

| FACULTY OF SCIENCE

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CURRICULUM REVIEW REPORT  
ENVIRONMENTAL SCIENCE PROGRAM



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# Curriculum Review Team

## Overview and Context of the Program

The undergraduate Environmental Science Program (ENSC) offers a Bachelor of Science degree in Environmental Science that is focused on learning by doing in a research environment. The ENSC Program is strongly interdisciplinary and spans the Faculties of Arts and Science. Our mission and goals are to produce graduates who can critically and objectively address potential or actual environmental issues of all kinds through experiential, hands-on learning. We emphasize a multidisciplinary approach to understanding environmental issues facing society while providing each student with expertise in one of six concentrations: Biology, Chemistry, Geology, Geography, Physics and Statistics.

The Environmental Science Program launched in 1997 and has more than 400 graduates working throughout Alberta, Canada and the world.

# Guiding Questions

~~ENVZPPZ~~

-impact

practices?

How does the ENSC program prepare students for careers in environmental science through disciplinary content and the development of professional and career-related skills?

Do all ENSC students have and need opportunities to engage with hands-on independent Environmental projects within our programs?

What is the ENSC program doing with respect to a longer term vision to meet the future needs of society?

Based on the data from the National Survey of Student Engagement, the Faculty of Science is seeking additional information regarding High-Impact Educational Practices. High-Impact Practices (HIPs) share several traits: They generally demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions between faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. Examples of HIPs include, but are not limited to:

Learning community or some other formal program where groups of students take two or more classes together

Courses that included a community-based project (service-learning)

Work with a faculty member on a research project

Internship, co-op, field experience, student teaching, or clinical placement

Study abroad

Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Are High Impact Practices being used regularly in this program?

If not, what is preventing these practices from being used?



