

Minutes of a Meeting of  
The Undergraduate Council  
Wednesday, March 8, 1995  
#4

Kenneth Thomas, Chair; Coral Brenneise, Secretary; Keith Clouten, Margaret Davis, Paul Denton, Maryann Hoffmann, Mailen Kootsey, Harold Lang, Warren Minder, Richard Orrison, Ray Paden, Laun Reinholtz, Gary Williams, Ed Wines

MEMBERS  
PRESENT

Delmer Davis, Malcolm Russell

INVITEES

Paul Denton

PRAYER

February Minutes approved

MINUTES

Malcolm Russell presented the new general education package (attached) outline. Discussion included questions about how professional degrees and transfer students might be accommodated, how the service requirement might be worked out, how the new program might cut costs, and if classroom spaces and time slots might make registration easier.

GENERAL  
EDUCATION  
PACKAGE  
OUTLINE

This was a first review of the two years of work the General Education Committee has put in. What Undergrad Council will be asked to approve will be the general outline including numbers of credits in various areas and general ideas of how the modified core program might be implemented. Details to be worked out are numerous but need general consensus on the outline before going on.

A general consensus, informal vote indicates general agreement among undergraduate council members that this is a good direction to go. Further discussion will be held next meeting.

Academic Policies Subcommittee brought several items for discussion:

DG POLICY  
94-95, #9

VOTED to change the DG policy so that a  
Deferred Grade (DG) can be changed to a withdrawal (W) or  
letter grade up to three years following registration for the  
course. Any changes in the GPA subsequent to the issuing of the  
diploma shall not be cause for revision of the diploma.

Ray Paden reported on-going discussions regarding possibly dropping minors as a requirement for graduation and possibly redefining our entire picture of what constitutes a degree.

FURTHER  
DISCUSSION

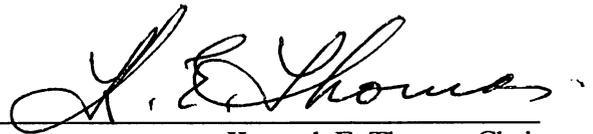
Graduate Council has approved the possibility of marching in commencement without having completed the requirements for a degree. We should address the question and vote on this in the April 12 meeting.

The Program Development and Review Subcommittee document (attached) as it now stands was presented. Comments about the work done so far included the following:

PROGRAM  
DEVELOPMENT  
AND REVIEW  
DOCUMENT

1. It looks like the guidelines currently given mean that very small changes in a program could trigger a major review. Should this be so?
2. This subcommittee really shouldn't be dealing with the finances of a department in any detail. This group should be looking at the long range picture, not annual disbursements.
3. This subcommittee should be a clearing house for change and evaluation. The checks and balances could be useful. It should be providing discipline to the university so that it doesn't spread its resources unrealistically.
4. On p. 3, #7 a-c, are these items significant enough to require full review? It appears that they are not! The subcommittee was advised to revise the document to put in meaningful guidelines without specifics.
5. Members suggested that the document state that a departmental review be conducted every "seven years or in conjunction with any professional re-accreditation" which may be done.

Members suggested that the subcommittee meet with Mailen Kootsey to look over the revised document before it is brought back to Undergraduate Council for action in either April or May.



Kenneth E. Thomas, Chair



Coral Brenneise, Secretary

## PROGRAM DEVELOPMENT AND REVIEW

(Words and Concepts defined  
in the Glossary on page 8  
are marked with an \*.)

### I. Authority for Program Review\* and Development\*

The Andrews University faculty has delegated to the Undergraduate Council the responsibility for periodic evaluation of existing undergraduate departmental programs as well as the evaluation of proposals to introduce new programs or substantive changes to existing ones. As such, the Undergraduate Council, through its Program Development and Review Sub-committee, established minimum standards and evaluation instruments.

### II. Basic Governing Rationale For Program Development and Review

A. The "minimum standards" for program review and development adopted by the Undergraduate Council are based on the following understandings:

1. Each school of the University is to operate academically credible programs consistent with its mission to meet the needs of students, church, and community.
2. Each Dean of a given school is responsible for maintaining his/her school on a fiscally responsible basis. A particular school may offer a mixture of financially strong, average, and even weak programs (if needed for the University's mission), provided the school continues to meet the established income to expense ratio of 2.5.
3. The introduction of new programs\*, the streamlining\* of existing programs or their termination after program development (see Section IV below) must meet these parameters.
4. The essence of program development and review is found in a scheduled approach through prescribed procedures delineated below in this document. The review process is executed in such a manner that all the principals are consulted within reasonable time constraints.

