

Minutes of a Meeting of  
The Undergraduate Council  
Wednesday, January 10, 1996  
#3

Harold Lang, Chair; Coral Brenneise, Secretary; Gordon Atkins, Morris Brown, Tom Chittick, Linda Closser, Charlotte Coy, Paul Denton, Mary Ann Hofmann, Mailen Kootsey, Warren Minder, Richard Orrison, Ray Paden, Dave Penner, Derrick Proctor, Laun Reinholtz, Patricia Scott, Elizabeth Watson, Gary Williams, Ed Wines

MEMBERS  
PRESENT

Malcolm Russell

BY INVITATION

Richard Orrison

PRAYER

Patricia Scott was introduced as this was her first meeting as a member.

NEW MEMBER

November 8 minutes approved.

MINUTES

Malcolm Russell discussed the new general education package as it will be voted. The simplified description as it will appear in the bulletin if voted (attached) was handed out as well as descriptions including new course descriptions (attached.) Undergraduate Council will need to vote on it as is, not in part. If this doesn't pass, it will be time for a new committee to begin again with a clean drawing board.

DISCUSSION  
OF PROPOSED  
GENERAL  
EDUCATION  
PACKAGE

Jerry Thayer polled the faculty and the results of that poll were shared with Council. (summary attached) In effect, it received a majority approval in all areas and 76% approval as an overall package from those who responded to the poll.

There is currently no freshman extended orientation course as part of the package. That could be added or not as the Freshman Year Committee determines as it studies all aspects of creating an appropriate freshman year of courses and activities.

If approved, the new general education would be in effect for next year's freshmen with the new freshman courses being taught for the first time--religion, history, health-wellness, computer science, and math. Transfer students and non-freshmen would be held to previous general education requirements for next year.

Discussion followed on the following points:

1. What relationship does a new G.E. package coming out now have to the possible change to a semester under serious discussion? If anything, it will be easier to convert to semester credits from the proposed coursework than the current coursework needed for G. E. credit because 3 qtr credit courses adapt more directly to 2 sem. credit courses than 4 credit courses which really adapt to 3 credit courses instead of 2 1/2 cr. which they are closer to.

2. Does Andrews really have any choice about changing to an updated G. E. package given the mandate by accreditation and national changes? It is an issue although not the biggest with the accrediting body. If we don't do anything, we would probably be cited on it a third time.

3. Scheduling for classes required as G. E. by a significant portion of the student body will require intelligent scheduling by the director of the general studies area. These courses will need to be well-coordinated with existing freshman or sophomore classes and will need to be scheduled in nice groupings both in the morning and afternoon/evening.

4. Next year implementation for BS/BA students means that the professional programs also need to have their plans in place shortly. There is a committee specifically meeting to solve this problem, but they have been awaiting developments with approval of the BS/BA package.

Undergraduate Council is the appropriate body to determine the GE requirements for BA/BS students. It appears also to be the appropriate body to set minimum standards for the professional and pre-professional programs.

5. Transfer students will be impacted by the new GE package in that things are supposed to become easier to determine equivalencies for transfer. Next year's non-freshmen transfers will not be affected yet. Each year a new batch will be affected and the more advanced students will just be referred to the old GE package.

Sister colleges are also adopting changes, some more extreme than ours. The president wants our equivalencies to be set up simply and consistently so that an admissions officer can figure it on the spot for a student.

Any program change from school to school or especially changes to a professional program require adjustments. Professional programs will need to have openness in making substitutions on the one hand, and students who make changes should understand that there is no guarantee of a 4-year degree, especially if program changes are made. The national average is 4.8 years to complete graduation requirements.

6. "W" and "C" courses requiring writing and communication will have requirements such as 25% of the study time involves writing or communication. Teachers who will be authorized to teach these will be taught how to accomplish the goals of these courses through workshops or seminars or qualifying background.

"Team-teaching" as envisioned for these courses (not successive teaching) may require opportunities to learn how to make it work as well.

7. Is there a thread carried through the package which relates to the eventual job search and career? Yes. The portfolio being developed from the freshman year onward is aimed at this as well as the service requirement which could well be aimed at future career opportunities.

The next meeting of Undergraduate Council is scheduled for February 14. In the interests of time, bulletin copy deadlines, departmental planning and decisions,

**Voted** that the Undergraduate Council will vote by mail ballot on the General Education package immediately after the town hall meeting January 17 of the Undergraduate faculty on the General Education package.

