

CURRICULUM CHANGES: ENVIRONMENTAL SCIENCE AND SUSTAINABILITY

Prepared by: Department of Environmental Science and Sustainability

In 2015, ENSS undertook a significant assessment- and needs-driven cycle of program changes. This process established program-wide learning outcomes. Specifically, all graduates of ENSS programs will meet the following learning outcomes:

- Students will be able to critically integrate and apply evidence from multiple realms and academic disciplines.
- Students will be able to design and implement original research or analysis. They will be able to assess their results, use them to make informed decisions and recommendations, and communicate effectively with both technical and nontechnical audiences.
- Students will develop an area of specialization within the ENSS program that allows them to realize their professional and personal ambitions.

In addition, each program has major-specific outcomes.

Our first step was to change our Environmental Policy major to a major in Environmental Sustainability and Resilience (ENSR). In 2018, ENSS completed a significant revision of the “Hydrology and Geology” track within the Environmental Science major, both revising the curriculum to “Aquatic and Earth Sciences” (ENS:AES) and changing the course selection logic within the track to be overtly mapped to the track’s learning objectives.

At this point, then, both the ENSR and ENS:AES programs are outcomes-driven, while the “Biological Conservation” track of the ENS major (ENS:BICO) still follows a course selection logic that is less obviously related to program outcomes and is less flexible. As the program has grown substantially (as of December 2018 there were 71 students in this track), enrollment management and planning course offerings to avoid bottlenecks has become ever more challenging.

To complete the revision cycle, we propose to reconfigure ENS:BICO into an outcomes-based model that would allow students more flexibility in crafting their pathway while continuing to require a rigorous program of study that will allow students to pursue either graduate school or employment.

Existing Curriculum

Environmental Science: Biological Conservation (62 credits)

Course	Credits
ENSS 035 - One Earth: Global Environmental Science	3
ENSS 036 - One Earth: Global Environmental Science Lab	1
ENSS 037 - Environmental Case Analysis	3
ENSS 041 - Principles of Geology	4
ENSS 061 - Environmental Sociology	3
ENSS 065 - Geographic Information Systems	3

Life Science Base	
BIO 012/012L - General/Pre-Professional Biology I (with lab)	4
BIO 013/013L - General/Pre-Professional Biology II (with lab)	4
BIO 117/118L - Ecology (with lab)	5
BIO 120/120L - Ecosystem Ecology (with lab), or BIO 167/167L - Population and Community Ecology (with lab)	4
CHEM 001/003 - General Chemistry I (with lab)	4
Data Analysis	
BIO 140 - Biology Research and Statistical Methods, or STAT 060 - Statistics for the Life Sciences	4 3
ENSS 151 - Sustainability and Resilience, or ENSS 154 - Environmental Decision-Making, or ENSS 162 - Hydrology, or ENSS 168 - Dynamic Environmental Modeling	3
ENSS 165 - Applications of Geographic Information Systems	3
Field Electives - advisor approved	6
<i>A field elective is any course in the earth or life sciences that incorporates a significant field component. This could be a laboratory with a large fraction of field activities, or it could be a course where field work is fully integrated into the course itself.</i>	
Science-Policy Integration - Select six ENSS credits from courses numbered between 120 and 139, or advisor-approved elective that combines significant content within the context of important discussions in the policy realm.	6
ENSS 191 – Capstone	3
TOTAL	62

Proposed Curriculum

Environmental Science: Biological Conservation (63 credits for BA; 65 credits for BS)

Learning Outcomes Specific to the Biological Conservation Track:

1. **Field and Lab Skills:** Students will develop a range of field and laboratory skills necessary to be proficient in collecting, analyzing, interpreting, and communicating data that informs biological conservation.
2. **Research Literacy:** Students will develop fluency with primary ecological or ethological literature and will be able to analyze and critique research performed by themselves or others.
3. **Taxon Expertise:** Students will demonstrate expertise in the natural history, behavior, and conservation biology of taxa of their choosing.
4. **Managing Biodiversity:** Students will be capable of applying principles of biology, earth science, whole-systems thinking, and policy to the management of biodiversity.

Core Curriculum (17 credits)

- ENSS 35/36: One Earth: Global Environmental Science plus lab (4)
- ENSS 37: Environmental Case Analysis (3)
- ENSS 41/42: Principles of Geology (4)
- ENSS 61: Environmental Sociology (3)
- ENSS 65: Introduction to GIS (3)

Life Science Base (20 credits)

- BIO 012/012L - General/Pre-Professional Biology I with lab (4)
- BIO 013/013L - General/Pre-Professional Biology II with lab (4)
- BIO 117/118L - Ecology with lab (5)
- BIO 140 – Biostatistics (4) or STAT 060 – Statistics for the Life Sciences (3)
- CHEM 001/003 - General Chemistry I with lab (4)

Outcome Areas (23 credits)

Take two courses in each of the following outcome areas. A course may count toward only one outcome.