B. The Undergraduate Council has established procedures and instruments to evaluate changes in organizational structures, proposed programs, and substantive alterations\* to or continuation of existing programs. These are outlined below:

### III. The Program Review Process

#### A. Purposes of Review Process

The purposes of regular review of undergraduate programs are:

1. To identify strengths and weaknesses.
2. To evaluate adequacy of faculty, curriculum, academic standards, physical facilities, library holdings, and equipment.
3. To encourage change and improvement in programs in response to changing circumstances and demands.
4. To discover the appropriateness of programs and degrees to the needs of students, society, and the Church.
5. To evaluate the financial resources and support for programs.
6. To prevent duplication of courses and programs.
7. To evaluate the impact of programs on other University academic and support units.
8. To discover and encourage undergraduate student and faculty participation in research.
9. To assess student performance.

#### B. Frequency of Program Review

The regular review of all Undergraduate programs shall follow a seven-year cycle according to a regular schedule developed and maintained by the Vice President for Academic Administration. Deviations from the established schedule shall be initiated by the Vice President for Academic Administration for reasons such as:

1. declining program/department/college/school enrollment
2. inability to attract and maintain qualified faculty
3. a proposal for a new program, major or concentration
4. a request by a department/program/college/school for reorganization
5. an unacceptable income/expense ratio of a department, program, college, or school, as determined by University Administration.

6. a request to introduce a new program after program development as outlined in Section IV below
7. making substantive changes after program development (see Section IV below) to an existing program such as:
  - (a) adding new emphases
  - (b) major course offering changes/requirements, and program content changes
  - (c) major changes in academic and admission requirements

(The determination of substantiveness\* of change shall be made by the Vice President for Academic Administration and the Program Development and Review Sub-committee.)

8. a request from the Undergraduate Council in session to do so

#### C. Review Procedure

1. Responsibility for initiating the Program Review is that of the Vice President for Academic Administration.
2. The Scope of the Program Review process

The Program Review process shall always be carried out within the parameters of all the program offerings within a given department and on the basis of a self-study document (see Appendix A).

- (a) Departments with both Undergraduate and Graduate programs. Where the offerings of a department containing both undergraduate and graduate programs are reviewed by schedule every seven (7) years or for other reasons as given in Section III, B above, the review process shall involve a joint effort by the Undergraduate and Graduate Councils' Sub-committees on Program Development and Review. Details of such undergraduate and graduate evaluation processes are jointly worked out and monitored.
- (b) Preparation of Self-study Document. All Program Reviews, including joint reviews, shall be made on the basis of a departmental self-study document containing the following six main categories of considerations: program

operation, faculty, students, resources, financial viability and a summary of the evaluations (conclusions) of the Program Review Sub-committee (see Appendix A for a copy of the self-study document). The self-study document is developed after a thorough process of program development (see Section IV below).

- (c) For regularly scheduled Program Reviews the Vice President for Academic Administration notifies the dean of the relevant school by way of a request to complete the self-study document.
- (d) For specially triggered Program Reviews (see Section III, B above) he/she informs the dean of the relevant school as well as the Undergraduate Council. The dean of the relevant school is then additionally requested by the Vice President for Academic Administration to complete the self-study document as contained in Appendix A.

D. Disposition of Self Study Report

- 1. The completed self-study document is submitted to the Vice President for Academic Administration who, after a review for completeness of requirements, sends it to the chair of the Program Development and Review Sub-committee.
- 2. The Vice President for Academic Administration shall next instruct the Program Development and Review Sub-committee either to carry out the Program Review itself or may assign it to an appropriately constituted committee that he/she shall appoint.

The person in charge of University Strategic Planning shall be informed at the same time by the Vice President for Academic Administration when new programs are proposed for approval or existing ones deleted.

- 3. The entity for carrying out the Program Review may ask for additional material or clarifications before making evaluations and submitting a report with recommendations.
- 4. Sub-committee action. After evaluating the self-study, the Program Development and Review Sub-committee shall recommend to the Undergraduate Council:
  - (a) to Approve program to continue.

