

Minutes of a Meeting of the Undergraduate Council
10:30, Wednesday, April 8, 1998
#7

Harold Lang, Chair, Linda Closser, Acting Secretary, Gerald Coy (for W. Shultz), Gordon Atkins, Thomas Chittick, Charles Tidwell (for Annetta Gibson), Gunnar Lovhoiden, Gary Land (for Patricia Mutch), Michel Pichot, Douglas Singh

Charlotte Coy, Ed Wines, and Susan Zork.

Charles Tidwell

A report from the Academic Policies Subcommittee regarding the updating the Transfer Policy section of the Undergraduate Policy Manual was presented and discussed. The following comments were made:

Policy should follow ACRO guidelines. The current policy allows credit for A-Levels passes however does not say anything about similar credit in other educational systems

Home Schools and non-accredited high schools cause problems for transcript evaluation. Charlotte Coy felt that a policy is needed to standardize the evaluation. This would result in some schools being cut out, though.

The policy will go back to Academic Policies Subcommittee for further discussion and development of a proposal to bring back to the Council.

A document from the Academic Policies Subcommittee, "Undergraduate Curricula Guidelines for Converting to Semester System" was presented for discussion

Some discussion had occurred at the end of the last Undergraduate Council meeting with a consensus that a decision should be made at the next meeting. The discussion at that time favored three, four, or five-credit blocks, with no two credit classes. The issue was referred to the Academic Policies Subcommittee.

**VOTING
MEMBERS
PRESENT**

**NON-VOTING
MEMBERS
PRESENT**

PRAYER

**DISCUSSION OF
TRANSFER
CREDIT
POLICIES**

**DISCUSSION OF
SEMESTER
CONVERSION
GUIDELINES**

The report from the Academic Policies Subcommittee favored a 4-credit block size so that the number of classes taken by simultaneously students and taught by teachers would not increase significantly.

On the other hand, the Curricula Sub-committee of the Semester Steering Committee suggested 3-credit blocks.

Council discussed the several issues involved:

- a) practical problems with 4-credit courses--departments like History would not want to tie up 16 credits in lower division course.
- b) 4-credit block would be out of whack with textbooks.
- c) currently-offered courses will have to be dropped in a conversion to semester. Andrews is small enough to have small courses but big enough to offer a wide diversity of courses.
- d) even with 3-credit blocks, each department will have to go through an intensive self-study--4-credit courses would create even more work.
- e) forcing a 4-credit course would cause more difficulties in covering sub-disciplines.
- f) 2-credit courses should be discouraged. We need to hold to 2/3 but allow flexibility.

VOTED to recommend "Guidelines" to the Semester Conversion Steering Committee, with the change in the first section of #1 to say, "3, 4, 5 credits" and the adjustment to #2 to be a footnote to #1, and the Associate Degree Curricula change in credits from 16 to 15, and 10 to 9. (Revised copy attached)

**APPROVAL OF
SEMESTER
CONVERSION
GUIDELINES**



Harold Lang, Chair

(by e-mail)

Linda Closser, Acting Secretary

UNDERGRADUATE COURSE AND CURRICULA GUIDELINES FOR CONVERTING TO THE SEMESTER SYSTEM

Voted by the Undergraduate Council April 8, 1998

Preface

When Andrews University changed from the semester to the quarter system in 1967, It was mandated by the University President, that, with few exceptions, courses were to be offered in 4 quarter credit blocks. The reasoning was that students would do better if they were taking fewer different subjects. A number of current faculty who were either faculty or students at that time view this move to larger credit blocks having been very positive. Student performance has been enhanced by taking fewer different courses at one time. With a change back to the semester system, it is very important to continue to keep the courses in large blocks so that the number of different courses taken by students (and taught by teachers) during a term does not increase significantly. However, it is recognized that flexibility must be allowed. Not all material can be packaged in the same way.

Guidelines

Course

1. Lecture and lecture/laboratory courses shall be offered in three, four or five credit blocks. Additional flexibility in the credits per class may be allowed for professional programs where external factors, such as accreditation and licensure, make it necessary. Also, lecture and lecture/laboratory courses may be modularized, with a sequence of modules taken by the same students during a term. (For example, one two-credit module could meet four periods per week for the first half of the term and a second two-credit module could meet four periods per week for the second half of the term.) The modules must be structured so that the student workload is uniform during the term. Students must register for all modules at the beginning of the term and grades for all modules will be recorded at the end of the term.
2. Independent study, project, reading, practicum, internship, coop, private lesson, etc. type courses may be offered for variable credit or specified credit in the 1-4 credit range.
3. Seminar, music ensemble and physical education activity type courses may be offered for one credit.
4. The total number of semester credits of courses offered in a department may not exceed two-thirds of the number of quarter credits of courses presently offered. Note: A natural tendency will be to change four-quarter-credit courses to three-semester-credit courses. However, a three-semester-credit course should have a 12.5% greater content than a four-quarter-credit quarter course, therefore in making this type of conversion, the number of courses offered and the number of courses required for a program will have to be reduced by 12.5%.

Baccalaureate Degree Curricula

1. A minimum of 128 semester credits shall be required for a baccalaureate degree.
2. A BA/BS major shall consist of a specified set of courses ranging from 30 to 40* semester credits taken within a single field of study. An interdisciplinary major which combines courses from two or more fields of study may not exceed 60* semester credits, with a maximum of 40 semester credits coming from any one field of study..
3. A minor shall consist of a specific set of courses taken within a field of study consisting of 20 to 22 semester credits. A minor used for teacher certification that includes courses from more than one field shall consist of 20 to 24 semester credits with no more than 20 semester credits from a single field of study.
4. An emphasis shall consist of 12 to 20 semester credits, 75% of which shall be unique to that emphasis.
5. Departments shall not require major, minor and/or cognate requirements in excess of 68* semester credits for BA/BS degrees..
6. A minimum of 30 semester credits must be taken in courses numbered 300 or above.
7. A minimum of 30 of the last 36 semester credits must be earned in residency
8. The Undergraduate Council recently revised the residency requirements for majors. The new policy states that 20% of the credits required for a major shall in courses numbered 300 and above taken in residency. This applies to all baccalaureate degree majors and is directly applicable to the semester system.

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

Associate Degree Curricula

1. A minimum of 64 semester credits shall be required for an associate degree.
2. A minimum of 15 of the last 21 semester credits must be earned in residency.
3. A minimum of 9 semester credits of the major must be taken in residency.