

The College of Liberal Arts and Sciences
The Undergraduate Educational Policy and Curriculum Committee

Minutes
240 SH
Sept 1, 2022

Attending: Cornelia Lang (chair), Melissa Bates; Jill Beckman; Asha Bhandary; Roxanna Curto, Jennifer Eimers (staff), Alan Huckleberry, Erin Irish, Cinda Coggins Mosher, Christine Shea, Jan Wessel, Jenna Yang

1. The minutes from August 25, 2022, were approved as written.
2. In response to a question, Associate Dean Lang briefly discussed the process for approval of curricular changes and which changes need UEPC approval. These guidelines can be found on the [CLAS website](#).
3. The Committee had a lengthy discussion about the CLAS proposal for GE World Language (WL) flexibility. The central topics were a) the challenges the current WL requirement presents to students in some STEM and pre-professional majors; b) the 2+2 option; and c) student choice and advising.
 - a) For many science majors and pre-professional (e.g., pre-health) students, finding time to take the WL courses can be a challenge because of highly sequential majors that require courses to be taken in the first and second year and because of the higher credit hour requirements for the major. Sometimes students wait until their third or fourth year to enroll in language, and this delay can create a large gap in the time between their second or third level of high school language and completing the requirement. They often take language in summer, and UI options in summer are limited.
 - b) Various aspects of the 2+2 option (second-level of two different languages) were discussed. DWLLC faculty are generally willing to add flexibility with the 3+1 option and to revise course offerings, but many of them have strong reservations about 2+2. One DWLLC concern is that students completing a second-level course will not be able to meaningfully communicate or engage with texts in that world language. Another DWLLC concern is that a rise in enrollment in elementary levels may mean a lack of intermediate level courses for students who want to continue in a language. Associate Dean Lang noted that CLAS leadership is willing to work with DWLLC to ensure that upper-level courses needed for majors are offered. Another perspective offered on 2+2 is that student choice is often limited in high school to Spanish, French, and German, and taking two semesters of a new language at UI would allow students to study a language that is more closely related to their career path rather than continuing in a language they chose in high school as the most expedient path to fourth-level proficiency. The 2+2 option is also appealing to transfer students, who

often have not taken a language course in several years. Faculty who are not supportive of the 2+2 option were also asked to consider that two semesters of a world language is 8-10 s.h., a significant investment of students' time and energy.

- c) Another topic of discussion focused on student choice and advising. Some committee members are concerned that students will not be adequately prepared for graduate programs or other career goals if they choose the 3+1 or 2+2 option. If flexibility is adopted, advising would play an important role in talking students through the options for completing the WL requirement. Some committee members also advocated that students should be trusted to make choices that are best for their goals, including the 3+1 or 2+2 options.

4. The meeting was adjourned.

Respectfully submitted,

Erin Irish
Associate Professor, Biology
Secretary of UEPC