- (b) to Approve program to continue with appropriate recommendations.
  - (c) to Restructure program (reasons to be given).
  - (d) to Reduce program (reasons to be given).
  - (e) to Terminate program (reasons to be given).
5. Where another entity other than the Program Development and Review Sub-committee carries out the Review, its recommendations shall be sent to the Program Development and Review Sub-committee for information. Such a Review entity follows the same format of action as outlined in Section III, C, 4 above.
  6. Discussion of the Self-study report by the Undergraduate Council. The chair of the Program Development and Review Sub-committee next presents to the Undergraduate Council the Committee's recommendations. The Undergraduate Council shall discuss the self-study report (whenever deemed necessary by the chair) at least at two meetings of the Undergraduate Council prior to taking a vote and acting on the recommendations.
  7. Undergraduate Council action shall be to concur with or amend the report and proposed action of the Sub-committee. The action of the Undergraduate Council is then submitted to the Vice President of Academic Administration for information and processing.
  8. Administrative consideration of the report by the president, where appropriate, shall next be carried out prior to submission to the Board of Trustees.
  9. Board of Trustees action shall be to vote on the introduction of new or elimination of existing programs as requested by the president.

#### IV. Departmental Program Development

Departmental program development involves restructuring of old programs, reorganization of departmental offerings and structuring of new programs and consists of the following elements:

- Preliminary departmental program development and preliminary evaluations of the same which shall include the preparation of a proposal and seeking the approval of the department;

- Preliminary approval by the relevant school in which the department is housed via its curriculum committee and faculty in session; and
- Approval by the Undergraduate Council after prior evaluation by the Vice President for Academic Administration and the Program Development and Review Sub-committee.

A. Preparation of a proposal. After the preliminary development of a program a proposal shall be developed before seeking approval. The proposal should give evidence that adequate attention had been given to the following:

1. a thorough and critical review of the need, marketability, academic quality and financial viability of the program.
2. final financial implications for all aspects of the program and the future plans including start up funds.
3. availability and appropriate and efficient use of faculty, faculty qualifications and faculty development plans.
4. availability and appropriate and efficient use of facilities and equipment and cost for future requirements.
5. an assessment of the advantages and disadvantages of the impact of the proposal on a given department, school, other school of the university, of the university itself.
6. possible program or course duplications and course proliferation.
7. affects on accreditation.
8. adequacy of library holdings and anticipated operating and capital expenditures required.
9. the reliability of the financial, personnel and enrollment projections over an initial period of five years.
10. an assessment of where majors will come from: another program within the department, another department, etc.
11. an assessment of advertising potential outside the Lake Union Conference.

- B. Departmental Approval. The program proposals shall not be submitted for the next step up the ladder for consideration and approval until there is substantial agreement at the department level where the program is housed.
- C. Academic and Curricula Committee Approval. The committee(s) responsible for academic and curricula concerns should next give a verdict on the proposal. A majority vote of recommendation by the Academic and Curricula Committee is required for the faculty of that school to consider the proposal (see Section III, C, 7 for the definition of substantive changes).
- D. School Faculty Approval. Substantive changes to an existing program or proposals for the introduction of a new program may not be merely circulated to faculty members of a given school, but must be debated at at least two regular meetings of the faculty of that school before a final vote may be taken.
- NOTE:** In each step along the way, voting outside of the originating department shall be either to approve, refer back to the department where the proposal originated or to disapprove. Amendments are to be made only by the department in question.
- E. Submission to Vice President for Academic Administration. The request is next officially sent on to the Vice President for Academic Administration who shall seek the advice of the Program Development and Review Subcommittee as to further steps needed (see Section III, C, 7 for the definition of substantive changes).

## GLOSSARY

**Program Development:** This is the process and outcome of constructing the curriculum of a particular degree program. This includes purposes, admission and graduation standards, targeted audiences, targeted student and learning outcomes, available teachers, available facilities, program and course contents, student evaluation procedures, and specific courses to be offered.

**Program Review:** Is a periodic evaluation of the performance of a specific program. This takes into account program structure and content, personnel, facilities, finances, enrollment and graduates in terms of the mission of the University and the objectives set for the program. This review may be carried out by insiders and/or outsiders to the department/University.