MAIL  
BALLOT ON  
GE PACKAGE  
95-96, #7



Harold Lang, Chair



Coral Brenneise, Secretary

# GENERAL EDUCATION REQUIREMENTS

## for the Bachelor of Arts and Bachelor of Science Degrees<sup>1</sup>

### Mission Statement

The General Education Program bases its mission upon the university's goal of educating the whole person. It seeks to prepare alumni whose breadth of learning distinguishes them as cultivated individuals, whose character and ethics personify a Christian, and who moreover possess the interests, aptitudes and analytical thinking for leadership and service. To accomplish these goals within the context of a Christian world view, the General Education Program provides an integrated study of the universe, humanity's place within it, and the processes of discovering, creating, communicating and appreciating knowledge. The Program also enhances students' skills, and through cooperation with other facets of the university, it fosters social maturation and physical fitness as well as the cultivation of values, civility, and awareness of contemporary issues.

	<u>Credits</u>
<b><u>I. RELIGION:</u><sup>2</sup></b>	<b>16</b>
RELB 1xx GOD AND HUMAN LIFE	4
Three of the following five courses:	4 + 4 + 4
RELB2xx JESUS IN HIS TIME AND OURS	
RELB2xx DOCTRINES OF THE ADVENTIST FAITH	
RELT2xx PERSONAL SPIRITUALITY AND FAITH	
RELT3xx RELIGION AND ETHICS IN MODERN SOCIETY	
RELP4xx CHRISTIAN PERSPECTIVES AND HUMAN KNOWLEDGE:	
<b><u>II. ARTS &amp; HUMANITIES:</u><sup>3</sup></b>	<b>12</b>
HIST111, HIST112 IDEAS AND CIVILIZATIONS	3 + 3
HUMN201 CREATIVITY AND THE ARTS	3
HUMN202 ART MIRRORS LIFE	3
<b><u>III. NATURAL SCIENCE:</u><sup>3</sup></b>	<b>8</b>
A. xxxx2x1, xxxx2x2 NATURAL SCIENCE CORE I, II	4 + 4
OR	
B. Given the needs in the major, minor or cognates, courses from at least two areas below may be substituted:	
BIOL155,156,157; BIOL115,116, BIOL260, BIOL264	
CHEM111,112; CHEM121,122,123	
PHYS131,132,133; PHYS151,152,153; PHYS251,252,253	

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<sup>1</sup>Students with advanced abilities in a number of areas below may waive or reduce requirements through approved tests or other means.

<sup>2</sup>One religion course is expected each year or equivalent. If not, a student will be required to register for a class the next quarter. **Transfer students** will take one course per year of residency or full-time equivalent at Andrews or other Seventh-day Adventist college or university.

<sup>3</sup>Beyond core courses in the Arts & Humanities, Natural Sciences, and Social Sciences, students will take breadth courses from two of these areas.

**IV. SOCIAL SCIENCE:<sup>3</sup>****8**

- A. Two of the following three courses, OR Option B  
 SOSC217 FAMILY SYSTEMS AND GROUP DIVERSITY  
 SOSC227 CULTURE, PLACE AND INTERDEPENDENCE  
 SOSC237 THE INDIVIDUAL, STATE, AND MARKETPLACE  
 B. Given needs in the major, minor, or cognates, courses below may be substituted  
 PSYC101, or SOCI119 for SOSC217  
 ANTH200, or GEOG110 for SOSC227  
 PLSC104, or ECON225 for SOSC237

4 + 4

**V. LANGUAGE and COMMUNICATION:****12****1. WRITTEN EXPRESSION**

- ENGL111 ENGLISH COMPOSITION I  
 ENGL112 ENGLISH COMPOSITION II  
 ENGL306 ENGLISH COMPOSITION III  
 plus Two Writing-intensive Courses  
 (in the major or otherwise with a major writing component)

3  
3  
3  
0**2. COMMUNICATION**

- COMM104 COMMUNICATION SKILLS  
 plus One Communication-intensive course  
 (in the major or otherwise with a major presentation component)

3  
0**3. FOREIGN LANGUAGE**

\_\_\_\_ 2x1, \_\_\_\_ 2x2 INTERMEDIATE \_\_\_\_

**6 (BA Only)**  
3 + 3**VI. MATHEMATICS and COMPUTER SCIENCE:****12****1. MATHEMATICS**

- MATH1xx COLLEGE ALGEBRA  
 STAT285 ELEMENTARY STATISTICS

4  
4  
4**2. COMPUTER SCIENCE** Select either "A" or "B"

