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

Minutes  
November 18, 2021

**Attending:** Cornelia Lang (chair), Roxanna Curto, Jennifer Eimers (staff), Eric Gidal, Alan Huckleberry, Erin Irish, Andrew Kitchen, Cinda Coggins Mosher, Jennifer Rogers, Christine Shea, Jan Wessel, Jenna Yang

**Guests:** Jill Beckman, Cinzia Blum, Jennifer Haylett, Braeden Jones, Sang-Seok Yoon

1. The minutes from November 11, 2021, were approved as written.

2. 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 the Division of World Languages, Literatures and Cultures (Jill Beckman, Associate Professor and Interim Director for DWLLC; Cinzia Blum, Professor, French and Italian; Braedon Jones, Instructional Services Coordinator, Spanish and Portuguese; and Sang-Seok Yoon, Assistant Professor, Korean) joined the meeting for this discussion. Two members of UEPCC, Roxanna Curto and Christine Shea, are also associate professors in DWLLC.

Comparisons of world language requirements at other Big Ten, Iowa Regents Institutions, near-peer, and aspirational peer institutions were shared with meeting participants prior to the meeting, and discussion opened with observations about these comparisons. Many of these institutions have a fourth-level proficiency language requirement for students who earn the BA, which can often be satisfied by high school course work (not always) or equivalent college-level language coursework. However, some institutions have differing options for students to complete their world language requirement. In some cases, there is no additional requirement beyond what is required for admissions (usually two years of a single language), in others different requirements for BA and BS degrees, and in yet other cases a second-level requirement in a second language or a third-level proficiency. Some institutions also allow options for including study abroad credit towards language requirement, and other community or language immersion-based experiences.

There was a short discussion of language placement/proficiency exams across the comparison institutions. The committee briefly discussed the infrastructure that would be needed from Orientation and DWLLC for language placement and/or proficiency testing, including learning disability accommodations. They agreed that marketing the world language requirement to students as a positive opportunity is vital, including FLIP language credit. One of the subcommittees of the DWLLC task force is working on
strategies for better marketing and information for students about their options for satisfying the world language requirement in CLAS.

Committee members participated in a robust discussion of opportunities and challenges for creating world language flexibility. While all members agreed that learning languages is valuable for a variety of reasons, perspectives vary on the level to which CLAS should require world language and where the opportunities for flexibility lie.

The committee discussed how to incorporate student voices in discussions moving forward. DWLLC is facilitating surveys of students in WL courses and with declared language majors and minors. The student member of UEPCC suggested hearing from as many students as possible about this topic, perhaps in the form of roundtables or focus groups from students in a wide variety of majors. Associate Dean Lang and UEPCC members agreed that multiple approaches is the best strategy and that a roundtable to hear constructive feedback that incorporates a diverse spectrum of students from across the College is vital.

3. The meeting was adjourned.

Respectfully submitted,

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