

<b>Proposed course title</b>	Law and Social Change
<b>Proposed course department and number</b>	LPS 113
<b>Proposed course department and number</b>	LPS 113
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Renee Cramer
<b>Department submitting proposal</b>	Law, Politics, and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	Every third or fourth semester
<b>Who else in the department is qualified to teach this course</b>	Professor Nate Holdren
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	It has previously been taught as LPS 100, prior to our curricular change.
<b>Schedule type</b>	Discussion
<b>Offer to what levels</b>	Undergraduate

of students

<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	28
<b>Proposed course description (as it will appear in the catalog)</b>	This course examines the role of law in helping to create (or block) social change, the use of legal mobilization by social movement activists, and the profession of "cause lawyering." Our focus will be on the development of legal mobilization efforts in the United States, with the potential for a comparative examination of cause lawyering and legal mobilization across the globe.
<b>List any required prerequisites.</b>	LPS 001 or LPS 002
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Critical Thinking
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions
<b>The Arts &amp; Sciences Curriculum</b>	

**Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to [ask.as@drake.edu](mailto:ask.as@drake.edu). The syllabus must include the following:**

Yes, I will email the syllabus to [ask.as@drake.edu](mailto:ask.as@drake.edu).

<b>Proposed course title</b>	Class, Race, Gender and Law: Critical Theories
<b>Proposed course department and number</b>	LPS 155
<b>Proposed course department and number</b>	LPS 155
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Renee Cramer
<b>Department submitting proposal</b>	Law, Politics, and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	Every fourth semester
<b>Who else in the department is qualified to teach this course</b>	Professor Holdren
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	LPS 135 Critical Race and Feminist Theory
<b>Schedule type</b>	Discussion
<b>Offer to what levels</b>	Undergraduate

of students

**Grading Categories** Standard ABC

**Maximum number of students to be enrolled in proposed course** 28

**Proposed course description (as it will appear in the catalog)** Critical, Critical Race, and Feminist Legal Theories represent new (from the 1970s until the contemporary period) ways of thinking about and understanding the role of law in our lives. This course will introduce students to the foundational work in these realms as well as newer extensions of the theory via critical disability, queer, and intersectional analyses.

**List any required prerequisites.** LPS 100 or permission of instructor

**Are there service-learning components of the proposed course?** Yes

**Which AOI requirement will this course fulfill?** Global and Cultural

**Include only students from these colleges** No restrictions

**Exclude only students from these colleges** No restrictions

**Are there major exclusions for this course?** No

**Include only students in this class** No class restrictions

**Exclude only students in this class** No class restrictions

**The Arts & Sciences Curriculum Committee**

**evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	The Practice of Oral History
<b>Proposed course department and number</b>	SCSA 078
<b>Proposed course department and number</b>	SCSA 078
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Lourdes Gutierrez Najera
<b>Department submitting proposal</b>	Culture and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	fall 2017
<b>With what frequency will this course be taught?</b>	yearly
<b>Who else in the department is qualified to teach this course</b>	n/a
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	150: Migrant Oral Histories

<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	20
<b>Proposed course description (as it will appear in the catalog)</b>	<p>This course will explore oral history as a transformative and collaborative research methodology. In the first part of the course, we will engage in readings and discussion of the role of oral history within the field of anthropology, ethical considerations, the importance of informed consent, and theoretical debates regards the practice and methods of oral histories. We will also debate the methodological potential of oral history as a tool for social transformation and empowerment (of both the interviewer and interviewee). The second half of the course focuses more narrowly on the practice of oral histories; i.e. obtaining Institutional Review Board Human Subject Review approval, constructing an oral history interview protocol, conducting oral history interviews, transcription practices and techniques, and the production of web-based oral histories. Ideally you should choose a community leader, an elder, or an immigrant living in Des Moines. In the final third of the course, we will work together to transform interviews into written web-based oral histories. We will spend significant time discussing your progress, dilemmas, and strategies as we move through the process. You will be trained in Wordpress in order to complete this part of the assignment. In the final weeks of the course, we will reflect on the experience, focusing on the challenges and rewards of oral history as method. Our final meeting will include a presentation of oral histories and reception for our participants in the oral history project.</p>
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Global and Cultural

**Include only students from these colleges**

No restrictions

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**Exclude only students from these colleges**

No restrictions

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**Are there major exclusions for this course?**

No

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**Include only students in this class**

No class restrictions

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**Exclude only students in this class**

No class restrictions

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**The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to [ask.as@drake.edu](mailto:ask.as@drake.edu). The syllabus must include the following:**

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Yes, I will email the syllabus to [ask.as@drake.edu](mailto:ask.as@drake.edu).