- A. INSY107, INSY108 COMPUTER TOOLS I, II (2 + 2 credits)  
 B. COSCxxx, COMPUTER PROGRAMMING: \_\_\_\_ (Language) (4 credits)

**VII. WELLNESS:****3**

- HLED124, HLED125, HLED126, ESSENTIALS OF WELLNESS  
 plus personal fitness level or activity course Sophomore through Senior years

1 + 1 + 1  
0 (may = 3)**VIII. SERVICE:****2**

- SRVC147 PHILOSOPHY OF SERVICE  
 plus fieldwork. Alternatives include:  
 a). departmental "S-" courses  
 b). completing an approved plan for individual service, or  
 c). enrolling in a specific two-credit fieldwork course.

2  
0**XI. BREADTH:****8**

- One approved choice from two listed areas outside that of the major<sup>4</sup>.  
 Arts/Humanities  
 Social Sciences  
 Natural Sciences

4 + 4

**Total****81 (BS)**<sup>4</sup>For the current list of approved courses, see the annual General Education Booklet.

# PROPOSED GE REQUIREMENTS AND COURSE DESCRIPTIONS<sup>1</sup>

## MISSION STATEMENT

(see p. 5)

### I. RELIGION: Goals Statement

Students will learn of God, the Incarnation, and revelation in Scripture. They will study the methods to establish this knowledge, and after the study of faith, ethics and doctrine, they will examine the relationship of this learning to their chosen fields of study, to their personal spiritual life, and to their experience as church participants and witnesses.

#### Requirements: 16 credits

REQUIRED OF ALL  
STUDENTS

4 credits

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THREE OF FIVE  
COURSES

12 credits

[1 course per year at  
Andrews or other Seventh-  
day Adventist collegiate  
institution.]

[Students wishing to  
substitute alternate courses  
see the Chairman,  
Department of Religion.]

#### **RELB1xx 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 humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions.

#### **RELB2xx JESUS IN HIS TIME AND OURS (4 credits)**

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? The course also examines the connection between Christ's first Advent and His second. Prerequisite: RELB1xx God and Human Life

#### **RELB2xx DOCTRINES OF THE ADVENTIST FAITH (4 credits)**

Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition. Prerequisite: RELB1xx God and Human Life

#### **RELT2xx PERSONAL SPIRITUALITY AND FAITH (4 credits)**

Study of the Biblical perspective of the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? The course also evaluates the role of spiritual nurture in various lifestyle and work settings. Personal spiritual growth will be fostered through involvement in organized church activities and/or witnessing outreach. Prerequisite: RELB1xx God and Human Life

#### **RELT3xx 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 should help to shape it. Students will be expected to participate in some organized church/civic/social service activities. Prerequisite: RELB1xx God and Human Life

#### **RELP4xx CHRISTIAN PERSPECTIVES AND HUMAN KNOWLEDGE: \_\_\_\_ (4 credits)**

An interdisciplinary study of various issues, with a given section typically taught by faculty from both religion and the discipline involved. Examples of topics include The Arts and Worship, Health and Healing, The Encounters of Science and Religion.

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<sup>1</sup>The course descriptions portray the intentions of the General Education committee. While they reflect our concept of the course, improvements in wording are welcome.

## **II. ARTS & HUMANITIES: Goals Statement**

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

Requirement: 12 credits

**1. IDEAS & CIVILIZATION**  
6 credits

**HIST111, 112 IDEAS AND CIVILIZATIONS (3,3 credits)**

A survey of important world civilizations, the history of ideas, and the development of cultures. The first quarter covers to the 18th century. The second quarter covers from the 18th century to the present.

**2. ARTS & LITERATURE**  
6 CREDITS

**HUMN201 CREATIVITY AND THE ARTS (3 credits with lab)**

Explores the creative process as it relates to theory and practice and to selected works of literature, music, and the visual arts. Includes approaches to the reading and critical analysis of verbal, visual, and aural texts. Also explores the relationship between creativity and Christian values.

(Also: Elective choice under Breadth)

**HUMN202 ART MIRRORS LIFE (3 credits with lab)**

Examines social issues in literature, music, and the visual arts. Issues include war, social protest, urbanism, pop culture, technology and material culture, science, colonial tensions, immigration, intolerance and prejudice, experimentation, and the environment.

## **III. NATURAL SCIENCE Goals Statement**

Students will obtain an integrated knowledge of the natural universe and its principles, and through laboratory and classroom experiences will understand the processes scientists use to establish this knowledge.

