

# Academic Program Discontinuance Recommendations

## Board Actions Required

### BYLAWS OF DRAKE UNIVERSITY

#### Relevant Powers of the Board of Trustees:

1. Determine and periodically review the purposes and the mission of the University and its Colleges and Schools.
2. Authorize the establishments or discontinuance of Colleges, Schools, or degree programs of the University upon recommendation of the appropriate faculty bodies and the President of the University.

#### Section 5 Academic Affairs Committee

The Academic Affairs Committee shall, in cooperation with the chief academic officer of the University, study and appraise the quality of academic programs, recommend desirable short and long range academic goals, review policies affecting the faculty of the University, advise the Business and Finance Committee on the specification and requirements for financing the academic programs, and make such reports and recommendations to the Board of Trustees relative to the foregoing as may be necessary.

### ACADEMIC CHARTER

#### Section X

- A. The decision to discontinue a college, school, program, or department of instruction will be based solely upon educational considerations as determined by the faculty, administration and governing board of the University. "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance. A college of the University may be terminated by the concurrent agreement of the Faculty Senate, the President of the University and the Board of Governors. Degree programs may be terminated by the concurrent agreement of the faculty concerned, the President of the University and the Board of Governors or by the concurrent agreement of the Faculty Senate, the President of the University and the Board of Governors.

**List of Programs Recommended for Discontinuance**  
Approved by the Faculty Senate

Adult Learning/ Adult Education, Specialist and Doctoral Program

Biology Graduate program

Counseling, Doctoral Program

Curriculum, Doctoral Program

Fine Arts minor

French

German

Spanish

Interior Architecture

Nursing Education, Master's

Health Systems Management, Master's

Family Nurse Practitioner, Master's

RN to Master's, Nursing

Pre-RN to Master's, Nursing

BSN Exit Option

Technology Concentration, Master's:

## **Rationale for Discontinuance of Programs**

### **Adult Learning/Adult Education, Specialist and Doctoral Program**

- \_ Academic Report: (Phase Out) The School of Education recommends discontinuance of the program.
- \_ RPAC Recommendation. Accept.
- \_ President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Adult Learning-Master's**

- Academic Report: (Redesign) This program should be restructured to draw upon the resources available across the University. It seems especially critical that some MBA courses are part of the program. The location of the program should be examined. Should the program be in the School of Education, the College of Business and Public Administration, or elsewhere?
- RPAC Recommendation: Accept recommendation, with a stipulation: RPAC expressed concern that there may be redundancy between this program and the proposed Master's in Human Resources Management, and asked that the Provost require exploration and resolution of this issue before either program is developed further. There was strong emphasis in the RPAC discussion that this program not just respond to demand, but that it should be distinguished by its focus and highest possible quality.
- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Biology Graduate program:**

- \_ Academic Report: (Phase Out) The program is highly cost ineffective and the Biology Department faculty members recommend elimination.
- \_ RPAC Recommendation. Accept.
- \_ President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Counseling, Doctoral Program:**

- \_ Academic Report: (Phase Out) The School of Education does not have the resources to offer a high quality program.
- \_ RPAC Recommendation. Accept. The SOE supports this recommendation.
- \_ President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Curriculum, Doctoral Program**

- \_ Academic Report: (Phase Out) The School of Education does not have the resources to offer a high quality program.
- \_ RPAC Recommendation. Accept. The SOE supports this recommendation.

- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Fine Arts Minor**

- Academic Report: (Phase Out) There are no students in this program.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Foreign Languages [Revised]<sup>1</sup>**

- Academic Report: (Phase Out) The importance of foreign languages is unquestioned. What is equally clear is that the traditional college level approach to acquiring a second language is inefficient and often ineffective. In general, a minimum of three years of studying a second language in a classroom setting is necessary to achieve minimal competence. In the 21<sup>st</sup> century, it will be increasingly important that many Drake graduates have familiarity with other cultures and that they acquire fluency in a second language. How might we design a program to realize these goals and catapult Drake to the forefront of language learning in higher education?

We need to implement a program that incorporates the powerful learning effect of immersion experiences. How might we proceed? First, Drake should stop teaching the first and second year of foreign languages. Students should be expected to enter the University with that background. If students have not studied a language but wish to do so, they will be encouraged to take an “Introduction to Language Learning” course at Drake. Taught each semester, the course will focus on training students to be managers of their own language learning career and introduce them to various language groups so that they can make informed decisions about what language they want to study. The student will then select an appropriate immersion experience.