<b>Proposed course title</b>	Globalization, Tourism and Development
<b>Proposed course department and number</b>	SCSA 160
<b>Proposed course department and number</b>	SCSA 160
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Lourdes Gutierrez Najera
<b>Department submitting proposal</b>	Culture and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	once a year
<b>Who else in the department is qualified to teach this course</b>	n/a
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	SCSA 150: Globalization, Tourism, and Development

<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	25
<b>Proposed course description (as it will appear in the catalog)</b>	<p>Globalization is used to describe various differing social, economic, and political processes. Most commonly, globalization is used to refer to increasing interconnections of people, ideas, and money across the world. In order to understand such an expansive field, this course will be divided into three sections. The first section will be devoted to supplying a large portion of the political and economic history where globalization arguably emerged or accelerated. With this in mind we will focus on the spread of global capitalism and how it has linked sections of the world and cultures together by paying close attention to development, capitalism, and inequalities in the world system. The second section of the course will examine the effects of globalization on mobility through case studies on migration and tourism. The third section of the course will focus on some critical encounters with globalization paying specific attention to increasing social movements working to counter the negative impacts of globalization.</p>
<b>List any required prerequisites.</b>	SCSA 003 or SCSS 001
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Engaged Citizen
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only</b>	

**students from these colleges**      No restrictions

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**Are there major exclusions for this course?**      No

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**Include only students in this class**      No class restrictions

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**Exclude only students in this class**      No class restrictions

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**The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

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<b>Proposed course title</b>	Anthropology of Borders and Boundaries
<b>Proposed course department and number</b>	SCSA 081
<b>Proposed course department and number</b>	SCSA 081
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Lourdes Gutierrez Najera
<b>Department submitting proposal</b>	Culture and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	once a year
<b>Who else in the department is qualified to teach this course</b>	n/a
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	CSA 150: Borders and Boundaries

<b>Schedule type</b>	Discussion
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	20
<b>Proposed course description (as it will appear in the catalog)</b>	<p>According to some scholars, we are living in a world where state borders are increasingly obsolete. This view holds that international borders are becoming so porous that they no longer fulfill their role as barriers to the movement of goods, ideas, people, and as markers of the extent power of the state. Yet, border buildups and massive deportations suggest that they are all the more relevant and that the state's power has not diminished. Other social processes like the policing of black and brown bodies, the nativist political rhetoric that stigmatizes Latin@ migrants and privileges some refugees over others suggests that borders remain relevant at social levels, beyond the nation-state. This class provides a solid overview of the study of Borders and Boundaries from within anthropology and beyond. Important questions we will consider include: What are borders and borderlands? How have they been created? Do borders produce a particular kind of culture? How are borders artifacts of history and geography? How do borders change over time and what impact does change have on the lives of people? How are border people imagined, constructed, and exploited by individuals, governments, and corporations on both sides of the border? How do citizens of the borderlands themselves resist injustice and violence? In exploring these questions, we will consider various analytical and interdisciplinary approaches.</p>
<b>List any required prerequisites.</b>	none
<b>List any required corequisites.</b>	none
<b>Indicate with which course this would be cross listed, if applicable.</b>	HONR 086

<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Critical Thinking
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Music Theory Essentials for Musical Theatre Students
<b>Proposed course department and number</b>	THEA 010
<b>Proposed course department and number</b>	THEA 010
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Karla Kash- Gloria Olson
<b>Department submitting proposal</b>	Theatre
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2017
<b>With what frequency will this course be taught?</b>	Every fall
<b>Who else in the department is qualified to teach this course</b>	Gloria Olson
<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	25
<b>Proposed course description (as it will appear in the catalog)</b>	To gain a comprehensive knowledge of basic music theory with the goal of having the skills to learn one's own vocal part and how it fits into the orchestration. To understand and feel the meter of music To become aware of and adept at comprehending, sight-singing and playing on piano a melody. To develop an understanding of how sight-singing on numbers can be useful in learning music. To understand rhythms and how to count their vocal line and that of the accompaniment. To be able to incorporate these skills into every-day musical experiences.
<b>List any required prerequisites.</b>	Musical theatre major or minor
<b>List any required corequisites.</b>	piano 1
<b>Indicate with which course this would be cross listed, if applicable.</b>	N/A
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Include only students from these colleges</b>	AS
<b>Exclude only students from these colleges</b>	JO BN PH ED LW
<b>Are there major</b>	

