

Integrated-Concentration Hybrid (submitted 15 April 2016)

Adopted by Sen. Gilbert from a model judged “viable” by the Ad Hoc Cmte. Report; see <http://bit.ly/1Mpsn6j> p. 26

Mission-centric nature:

Drake University’s mission is “distinguished by **collaborative learning** among students, faculty, & staff and by the **integration of the liberal arts and sciences with professional preparation.**”

An approach that enables and rewards collaboration among the various College faculties and disciplines would be “distinctively Drake.” It would build on our strengths (there are numerous existing academic programs that are interdisciplinary in nature) and would, ultimately, break the “course-centric” hold of AOs and other options. Finally, by preserving requirements for Art, Science, and History, it ensures that all students will be exposed to the liberal arts, yet will be flexible enough to support transfer students and those who wish to pursue multiple majors.

Consists of three components, to be assessed primarily at the PROGRAM (not course!) level:

I. Reform the First Year Experience (6 credits, none in major)

A. **Replace** two existing requirements/AOs/Seminars: a. Critical Thinking b. FYS with a two course FY Communication/Research sequence (transfers would be exempt).

B. Outcomes: ***Communicate in a persuasive, engaging manner appropriate for their audience; acquire skills necessary to Access, analyze, and produce knowledge synthesized across diverse fields of study.***

II. **Liberal Arts Disciplines:** Retain required Art, Science and History, possibly Math (at least 10 credits (1 course in ASH w/Science lab), no more than 19 (current state)) May be satisfied by Major courses.

A. UCC and Senate would work on what mix of discipline-based courses would be retained (including, perhaps, a “Symbolic logic” approach instead of the current Quantitative AOI.)

B. Primary Outcomes: **Understand the historical, cultural, economic, and scientific forces that shape local, national, and global contexts and explain their own situation in these contexts.** In particular, history courses are necessary if students are to: ***Analyze... how race, culture and ethnicity create patterns of inclusion and exclusion to shape the larger context of American society and history***

III. A single “**Interdisciplinary Concentration**” (IC) (or minor) (12 credits minimum, none in major, however some may be drawn from Liberal Arts Discipline courses (so if, for example, the Global Health Concentration (GHC) requires a Biology course, that course may also count towards Science requirement). Would be required of all students including Honors students; would replace all remaining AOs, but not until Senate is assured there is enough capacity (below).

A. Concentrations must be Integrative in nature. Alternately, Senate may consider allowing option of second multidisciplinary minor (e.g., an Act Sci major minor in Art might “count”, but not in Accounting) This approach could exist as an option to existing AOs until there is enough IC capacity for all undergrads. Note: Some existing minors/concentrations seem compatible with this approach (e.g., GHC, Latin American Studies, Women’s/Gender Studies, Social Justice in Urban Ed; see [full list](#)). Senate and UCC would work to determine which new or existing concentrations are suitable for IC designation.

B. Outcomes: All (see [this link](#), plus “inclusion/exclusion” outcome (above).

Footprint Summary: 28-36 credits (AOIs: 37) + Capstone. Required outside of major: 18 (AOIs:3)