

Minutes of a Meeting of  
The Undergraduate Council  
Wednesday, May 15, 1996  
#7

Harold Lang, Chair; Coral Brenneise, Secretary; Gordon Atkins, Morris Brown, Linda Closser, Arthur Coetzee, Gerald Coy, Paul Denton, Ann Gibson, MaryAnn Hofmann, Loretta Johns, Warren Minder, David Penner, Patricia Scott, Richard Orrison, Ray Paden, Lew Seibold, Gary Williams

MEMBERS  
PRESENT

Linda Closser

PRAYER

May 8 minutes were approved.

MINUTES

The Recommendations to the Undergraduate Council from the Academic Policies Subcommittee on **Department Size, Programs, and Course Offerings** (attached) were discussed with the following points made.

DEPARTMENT  
SIZE, PROGRAMS  
AND COURSE  
OFFERINGS  
95-96, #17

The whole idea of this document is that departments should be optimally sized and organized to support the programs that are offered and for their mission. This document is stating the smallest sizes that are probably workable. A preamble with this sort of philosophy statement as preface to the document should be added. The idea is that the integrity of programs is what is at stake.

The number of two faculty to a department was determined as the minimum breadth of experience necessary to offer a department. This includes calculation for a normal 36 credit workload per year with a four year sequence of courses to be taught. A department with a heavy load of labs or general education courses would certainly impact this. The more usual number of minimum faculty needed in a department to function smoothly would be three people.

In the minimum department size segment of the policy, it should maybe be amended to read instead of "At least half of a department's FTE faculty...", "At least half of the major's courses must be taught by full-time faculty of that department."

Some members wondered if there should be stipulations that the bulletin should only list what could be offered in coursework with the available person-power? That was deemed unnecessary in view of the fact that this policy will be on the books and affect departments.

Some members suggested that at least 75% of the major's courses must be taught by full-time faculty of that department, but that was in the end deemed to controlling for certain situations.

Item #4 needs to be amended: "The number of credits in courses ~~offered~~ **listed in the bulletin** by the department...."

Members questioned if the FTE faculty listed included splitting out portions of those same people for graduate work. No, they don't. This document is addressing having enough depth with different backgrounds in the department to offer differing programs. There has been no distinction between graduate and undergraduate faculty for this purpose.

It should be an administrative decision how these split graduate/undergraduate faculty commit their time. This document doesn't address the number of faculty related to the number of courses offered, especially where graduate and undergraduate are both offered by a department with the same faculty.

**VOTED** to approve the document with the amendments and the provision of an appropriate preamble.

Dual needs of the next NCA review process and enacting provisions which the Undergraduate Council has voted suggest that the updating of the curriculum offered by departments is necessary. Therefore the document, **Department Curricula Review**, (attached) which Council next addressed.

DEPARTMENT  
CURRICULA  
REVIEW  
95-96, #18

Andrews' stated priorities for the next NCA review will be assessment, addressing small class size, faculty compensation, and student retention. This proposal asks departments to do a curricular review which can accomplish both purposes simultaneously of preparing for NCA review and dealing with curricular review needed by changes in the BS, BA structure and other policy changes.

Coordination between the graduate and undergraduate reviews could also save work.

**VOTED** to send this document to the Deans Council to be enacted with Undergraduate Council support.

**VOTED** to approve the following Undergraduate Council organizational matters for the 1996-97 year:

1996-97  
ORGANIZATION  
95-96, #19

#### Membership changes

Ray Paden, to be replaced by Douglas Singh  
Coral Brenneise, to be replaced by Malcolm Russell  
Elizabeth Watson, to be replaced by Curt VanderWaal  
Laun Reinholtz, to be replaced by Gustavo Ortiz  
Richard Orrison will serve a second term