	Credits	Field and Lab Skills	Research Literacy	Taxon Expertise	Managing Biodiversity
Course Title					
ENSS 026: Ethological Methods	3	X			
ENSS 101: Restoration Ecology Practicum	3	X			X
ENSS 109: Zoo/Great Ape Practicum	2			X	
ENSS 111: International Seminar	3	Variable topic; requires advisor approval			
ENSS 115: Environmental Field Course	3	Variable topic; requires advisor approval			
ENSS 119: Regional Ecology	3	Variable topic; requires advisor approval			
ENSS 125: Conservation Biology*	4	X			X
ENSS 127: Endangered Species Conserv*	3		X		X
ENSS 135: Global Climate Change*	3		X		X
ENSS 138: Water Policy*	3				X
ENSS 128: Zoo Biology	3				X
ENSS 150: Advanced Topics	3	Variable topic; requires advisor approval			
ENSS 154: Environmental Decisionmaking	3		X		
ENSS 159: Zoo/Great Ape Internship	3			X	
ENSS 168: Environmental Modeling	3		X		X
ENSS 165: Applications of GIS	3	X			
BIO 19/19L: Botany	4			X	
BIO 025: Animal Behavior	3		X		

BIO 098: Introduction to Primatology	3			X	
BIO 112L: Avian Winter Ecology	3			X	
BIO 119/119L: Herpetology	3			X	
BIO 120/120L: Ecosystem Ecology	4	X	X		
BIO 122/122L: Mammalogy	3			X	
BIO 130/130L: Ornithology	3			X	
BIO 145/145L: Selected Topics in Biology	3	Variable topic; requires advisor approval			
BIO 152/152L: Field Botany	4	X		X	
BIO 167/167L: Population Ecology	4		X		
BIO 168/168L: Limnology	4	X	X		

**Science-Policy Integration Course*

Science-Policy Integration - *Select six ENSS credits from advisor-approved courses that combine significant conservation-related content within the context of important discussions in the policy realm. (Students may complete this requirement using courses that fulfill programmatic learning outcomes)*

6

Capstone

ENSS 191 – Environmental Science & Policy Practicum (3)

Also Required for BS Degree

ENSS 197: Environmental Research (2)

Proposed Changes to the BFA Acting Degree
Submitted by John Graham, Head of BFA Acting
Approved by the Faculty of Theatre Arts
February, 2019

- **Abstract/Introduction**
 - Over the past two years I have researched BFA Acting curriculums in Theatre departments in the USA and Canada, have consulted with friends and colleagues who teach in those programs, and have attempted to identify best practices that would be applicable to our department's goals, mission, and size. The changes proposed are designed to bring our BFA Acting curriculum into alignment with standard methodologies of acting pedagogy while utilizing the strength of our unique position as the only BFA Acting program in the state of Iowa and acknowledging our limitations due to small faculty size.
 - The Acting BFA program differs from our BA in the following ways:
 - The Acting BFA is a professional training program with a focus on performance-based studio classes: Acting, Movement and Voice. Students take four semesters of Acting, and two semesters each of Voice and Movement. The Acting BFA requires students be involved in at least two theatre productions each semester in order to gain practical knowledge in producing a piece of theatre at a high level.
 - The Theatre BA is a general theatre studies program and is not focused on the professional and practical creation of theatrical productions, but on the study of it as an academic subject. BA students take one semester each of acting, voice, and movement. There are no performance requirements for the BA.
 - Currently, our department has 10 Acting BFA students, 10 BA students, 49 BFA Musical Theatre Students, 9 BFA Tech and Design students, and 7 BFA Directing students.
 - There are currently four performance faculty and three production faculty (tech and design). We have one adjunct professor of dance.

- **Description of requirement changes and rationale for each**
 - **Add two semesters of MUS 171: singing lessons**
 - Rationale:
 - Actors auditioning for Summer-stock and/or Shakespeare festivals will need to be able to at least carry a tune. Most

Classical (Elizabethan, Greek, etc...) pieces of theatre have some singing in them, and more "straight" plays are being produced every year that include musical elements.