Second, and critical to the acquisition of competency, is an immersion experience in another country where the target language is the primary means of communication. The plan envisages a constellation of international university partners who will design intensive language programs for Drake students.

A third critical component to the acquisition of foreign language competency is the support provided on campus. Drake will hire a second language acquisition (SLA) specialist. This person will be highly trained in foreign

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<sup>1</sup> “[Revised]” indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

language technology and language pedagogy specialist. This person's major responsibility will be to work with students to design a multi-year course of study to meet his or her particular needs and ambitions. A major part of that effort will be to help students who return from immersion experiences establish and maintain distance education connections with language teachers in a country where the language is spoken. With the increasingly sophisticated technology that is available or will be functional in a few years, students will be able to continue to develop both written and oral language skills through communication with native language speaking instructors.

The plan needs to be fleshed out, of course, and the personnel/cost implications worked out, but the above discussion provides the general direction. The new approach is designed to improve the quality of the educational experience for Drake students, put the University at the forefront of second language acquisition programs, and reduce costs.

- RPAC Recommendation: Accept. RPAC's discussion emphasized the following issues:
- The vast majority of Drake undergraduates who pursue language study are doing so with a decidedly instrumental purpose – to acquire communicative competence in the language. Those few who major in a language do so because they believe that the major “certifies” them for language competence for employers, etc. (in reality, most employers know that an undergraduate language major without significant study abroad rarely indicates language competence). However, there is increasing evidence – both research and anecdotal on a national scale – that students rarely, if ever, reach usable levels of communicative competence in what has been the traditional format in higher education for a century: three to five hours per week of campus classroom-based instruction. There is no evidence that the Drake program has been an exception to this national dilemma.
- Concern regarding the quality of the program – the foreign language programs were the lowest rated in Arts and Sciences by the Arts and Sciences faculty review groups.
- Low and declining enrollments.
- Strong recommendation for phasing out by the Arts and Sciences faculty review groups.
- President: Concur with RPAC recommendation. In addition to the considerations noted by RPAC, an outside evaluation of the program conducted several years ago by a nationally recognized expert was extremely negative.<sup>2</sup> [Approved by vote of the Faculty Senate, December 13, 2000]

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<sup>2</sup> RPAC recognized that the strategy for providing language learning opportunities for Drake students outlined in the Academic Report will ensure that our students are able to attain communicative competence in foreign languages, and that they will be able to

### **Interior Architecture:**

- Academic Report: (Phase Out) The program is not cost effective. Discontinuance of interior architecture allows the reassignment of resources to graphic design to meet increasing demand by students in Journalism and Arts and Sciences.
- RPAC Recommendation: Accept. This recommendation was not opposed by the Department.
- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]

### **Nursing**

- Academic Report: (Phase Out) These programs are not essential to the mission of the College of Pharmacy and Health Sciences and they are not cost effective. Further, becoming cost effective will be difficult since enrollment probably cannot be increased without the addition of significant new resources.

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design learning paths that directly address their individual goals for language learning. It was also noted that this model will create additional opportunities for language learning beyond Spanish, French, and German. The RPAC discussion also took into account a recent forum at Drake in which five senior executives of multinational corporations emphasized the need for job candidates to have a “significant and successful experience in a different cultural context,” and it was felt that the new Drake approach (which will offer study and internship opportunities abroad) will provide Drake students with superior knowledge and skills in this area. RPAC also noted that the new approach will serve as a cornerstone in improving Drake's international focus in providing students with a truly global education.

The new program requires extensive development and implementation – as well as monitoring – and it is requested that the Provost form a working group as soon as possible to undertake these tasks. The Drake Language Acquisition Program should be incorporated into the proposed Center for International Studies. It is critical that the working group address components of the new Drake approach, including:

- Individualized programs of study
- Program specialist in second language acquisition and technology
- Immersion work/study abroad opportunities
- Development of partnerships with international institutions to provide instructional and internship opportunities
- Language across the curriculum using native-speaker students from partner institutions to lead discussion groups connected to “content” courses
- Language discussion groups using native-speaker students from partner institutions
- Opportunities for service learning/internships in heritage communities in central Iowa
- Technology-based language learning for specialized skills
- Technology-based (online) global language communities
- A certificate program (based on Oral Proficiency Interview testing) that will attest to students' achievement and competence in a foreign language, and that will be recognized on the students' transcripts.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 6, 2000]

**Technology Concentration, Master's**

- Academic Report: (Phase Out) The cost effectiveness ratio is low. Retain the courses and explore connections with other programs.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 1, 2000]