa Department of Education upon recommendation of colleges and universities that have state-approved programs. All areas of concentration detailed in this catalog for the School of Education are fully approved by the Iowa State Department of Public Instruction. Other states also accept recommendations for teaching licensure from Drake University, which is fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Schools and Colleges; American Assembly of Collegiate Schools of Business; Iowa State Department of Public Instruction; National Association of Schools of Arts and Design; National Association of Schools of Music; American Chemical Society; American Council on Education in Journalism and Mass Communication; Accreditation Council on Pharmacy Education; American Bar Association; charter member of the Association of American Law Schools. As a general rule, the School of Education requires a minimum of 30 hours in residence toward a bachelor's degree, 24 hours in residence toward any graduate degree program, a minimum of 12 hours in residence for any licensure-only program, and a minimum of six hours in residence toward any added-endorsement program.

BACHELOR DEGREE PROGRAMS LEADING TO TEACHER LICENSURE:

All students must complete the Drake Curriculum (Areas of Inquiry) requirements, described in this catalog. Students, in consultation with their academic advisers, select courses that meet licensure requirements to fulfill the outcomes of the Drake Curriculum. Courses that apply to the Drake Curriculum and endorsement areas or the professional teaching programs can be counted in those areas. However, a total of 124 hours is required for graduation.

Requirements for Bachelor of Science in Education: Elementary Education

124 Credit hours

Drake Curriculum (AOI's) requirements

Professional Education requirements

Teaching Endorsement(s) requirements

Subject area minimum requirements for elementary endorsements 24 credits

Approved endorsement programs are currently available in art, early childhood education, unified early childhood education (early childhood education with an emphasis in special education), English/language arts, health, English as a Second Language (ESL) (K-12), history, mathematics, reading, rhetoric and communication studies/theatre, science and social studies. Other endorsement programs may become available. Specific requirements and program descriptions are available from the Teaching and Learning Department in the School of Education. Elementary majors also must have at least 54 credit hours in the School of Education, including the following Professional Education courses.

PRE-PROFESSIONAL COURSEWORK	Credit hours
EDUC 1 — Introduction to Education (optional)	1
27 credit hours must be completed before registration for	
EDUC 103 — Foundations of Education (40-hour practicum required)	3
SPED 120 — Introduction to Special Education	3
EDUC 105 — Human Development Elementary/Early Childhood	3
EDUC 107 — Learning and Assessment	3
EDUC 164 — Perspectives on Race, Gender, and Ethnicity	3
TOTAL PRE-PROFESSIONAL COURSEWORK	15-16

PROFESSIONAL COURSEWORK (Requires admission to Teacher Education Program)	Credit hours
EDUC 122 — Curriculum and Pedagogy	3
EDUC 123 — Physical Education and Health in the Elementary School	2
EDUC 124 — Literature of Childhood and Youth	3
EDUC 125 — Teaching of Science	3
EDUC 126 — Teaching of Mathematics	3
EDUC 128 — Teaching of Social Studies	3
EDUC 137 — Literacy Methods for Primary Grades (K-3)	3
EDUC 139 — Literacy Methods for the Intermediate Grades	3
EDUC 160 — Advanced Technology	2
TOTAL PROFESSIONAL COURSEWORK	25

PROFESSIONAL SEMESTER (Requires admission to Student Teaching and senior standing)	Credit hours
EDUC 165 — Instruction and Management in the Elementary Grades	1
EDUC 166 — Elementary Student Teaching Practicum	11
TOTAL PROFESSIONAL SEMESTER	12

Note that the professional semester is a full-time, intensive experience; students should not register for other courses or have other extracurricular activities that would conflict with full-time study without written permission of the Student Teaching Committee.

ADDITIONAL REQUIREMENTS	Credit hours
Art 83 — Introduction to Art Education	
OR	
Music 15 — General Music in Elementary Schools	3
One mathematics or statistics course	3
TOTAL ADDITIONAL REQUIREMENTS	6

Elementary Teaching Area Endorsements:

The following endorsements are offered for Elementary Teachers. See adviser for current requirements.