- With only two semesters of voice/speech in the curriculum, including two semesters of voice (singing) will help to continue to strengthen the student's instruments.
- Each student will enroll in a 1 credit private voice class their Sophomore or Junior years.
- I have consulted with the voice faculty to make sure it wouldn't burden them with too many students, and they welcomed the idea.
- **Add THEA 058: Ballet**
 - Rationale:
 - Actors need to be physically flexible and will encounter moments on stage when grace and the ability to dance will be necessary (like doing a waltz, etc...).
 - Ballet, as the strictest form of dance, will be the best class to meet this need.
 - Student can test out if need be.
 - While we offer this class as taught by an adjunct, it is a requirement for the BFA Musical Theatre degree, and so it will be offered on a regular and continual basis.
- **Add THEA 105: Dialects for the Stage**
 - Rationale:
 - The ability to learn, create, and perform dialects of English is a necessary skill for actors.
 - I teach the class every other year already, so it wouldn't be adding a class to the department or to my load.
- **Add one introductory course in either psychology, sociology, anthropology, or philosophy.**
 - Rationale:
 - Actors need to be able to think clearly and intelligently about human behavior in order to be able to perform a role.
 - Applying theatrical methods to social problems is an emerging field.
 - These classes can also fulfill an AOI for the student.
- **Reduce the required Literature credit hours from 9 to 0**
 - Rationale:
 - BFA Actors already receive three semesters, 9 credit hours, of dramatic literature courses: THEA 005: Readings in

Theatre; and two semesters of THEA 120 & 121: Theatre History and Literature.

- **Add ENG 091: Reading/Writing Poetry**
 - Rationale:
 - The more an actor knows about the structure of verse the better able they will be to act in a verse play. Currently, our students are woefully unprepared to work in verse and Acting IV wastes a lot of time teaching them the basics of verse structure.
 - This class will fulfil the writing AOI.

- **It is important to note that all of these changes will only add a total of 1 credit hours to the degree, bringing it to 129 hours for graduation.**

Current Course Title
Medical Terminology

Approved

Current Course Department and number
SPAN 150

Contact person or instructor(s) for this course
Marc Pinheiro-Cadd

Department(s) submitting proposal
World Languages and Cultures

Semester changes effective
Fall 2019

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
Course Number Change

Current course number
150

New course number
135

Rationale for changing course number

Students believe they have to take SPAN 140 before taking 150 because the number is higher. In fact, they can take 150 before 140, so we want to make it obvious by giving it a lower number.

Course Title
Model United Nations

Course Department
Political Science

Course Number
122

Contact person or instructor(s) for this change
Dennis Goldford

Department submitting proposal
Political Science

Has this course change been approved by the department?
Yes

Approved

Course Title
THE MIDDLE EAST THROUGH FILM

Approved

Course Department
POLS

Course Number
133

Contact person or instructor(s) for this change
Dennis Goldford

Department submitting proposal
Political Science

Has this course change been approved by the department?
Yes

Reason for removing the course from the catalog
Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?
Fall 2019

Course Title

HISTORY, POLITICS AND SOCIETY OF MODERN EGYPT

Approved

Course Department

POLS

Course Number

134

Contact person or instructor(s) for this change

Dennis Goldford

Department submitting proposal

Political Science

Has this course change been approved by the department?

Yes

Reason for removing the course from the catalog

Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?

Fall 2019

Approved

Course Title

ISLAM IN THE 21ST CENTURY

Course Department

POLS

Course Number

135

Contact person or instructor(s) for this change

Dennis Goldford

Department submitting proposal

Political Science

Has this course change been approved by the department?

Yes

Reason for removing the course from the catalog

Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?

Fall 2019

Approved

Course Title

THE ARAB-ISRAELI CONFLICT

Course Department

POLS

Course Number

136

Contact person or instructor(s) for this change

Dennis Goldford

Department submitting proposal

Political Science

Has this course change been approved by the department?

Yes

Reason for removing the course from the catalog

Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?

Fall 2019

Response Summary:

Approved

Course Title

CONSTRUCTING AMERICANS

Course Department

POLS

Course Number

158

Contact person or instructor(s) for this change

Dennis Goldford

Department submitting proposal

Political Science

Has this course change been approved by the department?

Yes

Reason for removing the course from the catalog

Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?

Fall 2019

Approved

Course Title

GOVERNMENT AND POLITICS IN LATIN AMERICA

Course Department

Political Science

Course Number

164

Contact person or instructor(s) for this change

Dennis Goldford

Department submitting proposal

Political Science

Has this course change been approved by the department?

Yes

Last time course was taught

Spring 2007

Reason for removing the course from the catalog

No longer taught

The course should be permanently removed from the catalog starting in what semester?

Fall 2019

Course Title

INTERNATIONAL POLITICAL ECONOMY

Approved

Course Department

POLS

Course Number

172

Contact person or instructor(s) for this change

Dennis Goldford

Department submitting proposal

Political Science

Has this course change been approved by the department?

