

Proposed course title	Internship in Arabic (Chinese, French, German, Italian, Japanese, Spanish)
Proposed course department and number	ARAB 145 (CHIN 145, FREN 145, GERM 145, ITAL 145, JAPN 145, SPAN 1450)
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How many credit hours is the course?	1-6--This will depend on the nature of the internship.
Contact person or instructor(s) for this course	Marc Pinheiro-Cadd
Department submitting proposal	Worse Languages and Cultures
Has this course been approved by the department?	Yes
In what semester and year will this new course be taught for the first time?	Spring 2018
With what frequency will this course be taught?	every semester
Who else in the department is qualified to teach this course	Chinatsu Sazawa, Eduardo Garcia, Inbal Mazar
Course Details	
Schedule type	Independent Study
Offer to what levels of students	Undergraduate
Grading Categories	Standard ABC
Maximum number of students to be enrolled in proposed course	15
Proposed course	ARAB 145 (etc.) provides students the opportunity to earn

description (as it will appear in the catalog)	academic credit while engaging in linguistic and/or cultural activities off-campus, performing service for companies, universities, NGOs, non-profit organizations, etc.
Registration Specifications	
List any required prerequisites.	none
List any required corequisites.	none
Indicate with which course this would be cross listed, if applicable.	none
Are there service-learning components of the proposed course?	Yes
Which AOI requirement will this course fulfill?	None
Restrictions	
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
If applicable, note which particular degree (e.g. BA, BS, BFA) a student must be pursuing to take this course.	none
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.

Tabled

Marc:

The A&S Council had the following questions. I does not seem we need a syllabus, but some kind of memo or document to address these would be helpful.

We have another meeting in December to approve this.

Jerry

1. What is the role of WLC faculty in this proposal?

For SPAN 145, nine Drake students will be teaching Spanish to beginning K-5 students at Greenwood Elementary School in DMPS. They will teach from 2-3 p.m. each Wednesday for 14 weeks. As supervisor of the internship, I will be on site each Wednesday to assist and troubleshoot in the three classrooms we will have at the school. I will also meet with the Drake students occasionally on campus during the spring semester and make assignments related to improving instruction. (I pick my daughter up from the school each Wednesday at 1:40 normally, so this isn't a stretch for me. It's coincidental that she goes to this school, as the school approached Drake without knowing my role at Drake, and I wouldn't expect each supervisor to be on site during each off-campus internship session.)

a. How will students be prepared for internships? Will faculty meet with them before the internship begins to help prepare them for their work experiences and underscore the academic aspect of the internship?

Students have been meeting with me weekly during the fall 2017 semester beginning in the fifth week of classes, outside of their normal schedules. We will have a total of 10 or 11 meetings. Since my background is in teacher education, I am introducing them to fundamentals of second language acquisition, Piaget's ideas on the

stages of cognitive development, lesson planning, motivation, error correction, etc.

b. While students will be supervised at work, will they also be supervised by a WLC faculty member?

yes—please see above

c. How will students' internship work be assessed by faculty? For example, will students write essays reflecting on their experiences?

Students will be assessed based on both in-class performance (more importantly, responding to suggestions for improvement), assignments during the fall of 2017, and a detailed reflection paper due after the spring session is over.

d. How would supervising a student's internship experiences be factored into a faculty member's course load?

The faculty of WL C agree that teaching/supervising three independent studies or internships will result in a one-course release. After two years of discussing this type of arrangement among the chairs of A & S, Dean Joe Lenz directed each department to determine its own policy. Our faculty realize, of course, that financial exigencies may determine the reality of that course release. For that reason, I will be very deliberate in making it clear to faculty that saying “no” to such a course is a very acceptable option. Personally, the importance of establishing world language learning among U.S. students at an earlier age is more than important enough to serve as motivation for me to act as supervisor, but each faculty member may not feel the same.

2. Most Drake undergraduate programs offering internship credit offer 1-3 credit hours. Can WLC justify allowing up to 6 credit hours, and if so, how? (Six hours would be a quarter of the hours required for the minor.)

I am not familiar with all of the possibilities available to students at Drake. However, at other institutions where I have worked, half-time internships have not been uncommon. For example, working every morning M-F in an NGO's office could, ostensibly, constitute six credit hours, depending on the job description. We can certainly specify, though, that no more than three hours of internship can count toward the minor. I think that would be a good policy.

3. Are there any guidelines for determining appropriate internships to count for the minor? For example, if a student is working in a bank and happens to speak Spanish for her job sometimes, does that count?

We have not, of course, determined a list of acceptable internships, but we have had a robust discussion of what we want a Spanish minor at Drake to be and the number of hours in English that may count. I can only assure you that Dr. Mazar would be very opposed to having internships in which students "occasionally" utilize Spanish count toward the minor. I support her in that position. To the example: no, occasionally using Spanish in a bank would not be acceptable. Being the only Spanish-speaking staff member in a bank that has demonstrated a strong need for a Spanish speaker, one who would spend the majority of her/his time on site using Spanish, would be a different situation.