<b>exclusions for this course?</b>	Yes
<b>If yes, please list majors and whether they are included or excluded.</b>	Musical Theatre majors and minors only
<b>Include only students in this class</b>	FR SO
<b>Exclude only students in this class</b>	No class restrictions
<b>If applicable, note which particular degree (e.g. BA, BS, BFA) a student must be pursuing to take this course.</b>	BFA
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.

<b>Current course title</b>	Ethological Methods
<b>Current department and number</b>	Bio 026
<b>Contact person or instructor(s) for this course</b>	Michael Renner
<b>Department submitting change request</b>	Biology
<b>Semester changes effective</b>	Fall 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Ethological Methods
<b>New title</b>	Ethological Methods
<b>Current course number</b>	Bio 026
<b>New course number</b>	Bio 026L
<b>Current credit hours</b>	3
<b>Proposed credit hours</b>	3
<b>Rationale for change in credit hours</b>	No change
<b>Current course description</b>	<p>This course will provide a hands-on introduction to the methods of direct and indirect behavioral observation, including the development of observation techniques, ethogram construction, field methods, use of video and other technologies, appropriate data management and analysis. The course will have a significant component of experiential learning, including each student's individual design and execution of a substantial behavioral observation project.</p>

<b>Proposed course description</b>	No change
<b>Rationale for change of course description</b>	No change
<b>Current cross-listed courses</b>	None
<b>Proposed cross-listed courses</b>	None
<b>Rationale for change of cross-listed courses</b>	No change
<b>Current Prerequisites</b>	BIO 013 or PSY 024 or BIO 025
<b>Proposed Prerequisites</b>	No change
<b>Rationale for change of Prerequisites</b>	No change
<b>Other reasons for change</b>	<p>The change being made is to add an "L" to the course number. This designates the course as a lab course, meaning there is a significant lab component to the course. A lab provides a strong experiential feature to the course, one that utilizes hand-on learning as students engage in scientific studies, data analysis and its interpretation, and biological explanations of results. This is important in the Biology curriculum because we require majors to take 6 lab courses (courses with an L).</p>

<b>Current course title</b>	Zoo Biology
<b>Current department and number</b>	Bio 063
<b>Contact person or instructor(s) for this course</b>	Michael Renner
<b>Department submitting change request</b>	Biology
<b>Semester changes effective</b>	Fall 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Zoo Biology
<b>New title</b>	Zoo Biology
<b>Current course number</b>	Bio 063
<b>New course number</b>	Bio 063L
<b>Current credit hours</b>	3
<b>Proposed credit hours</b>	3
<b>Rationale for change in credit hours</b>	No change
<b>Current course description</b>	<p>This course will provide an overview of the field of zoo biology, with emphases on the role of zoos in conservation, species survival plans, captive management of small populations of exotic animals (especially including endangered species), and the use of behavioral research and environmental enrichment methods in captive animal welfare. The course will have a significant component of experiential learning including participation in ongoing and newly-initiated behavioral research in a zoo setting. Prerequisite: BIO 013 or</p>

instructor permission.

<b>Proposed course description</b>	No change
<b>Rationale for change of course description</b>	No change
<b>Current cross-listed courses</b>	None
<b>Proposed cross-listed courses</b>	None
<b>Rationale for change of cross-listed courses</b>	No change
<b>Current Prerequisites</b>	BIO 013
<b>Proposed Prerequisites</b>	No change
<b>Rationale for change of Prerequisites</b>	No change
<b>Other reasons for change</b>	<p>The change being made is to add an "L" to the course number. This designates the course as a lab course, meaning there is a significant lab component to the course. A lab provides a strong experiential feature to the course, one that utilizes hand-on learning as students engage in scientific studies, data analysis and its interpretation, and biological explanations of results. This is important in the Biology curriculum because we require majors to take 6 lab courses (courses with an L).</p>