ART
 EARLY CHILDHOOD EDUCATION
 (PRE K - KINDERGARTEN)
 UNIFIED EARLY CHILDHOOD EDUCATION (Teacher-PK-3 with emphasis in Special Education)
 ENGLISH/LANGUAGE ARTS
 ESL (K-12)
 HEALTH
 HISTORY
 MATHEMATICS
 READING
 SCIENCE
 SOCIAL STUDIES
 RHETORIC AND COMMUNICATION STUDIES/THEATRE

**Requirements for the Bachelor of Science in Education or Bachelor of Arts with certification:
 Secondary Education**

124 Credit hours
 Drake Curriculum (AOI's) requirements
 Professional Education requirements
 Teaching Endorsement(s) requirements
 Subject area minimum requirements for secondary educ. endorsements 30 credits

Approved endorsement majors are available in all science (5-8), all science (7-12), all social studies, American history, American history/American government, art, biology, chemistry, economics (second endorsement only), earth science, general business, general science, English/ language arts, English/rhetoric/theater, journalism, mathematics, physics, physical science, reading (second endorsement only), sociology, theater, rhetoric/English, ESL (K-12), world history and world languages—French, German, Spanish. Other endorsement programs may become available. Specific requirements and program descriptions are available in the Teaching and Learning Department. Arts and sciences students are encouraged to obtain an education adviser in addition to their arts and sciences adviser. Specific requirements and program descriptions are available in the Teaching and Learning Department. Secondary education students must complete at least 32 credit hours in the School of Education, which including the following Professional Education courses:

PRE-PROFESSIONAL COURSEWORK	Credit hours
EDUC 1 — Introduction to Education (optional)	1
27 credit hours must be completed before registration for	
EDUC 103 — Foundations of Education (40-hour practicum required)	3
SPED 120 — Introduction to Special Education	3
EDUC 106 — Human Development Secondary	3
EDUC 107 — Learning and Assessment	3
EDUC 164 — Perspectives on Race, Gender, and Ethnicity	3
TOTAL PRE-PROFESSIONAL COURSEWORK	15-16
 PROFESSIONAL COURSEWORK (requires admission to Teacher Education Program)	 Credit hours
EDUC 132 — Methods of Teaching in Secondary School (30-hour practicum included)	4
EDUC 142 — Secondary Reading and Interdisciplinary Curriculum (10-hour practicum included)	2
EDUC 160 — Advanced Technology	2
TOTAL PROFESSIONAL COURSEWORK	8

PROFESSIONAL SEMESTER	
(requires admission to Student Teaching and senior standing)	Credit hours
EDUC 167 — Instruction and Management in the Secondary Grades	1
EDUC 168 — Student Teaching Practicum (Secondary)	11
TOTAL PROFESSIONAL SEMESTER	12

ADDITIONAL REQUIREMENTS	Credit hours
One mathematics or statistics course	3
TOTAL ADDITIONAL REQUIREMENTS	3

Note that the professional semester is a full-time, intensive experience; students should not register for other courses or have other extracurricular activities that would conflict with full-time study without the written permission of the Student Teaching Committee.

Secondary Teaching Area Endorsements:

The following endorsements, grouped by subject area, are offered in the School of Education for secondary teachers. See adviser for current requirements.

ART

BUSINESS - GENERAL

ENGLISH/LANGUAGE ARTS
 ENGLISH/LANGUAGE ARTS (second endorsement only)
 ENGLISH/RHETORIC/THEATER
 THEATER/RHETORIC/ENGLISH
 READING (second endorsement only)
 ESL (K-12)

MATHEMATICS
 MATHEMATICS (second endorsement only)

ALL SCIENCE (5-8)
 ALL SCIENCE (7-12)
 SCIENCE - BIOLOGICAL
 SCIENCE - CHEMISTRY
 EARTH SCIENCE
 GENERAL SCIENCE
 PHYSICAL SCIENCE
 PHYSICS

ALL SOCIAL SCIENCE
 AMERICAN HISTORY
 AMERICAN HISTORY W/AMERICAN GOVERNMENT
 ECONOMICS (second endorsement only)
 SOCIOLOGY
 WORLD HISTORY

WORLD LANGUAGES:

French
 German
 Spanish

ADDITIONAL ENDORSEMENTS AVAILABLE:

MIDDLE SCHOOL ENDORSEMENT (5-8)

This program completes an endorsement for middle school (grades five through eight) in the state of Iowa. The holder of this endorsement is authorized to teach ALL subjects in grades five through eight with the exception of art, industrial arts, music, reading, physical education, and special education. The endorsement is an "add-on" endorsement to Iowa General Elementary Endorsement (K-6) license or Iowa Secondary Level Endorsements (7-12), so the candidate for this endorsement must currently either hold a valid Iowa teacher's license at the elementary or secondary level or be concurrently seeking endorsement at the elementary or secondary level.