Requirements: 8 credits

Either

**A. NATURAL SCIENCE CORE:**  
8 credits

or

**XXXX2X1,2 NATURAL SCIENCE CORE I,II (4,4 credits) (NSCI221,222?)**

A progressive building of representative concepts from physics, chemistry and biology, organized in a two-quarter sequence that involves laboratory experimentation to build an understanding of the scientific method. Topics, selected to illustrate how the disciplines represent science and integrate with each other and mathematics, include philosophical issues of humanity's origins and cosmology, ethical issues and the environment. Prerequisites: MATH1xx Algebra, STAT285 Elementary Statistics, INSY107,108 Computer Tools I, II or equivalent.

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**B. Given needs in the major, minor, or cognates:**  
**SUBSTITUTION OF A COMBINATION OF THESE COURSES**

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A combination courses involving at least two of the following areas:

**BIOL155,156,157, BIOL115,116, BIOL260, BIOL264**

**CHEM111,112; CHEM121,122,123**

**PHYS131,132,133; PHYS151,152,153; PHYS251,252,253**

(Also: Elective Choice under Breadth)

#### **IV. SOCIAL SCIENCE: Goals Statement:**

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.

Requirements: 8 credits  
Either

A. TWO CORE COURSES  
chosen from the three.

##### **SOSC217 FAMILY SYSTEMS & GROUP DIVERSITY (4 credits)**

Insights of social and behavioral science applied to selected social issues, particularly race and ethnic relations and the disintegration of the family. Specific topics may vary annually.

##### **SOSC227 CULTURE, PLACE AND INTERDEPENDENCE (4 credits)**

How anthropologists and geographers use concepts of culture and place to understand people in different localities. Develops concepts of 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.

(Also: Elective choice  
under Breadth)

##### **SOSC237 THE INDIVIDUAL, STATE, AND MARKETPLACE (4 credits)**

Selected political and economic questions of perennial importance to the human race examined 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, and to what degree should government be responsible for the well-being of the individual and the economy?

OR

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B. Given the needs of major,  
minor or cognates the  
following courses may be  
substituted:

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Courses from two of the following areas:

**PSYC101 or SOCI119 for SOSC217**

**ANTH200 or GEOG110 for SOSC227**

**PLSC104 or ECON225 for SOSC237**

#### **V. LANGUAGE and COMMUNICATION: Goals Statement**

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 also demonstrate intermediate level skills in speaking, reading, listening, and writing in a foreign language.

Requirements

##### **1. WRITTEN EXPRESSION**

A. Composition  
9 credits

##### **ENGL111 ENGLISH COMPOSITION I (3 credits)**

The invention, arrangement and style, revision, and editing of written assignments drawn from personal experience. Emphasis on familiarizing students with the reader's influence over the text and providing strategies for analyzing and responding to audience needs and expectations through small group activities. Prerequisite:

##### **ENGL112 ENGLISH COMPOSITION II (3 credits)**

The writing process in the academic setting. Emphasis on gathering information from published and non-published sources, distinguishing between fact and opinion in sources, analyzing writing intentions, selecting appropriate aims and modes for achieving writing objectives, and documenting sources.

plus

##### **ENGL306 ENGLISH COMPOSITION III (3 credits)**

The exercise of analysis and synthesis in the production of extended critical research writing. Emphasis on interdisciplinary nature of the research community.



(Language....., cont'd)  
B. Two Writing-intensive  
Courses

"W"-intensive Courses:

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.

2. A. COMMUNICATION  
3 credits

plus

B. One Communication-  
intensive course

COMM104 COMMUNICATION SKILLS (3 credits)

Study of the human communication process, focusing on the individual interaction with one other person, in small groups, and in public communication situations. Upper division students must substitute COMM320, 405, or 475.

"C"-intensive Courses:

Upper division courses designed as communication intensive, typically involving formal presentations and evaluation of them, under faculty prepared through specific training to evaluate the communication component.

3. FOREIGN LANGUAGE  
6 credits

Intermediate Level

(BA only)

[Waiver by Test]

XXXX2x1, 2x2 INTERMEDIATE \_\_\_\_\_ (3,3 credits) (e.g., FREN211,212....)

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.

**VI. MATH and COMPUTER SCIENCE Goals Statement:**

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:**

1. MATHEMATICS

8 credits

Algebra and statistics.

[Waiver by placement score]

Higher-level statistics  
courses may replace  
STAT285.