<b>Current course title</b>	Lab Assistant
<b>Current department and number</b>	Bio 093L
<b>Contact person or instructor(s) for this course</b>	Thomas Rosburg
<b>Department submitting change request</b>	Biology
<b>Semester changes effective</b>	Fall 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Lab Assistant
<b>New title</b>	Lab/Field Assistant
<b>Current course number</b>	Bio 093L
<b>New course number</b>	no change
<b>Current credit hours</b>	2
<b>Proposed credit hours</b>	2
<b>Rationale for change in credit hours</b>	1-2 hours - no change
<b>Current course description</b>	Student assistant in biology laboratory/field research setting. Prereq: Consent of instructor.
<b>Proposed course description</b>	no change
<b>Rationale for change of course description</b>	no change

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<b>Current cross-listed courses</b>	none
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<b>Proposed cross-listed courses</b>	no change
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<b>Rationale for change of cross-listed courses</b>	no change
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<b>Current Prerequisites</b>	none
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<b>Proposed Prerequisites</b>	no
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<b>Current course title</b>	American Musical Theatre
<b>Current department and number</b>	THEA 123
<b>Contact person or instructor(s) for this course</b>	Karla Kash
<b>Department submitting change request</b>	Theatre
<b>Semester changes effective</b>	Summer 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	American Musical Theatre
<b>New title</b>	Musical Theatre History
<b>Current course number</b>	THEA 123
<b>New course number</b>	THEA 123
<b>Current credit hours</b>	3
<b>Proposed credit hours</b>	3
<b>Rationale for change in credit hours</b>	No change
<b>Current course description</b>	<p>A survey of the development of musical theatre as a performing art form in America. In addition, by looking at musical theatre from multiple perspectives – historical, cultural, political, social, aesthetic – the class will explore the ways in which musicals both reflect and embody values, tastes and trends in the cultures and eras from which they spring. Student's will- Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have</p>

shaped the contemporary world. Reflect upon the nature of history itself as a product influenced by a nexus of forces, interests, and understandings, and on their own place within that historical context.

**Proposed course description**

A survey of the development of musical theatre as a performing art form in America. In addition, by looking at musical theatre from multiple perspectives – historical, cultural, political, social, aesthetic – the class will explore the ways in which musicals both reflect and embody values, tastes and trends in the cultures and eras from which they spring. Student's will- Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have shaped the contemporary world. Reflect upon the nature of history itself as a product influenced by a nexus of forces, interests, and understandings, and on their own place within that historical context.

**Rationale for change of course description**

No change

**Current cross-listed courses**

N/A

**Proposed cross-listed courses**

N/A

**Rationale for change of cross-listed courses**

N/A

**Current Prerequisites**

None

**Proposed Prerequisites**

None

**Rationale for change of Prerequisites**

None

**Other reasons for change**

Only changing title

## Program Overview

Biology is the study of life and all its remarkable forms and processes. Drake University's biology program uses an inquiry-based and integrated approach throughout the curriculum. This modern approach engages students in scientific methods and research from the first year of study, giving students a jump-start on developing skills in research, critical thinking, scientific communication, and data analysis.

Coursework toward a Bachelor of Arts or Bachelor of Science in Biology exposes students to microscopic cells, complex ecosystems, and everything in between (and beyond). Drake's biology curriculum is designed to provide students with a strong foundation of biological understanding in four core subject areas. Students can also delve more deeply into disciplines of their choosing in preparation for graduate and professional programs, careers in the health sciences, or careers industry or other areas in the biological sciences. We are committed to supporting all Drake students in their pursuit to better understand life on earth and build a roadway to success in their own lives after Drake.

The department's diverse and dedicated faculty provide students access to over 50 different courses, covering biological content from molecules to ecosystems, examining microbes, invertebrates, vertebrates or plants, and covering an array of topics from ethnobotany to kinesiology, histology to animal behavior, and nature photography to experimental design and data analysis. Drake's affiliations with Iowa Lakeside Laboratory and the Gulf Coast Research Laboratory in Mississippi provides opportunities for Drake students to earn credit towards a Biology degree while taking specialized courses such as soil genesis, watershed hydrology, prairie ecology, marine biology and ecology, marine mammals and ichthyology, coastal herpetology and oceanography.