CORE COURSES	Credit hours
EDUC 131/231 — Topics in Middle School Growth and Development	3
EDUC 134/234 — Middle School Curriculum and Methods	3
TOTAL CORE COURSES	6

ADDITIONAL REQUIRED COURSEWORK:

SOCIAL STUDIES

One of the following:

HIST 75	U.S. History to 1877	3
HIST 76	U.S. History since 1877	3

One of the following:

HIST 1	Passages to the Modern World to 1750	3
HIST 2	Passages to the Modern World since 1750	3

One of the following:

GEOG 2	Human Geography	3
GEOG 3	World Regional Geography	3

MATHEMATICS

One of the following: (A higher level course with algebra may be substituted.)

MATH 20	College Algebra	4
MATH 25	Structure of Math for Elementary Education I	3

Additional Math--One of the following:

MATH 17	Spirit of Mathematics	3
MATH 50	Calculus I	4
MATH 54	Discrete Mathematics	3

SCIENCE

One of the following Life Sciences:

BIO 1	Biological Sciences I	4
BIO 2	Biological Sciences II	4
BIO 8	Introduction to Botany	4

One of the following Physical Sciences:

ASTR1	Descriptive Astronomy	3-4
CHEM 1	General Chemistry I	4
ENV 35	One Earth: Global Environmental Science	3-4
ENV 41	Principles of Geology	4
PHSC 1	Physical Science I (last offered: fall of '02)	4
PHSC 51	Energy and the Environment	3
PHY 1	Introductory Physics I	4

Alternate Science/Math plan:

INT. SCIENCE	Integrated Science in Nutrition (biology/math)	5
INT. SCIENCE	Integrated Science, Global Change (physical sci/math)	5

College level mathematics is used in these courses.
If both courses are taken, life science, physical science AND the "additional mathematics" requirements are satisfied.

LANGUAGE ARTS

One of the following:

ENG 135	Adolescent Literature	3
ENG 136	Representation of Adolescence in American Fiction	3
EDUC 137	Literacy Methods for Primary Grades	3

One of the following:

ENG 80	Introduction to English Linguistics	3
ENG 102	Structure of Modern American English	3
EDUC 145	Introduction to English as a Second Language	3

One of the following:

RHET 73	Public Speaking	3
EDUC 140	Speech and the Classroom Teacher	3
TOTAL ADDITIONAL COURSEWORK		31-46

COACHING ENDORSEMENT (K-12)

Two levels of coaching credentials are available. Both allow an individual to be head or assistant coach in any sport. Both levels require the same coursework at Drake:

1. An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements or be concurrently seeking a teacher's license.
2. An applicant for coaching authorization may be a Drake student who does not hold a teaching licensure and who is not concurrently seeing a teacher's license.

COACHING ENDORSEMENT REQUIREMENTS:		Credit hours
BIOLOGY 1	The Biological Sciences I	4
BIOLOGY 2	The Biological Sciences II	
EDUC 105/106	Human Development	
EDUC 172	Care and Prevention of Athletic Injuries	
EDUC 173	Theory of Coaching	
TOTAL COACHING ENDORSEMENT REQUIREMENTS		16

Note: Students must take Biology 1 and 2 and EDUC 105/106 before taking EDUC 172. Students should work carefully with their advisers in planning this added credential to their Drake degree program.

CONDITIONAL SPECIAL EDUCATION ENDORSEMENT

The Special Education program offers an undergraduate program by which temporary licensure for Iowa may be gained. Listed below are courses designated to qualify a student for temporary licensure. These courses are included among requirements for full licensure in one of the special education areas offered, but do not constitute a full special education endorsement or licensure. Conditional or temporary certification in other states is contingent on the certification requirements for the licensing state.

SPED 120 (or its equivalent) is a prerequisite course for all other Special Education courses.

CONDITIONAL SPECIAL EDUCATION REQUIREMENTS		Credit hours
SPED 120	Intro to Special Education	3
SPED 123	Learning Environments and Social Interactions	3
SPED 153	Applied Behavioral Analysis	3
SPED 172	School, Families, Communities, & Disabilities	3
TOTAL SPECIAL EDUCATION REQUIREMENTS		12

The following courses are also offered for undergraduates:

SPED 131 — Introduction to American Sign Language

SPED 132 — Intermediate American Sign Language

The Teaching and Learning Department offers a graduate-level program leading to full endorsement and licensure in special education as an Instructional Strategist I or Instructional Strategist II. See Drake's Graduate Catalog for details.