4. Are there prerequisites that students must fulfill before being eligible for an internship? For example, do they need to fulfill lower-division language requirements first?

At this point, in order to determine the qualifications of the interns, I spoke with the Spanish instructors to determine their abilities. As a general guideline, we would like to have students above the SPAN 052 (fourth semester) level, although a motivated student, currently enrolled in SPAN 052 who is also an education major, would be able to handle the type of internship proposed for the spring. Again, such a prerequisite would depend on the nature of the internship and be set

on a course-by-course decision, but fewer than three semester of study or equivalent language competence would not be sufficient.

Council indicated that a memo addressing these questions would be sufficient for them to reconsider the proposal.

To: Arts & Sciences Cabinet and Council
From: Dan Alexander, Professor of Mathematics

The Quantitative Economics program has voted to change a requirement for the manage: the STAT 72 requirement has been replaced by ACTS 135.

The details, and rationale are below, but the bottom line is that the new ACTS 135 course will better suit our majors.

Currently, the major in Quantitative Economics requires the following statistics courses:

MATH/ACTS 131 - INTRODUCTION TO PROBABILITY I

and one of the following:

ACTS 141 - STAT MODELING/DATA ANALYSIS I

STAT 72 - STATISTICS II

ACTS 135 - MATHEMATICAL STATISTICS

ACTS 141 is being phased out. This fall is the last semester it will be taught. The Actuarial Science program updates its program periodically in response to the dynamics of the industry, as well as to the industry tests the ACTS students are required to pass to become actuaries.

STAT 72 is a lower-level course, emphasizing formulas and not requiring calculus.

ACTS 135 has recently been added to the catalog (see below). Its prerequisite is MATH/ACTS 131. It covers fundamental concepts like the Law of Large Numbers, bias and efficiency of estimation, the central limit theorem, exact versus asymptotic distributions, the theory of hypothesis testing, and the maximum likelihood method. (For those with long institutional memories, the content of ACTS 135 is similar to MATH/ACTS 112, which was dropped from the catalog in about 2005.)

Although ACTS 135 was created for another audience (Actuarial Science majors interested in casualty work) I think it is the best statistics course at Drake for Quantitative Economics majors, and excellent preparation for Economics graduate school. ACTS 135 is now being taught every semester (earlier than I had expected).

I propose that we henceforth specifically require ACTS 135 for the Quantitative Economics major, and drop the STAT 72 option. (This change would require approval by both CBPA and A&S)

Current course title	DATA STRUCTURES AND ALGORITHM ANALYSIS
Current department and number	CS 137
Contact person or instructor(s) for this course	Timothy Urness
Department submitting change request	Mathematics & Computer Science
Semester changes effective	Fall 2018
Has this change been approved by the department?	Yes
Current Prerequisites	CS 66 and (MATH 054 or MATH/CS 150)
Proposed Prerequisites	CS 66 and (MATH 054 or MATH 101)
Rationale for change of Prerequisites	<p>The current prerequisites for CS 137 are CS 66 AND (MATH 54 OR MATH/CS 150). The reason is to make sure students have a sufficient background in both programming and discrete mathematics. However, it would be sufficient that the option of Math 54 or Math/CS 150 be relaxed to Math 54 or Math 101. Math 101, Mathematical Reasoning, is a course required of mathematics majors and is a prerequisite to Math/CS 150. The faculty don't want students double majoring in mathematics and computer science to take Math 54, as the material is largely redundant with Math 101. Math 101 provides the necessary mathematical background for CS 137. Furthermore, Math/CS 150 is only offered every 4 semesters, while Math 101 is offered every semester. In short, CS 66 AND (Math 54 or Math 101) is a much cleaner, more appropriate prerequisite for CS 137.</p>

Current course title	THEORY OF COMPUTATION
Current department and number	CS 139
Contact person or instructor(s) for this course	Timothy Urness
Department submitting change request	Mathematics & Computer Science
Semester changes effective	Fall 2018
Has this change been approved by the department?	Yes
Current Prerequisites	Math 54 and CS 66
Proposed Prerequisites	CS 65 AND (Math 54 OR Math 101)
Rationale for change of Prerequisites	<p>It appears that most upper-division courses in computer science have been given a boiler-plate prerequisite of CS 66 (the second-semester programming course offered in the major). While this is appropriate for many of the program's upper-division courses, CS 139 is a course that explores the theoretical, mathematical foundations of computer science. There typically isn't any programming done in this course. As such, the current prerequisite of the second-semester programming course (CS 66) isn't necessary. However, exposure to discrete mathematics and proof techniques is an important prerequisite (as covered in Math 54 as well as Math 101, an upper-division course taken by mathematics majors). It is also important that students have a basic introduction to computing, as provided in CS 65 . As such, the computer science faculty proposed that the prerequisites for CS 139 be updated to: CS 65 AND (MATH 54 OR MATH 101).</p>

Current course title	SELECTED TOPICS
Current department and number	PHIL 151
Contact person or instructor(s) for this course	Brad Crowell
Department submitting change request	Philosophy and Religion
Semester changes effective	Fall 2018
Has this change been approved by the department?	Yes
Current Prerequisites	Restricted to Juniors and Seniors
Proposed Prerequisites	No restrictions
Rationale for change of Prerequisites	This is an open topics course number for professors to create and try new courses. Most of these courses are appropriate for all levels at Drake. Professors who teach these courses have requested that this restriction be removed.