**Streamlining of a Program:** Involves making a program more efficient and/or effective. Usually this involves curriculum content areas, frequency of offering courses, facility usage, flexibility in the specificity of course requirements, interdepartmental co-operation and sharing of effort.

**Substantive Program Changes:** Changes to a program are substantive within a department or the University when they involve any or all of the following adjustments within a department: income of a department, expense to the department, number of courses offered, number of teachers required, facilities needed, course content, nature and number of the students targeted, admission and graduation standards, the objectives of the program, the administrative arrangements for a program/department and the delivery system. The determination of whether a change is substantive or not is made by the Vice President for Academic Administration and the Undergraduate Program Development and Review Sub-committee.

**Reorganization of Program:** A program reorganization occurs when adjustments occur in the following: financial arrangements, administrative arrangements, upgrading or downgrading a program (e.g. minor to major and vice versa), a "track" or emphasis is eliminated or added, the delivery system for the program/courses and when a program/department is eliminated.

**New Program:** A new program is an addition to a department's existing offerings of programs, "tracks" or emphases. This may result from adding additional courses or just regrouping and/or renaming a group of courses to produce a program not currently being offered.

APPENDIX A

DEPARTMENTAL REVIEW SELF-STUDY REPORT FORM

NOTE: Please complete all the questions. Use additional pages when reporting on more than one program being reviewed. It is anticipated to supply a disc for ready additions of space for additional programs that are reviewed in Appendix A.

I. Date of Self-study Completion: \_\_\_\_\_

II. Name of Department: \_\_\_\_\_

Kindly check (and correct in red if necessary) the departmental statistics as supplied by the office of the Vice President for Academic Administration in the attached Exhibit 1 and return with the self-study document. Statistics for questions V, 1-3 are also supplied by the Office of the Vice President for Academic Administration.

attached	<input type="checkbox"/>
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please check

III. Program Operation:

- (1) Purpose and goals of the department and that of the program and relationship of those goals to the University "Statement of Mission" and the school.

State your view: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (2) Description of the department/program at present:

- (a) Has the department/program changed over the previous five years?

Check one      Yes: \_\_\_\_\_      No: \_\_\_\_\_

- (b) If yes, how and why?

How: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why: \_\_\_\_\_

\_\_\_\_\_

- (3) Course and program offerings of the department/program (attach catalog copy and updated materials).

List total number of courses (and credits) offered in the department: \_\_\_\_\_

How many courses are specific to each of your programs: \_\_\_\_\_  
number of courses: \_\_\_\_\_  
name of program: \_\_\_\_\_

- (4) Admission policy application within the general university policy.

Do they meet the general criteria: Yes: \_\_\_\_; No: \_\_\_\_

State the numbers admitted: Regular: \_\_\_\_;  
Provisional: \_\_\_\_; Probation: \_\_\_\_; GED: \_\_\_\_

- (5) Degree requirements for the specific program within the general university requirements:

-- Gen Ed (credits): \_\_\_\_\_  
-- Core (credits): \_\_\_\_\_  
-- Concentration: \_\_\_\_\_  
-- Major: \_\_\_\_\_; Double major: \_\_\_\_\_  
-- Minor: \_\_\_\_\_  
-- Electives: \_\_\_\_\_  
-- Residency: \_\_\_\_\_  
-- time limits on degree: \_\_\_\_\_

- (6) Internships, assistantships, co-ops and other opportunities for relevant student experience:

- (a) Is it a program requirement or is it recommended?

required: \_\_\_\_; recommended: \_\_\_\_

- (b) Do they receive academic credit?

Yes: \_\_\_\_; No: \_\_\_\_

If yes, how calculated: \_\_\_\_\_

- (c) Is a written or verbal report required?

Yes: \_\_\_\_; No: \_\_\_\_

(d) What remuneration is given to a student for their work (stipend, etc.)?

Yes: \_\_\_\_\_; No: \_\_\_\_\_

(7) Student-faculty interactions (advising program, seminar program, student/faculty research, etc.).

How is advising done? \_\_\_\_\_  
\_\_\_\_\_

Do you have seminars: Yes: \_\_\_\_\_; No: \_\_\_\_\_

If yes, who takes them? \_\_\_\_\_

Do you have students assist faculty in research?