## B.A. Degree Requirements

Students who earn a B.A. degree in biology and who meet the entrance requirements may apply to schools of medicine, dentistry, optometry, podiatry, chiropractic medicine, veterinary medicine, physical therapy, or other health related programs. Further opportunities include advanced study in graduate school or career positions with industry, government or private agencies in biologically related fields such as biotechnology, conservation biology and resource management, food science and agriculture, environmental education, and forensic science.

The B.A. in Biology requires a minimum of 34 credit hours in biology which includes courses as outlined below, chemistry, physics and math courses outlined below, an average GPA of 2.0 or higher in biology courses, and at least 6 biology courses having laboratory experiences (courses with "L" designations).

Restrictions for Biology credits that can be used to fulfill the required 34 credits:

- a maximum of 16 Biology transfer credits
- Bio 015 cannot be used towards Biology degree requirements

Required Biology courses:

BIO 012, 12L - General and Pre-Professional Biology I	4
BIO 013, 13L - General and Pre-Professional Biology II	4
BIO 199 - Senior Capstone Experience	3

One course from each of the five core content areas:

Molecular and Cellular Processes

BIO 105 - Introduction to Genetics	3
BIO 165 - Cell Biology	4

BIO 186 - Molecular Biology	3
Biological Diversity	
BIO 019, 019L - Introduction to Botany	4
BIO 092, 092L - Introduction to Ethnobotany	4
BIO 101, 101L - Comparative Anatomy of Vertebrates	4
BIO 103, 103L - Microbiology	5
BIO 113, 113L - Vertebrate Biology	4
BIO 123, 123L - Biology of Invertebrates	4
Systems Biology	
BIO 018, 018L - Introduction to Anatomy and Physiology	4
BIO 120, 120L - Ecosystem Ecology	4
BIO 126, 126L - Developmental Biology	4
BIO 127, 127L - Histology	4
BIO 129, 129L - Mammalian Physiology	5
Ecology/Evolution	
BIO 114, 114L - Evolution	4
BIO 117 - Ecology, and BIO 118L Ecology Lab	3, 2
BIO 125, 125L - Conservation Biology	4
BIO 152, 152L - Field Botany	4
BIO 168, 168L - Limnology	4
Career Specialization	
BIO 021 - Special Topics in Biology	1-3
BIO 024, 024L - Iowa Birds & Birding	2
BIO 025 - Animal Behavior	3
BIO 026L - Ethological Methods	3
BIO 030 - Personal Fitness and Nutrition	3
BIO 032 - Wellness and Nutrition	3
BIO 061 - Natural History Photography	3
BIO 063L - Zoo Biology	3
BIO 095 - Medical Microbiology	3
BIO 098 - Introduction to Primatology	3
BIO 140 - Biological Research and Statistical Methods	4
BIO 104 - Virology	3
BIO 107 - Behavior Genetics	3
BIO 108 - Infectious Diseases	3
BIO 110, 110L - Iowa Natural History	3
BIO 111 - Evolved Foodways	3
BIO 115, 115L - Aquatic Biology	3
BIO 116 - Bioinformatics	3
BIO 119, 119L - Herpetology	3
BIO 121, 121L - Parasitology	5
BIO 122, 122L - Mammalogy	3
BIO 130, 130L - Ornithology	3
BIO 131, 131L - Biochemistry	4
BIO 132 - Medical Biophysics	3
BIO 133, 133L - Kinesiology	4

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BIO 134, 134L - Exercise Physiology	4
BIO 138 - History of Biology	3
BIO 145, 145L - Selected Topics in Biology	1-6
BIO 156 - Biology Short Course	1
BIO 167, 167L - Population and Community Ecology	4
BIO 176, 176L - Neurophysiology	4
BIO 182, 182L - Immunology	5
BIO 185 - Human Genetics	2
BIO 188L - Structural Biology	3
BIO 189 - Regulatory Biology	2

Coursework representing a dedicated experiential component to biological study or its application to society. A minimum of 2 credits required, a maximum of 4 credits can be applied to the total requirement of 34.

Coursework indicated by an (\*) is subject to approval by the Chair of Biology.

