UNDERGRADUATE COUNCIL MEETING
April 18, 2011
Collaboration Room, Knight Library

PRESENT
Susan Anderson, Andrew Bonamici, Ron Bramhall, Kathie Carpenter, Sue Eveland, Dave Hubin, Jennifer Joslin, Karen McLaughlin, Ian McNeely, Josh Snodgrass, Karen Sprague, Gail Unruh,

ABSENT
Eric Carlson, Amy Goeser Kolb, Dean Livelybrooks, Drew Terhune, Jim Tice, Matt Villeneuve, Tom Wheeler, Paul Engelking, Judith Baskin, Julie Hessler, and Elizabeth Reis

GUEST
Lisa Gilman, Associate Professor, English Department and Director, Folklore Program

AGENDA
I. Proposal for a CAS Folklore Program Major and a Minor

MINUTES
The Chair called for amendments to the minutes for the February 21, March 7, and April meetings. One amendment was made to clarify the discussion of “the influence of technology on teaching and learning” in the minutes of April 4, 2011. Another correction of the attendance roster was made to the minutes of the March 7, 2011 meeting.

The motion was made to accept the minutes from the February 21, 2011; March 7, 2011; and April 7, 2011 (as emended) meetings.

Moved: Josh Snodgrass
Seconded: Karen McLaughlin

The motion to accept the minutes, and their emendment, passed unanimously.

* NON-AGENDA ITEM: RECAP OF UGC GRADE CULTURE PROPOSAL VOTED ON BY THE UNIVERSITY SENATE, APRIL 13, 2011
The Chair thanked the Council members who were able to attend the April 13th University Senate meeting, where the Undergraduate Council’s recommendations for improving Grade Culture were voted on. The first recommendation, 11A, passed, but recommendations 11B and 11C were voted down. The Chair reminded the Council members that they now need to discuss the specifics of the process for implementing 11A for Fall 2011. The Council will need to notify departments of when the
implementation of 11A needs to occur. After 11A is implemented, the Council will revisit the other recommendations. Susan Anderson reported that a senator and several faculty-at-large are seeking to reintroduce recommendation 11B to the Senate in the near future.

I. PRESENTATION: PROPOSAL TO INSTITUTE A FOLKLORE PROGRAM MAJOR AND MINOR
The Chair introduced Lisa Gilman, Director of the Folklore Program, to present the CAS proposal to establish a degree Major and a degree Minor in the Folklore Program.

Lisa explained that the Folklore Program has been on the campus for 30–40 years, as an interdisciplinary program that emphasizes a graduate specialization. Some faculty in the English department who teach in the program are trained in Folklore and are expressly hired to teach Folklore and administer the program. The larger faculty committee for the program, which makes program decisions, teaches some Folklore courses, and provides academic advising includes faculty in Anthropology, Arts Administration and Music.

For many years, the program focused on an interdisciplinary studies ISIP MA program offered through the Graduate School. Last year, the degree was formally brought into the Folklore Program, so that the description of the program matches the way it is administered. In addition, at the undergraduate level, the Folklore Program has offered a certificate program. Now, the program seeks to build something that looks more like a structured degree-granting program. One impetus for this is the new budget model. It is difficult for the Folklore Program to justify its Graduate program if it is not bringing in money at the undergraduate level. A concern is that since few students currently earn the undergraduate Certificate, the major may not draw many students. The proposers are optimistic, however, because Folklore Program classes are always filled and there is a lot of anecdotal interest in a major. There is also a strong sense that students will see Folklore as a good double-major or minor, an effective supplement for another degree they are interested in (e.g. International Studies, Anthropology, Journalism, or English).

Lisa stated that in the proposal for the new major, course requirements have been designed to create a major that is flexible and interdisciplinary, but has some structure to insure that students get a core foundation in Folklore while allowing them to explore the parts of Folklore or the geographic regions of Folklore that particularly interest them. Everyone is required to take “Introduction to Folklore” (FLR 250). Then majors may choose courses totaling 24 credits in three areas of focus. In addition, students choose electives to bring the total credits required for the major to 48.

The minor in Folklore has an open structure: it requires 24 credits, with one required course, “Introduction to Folklore.” A minimum of 12 credits must be courses with the FLR prefix.