Yes: \_\_\_\_\_; No: \_\_\_\_\_

If yes, to what extent: \_\_\_\_\_

(8) Relationship of program:

(a) to other undergraduate departments/programs (Do faculty teach graduate courses for other programs, schools, etc.?)

Yes: \_\_\_\_\_; No: \_\_\_\_\_

If yes, how much? \_\_\_\_\_

(b) to graduate programs:

Yes: \_\_\_\_\_; No: \_\_\_\_\_

If yes, how much? \_\_\_\_\_

(c) to the general education offerings:

Yes: \_\_\_\_\_; No: \_\_\_\_\_

If yes, how much? \_\_\_\_\_

#### IV. Faculty:

(include all faculty for past five years)

(1) Attach an updated curriculum vitae on each faculty member, including professional activities, continuing education, and teaching load over five years:

attached	
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please check

(2) Research/scholarly or professional activity of Departmental faculty over 5 years in total:

(a) List the types of research/scholarly or professional activities the faculty are emphasizing in the Department: \_\_\_\_\_  
\_\_\_\_\_

(b) Productivity of the research/scholarly or professional activities in terms of publications and professional presentations or consultations. List the following:

Research in Progress: \_\_\_\_\_

Specific Research completed in terms of reports: \_\_\_\_\_  
\_\_\_\_\_

publications: \_\_\_\_\_

consultative: \_\_\_\_\_

Professional organization membership: \_\_\_\_\_

officer: \_\_\_\_\_

other: \_\_\_\_\_

(c) How have these activities have been funded in the department: \_\_\_\_\_  
\_\_\_\_\_

(d) How have undergraduate students (and how many) have been included in these activities: \_\_\_\_\_  
\_\_\_\_\_

(e) Identify any departmental initiatives that encourage these activities: \_\_\_\_\_  
\_\_\_\_\_

(3) Teaching.

- (a) Attach a list of all teaching loads in general for all faculty for five years:

attached	<input type="checkbox"/>
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please check

- (b) Attach a list of how advising responsibilities are distributed among faculty members:

attached	<input type="checkbox"/>
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please check

- (c) Describe efforts being made to improve quality, teaching techniques, and course relevancy:

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- (d) Comment on the breadth and depth of faculty/staff expertise to teach the courses required for the program, degree, or emphasis:

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- (e) Describe faculty interaction with colleagues, on- or off-campus, in related programs:

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- (f) Comment on recognition given faculty members who develop innovative teaching methods, or direct student research, or are active, contributing members of the department:

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V. Students:

- (1) List five-year trend of freshmen, sophomore, junior and senior majors:

	Current Year 5	Year 4	Year 3	Year 2	Year 1
Freshmen					
Sophomore					
Junior					
Senior					

- (2) List number of students who applied to the program during the past year:

	Application	Denials
Freshmen		
Sophomore		
Junior		
Senior		

- (3) Outline the average academic achievement of admitted freshmen and transfer students:

	H/S GPA Average	SAT/ACT Average
Freshmen		

	Transcript GPA Average	Current GPA Average
Transfer Students		

(4) Describe the performance of graduates on national examinations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(5) List percent of graduates receiving honors and/or academic distinction: honors: \_\_\_\_\_;  
 academic: \_\_\_\_\_; distinction: \_\_\_\_\_

(6) Give a five-year percentage trend of placement of graduates:

	Current Year 5	Year 4	Year 3	Year 2	Year 1
Percent of graduates employed in discipline or related field:					
Percent going to graduate or professional schools:					
Percent with occupation unknown:					

VI. Resources:

(1) Financial support:

(a) Adequacy of supplies budget:

Inadequate: \_\_\_\_\_; How much needed for adequacy: \$\_\_\_\_\_

Minimal: \_\_\_\_\_; How much needed for adequacy: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

(b) Adequacy of equipment budget:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

(c) Adequacy of technical support:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

(d) Adequacy of labor budget:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

(2) Marketing support and arrangements as well as marketing material available:

Are brochures for program available: \_\_\_\_\_; Dept.: \_\_\_\_\_

Who does recruitment for Dept:

all teachers: \_\_\_\_\_

someone designated in Dept: \_\_\_\_\_

dean/associate dean: \_\_\_\_\_

general recruitment: \_\_\_\_\_

other: \_\_\_\_\_

(3) Library:

- (a) Adequacy of the University library system to meet the needs of faculty and students in the program:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