BIO 064 - Museum Curation	1-3
*BIO 093L - Lab/Field Assistant	1-2
BIO 106L - Research in Genetics	3
BIO 109 - Zoo/Great Ape Practicum	2
BIO 112L - Avian Winter Ecology	3
BIO 124L - Research Collaboration	1-3
BIO 135L - Foot and Ankle Research Lab	1
BIO 159 - Zoo/Great Ape Internship	3
BIO 187L - Molecular Cell Biology Lab	1-2
*BIO 193L - Senior Lab Assistant	2
BIO 195L - Advanced Molecular Life Sciences Lab	3
BIO 196 - Biology Internship	1-3
BIO 197, 197L - Undergrad Thesis Research	1-3
*BIO 198 - Independent Study	1-3

Total Biology	34 minimum
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Required Courses

MATH 020 - College Algebra (or higher Math)	4
MATH 050 - Calculus I, or	
CS 065 - Introduction to Computer Science I, or	3-4
BIO 140 - Biological Research and Statistical Methods	
CHEM 001/003 - General Chemistry I (with lab)	4
CHEM 002/004 - General Chemistry II (with lab)	4
CHEM 097/098 - Organic Chemistry I (with lab)	4
CHEM 108/110 - Organic Chemistry II (with lab)	4
PHY 011 - General Physics I (with lab)	4
PHY 012 - General Physics II (with lab)	4

First-year students who plan to major in biology are encouraged to enroll in BIO 015 - Introduction to Biology - during the fall semester of their first year. Biology 15 informs students about the Biology program and the career opportunities

in biology; it does not contribute to the 34 required credit hours. Students have the responsibility to develop their program of study and review it with their faculty advisor in biology.

### **B.S. Degree Requirements**

Students who earn a B.S. degree in biology and who meet the entrance requirements may apply to schools of medicine, dentistry, optometry, podiatry, chiropractic medicine, veterinary medicine, physical therapy, or other health related programs. Further opportunities include advanced study in graduate school or career positions with industry, government or private agencies in biologically related fields such as biotechnology, conservation biology and resource management, food science and agriculture, environmental education, and forensic science.

The B.S. in Biology requires a minimum of 34 credit hours in biology which includes courses as outlined below, chemistry, physics and math courses outlined below, an average GPA of 2.0 or higher in biology courses, and at least 6 biology courses having laboratory experiences (courses with “L” designations).

The B.S. degree program in Biology is designed to provide significant experience in biological research by engaging students in genuine scientific investigations similar to those students will encounter in their future careers. Additional requirements for the B.S. major include:

- Collaboration with a faculty advisor in a significant research investigation (minimum of two semesters)
- Research proposal submitted to the Biology department for approval before senior year
- An oral presentation to the department
- Research paper and oral presentation submitted to the department

Restrictions for Biology credits that can be used to fulfill the required 34:

- a maximum of 16 Biology transfer credits
- Bio 015 cannot be used towards Biology degree requirements

Required Biology courses:

BIO 012, 12L - General and Pre-Professional Biology I	4
BIO 013, 13L - General and Pre-Professional Biology II	4
BIO 140 - Biological Research and Statistical Methods (Psy 11 or Stat 60 may be substituted with Chair approval)	4
BIO 199 - Senior Capstone Experience	3

One course from each of the five core content areas:

#### Molecular and Cellular Processes

BIO 105 - Introduction to Genetics	3
BIO 165 - Cell Biology	4
BIO 186 - Molecular Biology	3

#### Biological Diversity

BIO 019, 019L - Introduction to Botany	4
BIO 092, 092L - Introduction to Ethnobotany	4
BIO 101, 101L - Comparative Anatomy of Vertebrates	4
BIO 103, 103L - Microbiology	5
BIO 113, 113L - Vertebrate Biology	4
BIO 123, 123L - Biology of Invertebrates	4

#### Systems Biology

BIO 018, 018L - Introduction to Anatomy and Physiology	4
BIO 120, 120L - Ecosystem Ecology	4

