The College of Liberal Arts and Sciences

Undergraduate Educational Policy and Curriculum CommitteeMinutes

October 24, 2019

Attending: Brain Lai; Helena Dettmer; Andrew Forbes; Eric Gidal; Rebekah Kowal; Andrew Kitchen; Jennifer Rogers; Shaun Vecera

Absent: Kathryn Hall; Ana Rodríguez-Rodríguez; Anita Jung

1. Minutes from October 17 were approved as written.
2. The discussion about the one General Education (GE) proposal below was led by Andrew Kitchen, UEPCC liaison to the General Education Curriculum Committee (GECC), with the proposal also recommended for approval by UEPCC members:

* **GWSS: 1003 / SJUS:1001** Introduction to Social Justice from the Department of Gender, Women’s, and Sexuality Studies (proposed for the Diversity and Inclusion [DI] Gen Ed.

1. Abbie Katz, Professor of Instruction, Head of Stage Management, and Head of the Certificate Program in Arts Entrepreneurship in the Division of the Performing Arts presented a revised vision of the Certificate in Arts Entrepreneurship. The overall idea behind the revision is that students would be best served by adding some linearity to the Certificate, such that completion requires courses taken at the introductory level (“Tier 1”), an intermediate level (“Tier 2”), and a capstone course (“Tier 3”). Such a revision would require a new introductory course to the Certificate, replacement of an overly-broad course with five new more-focused courses catering to students interested in particular art forms, and development of the capstone course. The new introductory course would also be designed to satisfy a General Education requirement. Committee members were generally impressed by the success of the Certificate thus far, and interested in the proposed changes, which were roundly seen as positive and aspirational. One committee member noted that the Certificate has become important for recruiting into the arts, in no small part because the idea that students learn aspects of business is “a comfort to parents.” The Committee wondered about how the proposed capstone and introductory courses would be staffed, and whether the division of a single course into five new courses would result in low enrollments in some or all of those courses. The Committee recommended the leaders of the Certificate more fully flesh out a plan for implementation of this ambitious proposal, and suggested that an update on progress should be brought back to UEPCC 1-2 years from now. The Committee recommended also that students be given a menu of options to satisfy the capstone.
2. The Committee reviewed current CLAS grading recommendations (<https://clas.uiowa.edu/faculty/grades-grading-system-and-distribution>). Members felt that the recommendations had been generally helpful. Some discussion focused on how the College’s intention of improving DFW rates for some classes might be in conflict with a preexisting suggestion of an 11% D+F rate because improved teaching and learning in a course might not be reflected in an eventual grade distribution that has previously, and continues to, follow CLAS recommendations; alternatively, perhaps suggesting a specific D+F rate presents an existing solution to the DFW problem, one that would please Camus. It was noted that the CLAS suggestion to avoid the A+ grade had been helpful in avoiding grade inflation in some Departments and Divisions. A general comment was made that faculty and departments might consider the value of reducing the number of – and + grades in favor of “solid” letter grades that might better reflect differences in performance. Overall, though various comments were made regarding the practice of grading, the Committee saw no good reason to change the recommendation at this time.
3. The meeting was adjourned.

Respectfully submitted,

Andrew Forbes, Professor, Biology  
Secretary for UEPCC (*pro tem*)