

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

Minutes
240 SH
Sept 8, 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, Jenna Yang

Not attending: Jan Wessel

1. The minutes from September 1, 2022, were approved as written.
2. The committee continued its discussion of the CLAS proposal for GE CLAS Core World Language flexibility. Associate Dean Lang reported that the CLAS Executive Committee voted in favor of the proposed pathways for GE CLAS Core World Language. [The proposal will be shared with Faculty Assembly](#) for discussion at the September 21, 2022, meeting. Associate Dean Lang and Dean Sanders met recently with Departmental leadership in the disciplinary areas of Sciences, Arts, Humanities, and Social Sciences to discuss the World Language proposal. These groups included Departmental Executive Officers, Directors of Undergraduate Studies, and CLAS academic advisors. All four meetings were productive, and a wide variety of perspectives were shared. In addition, Associate Dean Lang will visit with GEPC on Tuesday, September 13, to discuss the proposal.

Some UEPCC committee members shared feedback from their departments. One topic of discussion was creating equity for under-represented minority (URM) students. More information on which populations are disadvantaged by the current fourth-level requirement was requested because equity seems to be the strongest point in favor of flexibility. There was a fruitful discussion about the need for the College to begin tracking intersectional data for concerns about equity (i.e., to track URM who are disadvantaged by both gender and race, for example). Associate Dean Lang summarized the Office of Admissions data that had previously been shared with the committee while noting that the primary goal of adding flexibility is to increase retention and graduation rates of our current students. Some committee members suggested that the 2+2 option would enforce an existing inequity by allowing students who went to high schools where third- and fourth-level courses are not offered to graduate without proficiency in another language.

There was also a conversation around world language placement and proficiency testing. A few committee members are concerned that CLAS's policy not to test proficiency means that incoming students with four levels of high school language are not demonstrating world language proficiency to the same standard as CLAS's fourth-level

requirement. (Two years of world language is a graduation requirement in all Iowa high schools, and students who matriculate to CLAS must take a placement exam to continue in a language. Students who complete a fourth-level course in high school have satisfied the current GE CLAS Core World Language requirement.) For these members, proficiency testing for all incoming students would ensure that students have met a standard rather than completed a requirement. Some members expressed concerns about proficiency testing as a policy and with the way proficiency is tested.

Concern was also expressed that this potential change to the world language requirement would send a message that the University does not value global engagement and CLAS does not value its humanities core, which is part of CLAS identity and part of the University's identity as the "Writing University." On the other hand, about two-thirds of the CLAS GE Core is satisfied through humanities and fine arts courses, more if students complete world language hours at the University.

3. The meeting was adjourned.

Respectfully submitted,

Erin Irish
Associate Professor, Biology
Secretary of UEPCC