#### Officers

Chair: Harold Lang  
Vice Chair: MaryAnn Hofmann  
Secretary: Gordon Atkins

#### Academic Policies Subcommittee

Chair: Patricia Scott  
Morris Brown Paula Dronen  
Tom Chittick Ray Paden  
Paul Denton Curt VanderWaal  
Gary Williams

Program Development and Review Subcommittee

Chair: MaryAnn Hofmann

Bill Davidson	Bill Mutch
Jim Hayward	Richard Orrison
Loretta Johns	Gustavo Ortiz
Malcolm Russell	

**VOTED** to approve the following refinement of the DG policy approved April 10, 1996.

DG POLICY  
REVISION  
95-96, #20

An instructor may designate a time limit for a given course or for a specific situation for the DG to be changed to a grade. An instructor may change the DG to a DN, signifying that the course has not been completed and no longer can be completed due to an elapsed time limit.

A DG may remain on a student's transcript at graduation if the course does not count toward the degree. Any changes in the GPA subsequent to issuing the diploma shall not be cause for revision of the diploma.

**VOTED** the following revision of the S/U Grading Policy:

S/U POLICY  
REVISION  
95-96, #21

S/U The grading pattern for lecture and lecture/laboratory courses is A-F. Certain courses, such as individual study or readings, independent research, research projects, completed theses, workshops, seminars, field/clinical experiences, and practica may be graded with either an S/U or A/F pattern as the school/college determines. Grading patterns for the final grade may not be mixed within a given course for any grading period.



Harold Lang, Chair



Coral Brenneise, Secretary

## **DEPARTMENT SIZE, PROGRAMS AND COURSE OFFERINGS**

As voted May 15, 1996

Departments shall be organized to offer a coherent grouping of majors and/or professional programs consistent with their mission. The number of faculty in a department shall be sufficient to adequately support the programs offered. The following represent minimum standards.

### **1. Minimum Department Size**

There must be at least two FTE faculty members in a department. At least half of the courses offered by a department must be taught by full-time faculty of that department.

### **2. Minimum Number of Faculty per Major/Minor**

A. There must be at least two faculty available to a department for each major (or program) offered. At least one of these faculty must be a full time (at least 90%) member of the department. Where the same courses are used for more than one major the same faculty may be counted for both majors in proportion to the amount of course overlap.

B. There must be at least one faculty available to the department for each minor offered in a field of study in which a major is not offered.

### **3. Faculty Expertise**

There must be at least one faculty with advanced course work and/or demonstrable experience within a given area in order to offer a major, minor and/or emphasis in that area. One faculty can be counted for a maximum of two areas of expertise.

### **4. Course Offerings**

A department may offer courses that are approved for general education, degree core courses, service courses required for other programs, and courses for its majors/minors (or program). The number of credits in courses listed in the bulletin by the department for its major/minors shall be limited to the number of departmental credits required for the majors/minors plus 35%. Courses common to multiple majors/minors shall be counted only once.

## DEPARTMENT CURRICULA REVIEW

- I. Each department shall review the programs (concentrations, majors, minors, professional programs) offered by the department to:
  1. Insure that their curricula conform to required standards and terminology (See Academic Terms/Programs, Part VII of the Andrews University Undergraduate Policies Manual.) A revised Definition and Structure for Bachelor of Arts and Bachelor of Science Degree is attached as Appendix A.
  2. Adjust the curricula and course offerings to accommodate the new general education requirements
    - a. Some courses presently used for general education will no longer meet general education requirements. Many of these courses should be eliminated. If they are still needed for majors the frequency of offering needs to be adjusted. If they are just used for majors maybe the course content needs to be reviewed to make them more relevant to the major.
    - b. Some of the new general education courses may cover material previously covered in courses required for majors. Perhaps the general education course could serve as a prerequisite for the major course allowing more advanced topics to be covered in the major course.
  3. Achieve efficiency and flexibility in the programs offered by:
    - a. Offering fewer more flexible majors

By offering more flexible majors it should be possible to:

      - (1) Reduce the number of majors and/or emphases
      - (2) Reduce the number of petitions and individualized programs
      - (3) Reduce the need for teaching some small enrollment classes or the need to have students take class by independent study to meet graduation requirements
    - b. Reducing course duplication by using courses offered in another department to meet major or professional degree requirements
    - c. Reducing the number of small classes offered

- II. The deans of the undergraduate schools shall have the responsibility to see that these department curricula reviews are carried out in all departments in their school.
- III. Curricula changes shall be made in time for the 1997-98 bulletin. The deans shall determine the deadlines necessary to process the changes through the appropriate Courses and Curricula Committees.
- IV. Each department shall submit a report through their dean to the Undergraduate Council. The report shall be due April 1, 1997. The report shall provide the following information:
  - 1. A summary of the curricula offered by the department with a justification for each curricula entity (major, minor, emphasis, professional program) offered
  - 2. A summary of courses offered giving the number of courses and credits offered (a) for general education, (b) as service courses, and (c) for majors, also stating the number of credits offered for majors as a percent of the number of credits required for majors
  - 3. A summary of the curricula changes made since the 1993-1994 bulletin, including changes made as the result of this review (Addition of new majors, dropping of majors, change in scope of a major, reduction or elimination emphases, etc.)
  - 4. A statement as to what the department has done (since 1994) and/or is in the process of doing to achieve greater efficiency (Reduction in the number of small classes, reduction in number of independent studies, utilization of classes offered in other department to reduce course duplication, etc.)

**APPENDIX A**  
**DEFINITION AND STRUCTURE OF BACHELOR OF ARTS**  
**AND BACHELOR OF SCIENCE DEGREES**

**A. Definition of BA and BS Degrees**

The Bachelor of Arts (BA) degree is conferred upon the student who has completed the following requirements at the undergraduate level in the arts, humanities and related areas.

The Bachelor of Science (BS) degree is conferred upon the student who has completed the following requirements at the undergraduate level in the sciences, applied sciences and related areas.

**B. Degree Structure**

**1. BA/BS degree components**

**(a) Major**

A major is required of all BA/BS students. It is recommended that at least 25% of its course work be reserved for electives in the major. (The term "concentration" is no longer used.)

**(b) Minor**

Minors are no longer required for BA/BS degrees. However, a minor may be required for a specific major.

**(c) Cognates**

Cognate courses (which are outside the major/minor, but are related to it) may be required.

**(d) General education**

Required courses specified by policy.

**(e) General electives**

Courses chosen to broaden the student's academic program.

### C. Definitions of Components

1. A BA/BS major shall consist of a specified set of courses ranging from 45 to 60 credits taken within a single field of study. An interdisciplinary major which combines courses from two or more fields of study may not exceed 90 credits, with a maximum of 60 credits coming from any one field of study.
2. A minor shall consist of a specified set of courses taken within a field of study consisting of 30 to 32 credits. A minor used for teacher certification that includes courses from more than one field of study shall consist of 30 to 36 credits with no more than 30 credits from a single field of study.
3. An option is a group of electives within a major used to place emphasis on a particular area of study within that major. An option is not considered to be a separate curricular entity. While options may be mentioned in the bulletin, they are not recorded on the student's transcript. Control of what courses a student takes for an option is done by advising.
4. Emphases are recorded on a student's records and the Record's Office checks to see that the requirements are met. An emphasis shall consist of 16 to 32 credits, 75% of which shall be unique to that emphasis. There must be faculty expertise in the area in which the emphasis is offered. An emphasis may be offered only in an area where there is a well defined career path that can not be entered by any other program offered by Andrews University.

### C. Restrictions

Departments shall not require major, minor and/or cognate requirements in excess of 100 credits.

### D. Exceptions

The restrictions may be exceeded only where certification, licensure, professional accreditation or established standards of practice clearly make it necessary.