Current course title	Tropical Ecology
Current department and number	ENSP 055
Contact person or instructor(s) for this course	Michael Renner (contact)
Department submitting change request	Environmental Science & Sustainability
Semester changes effective	Fall 2018
Has this change been approved by the department?	Yes
Current title	Tropical Ecology
New title	Regional Ecology - _____ (assigned at time of scheduling)
Current course number	ENSP 055
New course number	ENSP 119
Current credit hours	3
Proposed credit hours	3
Rationale for change in credit hours	N/A
Current course description	<p>From rainforests to coral reefs, the tropics are among both the most magnificent and mysterious as well as the least understood of our natural ecosystems. This course will use an interdisciplinary approach to critically examine the current literature to answer such questions as: 1) why do rainforests and coral reefs sustain massive numbers of plant and animal species? 2) why are tropical ecosystems under an ever increasing threat of over-exploitation and ecological collapse? and 3) how does our current understanding of conservation science and policy affect our ability to formulate a strategy to protect tropical resources for future generations?</p>
Proposed course description	<p>An in-depth study of the ecology of a specified region or type of ecosystem, which will be specified on a per-semester basis. The course will analyze the ecological structure and function of the region, the interaction between humans both the biotic and abiotic components of the ecosystem, and how our current understanding of conservation science and policy affects our</p>

ability to formulate management and regulatory strategies to facilitate sustainable development. May be repeated for credit once, with change of region.

Rationale for change of course description

Course content has changed.

Current cross-listed courses

None

Proposed cross-listed courses

None

Rationale for change of cross-listed courses

N/A

Current Prerequisites

None

Proposed Prerequisites

BIO 013 or ENSP 035

Rationale for change of Prerequisites

The course will become upper division and with this change will more deeply examine mechanisms of ecological phenomena and the relationships between specific regional ecologies and basic principles. This will require students to bring additional background to the course.

Other reasons for change

Drake's growing association with the School for Field Studies creates a steady stream of students who have taken SFS courses and need to articulate these with the Drake curriculum. Each SFS campus has a location-determined ecology course; for example, the Australia center offers Rainforest Ecology and the Turks and Caicos center offers Tropical Marine Ecology. In addition, individual Drake faculty may occasionally wish to offer a specialized ecology course (e.g., Prairie Ecology). It would be both inefficient and potentially confusing to offer a dozen courses that are variations on a theme and for which the only differentiation in title was the "X" in "X Ecology." Having a single course allows us to articulate SFS courses, serve the need for occasional regional ecology courses offered at Drake, and put reasonable limits upon how many such courses a student counts toward graduation.

Course Title	Leadership at Sea
Department and Course Number	LEAD 110
Instructor(s) for the course	Chad Cardani-Trollinger, Thomas Westbrook
Semester and Year offered: J-term or summer	January 2019
Credit Hours	3
Course Description	<p>Leadership At Sea is a blend of classroom and experiential learning focusing on leadership development, team building, and seamanship. The course features sailing in the Bahamas aboard the schooner Liberty Clipper. The goal of the course is to elevate one's ability to navigate new environments (Nassau and a tall ship), learn new languages (culture language of Nassau and sailing terminology) and to work successfully in teams, follow and lead. We will discover and apply the Situational Leadership model to our time at sea and develop a language of leadership for effective communication aboard ship. We will spend one week on-campus followed by six days in Nassau.</p> <p>Our time in Nassau will include meeting with officials at the American Embassy and the Bahamian Government, meeting the first officers and tour a Norwegian Cruise Line ship, completing an historical tour of Nassau and attending a session with student leaders at the College of the Bahamas We will also participate in the Susan G Komen Race for the Cure and Marathon Bahamas (run or staff water stations).</p> <p>We will then set sail for a week exploring the Bahamas Out Islands. The Liberty Clipper, a U.S. Coast Guard licensed 125' gaff-rigged schooner, will serve as our leadership laboratory enabling students to rotate through ship positions while taking more ownership of all sailing-related tasks. While at sea, the itinerary includes small island exploration, kayaking, snorkeling, and small craft sailing (http://www.libertyfleet.com).</p>
Has this course been approved by your Department Chair?	Yes
What semester and year was this course first offered?	2013
Are there any significant changes to this course?* *If you	

are making significant changes to this course (to the course number, credit hours, catalogue course description, etc.) please use the Course Change Form.

No