Lisa invited questions from UGC members:
Within the 24 credits required in three of six possible areas of focus in the degree, will students be allowed to choose the courses to take?  
*Answer:* Yes. Advisors will assist students in making these choices.

Why have some requirements for the Certificate been removed from the major? Examples are a required cluster of FLR core courses and formal advising.  
*Answer:* In the Certificate program, “Introduction to Folklore” was the only FLR course in the core. The other two courses were in other areas (e.g. “World Cultures” in Anthropology). For the proposed major, additional lower division FLR courses are being developed. Previously, most FLR courses were at the upper-division level.

The required credits listed in the proposal add up to 40, but the major requires a total of 48 credits. Where are the other 8 credits?  
*Answer:* These are electives. The total elective credits in the major should be 20, not 12 as written.

Would it be worthwhile to focus the 6 concentration areas a bit more? There is a fair amount of overlap among the courses listed in the different areas, which could lead to double-dipping within the major itself.  
*Answer:* It is difficult for the Folklore Program to create new foundation coursework at the lower division level.

Can a student pick up a sense of Folklore as a discipline without a FLR core? History, for example, does not have a core course requirement for its major but does have a strong disciplinary identity.  
*Answer:* This is the way the Folklore Program operates at the Graduate level and it may follow this model in the undergraduate major, as well.

Could a fieldwork or practical experience be built into the major for undergraduates?  
*Answer:* This was part of the Certificate program. It could be put into an upper division course requirement.

Will advisors for the program be drawn from the faculty in the program?  
*Answer:* Yes.

Several technical additions or corrections were suggested:
– At UO the minimum grade required for courses in the major and minor should be stated.

– The residency requirement should be stated.

– A statement prohibiting double-dipping of required courses for the program is needed.

– The courses that count toward the major include a number of experimental (410) courses. Since UO does not allow these to be listed as fulfilling requirements, the proposal should contain a statement indicating that these courses can be used only if recommended by an advisor.

The Council briefly discussed the inappropriateness of much of the information required by OUS for new programs. Little attention is paid to the academic rationale for the program which is the important consideration. Lisa was excused from the meeting.

Discussion
The UGC discussed its role in reviewing new program proposals. The UGC review occurs at the end of a series of reviews by the Provost, the Dean of the College, and various Curriculum Committees. Of all those groups, only the UGC looks at the overall academic design of the program rather than at individual courses. It might be more effective if the UGC review step occurred earlier in the process. The Council concurred that the Folklore major needs to have dedicated, mandatory advising as the Certificate program had.

The primary weakness of the proposal is that the major lacks a well-defined structure. Moreover, it would be helpful to have a rationale for each area of focus within the major. These rationales should show how each focus provides an important and distinct lens on the discipline of Folklore. Overall, the design of the major should reflect answers to two questions:

– what are the key ideas in the Folklore discipline?

– how are students introduced to these ideas at increasing levels of sophistication?

The UGC was enthusiastic about the possibility of a Folklore major, and asked the Chair to recommend the following revisions to the proposal:

1) Add mandatory advising to the major.
2) Add core courses beyond FLR 250. This could be done by requiring 1–2 courses (ideally FLR courses) in each of the focal areas. (It was noted that one of these, Public Sector, includes no FLR courses.)

3) Provide more structure and a better rationale for the major as a whole and for each of the focal areas within it.

4) The statement, “… with a B.A. in Folklore, students will have a strong foundation for pursuing certification for K-12 education either in the humanities or social sciences” is inaccurate and should be removed.

5) Clarify the distribution of required FLR courses between lower and upper division.

6) Make the technical corrections noted above.

Since the Folklore minor is less complicated than the major, its review will be postponed until revisions to the major have been considered.

Karen Sprague will initiate revision of the proposal form so as to request information that is germane to a consideration of academic quality. This should be straightforward for minor proposals, since they don’t go through state-level review and thus aren’t constrained by OUS forms. A redesign of the proposal form for majors may need to be aligned with the NWCCU approval form.

The next UGC meeting is scheduled for Monday, May 5, 2011, 12:00pm at the Collaboration Room of the Knight Library.