The minutes from October 28, 2021, were approved as written.

2. The committee discussed a proposed certificate titled Social Justice and Performing Arts with Loyce Arthur, Associate Professor and Director of Undergraduate Studies, Theatre Arts; Rachel Williams, Associate Professor of Art and Art History and Chair, Gender, Women’s and Sexuality Studies; and Mary Beth Easley, Associate Professor and Chair, Theatre Arts.

The Certificate is a collaboration among GWSS, Theatre Arts, Dance, and the School of Music with the administrative home in the Theatre Arts Department. It is a culmination of efforts over the last few years working with the Office of Engagement and tying engagement efforts into academic studies. Students need preparation before they work in the community and with community partners, and the Certificate enforces the idea that students need to do background work before engaging. It will teach students how to create strong partnerships that build community over time.

As the proposal states, the Certificate curriculum is structured so that students begin with two foundation courses that are, respectively, an introduction to the topics of social justice and to the arts and community engagement. These are followed by 12 s.h. of Core courses, 3 s.h. in Creative Practice and Skill Building and 9 s.h. in Background courses, which will broaden students’ knowledge of diverse cultures and take them through the processes that theatre, dance, and music artists utilize to produce work informed by social justice themes. To complete the Certificate, students will take a 3 s.h. practicum capstone course or internship that gives them the opportunity to work with faculty, alumni, or other practitioners on social justice projects, on and/or off-campus.

The committee members thought that the rationale for the certificate was strong and were excited that the certificate will allow students to pair social justice with arts practice and that the capstone provides a rich opportunity for community engagement. Additionally, committee members were impressed that the courses will be offered on a rotating basic and with a broad enough course pool that students will have choices as they move through the certificate requirements. The certificate was recommended for approval by UEPCC.
3. UEPCC members returned to the discussion of creating additional flexibility for students to fulfill the CLAS Core World Language requirement. Representatives from the CLAS General Education Curriculum Committee (Jennifer Haylett, Associate Professor of Instruction, Sociology and David Bennett, Professor, Geographical and Sustainability Sciences) and the Division of World Languages, Literatures and Cultures (Cinzia Blum, Professor, French and Italian, and Braedon Jones, Instructional Services Coordinator, Spanish and Portuguese) joined the meeting for this discussion. Two members of UEPCC, Roxanna Curto and Christine Shea, are also associate professors in DWLLC.

An overview of the DWLLC task force was provided. There are three subcommittees of the task force with voluntary representation from several instructor levels—tenured to adjunct. The subcommittees are focused on Strategic Communication, Exploring Pathways, and Structuring and Scheduling.

A central question of the discussion was the rationale for requiring fourth-level proficiency in a single language as the only way that CLAS students can satisfy the WL requirement. Members of DWLCC noted that in the third and fourth semesters, students develop the skills necessary to deal with more complex material, to better communicate, and to learn about culture and discuss and write about it in the target language. At the fourth-level there are also more innovative options, especially career-oriented ones. For example, Spanish for Health Care Professionals, a special section of SPAN:1502: Intermediate Spanish II, is a fourth-level course. The committee briefly discussed whether these kinds of course options (i.e., career-oriented ones) could be developed for some of the other languages offered in DWLLC. There was also discussion of whether students in the third and fourth level language courses are more likely to declare a language major owing to their increased confidence in their language skills. The committee discussed looking at data that might help to identify when students declare a major in each of the languages offered in DWLLC and to determine whether the timing is related to the WL requirement sequence or whether students declare the major earlier in their time in CLAS. The group also briefly discussed the WL requirements across other Colleges of Liberal Arts and Sciences within the Big Ten and will discuss these comparisons at the meeting next week.

4. The meeting was adjourned.

Respectfully submitted,

Cinda Coggins Mosher
Associate Professor of Instruction, Rhetoric
Secretary of UEPCC