- (b) Adequacy of the Departmental library (if there is one) to meet the needs of faculty and students in the program:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

(4) Laboratory equipment and facilities, studio facilities, etc.:

- (a) Adequacy for current program:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

for future requirements:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

- (b) Equipment and facilities support for student research projects:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

(5) Computer Facilities:

(a) Adequacy for current program:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

for future requirements:

Inadequate: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Minimal: \_\_\_\_\_;  
How much needed to become adequate: \$\_\_\_\_\_

Adequate: \_\_\_\_\_; More than Adequate: \_\_\_\_\_

VII. Financial Viability:

(1) Give a thorough and critical review of the marketability and potential student pool: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) Describe financial implications for

- (i) all aspects of the program (what percentage of expenses to you cover) and the
- (ii) future plans including
- (iii) start up funds, if a new program:

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- (3) Financial implications for other programs of the University: How does this (or proposed) program impact financially on other programs:

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VIII. Summary evaluation statements (conclusions)

- (1) Strengths: \_\_\_\_\_

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- (2) Weaknesses and needs: \_\_\_\_\_

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- (3) Suggested changes: \_\_\_\_\_

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**EXHIBIT 1**

**SELF-STUDY DEPARTMENTAL STATISTICS**

**FOR**

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**(Name of the Department)**

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**(Date when Statistics were Supplied)**





## GE REQUIREMENTS AND WORKING-LEVEL COURSE DESCRIPTIONS<sup>1</sup>

### RELIGION: Goal Statement

Students will learn of God, the Incarnation, and revelation in Scripture, and study the methods of establishing this knowledge. From the study of faith, ethics and doctrine, students will be encouraged to gain an experiential understanding of the Divine and of God's plan for humanity.

### Requirements:

#### REQUIRED OF ALL STUDENTS

4 credits

#### REL\_107 GOD AND HUMAN LIFE (4 credits)

How God confronts human beings--includes the process of Revelation; principles of interpreting Scripture and similarly inspired material; the nature of God and His expectations for humanity; and evaluation of these concepts as presented in the classic literature of various religions.

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- TWO OF FOUR COURSES

8 credits

#### RELB227 JESUS IN HIS TIME AND OURS (4 credits)

Details the mission, the message and the meaning of Jesus Christ in His day and for ours. What is it about the Christian story that captured the attention of so much of the history of our world? The course also examines the connection between Christ's first Advent and His second. Prerequisite: REL\_107 God and Human Life

#### RELB337 DOCTRINES OF THE ADVENTIST FAITH (4 credits)

Clarifies and reflects upon the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the framework of the Judeo-Christian tradition. Prerequisite: REL\_107 God and Human Life

#### RELT347 PERSONAL SPIRITUALITY AND FAITH (4 credits)

Study of the Biblical view of the act of faith and the life of faith. How does a person begin and nurture his/her own personal spiritual and devotional life? This course also evaluates the need for spiritual nurture in various lifestyle and work settings, and includes presentations by representatives of different professions and lifestyles.

Prerequisite: REL\_107 God and Human Life

#### RELT417 RELIGION AND ETHICS IN MODERN SOCIETY (4 credits)

Considers how the Judeo-Christian religions confront the complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries or are all values relative? The course is designed to help adults articulate what molded their value system and what, including the perspectives of different disciplines, should help to shape it. Prerequisite: REL\_107 God and Human Life

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RELIGION ELECTIVE

4 credits

To enrich their experiences, students will select any 4-credit religion course.

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<sup>1</sup>The course descriptions portray the intentions of the General Education committee. However we do not regard them as final, and expect changes before the 1996-97 Bulletin copy is needed.

**ARTS & HUMANITIES: Goal Statement**

Students will understand and experience literature, ideas, and the performing and visual arts both within the historical development of world civilizations and as aesthetic and philosophical expressions.

Requirement: 12 credits  
ARTS & HUMANITIES  
CORE

[No Waiver]

(Also: Elective choice  
under Breadth)

**\_111,2,3 ARTS, IDEAS AND CIVILIZATIONS (4,4,4 credits)**

Integrates the histories of the major regions of the world with the aesthetic achievements of humanity in the domains of literature, the performing and visual arts, and philosophy. While chronological divisions are imprecise, in the European context the first quarter treats the Ancient and early Medieval periods, the second, from the Medieval period to the modern, and the third, the past two centuries.