Yes

Last time course was taught

Spring 1999

Reason for removing the course from the catalog

No longer taught

The course should be permanently removed from the catalog starting in what semester?

Fall 2019

Course Title
POLITICS IN THE MIDDLE EAST

Approved

Course Department
POLS

Course Number
174

Contact person or instructor(s) for this change
Dennis Goldford

Department submitting proposal
Political Science

Has this course change been approved by the department?
Yes

Reason for removing the course from the catalog
Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?
Fall 2019

Course Title
MODEL EUROPEAN UNION

Approved

Course Department
POLS

Course Number
177

Contact person or instructor(s) for this change
Dennis Goldford

Department submitting proposal
Political Science

Has this course change been approved by the department?
Yes

Reason for removing the course from the catalog
Faculty member no longer at Drake

The course should be permanently removed from the catalog starting in what semester?
Fall 2019

Proposed Course Title
Freedom/Slavery/Emancipation

Approved

Proposed Course Department
Art + Design

Proposed Course Number
ART 104

How many credit hours is the course? If the course is not the standard three credit hours, explain why.
3

Contact person or instructor(s) for this course
Maura Lyons

Department submitting proposal
Art + Design

Has this course been approved by the department?
Yes

In what semester and year will this new course be taught for the first time?
fall 2018

With what frequency will this course be taught?
once a year

Who else in the department is qualified to teach this course?
n/a

If this course was taught as a special topics course in the past, please provide that course number and title.

ART 112: Freedom/Slavery/Emancipation (taught first time under art history special topics #)

Schedule Type: Lecture

Offer to what levels of students
Undergraduate

Grading Categories
Standard ABC

Maximum number of students to be enrolled in proposed course
15

Proposed course description (as it will appear in the catalog)

Political and cultural revolutions from the eighteenth through the early twentieth centuries ignited debates about basic human rights and equality. How were these rights defined, validated, and resisted? This course explores the role of visual material in developing discourses of freedom in the Atlantic World of this period. It also reveals how those seeking to expand freedom often used visual symbols of enslavement to make their case. Topics include: representations of political revolutions in the United States, France, and Haiti; the visual rhetoric of slavery and emancipation in the U.S., the Caribbean, and Brazil; and the visual promotion of female suffrage in England and the United States. The class will encompass a range of media, including popular prints and cartoons, paintings, photography, and sculpture. Our emphasis in this discussion-based course will be in making connections across geographic regions and types of freedom rather than seeing them in isolation. We will also reflect critically on connections between historical and present-day struggles for economic, gender, and racial equality.

List any required prerequisites.

sophomore standing

Indicate with which course this would be cross listed, if applicable.

n/a

Are there service-learning components of the proposed course?

No

Which AOI requirement will this course fulfill?

Global and Cultural

Include only students from these colleges

No restrictions

Exclude students from these colleges

No restrictions

Are there major exclusions for this course?

No

Include only students in this class

SO

JR

SR

Exclude only students in this class:

FR

Proposed Course Title
Organizational Communication and Leadership

Approved

Proposed Course Department
Culture and Society

Proposed Course Number
157

How many credit hours is the course? If the course is not the standard three credit hours, explain why.

3

Contact person or instructor(s) for this course
Godfried Asante

Department submitting proposal
Culture and Society

Has this course been approved by the department?
Yes

In what semester and year will this new course be taught for the first time?
Summer 2018

With what frequency will this course be taught?
Every Other Spring

Who else in the department is qualified to teach this course?
Joan McAlister

If this course was taught as a special topics course in the past, please provide that course number and title.

SCSR 134 Organizational Communication and Leadership

Schedule Type
Lecture

Offer to what levels of students
Undergraduate

Grading Categories
Standard ABC

Maximum number of students to be enrolled in proposed course
25

Proposed course description (as it will appear in the catalog)

The course examines current theories of organizational behavior with an emphasis on communication patterns and practices, giving attention to topics such as superior-subordinate communication, formal and informal communication networks, authority, multiculturalism, and power. In this course, students will come to see organizational communication as a tool or a "skill" used in interactions with coworkers or customers; a linkage creating information or relational networks between organizational actors; a symbolic process or performance constructing organizational reality, and a voice often silenced or needing to be heard in the organization.

List any required prerequisites.

None

List any required corequisites

None

Indicate with which course this would be cross listed, if applicable.

None for now

Are there service-learning components of the proposed course?

No

Which AOI requirement will this course fulfill?

Values and Ethics

Include only students from these colleges

No restrictions

Exclude students from these colleges

No restrictions

Are there major exclusions for this course?

No

Include only students in this class

No class restrictions