UNDERGRADUATE COUNCIL MEETING
May 03, 2013
Collaboration Room, Knight Library

PRESENT
Ron Bramhall, Ashley Buchholz, Sue Eveland, Madeleine Hudson, Jennifer Joslin, Loren Kajikawa, Josh Snodgrass, Karen Sprague, Randy Sullivan, and Glenda Utsey

ABSENT
Susan Anderson, Andrew Bonamici, Paul Engelking, John Gage, Dave Hubin, Karen McLaughlin, Diana Salazar, Ben Smood, Alison Schmitke, Kerry Snodgrass, Beata Stawarska, and Tom Wheeler

GUESTS
- Ian McNeely, CAS Associate Dean for Undergraduate Education
- Kassia Dellabough. Director of Professional Outreach & Development for Students, AAA and Sr. Project Manager, Academic Extension
- Ruth Keele, Vice Provost, Academic Affairs
- Lee Rumbarger, Director, Teaching Effectiveness Program, TLC

AGENDA

I. Review of meeting minutes from 4/2/13 (Note: Minutes from 4/19/13 deferred)

II. Proposal for new undergraduate minor in Arabic Studies
Guests:
- David Hollenberg, Assistant Professor of Arabic Language and Religious Literature & Director, Arabic Language and Literature
- Ian McNeely, Associate Dean for Undergraduate Education (CAS)

III. Discussion of OUS Credit for Prior Learning Initiative
Guests:
- Kassia Dellabough, Director of Professional Outreach & Development for Students (PODS), AAA & Senior Project Manager, Academic Extension
- Ian McNeely, Associate Dean for Undergraduate Education (CAS)

IV. Guidelines for oversight of online courses (Sprague & Snodgrass)
MINUTES

* NON AGENDA ITEMS: REVIEW OF TODAY’S AGENDA; PREVIEW OF MAY 17, 2013 MEETING

The Chair opened the meeting with a review of the agenda. He cautioned that the agenda was ambitious and it might not be possible to cover every item. Some item(s) would probably be moved to the last meeting of the term on May 31, 2013. He reminded the Council that the next meeting, scheduled for May 17, 2013, was going to be focused on research and undergraduate education. A panel will be addressing the issue with the Council. The Chair noted that he will be sending information to the Council prior to the May 17th meeting and solicited their input on how the meeting should be structured.

I. MINUTES FROM APRIL 2, 2013 MEETING

The minutes of April 2, 2013 were reviewed by the Council. The Chair noted that he had a detailed follow-up meeting with Patricia Dewey about the proposal for the revised minor and the new Major in the Arts and Administration Program presented at the April 2 meeting. The plan is that the revised minor will be tweaked and return to the Council next year. They will also continue to develop a proposal for the new major, but it may be one-to-two years off before it will come to the Council again. They also discussed the grading practice in Arts and Administration.

The motion was made to accept the minutes of the April 2, 2013 meeting.

The motions passed unanimously.

II. PROPOSAL FOR A NEW UNDERGRADUATE MINOR IN ARABIC STUDIES

The Chair introduced David Hollenberg, Assistant Professor of Arabic Language and Religious Literature & Director, Arabic Language and Literature and Hanan Ahmad, Visiting Scholar in the Religious Studies Department. Ian McNeely, CAS Associate Dean for Undergraduate Education, was also introduced as being closely involved with shepherding the proposal through the approval process.

David Hollenberg explained the rationale for the proposal. There are several students who have been taking Arabic in each term of the last three years. The impetus for the proposal is to enable students currently in Arabic Studies to receive recognition for their efforts and to pursue their interests in Arabic studies in a clear and coherent pathway towards a minor. The hope is that over time, the minor may become a major. Through the third year of Arabic studies, the focus of the program is proficiency – speaking, listening, reading, writing, and learning to use the language. After those three courses [after the 303 level] the focus turns to literacy. This ties directly to current research faculty in Arabic, mainly in fields of humanities: religious studies, history, comparative literature, and theater arts.

There are four faculty capable of teaching at the 400-level and teaching cultural enhancement courses at the 300-level.
24 credits are required for the minor. For most students, these include third-year Arabic as 12 credits of the 24. Three additional courses are required and two of those courses must be at the advanced Arabic level. One elective course (taught in English) can count towards the minor.

Another set of students have already had Arabic or were raised speaking Arabic and thus do not qualify for the third year Arabic courses, but can minor in Arabic Studies. These students also take 24 credits; three courses must be in Category 2.

**Questions**

- What percentage of students already proficient in Arabic, but seeking the minor, actually winds up testing of the third year of Arabic language?  
  *Answer:* A few native speakers have acted as teaching assistants. A large percentage of native speakers do wind up pursuing the minor. These students have to test out of Arabic third year.

