Integrated Program in the Liberal Arts Task Force

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Mission and Goals

The integrated liberal arts task force is charged with drafting a plan to develop an Integrated Program in Liberal Arts. The goal of the IPLA program is to provide CLA students and non-CLA students a coherent introduction to many of the great intellectual traditions in the liberal arts. Ideally, the IPLA program would be designed so that students completing the required courses would simultaneously be completing university and CLA core requirements. In general, the goal of IPLA is to provide students with an introduction to a general education which will prepare them to address complex problems through systematic problem solving. Examples of IPLA-like programs can be found at the University of Wisconsin-Madison (Integrated Liberal Studies Program) and Yale University (Grand Strategies Program). Additional goals of the program should include: 1) To provide depth and breadth to a student’s education, thereby enhancing his or her ability to find employment after graduation; 2) To deepen a student’s education through a coherent and integrated sequence of liberal arts courses; and 3) To broaden a student’s education by ensuring that the courses within each sequence are relevant to and connect with areas that traditionally fall outside the scope of the liberal arts.

To this end, the task force will address the following questions:

1) What should be included in the IPLA core-curriculum? Should the core of the IPLA include the course Logic and Methods of Inquiry where students would learn the basic elements of deductive and inductive logic, and of critical and scientific reasoning?
2) How many courses/credits should constitute the IPLA core-curriculum?
3) Should students receive an IPLA certificate for completing the program?
4) Should the IPLA program be linked to minors and majors (existing or new)?
5) Should the IPLA program offer courses in the humanities, social sciences, behavioral sciences, management sciences, natural and physical sciences, and engineering sciences? If so, should there be tracks to the program that organize elective courses in the following categories:
   a. Liberal Arts and Management
   b. Liberal Arts and Technology
   c. Liberal Arts and Engineering
   d. Liberal Arts and the Environment
   e. Liberal Arts and Governance
   f. Liberal Arts and Science

6) For CLA students, should all tracks include at least two courses that relate classic liberal disciplines to the theme of the track, and at least one course directly within the area of the track?

7) For students in other Colleges, should all tracks include at least three courses that relate classic liberal disciplines to the theme of the track?
8) After IPLA is up and running as a Certificate Program, should steps be undertaken to develop IPLA into a Minor/Major?

**Process**

The task force will gather and analyze relevant information from peer institutions, while also collecting data from Purdue and input from CLA faculty and undergraduate students.

A draft report will be submitted in writing by October 15, 2015 for discussion among all CLA department and school heads. Feedback from this discussion will be used to revise the report and a final draft will be presented to the Dean by November 15, 2015.