**SOCIAL SCIENCE & SERVICE: Goal Statements:**

Students will demonstrate knowledge of human behavior as manifested in social, geographic, political and economic relationships, and gain an understanding of the perspectives of various theories and groups. Beyond learning the philosophical basis for the altruistic application of one's skills to benefit others, students will serve a selected community, often within their chosen field of study.

Requirements:  
SOCIAL SCIENCE:  
Choice of TWO CORE  
COURSES. 8 credits

[No Waiver]

**\_127 INDIVIDUAL DEVELOPMENT AND SOCIETY (4 credits)**

Focuses on the issues addressed by psychologists and sociologists in explaining human development and the roles played by individuals and society. Topics include the personality, relationships and socialization, learning and conditioning, inequality, abnormal behavior and social institutions.

**\_137 CULTURE, PLACE AND INTERDEPENDENCE (4 credits)**

Examines how the concepts of culture and place are used by anthropologists and geographers to understand people in different localities. Develops concepts of human interdependence such as the "global village," the earth as a "natural habitat," and the "world system," and surveys the major peoples, cultures, and geographical areas. The course concludes with perspectives on the future of the human species on earth.

**\_217 THE INDIVIDUAL, STATE, AND MARKETPLACE (4 credits)**

Examines selected political and economic questions of perennial importance to the human race through the use of classic and contemporary sources and both Christian and ideological perspectives. What is the good life? What is the purpose of politics, and the best form of government? What are the implications for efficiency and equity of different economic systems for producing and distributing wealth? To what degree should government be responsible for the well-being of the individual and the economy?

(Also: Elective choice  
under Breadth)

SERVICE  
Philosophy of Service (2  
cr.)  
[No Waiver]

\_147 PHILOSOPHY OF SERVICE (2 credits)  
Introduces the philosophies of one's responsibilities to one's community and serving others, from Christian and selected non-Christian perspectives. Includes study of the needs of local communities, the church, and the world, and involves the student in proposing a plan of individual service.

Fieldwork

Students may choose several alternatives to meet the fieldwork requirement, among them: a). departmental courses (designated with an "S") that include service, b). completing an approved plan for individual service to the local community, church, or world, or c). enrolling in a specific two-credit fieldwork course.

### NATURAL SCIENCES & HEALTH: Goals Statements

Students will obtain a knowledge of the natural universe and the current framework of comprehending it, and through experience acquire an understanding of the scientific method. Within this context, students will study and apply the principles of health and fitness.

#### Requirements:

NATURAL SCIENCES:  
A. Natural Science Core:  
8 credits

\_251,2 NATURAL SCIENCE I,II (4,4 credits) [Alternative title?]  
A progressive building of concepts from physics, chemistry and biology, organized in a two-quarter sequence that involves the use of experimentation to build an understanding of the scientific method. Includes themes such as philosophical issues of humanity's origins and cosmology, and ethical issues and the environment.

or

Prerequisite: algebra, statistics, and computer general education courses.

Approved Combinations of  
Alternate Courses

A combination of two of the following  
Foundations of Biology  
General Chemistry  
General Physics  
Microbiology, Human Physiology, and Research Methods Class  
Three physiology laboratory courses numbered 200 or above.

[No Waiver]

(Also: Elective Choice  
under Breadth)

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HEALTH:  
Core 3 credits

HLED127 HEALTH AND HUMAN FITNESS (3 credits)  
Integrates an understanding of how the human body functions with lifestyle practices that optimize the body's strength, health, and resistance to disease.

[Waiver by test]

**The members of the GE committee recognize the importance of physical fitness. We propose encouraging student enrollment in PEAC courses by grading them S-U. Moreover, we seek ways, in the manner of Notre Dame University and other leading colleges and universities, to incorporate a fitness program into the freshman year or individual portfolio.**

**Language and Expression:**

Students will provide oral and written evidence of the ability to communicate in English with clarity, coherence, logic, and style appropriate to the occasion. Bachelor of Arts students will demonstrate intermediate-level skills of speaking, reading, listening and writing in a foreign language.

