

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

**Minutes**

240 SH

January 25, 2024

*Attending:* Cornelia Lang (chair), Jill Beckman, Jean-François Charles, Rodica Curtu, Emilie Maurel-Destruel, Anita Jung, Liz Lundberg (staff), Cinda Coggins Mosher, Amira Qidwai, Christine Shea

*Absent:* Asha Bhandary, Amy Strathman

1. The committee reviewed minutes from the January 18, 2024 and November 30, 2023 meetings. Both were approved after minor edits.
2. Next the committee reviewed the proposal recommended by the GE Curriculum Committee (GECC) to grant Interpretation of Literature status to ENGL:2010 *Foundations of the English Major*. Currently, English majors take 6 s.h. in the Literary, Visual, and Performing Arts (LVPA) GE category instead of taking 3 s.h. in that category and 3 s.h. in Interpretation of Literature, as students in other majors do. Granting Interpretation of Literature status to ENGL:2010 will allow English majors to meet the GE requirement with a major course rather than taking two LVPA courses. This change will also solve the problem of students who change majors away from English being overburdened by being required to fulfill Interpretation of Literature after having taken two LVPA courses (and more advanced English courses). Although ENGL:2010 is a major course, the English Department and GECC ensured it also meets the learning outcomes of the Interpretation of Literature category, and after the early registration period, English will remove the majors-only restriction and allow students in other majors to use any remaining seats in the course. UEPCC supported this proposal.
3. Next the committee welcomed Dan Matheson, Professor and Program Director, Sport and Recreation Management (SRM), to discuss proposals to change the names of two of the concentrations within the SRM major. Under the first of these proposals, the “Sport and Diversity” concentration would be renamed “Diversity and Inclusion Management.” Professor Matheson explained that DEI-related positions in sport and recreation-related businesses have seen explosive growth in recent years, and renaming the concentration in this way would better communicate to students that they would be preparing and developing skills for a specific career path. The new name would also more clearly differentiate this program of study from Sport and Media Culture, where students might study similar issues but without the focus on application within management roles. The committee supported this change and expressed enthusiasm about the Sport and Recreation Management program preparing students for a growing career field.

The second proposal is to change the name of the “Communications and Public Relations/Journalism” concentration to “Public and Media Relations.” Professor

Matheson explained that the current concentration name has been formed in pieces over time and the new name would be more intentional; the new name would also more accurately communicate the focus of the concentration and differentiate it from Journalism and Mass Communication. Students who study Journalism and Mass Communication might go on to cover sports for media outlets, while students who study Sport and Recreation Management—Public and Media Relations are more likely to pursue jobs within sport-related businesses, communicating with outside media outlets and the public. The committee supported this proposal as well and commented on the thoughtful blend of industry and academy in both SRM proposals.

4. The committee next evaluated a proposal recommended by the GE Curriculum Committee (GECC) to grant International and Global Issues (IGI) and Sustainability (SUST) statuses to POLI:2500 *Politics of Natural Disasters*. The course will use natural disasters from all over the world as its case studies, thereby meeting the learning outcomes of the IGI category. The committee supported this proposal.
5. Next the committee welcomed Glenn Ehrstine, Associate Professor, DUS, and Area Coordinator for German, to discuss proposed changes to the German BA. Professor Ehrstine explained the factors leading to the proposed changes, including the following:
  - 1) Fewer students are arriving at The University of Iowa having taken German in high school, and students' interests have shifted from German language and literature to German culture more broadly defined.
  - 2) The new World Language Pathways necessitate preparing for students who fulfill the World Language requirement without having taken Intermediate-level language courses.
  - 3) The World Language Pathways also hopefully offer new opportunities for sparking students' curiosity in language majors and minors.Currently German offers some courses in English for 3 or 4 s.h. and requires the 4 s.h. option for those courses to count toward the major or minor. This structure means that students who start by taking a GE or exploratory course for 3 s.h. and then want to declare a German major or minor cannot use that first course toward their program of study.

Under the proposal, the variable hours for courses taught in English would go away—those courses would be 3 s.h. for everyone, so a student who begins German courses with GE or elective courses taught in English and then decides to declare a major or minor would get to count the work they've already done in the department. The German major would also now accept up to 9 s.h. (three courses) taught in English, whereas it previously accepted up to two courses (8 s.h.). The other significant change is that the major would still be 30 s.h. overall, but under the new proposal up to 6 s.h. from courses numbered 2001-2002 (Intermediate German I and II) can count toward that total of 30 s.h. Previously GRMN:2002 Intermediate German II was a prerequisite for all major-level coursework but the hours for that course (and the courses before it in the language sequence) did not count toward the major itself. The committee was supportive of these changes and especially of the ways German is considering how the 3+1 World Language Pathway (three levels of language study and then a cultural exploration course) might instead be 1+3 for some students (starting with a cultural exploration course and then being interested enough to pursue language study).

Respectfully submitted,

Emilie Maurel-Destruel  
Associate Professor, French & Italian, Linguistics  
Secretary, UEPCC