MATH1xx COLLEGE ALGEBRA (4 credits)

A study of linear equations and inequalities; algebraic, logarithmic, exponential and trigonometric functions; polynomials and complex numbers. Includes applications in business and science. Prerequisite: Math placement score of 2.0.

STAT285 ELEMENTARY STATISTICS (4 credits)

A study of basic descriptive and inferential statistics including elementary probability and probability distributions, statistical inference involving the binomial, normal and t distributions, and hypothesis testing.

Prerequisite: Math placement exam score of 2.0.

2. COMPUTER SCIENCE

4 credits

Select one of two options

[Waiver by test]

INSY107, 108 COMPUTER TOOLS I, II (2, 2 credits)

Computer usage including application software, information retrieval and communications, operating system environment, and related issues. Does not include programming, or apply to majors or minors in computer science or computer information systems. Prerequisites: simple word processing, and keyboarding skills of 20 wpm. For INSY108: Math placement exam score of 2.0.

OR

COSC1xx Computer Programming: Language (4 credits)

Computer programming in a selected language as well as information retrieval, communications, operating system environment, application software and related issues. Intended for students in disciplines where programming is required. May be repeated for credit twice using another language. Prerequisites: Math placement exam score of 3.0 (4.0 for FORTRAN); keyboarding skills of 20 wpm.

### **VII/VIII. SERVICE and WELLNESS Goals Statement:**

As stewards of God's individual gift of life, students will study the principles of health and apply them, including a personal fitness program. As prospective leaders in society, 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.

#### **1. SERVICE**

##### **Requirements:**

A. Philosophy of Service  
(2 credits)

#### **SRVC147 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 proposing a plan of individual service.

[No Waiver]

B. 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.

#### **2. WELLNESS:**

##### **Requirements:**

A. 3 credits

#### **HLED124,5,6 ESSENTIALS OF WELLNESS (1,1,1 credits)**

Integrates an understanding of how the human body functions with lifestyle practices that optimize the body's strength, health, and resistance to disease.

plus

During the sophomore through senior years, maintain the level of personal fitness established in HLED124 through either a personal exercise program, including annual verification, or a physical education activity course.

B. Satisfactory  
Personal Fitness

### **IX. BREADTH:**

Purpose: The further achievement of goals for the Arts & Humanities, Social Science, and Natural Science. Courses must not be in the same area as the major.

#### **Requirement:** (8 credits)

One choice from two areas  
Arts/Humanities  
Social Sciences  
Natural Sciences

Faculty members and departments are invited to propose courses meeting the according to the goals statements above and further criteria to be proposed by the General Education committee in January 1996.

(Courses will not be needed until 1997-1998.)

### **Mission Statement**

The General Education Program bases its mission upon the university's goal of educating the whole person. It seeks to prepare alumni whose breadth of learning distinguishes them as cultivated individuals, whose character and ethics personify a Christian, and who moreover possess the interests, aptitudes and analytical thinking for leadership and service. To accomplish these goals within the context of a Christian world view, the General Education Program provides an integrated study of the universe, humanity's place within it, and the processes of discovering, creating, communicating and appreciating knowledge. The Program also enhances students' skills, and through cooperation with other facets of the university, it fosters social maturation and physical fitness as well as the cultivation of values, civility, and awareness of contemporary issues.

General Education Survey  
Summary prepared by Jerry Thayer

56 surveys returned as of January 9, 1996

Area	Preference						Credits			
	OK		OK with changes		Not OK		More		Fewer	
Total	40	76%	9	17%	4	7%	6	11%	3	5%
Religion	40	73%	10	18%	5	9%	0	0%	4	7%
Arts & Humanities	30	54%	9	16%	17	30%	6	11%	4	7%
Natural Science	38	69%	8	15%	9	16%	4	7%	0	0%
Social Science	32	58%	9	16%	14	25%	3	5%	2	4%
Language & Communication	39	70%	10	18%	7	12%	6	11%	1	2%
Mathematics & Computer Science	36	66%	8	14%	11	20%	1	2%	9	16%
Wellness	35	65%	11	20%	8	15%	7	12%	1	2%
Service	38	68%	8	14%	10	18%	0	0%	4	7%
Modern Language	38	76%	9	18%	3	6%	1	2%	4	7%

Number of times  
Checked "Not OK"

	f	cf
0	27	27
1	10	37
2	4	41
3	1	42
4	6	48
5	6	54
6	1	56
7	1	57