**WRITTEN  
EXPRESSION:**  
Composition. 9 credits

[Waiver by test]

Two "W"-designated  
courses  
[No waiver--but transfers?]  
**UNREADY FOR COM-  
MITTEE APPROVAL**

**ORAL EXPRESSION:**  
3 credits

[No Waiver]

Two "C"-designated  
courses

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**-FOREIGN LANGUAGE-  
BA Only**  
Intermediate Level --  
6 credits  
[Waiver by Test]

ENGL111,112,\_\_\_

[Appropriate course description is needed. Bulletins from elsewhere indicate courses that stress rhetoric, or great writing, types of composition, etc.] Other issues might include a higher threshold for admittance to the first class, and passing a writing test as a graduation requirement.

Two upper division courses designated as writing intensive, with faculty prepared through specific training to evaluate the writing component. Papers prepared for the course to form part of the student's portfolio.

**COMM104 COMMUNICATION SKILLS (3 credits)**

The study of human communication, focusing on individual interaction with another, in small groups, and in public. Upper division students must substitute COMM320, 405, or 475.

Two courses designated as communication intensive, with faculty prepared through specific training to evaluate the communication component.

\_\_\_\_ 2\_1,2 INTERMEDIATE \_\_\_\_\_ (3,3 credits)

Listening, speaking, reading and writing at the intermediate level, combined with study of grammar. Includes weekly laboratory practice.  
Prerequisite: 12 credits of elementary language or acceptable performance on the placement exam. Each year of high school language typically replaces one quarter of college coursework.

**Math and Computer Science:**

Students will develop the logical and computational skills associated with statistics and algebra (including geometric formulae and elementary functions), as well as computer usage skills within a context of fundamental computing knowledge and problem solving methodology.

**Requirements:**

**MATHEMATICS**  
Algebra and statistics.  
8 Credits

[Waiver by test]

May also be met by higher-  
level courses.

**MATH127 COLLEGE ALGEBRA (4 credits)**

A study of equations, inequalities, geometric formulas, graphing, polynomial, algebraic, exponential, logarithmic and trigonometric functions. Includes applications in business and science.

Prerequisite: Math placement exam score of 2.0.

**STAT127 ELEMENTARY STATISTICS (4 credits)**

A study of descriptive statistics, introductory probability and probability distributions, inferential statistics including confidence intervals and hypothesis testing.

Prerequisite: Math placement exam score of 2.0.

**COMPUTER SCIENCE**  
Select one of two options  
4 credits.

[Waiver by test]

No Action Yet on  
Alternative Courses.

**107,8 COMPUTER TOOLS I, II (2, 2 credits)**

Computer usage including application software, information retrieval and communications, operating system environment (e.g., DOS, windows, etc.), and general computer issues. Does not include programming, or apply to majors or minors in computer science or computer information systems. Prerequisites: Math placement exam score of 2.0, simple word processing, and keyboarding skills of 20 wpm.

**COSC \_\_\_\_ Computer Programming: Language (4 credits)**

Computer programming in a selected language as well as information retrieval, communications, operating system and application software. Intended for students in disciplines where programming is required. May not be repeated for credit using another language. Prerequisites: Math placement exam score of 3.0 (4.0 for FORTRAN); keyboarding skills of 20 wpm.

**Breadth Requirement:**

**Goal: The further implementation of the Arts & Humanities, Social Science, and Natural Science goals.**

Requirement: 8 credits  
One choice from two areas  
(Arts/Humanities, Social  
Sciences, Natural  
Sciences).

The course must not be in  
the same area as the  
major.

Call for proposed courses to follow approval of the requirement.

Arts & Humanities:

Social Science:

Natural Science:

**An Alternative Arrangement of the Proposed Requirements:**

<b>I. Academic Core:</b>	<b>45</b>	
Arts & Humanities	12	
Natural Science & Health	11	
Religion	12	
Social Science & Service	10	
 <b>II. Aptitudes Core:</b>	 <b>30</b>	
Expression-Composition	9	
Expression-Oral	3	
Expression-Foreign Lang.	6	(BA only)
Mathematics	8	
Computer Science	4	
 <b>III. Breadth Electives:</b>	 <b>12</b>	
Religion	4	
Arts & Humanities (4)		
Natural Science (4)	}	8
Social Science (4)		
<b>Total (BA)</b>	<b>87</b>	
<b>Total (BS)</b>	<b>81</b>	<b>Professional degrees: to be developed.</b>