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BIO 126, 126L - Developmental Biology	4
BIO 127, 127L - Histology	4
BIO 129, 129L - Mammalian Physiology	5
Ecology/Evolution	
BIO 114, 114L - Evolution	4
BIO 117 - Ecology, and BIO 118L Ecology Lab	3, 2
BIO 125, 125L - Conservation Biology	4
BIO 152, 152L - Field Botany	4
BIO 168, 168L - Limnology	4
Career Specialization	
BIO 021 - Special Topics in Biology	1-3
BIO 024, 024L - Iowa Birds & Birding	2
BIO 025 - Animal Behavior	3
BIO 026L - Ethological Methods	3
BIO 030 - Personal Fitness and Nutrition	3
BIO 032 - Wellness and Nutrition	3
BIO 061 - Natural History Photography	3
BIO 063L - Zoo Biology	3
BIO 095 - Medical Microbiology	3
BIO 098 - Introduction to Primatology	3
BIO 140 - Biological Research and Statistical Methods	4
BIO 104 - Virology	3
BIO 106L - Research in Genetics	3
BIO 107 - Behavior Genetics	3
BIO 108 - Infectious Diseases	3
BIO 110, 110L - Iowa Natural History	3
BIO 111 - Evolved Foodways	3
BIO 112L - Avian Winter Ecology	3
BIO 115, 115L - Aquatic Biology	3
BIO 116 - Bioinformatics	3
BIO 119, 119L - Herpetology	3
BIO 121, 121L - Parasitology	5
BIO 122, 122L - Mammalogy	3
BIO 130, 130L - Ornithology	3
BIO 131, 131L - Biochemistry	4
BIO 132 - Medical Biophysics	3
BIO 133, 133L - Kinesiology	4
BIO 134, 134L - Exercise Physiology	4
BIO 135L - Foot and Ankle Research Lab	1
BIO 138 - History of Biology	3
BIO 145, 145L - Selected Topics in Biology	1-6
BIO 156 - Biology Short Course	1
BIO 167, 167L - Population and Community Ecology	4
BIO 176, 176L - Neurophysiology	4
BIO 182, 182L - Immunology	5
BIO 185 - Human Genetics	2

BIO 187L - Molecular Cell Biology Lab	1-3
BIO 188L - Structural Biology	3
BIO 189 - Regulatory Biology	2

Coursework representing a dedicated experiential component to biological study or its application to society. A minimum of 2 credits required, a maximum of 4 credits can be applied to the total requirement of 34. Coursework indicated by an (\*) is subject to approval by the Chair of Biology.

BIO 064 - Museum Curation	1-3
*BIO 093L – Lab/Field Assistant	1-2
BIO 106L - Research in Genetics	3
BIO 109 - Zoo/Great Ape Practicum	2
BIO 112L - Avian Winter Ecology	3
BIO 124L - Research Collaboration	1-3
BIO 135L - Foot and Ankle Research Lab	1
BIO 159 - Zoo/Great Ape Internship	3
BIO 187L - Molecular Cell Biology Lab	1-2
*BIO 193L - Senior Lab Assistant	2
BIO 195L - Advanced Molecular Life Sciences Lab	3
BIO 196 - Biology Internship	1-3
BIO 197, 197L - Undergrad Thesis Research	1-3
*BIO 198 - Independent Study	1-3

Total Biology	34 minimum
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#### Required Courses

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CHEM 097/098 - Organic Chemistry I (with lab)	4
CHEM 108/110 - Organic Chemistry II (with lab)	4
PHY 011 - General Physics I (with lab)	4
PHY 012 - General Physics II (with lab)	4

First-year students who plan to major in biology are encouraged to enroll in BIO 015 - Introduction to Biology - during the fall semester of their first year. Biology 15 informs students about the Biology program and the career opportunities in biology; it does not contribute to the 34 required credit hours. Students have the responsibility to develop their program of study and review it with their faculty advisor in biology.

### **Biology Minor**

A minor in biology is designed to provide students with a broad background in biology while allowing them the flexibility to explore courses of interest.

Completion of 20 credit hours in biology is required, which must include at least 3 biology laboratory courses (courses with “L” designation) AND 8 credits of 100+ Biology. A maximum of 10 Biology transfer credits can be applied to the 20 credit hour requirement. A minimum grade-point average of 2.00 must be achieved, and credit/no-credit courses may not be used for the minor. The program for the biology minor must be approved by the chair of the Biology department.

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There are numerous small changes that correct course names and numbers, misspellings, etc.

The more significant changes:

A restriction on the number of transfer Biology credits that can be applied to the 34 credit requirement for a major.

