

Minutes of the Undergraduate Council  
Monday, Feb. 9, 2004  
#3

April Summitt, chair; Lynelle Weldon, secretary, Gordon Atkins, Lee Davidson, , Sharon Gillespie, Doug Jones, Ben Maguad, Gary Marsh, Laun Reinholtz, Rhonda Root, Patrick Williams, Rob Zdor

**VOTING MEMBERS  
PRESENT**

Emilio Garcia-Marenko, Najeeb Nakhle, Larry Onsager, Stephen Payne, Gary Williams

**NON-VOTING MEMBERS  
PRESENT**

Gerry Coy, Delmer Davis, Ann Gibson, Pat Mutch, Bill Richardson  
Larry Onsager

**REGRETS  
PRAYER**

The council voted to approve the minutes for December 1, 2003 with the addition of Gary Williams as present.

**APPROVAL OF MINUTES**

The council voted to approve the changes in wording (see attached) to allow independent study type courses to use mixed grading (A-F for some students, S/U for others) since each student may represent a completely different course.

**MIXED GRADING FOR  
INDEPENDENT STUDIES**

The council voted to approve the addition of a sentence in the *Bulletin* (see attached--but interchange the last two sentences.) to clarify that students must be accepted at Andrews before receiving credit from Andrews.

**ADVANCED  
PLACEMENT ONLY FOR  
ANDREWS STUDENTS**

The council discussed concerns with the process of meeting the general education service requirement--primarily the bottleneck of paperwork through the approval office, but also the lack of understanding that there is a requirement beyond the Philosophy of Service class.

Gordon Atkins has seen online reporting systems used by other Honors Programs which may be adapted to this situation.

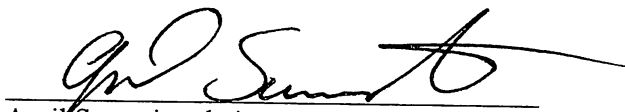
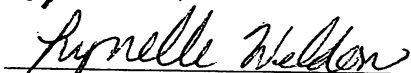
The council voted to recommend continued consideration of this process by the General Education committee and Academic Vice-President, including investigation of the possibility of using an online reporting system.

**SERVICE  
REQUIREMENT  
PROCESS**

The council voted to recommend the proposed protocol (see attached) for infractions of academic integrity to a joint graduate/undergraduate subcommittee with the following changes:

**ACADEMIC INTEGRITY**

- 1) explicitly state the option of discussing infractions with the department chair.
- 2) include an opportunity for the student to write a response to each report.

  
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April Summitt, chair  
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Lynelle Weldon, secretary

## Grading Patterns for Independent Study Type Courses

Present academic policy states that “certain designated courses, such as individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practica may be graded with either an S/U or A–F pattern as the college/school decides.” It also states that for these courses “grading patterns may not be mixed within a given course for any grading period.”

The regulation that bans mixing grading patterns within a given course for a grading period makes a lot of sense for courses such as workshops and seminars in which all students have the same or equivalent requirements. For independent/individual study/readings or independent research, it makes less sense.

For practical purposes, all students taking one of these courses with the same acronym, course number and section number under the same instructor are listed on the same grade sheet. By definition, however, independent/individual study/readings/research courses allow for each student to map a different set of purposes, goals, objectives, activities and outcomes. Therefore, in a typical grade sheet for a course of this nature, students have different numbers of credits and different topics. For example, in the case of 23 instructors chosen at random who taught independent study courses in the Spring 2003, all sections but one had multiple topics. With this scenario, forcing use of the same grade pattern for all students does not seem to make much sense to many instructors.

It has been argued that we do not need to change the policy because most courses in this category, particularly at the graduate level, are graded using the S/U pattern. An analysis made by Lois Forrester indicates that use of the A–F pattern is more frequent than it is believed. In the Spring Semester 2003, 23 graduate independent study courses were graded with the A–F pattern and 12 were graded with the S/U pattern; 123 undergraduate courses were graded with the A–F pattern, and only 11 were graded with the S/U pattern.

We believe that mixing grading patterns for these courses should be permitted because of 1) the nature of independent/individual study/research courses and 2) the practicality of listing all students taking one of these courses with the same acronym, course number and section number under the same instructor.

The recommended changes in the attached page affect all places where this matter is addressed in the *Working Policy*, *Graduate Programs Manual*, *Undergraduate Council Working Policy Manual* and the *University Bulletin*.

## Recommended Changes

### Present wording

**S/U—Satisfactory/Unsatisfactory.** The grading pattern for lecture and lecture/laboratory courses is A–F. Certain designated courses, such as individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practica may be graded with either an S/U or A–F pattern as the college/school decides. When more than one grading pattern is possible, the determination of which pattern shall be used for a given class shall be made at the beginning of the class. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period. An S means, for an undergraduate, that a C (2.00) or higher has been earned; for a graduate, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only if an S is received. No quality points are assigned S/U courses and an S/U notation does not affect the GPA.

### Recommended wording

**S/U—Satisfactory/Unsatisfactory.** The grading pattern for lecture and lecture/laboratory courses is A–F. Certain designated courses, such as independent/individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practica may be graded with either an S/U or A–F pattern as the college/school decides. When more than one grading pattern is possible, the determination of which pattern shall be used for a given class shall be made at the beginning of the class. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period except for independent study courses, as in next paragraph. An S means, for an undergraduate, that a C (2.00) or higher has been earned; for a graduate, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only if an S is received. No quality points are assigned S/U courses and an S/U notation does not affect the GPA.

By definition, independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities and outcomes for each student. They are not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation plan. All students taking one of these courses with the same acronym, course number and section number under the same instructor are typically listed on the same grade sheet, and therefore mixing grading patterns for these courses in a given term is permitted.

## Advanced Placement Opportunities

Andrews University provides opportunities for advanced placement by following the methods listed below. Regardless of the method, **the most credit that may be applied to a baccalaureate degree is 32 semester credits.** This applies only to matriculated students in good and regular standing (Andrews University 2003-2004 *Bulletin*, page 28).

*Current protocol for infractions of academic integrity* (paraphrased from AU Working Policy 2:444:2)

1. Faculty member discusses act of dishonesty with the student(s) in question.
2. Faculty member keeps written records of all such discussions and copies of relevant documents.
3. Faculty MAY report the incident to his/her department chair.
4. The faculty member and chair MAY consult the dean of their school.
5. If the faculty members and administrator consider the infraction to be more serious in magnitude, the dean and the VPAA will counsel with the VPSS.
6. Any suspension or dismissal requires the VPAA's action.

*Proposed protocol for infraction of academic integrity*

1. Faculty member discusses act of dishonesty with the student(s) in question.
2. Faculty member writes a report of the incident and files it directly with the VPAA office. (No chairperson, dean or vice president is notified individually).
3. At this point, a file would be created in the VPAA office for each student reported. A case number would be assigned to the file, to provide confidentiality and protect the student's rights. No discipline, beyond what the faculty member has done in regard to the incident, is applied at this point.
4. After a second offense is filed, the VPAA's office sends a letter of censure to the student.
5. After a third offense is filed, the VPAA's office activates a discipline system to deal with the student.
  - A. The discipline system consists of a central committee that will make decisions regarding disciplinary actions. This committee would be composed of both faculty and students. (This may be a standing committee.) Individual cases of academic dishonesty sent to the committee would not include the student's name, to protect their privacy and to facilitate objective decisions.
  - B. The committee would be free to develop a table of levels of infractions built from existing models or develop a set of principles and guidelines to direct their work.