Minutes
October 21, 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

1. The minutes from October 14, 2021, were approved as written.

2. Jennifer Rogers, a UEPCC liaison to the General Education Curriculum Committee (GECC), summarized a proposal that the GECC has approved and the discussion about it. The course is CHIN:1800 Chinese Character Writing and Calligraphy for CLAS Core Values and Culture. After discussion, UEPCC members voted in favor of approving this course for CLAS Core status. One suggestion they made is to revise the course title in a way that emphasizes the cultural aspects of the course in addition to the physical writing.

3. Associate Dean Lang collected some questions around SDS accommodations in preparation for the October 28 discussion with SDS Director Michael Venzon.

4. Associate Dean Lang opened a discussion about creating additional flexibility for students to fulfill the CLAS Core World Language requirement. She began with a presentation that reviewed the current requirement: to fulfill the GE CLAS Core requirement in World Languages, students have a number of options to complete fourth-level proficiency in a single language. Recently, DWLLC reviewed and updated the student learning outcomes for the WL requirement as part of a self-study of the WL requirement: World Languages—CLAS Core Outcomes.

Most students (~60%) satisfy the CLAS Core WL requirement by taking four years of a single world language in high school. The remaining 40% of CLAS students satisfy the requirement by taking between 4-20 s.h. of a single world language at the University of Iowa, by transferring the credits from another institution, or by various proficiency examinations. CLAS provides options for students who speak a second language, have a language-learning disability, or who can demonstrate fourth-level proficiency in a language that is not taught at the University of Iowa.

Over recent years, a number of challenges and concerns about the CLAS Core WL requirement have been brought forward by many different constituents (e.g., students, Office of Admissions, academic advisors, faculty, and academic staff). Associate Dean Lang presented an overview of the types of concerns around flexibility with this requirement that have been raised, which include: the sometimes large number of s.h. that students need to fit into their schedules to satisfy this requirement alongside their other programs of study, the primarily in-person modality for most world language courses presenting challenges for student academic and personal scheduling, student recruitment...
based on prospective students’ view of this requirement and their opportunities (or lack of) for taking language in high school, some disparities in success rates for students in their first semester of world language courses (consistent with other trends across campus in introductory courses but requiring some attention to academic support), and the challenges that students sometimes face with meeting this requirement in a timely way for their graduation plans. There was a brief discussion about the model that the Tippie College of Business, the College of Nursing, and the College of Public Health use for their students, which allows two years of two different languages as a way to satisfy the GE WL requirement for undergraduate programs in those colleges. UEPCC will continue the conversation about adding flexibility to the WL requirement with GECC and DWLLC and participate in several faculty and academic staff “listening posts” across CLAS during the next few months.

In the short time left for general discussion of this topic, members of UEPCC raised these issues: what types of academic strategies best support students in introductory language learning? How does a change in the WL requirement impact graduate student teaching assistants (who often staff language courses)? Has there been discussion within departments in DWLLC about adjusting the 5 s.h. language courses to be 4 s.h.?

5. The meeting was adjourned.

Respectfully submitted,

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