Implementation of an experiential requirement of 2 credits from a list of courses (this is a 6th sphere)

Increase in required credits from 32 to 34

Addition of Ecosystem Ecology as a course that fulfills the Systems Sphere

Improved clarity on the requirements for the B.S degree

A restriction on the number of transfer Biology credits that can be applied to the minor.

A requirement for 8 credits of 100+ Biology coursework in the minor

**English Department Request  
for Approval from the A&S Curriculum Committee to  
Add a Track to the Existing English Major**

Submitted by Melisa Klimaszewski, Chair of the Curriculum Committee of the English  
Department

The English Department has voted to add a track to the existing English Major. The new track is “Literature Abroad,” and it joins four existing tracks: History and Traditions; Theory and Criticism; Film, Drama, and New Media; and Culture and Identity. As for the existing tracks, Literature Abroad will appear on the transcripts of students completing the track. The proposal below is what the English Department has approved, and we understand that, because this change will affect student transcripts, we now need the approval of the A&S Curriculum Committee. Thank you in advance for your time.

**Rationale/context for the Literature Abroad track in brief:**

- Encourages English majors to spend a full semester abroad by building the possibility into the major.
- Eases student concerns that they cannot “fit” a semester abroad into their schedule while also meeting their major requirements. This concern is especially high for students with double majors or multiple minors/concentrations.
- Continues to align our curriculum with our departmental and university mission statement, Drake’s “global citizenship” aims, and the strategic goals of Drake International.
- Supports the department’s developing partnership with Advanced Studies in England (ASE), located in Bath and an ideal study abroad fit for our majors.

**Proposal approved by the English Department:**

To add an upper-level track for English majors who spend a full semester studying out of the country. Called the Literature Abroad track, if an English major takes 3 courses from our pre-approved list of study abroad programs affiliated with Drake, they will have completed the Literature Abroad Track.

For programs not pre-approved by the English Department (such as ASE in Bath, England), advisors may approve any 3 courses in literature and culture/English/writing as long as the courses are taken during a full semester outside the U.S. The courses may be offered in English or in a different language, but courses in foreign language instruction do not count. See Appendix A, the English Department’s new *Course Equivalency Guidelines for Courses Taken Abroad*, for more details on how our faculty will make such determinations.

The pre-approved program list will begin with Advanced Studies in England (ASE) because our faculty have completed an extensive site visit. We hope to build and expand the list in the future, and possibilities include partner institutions at Monterrey Tec in Guadalajara, Mexico and the University of KwaZulu Natal in South Africa.

The English Department also plans for the curriculum committee chair to stay in contact with World Languages and Cultures. WLC, at present, offers no majors in literatures written in languages that are not English. If those majors are ever developed, WLC and the English department may want to discuss overlap or duplication between the major and the Global Literacy track. At present, Drake International anticipates no problems and sees both programs contributing positively (and proactively) to Drake's internationalization goals.

## Appendix A

### English Department Course Equivalency Guidelines for Courses Taken Abroad

**Context:** Many faculty are presented with the course equivalency form from the International Office when students want their courses abroad approved for Drake credit. The guidelines below establishes parameters that make the advising task easier for English faculty and clarifies for both students and faculty how advisors will determine if courses taken abroad count for the Literature Abroad track.

**Proposal:** For pre-approved programs that English faculty members have visited and vetted, advisors need only to consult the list of courses in those programs that are pre-approved (the list is compiled by the professor who vetted the program). For other programs, the department has established the following parameters for approving courses from universities outside the U.S. to count toward English and Writing majors or minors:

- Students presenting the course equivalency approval form to advisors should provide brief catalog/course descriptions of each course offered by the other institution. When visiting his or her advisor for approval, the student should arrive with suggestions for course equivalencies. [A student, for instance, would suggest that ENG 396 on the Russian novel at another university would count as ENG 130, Studies in Literary Genres, at Drake.]
- Courses should be at the upper level/upper division based on whatever numbering system the university uses.
- Courses should focus on literature, culture, film, digital media and/or writing, as Drake courses do.
- Courses in other disciplines that we would not count toward our major if offered on campus should not be approved when offered internationally. Examples: drawing, painting, music composition, theatrical performance, chemistry, biology, language instruction.
- Courses in other disciplines that we would consider counting toward our major if offered on campus may also be approved when offered internationally. Examples: history, religion and philosophy, rhetoric, cultural studies.