

**UNDERGRADUATE COUNCIL MEETING**  
**March 30, 2005**  
**Johnson Hall Conference Room**

**Present:**

Deborah Baumgold, Doborah Exton, Hilary Gerdes, Dave Hubin, Anne Laskaya, Martha Pitts, Tyler Neely, Julie Newton, Steven Pologe, Kathy Roberts, Ron Severson, Karen Sprague, Mark Thoma, Laura Vandenburgh, Amalia Gladhart, Shelly Kerr

**Absent:**

Colleen Bell, Herb Chereck, Emily Gilkey, Peter Gilkey, Paul Engelking

**Guest:**

Susan Anderson, Department Head, Germanic Languages and Literature

**Updates:**

Karen Sprague reported that a bill will be presented to the State Senate Education Committee by Senator Kurt Schrader which will address the seamless transfer of college credits. The bill is a substantial revision of an earlier “Common Course Numbering” bill (SB 342), which was summarized as follows:

“Directs State Board of Higher Education and State Board of Education to jointly develop common course numbering system. Directs state institutions of higher education and community colleges to accept for credit toward degree, credits granted by other state institutions and colleges.”

The revised bill authorizes, among other things:

- Revision of the Associate of Arts/Oregon Transfer (AA/OT) degree;
- Development of an outcomes-based framework for articulation and transfer that is derived from a common understanding of the criteria for General Education curricula;
- Implementation of a statewide course applicability system that permits students and advisors to query and view on-line credit transfer options and conduct on-line degree auditing.

Representatives from both the Oregon University System and state community colleges collaborated with Senator Schrader in writing the revised version. Another group, which includes Herb Chereck, is working out the budget for a 2-phase implementation of the statewide course applicability system (now called ATLAS for Articulation and Transfer Linked Audit System): Phase I will establish the system in all the OUS institutions during the 2005-2007 biennium; Phase II will establish the system in the state community colleges. Phase II will be more costly than Phase I because of the greater number of institutions and the lack of appropriate infrastructure in most of them. Karen pointed out that this revised bill represents a win-win situation for both universities and community colleges. The original and revised versions of SB 342 are posted on the UGC web site.

([ATLAS demo](#), [Addressing the Seamless Transfer of College Students](#), and [Senate Bill 342](#))

## **Agenda**

### **I. Proposal from Germanic Languages and Literature**

Susan Anderson, Department Head of Germanic Languages and Literature, introduced a proposal to convert the 3 areas of concentration in their single major into three distinct majors: German Studies, German, and Scandinavian. Each major would include 12 required courses. The German Studies major would focus on German philosophy and other interdisciplinary courses, with 5 of the 12 required courses being studied in German; the German major, requiring more advanced language ability, would focus on language and literature; the Scandinavian major would also focus on languages and literature.

It was also requested that the German Area Studies minor drop the word “Area” in its title to conform with current practice in the field as well as the recommendation of accreditation agencies.

The College of Arts and Sciences Curriculum Committee has reviewed and approved these proposed changes.

- **Discussion**

There was consensus among UGC members that greater specificity in the descriptions of the coursework for the proposed majors would make the presentation of these majors more effective.

- Description of the Scandinavian major should address the following:

- 1.) What 300-level language courses are available?
- 2.) What are the specific opportunities for students to read and write in Scandinavian languages?
  - Will the staffing for the Scandinavian major reduce staff availability for the German major?
  - Do the non-German courses in the proposed German Studies major require substantial papers? Do these courses offer opportunities for students to do significant writing on German topics related to the major?
  - There may be additional courses within the university that could be included in the German Studies major. For instance, several 300-level music courses dealing with the cultural influences of Haydn, Mozart, Beethoven and Wagner might be appropriate.
  - How will academic advising be provided? Will a single advisor work with all majors, or will 3 distinct advisors be needed?

The Council approved the program proposal with recommendations that will be forwarded to the Office of Academic Affairs.

**The motion was passed unanimously by the UGC.**

## **II. Proposal to Eliminate Y Grade**

Shelly Kerr presented a proposal from the Scholastic Review Committee concerning the possibility of changing the “Y” grade to “NC”. This would conform with the standard for most US schools.

Shelly presented a brief of history of the “Y” grade and pointed out that the request is to change the designation, not to change meaning. She also reported that the Graduate School Council has already accepted the proposal.

- **Discussion**

After discussion, the UGC felt that there were significant questions about nomenclature that needed to be answered before a decision could be made. Specifically, the UGC wondered whether “NC” is sufficiently unambiguous to communicate what is currently signified by “Y,” since “NC” could be misinterpreted as a failing grade.

It was decided to table discussion of the matter until Herb Chereck could address members' questions directly.

**The meeting was adjourned.**

**The next UGC meeting is scheduled for Wednesday, 11:30am, April 13, 2005 at Johnson Hall Conference Room.**