- Is this typical for other languages?  
  *Answer:* UO is unique because it has so many tenure-track faculty involved in Arabic Language research. That was one of the purposes in fast-tracking the proposal for an Arabic Studies minor. The structure of the proposed minor is fairly typical of other language minors within the UO itself.  
  One suggestion is to make it clear up front in the proposal that the first two years of Arabic are pre-requisite to declaring for the Arabic Studies minor and entering the third year of Arabic language.

- There is some concern about the number of 410- and 199- courses listed in Categories 2 and 3 in the proposal. There is not much assurance that these courses will be taught regularly.  
  *Answer:* Every Arabic 410 course will count in the Arabic Studies minor. There was some question about the residency requirement for the minor. It would be good to have an advisory board weigh in on transfer credits from other institutions rather than just one individual.

- The estimate of the number of students minoring in Arabic Studies seems low.  
  *Answer:* It is anticipated that enrollment will grow after the first year the minor is instituted. Students are already asking when a major will be instituted.

Ian McNeely, David Hollenberg, and Hanan Ahmad left the meeting.

**Discussion**

- The Chair mentioned that he had requested David Hollenberg raise the residency requirements for the minor. Several items have been addressed outside the Council and handled executively.

- The Council was generally very pleased with the proposal and felt it was timely. There was a sense that the minor should be advertised more broadly so students could enter the minor earlier. This minor will be approved effective Fall 2013.
The council moved to endorse the proposal with the recommended changes.

Moved: Glenda Utsey
Seconded: Ron Bramhall

The motion passed unanimously.

III. OUS CREDIT FOR PRIOR LEARNING INITIATIVE
Ian McNeely and Kassia Dellabough, Director of Professional Outreach & Development for Students, AAA & Senior Project Manager, Academic Extension provided a short introduction of the initiative and led the discussion.

Ian explained that a few months earlier, the Provost had placed a charge that the UO participate on a state-wide task force developing an OUS Credit for Prior Learning Initiative. The task force was convened by Melanie Rose, interim-Chancellor of OUS system. The task force has since become inactive. However, the UO has been asked to provide feedback on the policy framework. It is not a policy; the framework just asks for an identification of things that would have to be done if a policy to provide credit for prior learning were to be designed. The feedback will be relayed to the Provost, who in turn will relay it to the Provosts’ Council.

Kassia explained that credit for prior learning is not anything new and has appeared in several iterations of transfer agreements, trying to accommodate students who want to be efficient in both time and finances, to make their capacity to bring past academic experience into an institution. What has evolved over time are such things as AP courses and testing out of courses, which have been pretty well established. This initiative is revisiting those at the state level because of the state mandate to graduate students sooner, in a larger percentage, and how we can do that as multiple institutions across the state. What has added some complications to what has been traditionally used at UO—the AP-IB, CPL, Military Challenge, and the portfolio—are the new iterations of such things as MOOCs. How are we, as a group, going to approach that, as well as the many other new emerging ways individuals are gaining experience, challenging the traditional route, instead of as a state? Is there some policy framework to address this? The challenge is that every institution is very unique and there is no simple cookie-cutter approach that will fit.

The 40-40-20 mandate from the state is good, but also potentially problematic. Currently, Oregon has the fourth lowest rate of high school graduation in the country. The mandate is aspirational. The challenge is how can we smooth the path to higher education from a variety of entry points: Community Colleges, AP courses, through the military, through experience of MOOCs? The pressure from the state is to do everything possible to make all these experiences count. The pushback from the institutions is that faculty control what constitutes an education within their institution.

The framework is a working document of 11 points that OUS is seeking feedback on.
**Discussion**

- The language of the document is crafted politically.

- There was a question: are MOOCs really prior learning? They don’t seem to fit into the framework of experiential learning.

- A lot of the things advocated in the framework are already being done by UO.

- There are outcomes of a liberal arts education at a research university in a brick-and-mortar environment that we sense more than we can articulate. We need to nail these outcomes down more succinctly. The easiest measure is cognitive. The values of the experience as outcomes are more difficult. But online students should not be held to different standards than brick-and-mortar students.

- We need to define what it means to be at a flagship university. How can we justify our requirements (including residency)? Why does it matter?

- CPL and MOOCs and other emerging approaches require us to really articulate our desired outcomes.

- If we do this articulation right, it could be a way of measuring outcomes and improving outcomes.

- General Education is an important context for this discussion.

The Council discussed the portfolio review process (as presented at a HECC Conference).

It was noted that there need to be clearer guidelines across institutions as to what CPL experiences will be accepted. This is also becoming a challenge in the majors, though the largest area of impact is currently in General Education. Different institutions have different criteria for accepting the same CPL. These criteria need to be clearly explained to prospective students. There needs to be a pre-approval process for students to get a guaranteed sign-off for the CPL they want to transfer in to the institution. At UO, CPL credits are noted in a separate section on the transcript.

Ian McNeely will relay the Council’s feedback back to the CPL board.

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The next UGC meeting is scheduled for Friday, May 17, at 3:30pm in a location to be announced.