

**Minutes of the Undergraduate Council**  
**Andrews University**  
**October 3, 2005**

Rhonda Root, chair; ,vice-chair; David Beckworth, Verlyn Benson, Lee Davidson, Emilio Garcia-Marenko, Leonard Gashugi for Annetta Gibson, Sharon Gillespie, Ben Maguad, Patricia Mutch, Boon-Chai Ng, Larry Onsager, William Richardson, Martin Smith	Members present
Gordon Atkins, Marsha Beal, Eunice Dupertuis, John Markovic, Donald May, Najeeb Nakhle, Stephen Payne, Richard Show, Charles Tidwell, Gary Williams, Jeannie Wolfer	Apologies
Rhonda Root	Prayer
Because of a lack of a quorum approval of the Minutes from May 2, 2005 were postponed until the next meeting.	Approval of Minutes
Council officers for the 2005-2006 academic year could not be selected as this time because there were no volunteers and the pool of faculty representatives present was to shallow. Chair Rhonda Root decided to pursue candidates and bring names to the next meeting. It appears that all subcommittees have full memberships. John Markovic will be asked to serve on the Policies committee.	2005-2006 Council officers elections and subcommittee memberships
E. Garcia-Marenko reported on new AACRAO Legislation pending from the U.S. Department of Education. He has recommended that both the Admissions and Academic Policies subcommittees review our present policies. When the legislation becomes law we will be required to report our guidelines and polices to the Department of Education.	AACRAO Legislation
E. Garcia-Marenko gave a progress report on the Academic Policies subcommittee's deliberations on a proposed agreement between Andrews University and secondary schools abroad. The committee is working on a proposal that will be brought to the Undergraduate Council.	Articulation agreement progress
E. Garcia-Marenko presented the Curriculum Audit review that was started in the Academic Policies subcommittee. The Division of Architecture has completed their audit as a test of the procedure for reviews by all academic departments. The purpose of the audit is to evaluate our selves by the standards created by the Undergraduate Council. It was suggested that format be made very simple. Sample formats will be brought to the next meeting by Rhonda Root. Also suggested that the audit be part of the annual chair's report.	Curriculum Audit
In May D. Jones introduced the topic of an academic calendar change, based on a proposal drafted by Ronald Knott that served as a discussion starter. The present Council decided to table the discussion for a future (probably after a cold winter) date.	Academic Calendar

  
Rhonda Root, chair and recording secretary



## Committee Details

### for Undergraduate Council

<b>Committee</b>	Undergraduate Council												
<b>Scope</b>	I. UNIVERSITY-WIDE BOARDS/COMMITTEES/COUNCILS												
<b>Category</b>	B. ACADEMIC COMMITTEES and COUNCILS												
<b>Size</b>	19												
<b>Quorum</b>	11												
<b>Meeting Day</b>	Monday												
<b>Meeting Start Time</b>	3:30:00 PM												
<b>Meeting Duration</b>	1.5												
<b>Meeting Venue</b>	AD#306												
<b>Frequency</b>	Monthly												
<b>Meetings per Year</b>	12												
<b>Notes</b>	<p>The Council reports to the General Faculty and advises the Vice-President for Academic Administration. The Council has 5 Subcommittees: Academic Policies, Admissions, General Education, Honors, and Program Review &amp; Development. Membership in these subcommittees is not limited to membership of the Council. The Council has the right to appoint other sub-committees as provided for by Working Policy. The quorum is 10.</p> <p>The Council meets on the 1st Monday from 3:30-5:00 pm in AD 306 during regular terms. Dates for 2004-2005 are the following:</p> <table><tbody><tr><td>September -- No meeting</td><td>February 6</td></tr><tr><td>October 3</td><td>March 6</td></tr><tr><td>November 7</td><td>April 3</td></tr><tr><td>December 5</td><td>May 8 (2nd Monday)</td></tr><tr><td>January -- no meeting</td><td>June 5</td></tr><tr><td></td><td>July &amp; August -- no meetings</td></tr></tbody></table>	September -- No meeting	February 6	October 3	March 6	November 7	April 3	December 5	May 8 (2nd Monday)	January -- no meeting	June 5		July & August -- no meetings
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[Committee Listing](#)[Membership Summary](#)[Membership Details](#)[Return to Menu](#)

## Undergraduate Council (19)

		Voting	Term Expiration
<b>Officers:</b>			
Chair	Root, Rhonda (, Architecture)	Yes	2006
<b>Members:</b>			
Faculty	Davidson, Lee	Yes	2006
Academic Deans			
Technology, College of	Benson, Verlyn	Yes	
Business, School of	Gibson, Annetta	Yes	
Arts & Sciences, College of	Richardson, William	Yes	
Architecture, Division of	Smith, Martin	Yes	
Teaching, Learning, & Curriculum	Wolfer, Jeannie	Yes	
Faculty			
Business, School of	Beckworth, David	Yes	2008
International Language Studies	Dupertuis, Eunice	Yes	2007
Behavioral Sciences	Gillespie, Sharon	Yes	2006
Management & Marketing	Maguad, Ben	Yes	2007
History & Political Science	Markovic, John	Yes	2008
Technology, College of	Ng, Boon-Chai	Yes	2007
Clinical Laboratory Sciences	Show, Richard	Yes	2007
<b>Invitees:</b>			
Distance Education	Beal, Marsha	--	
International Student Office	Nakhle, Najeeb	--	
James White Library	Onsager, Lawrence	--	
Enrollment Management	Payne, Stephen	--	
Enrollment Management	Pinkston, Delmus	--	
Academic Records	Williams, Gary	--	
Enrollment Management	Position Vacancy,	--	
<b>Ex Officio Members:</b>			
Academic Administration	García-Marenko, Emilio	Yes	
Academic Administration	Mutch, Patricia	Yes	
Honors	Atkins, Gordon	Yes	
General Education	May, Donald	Yes	
Affiliation & Extension Programs	Tidwell, Charles	Yes	

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the Council. The Council has the right to appoint other sub-committees as provided for by Working Policy. The quorum is 10.

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[Committee Listing](#)

[Committee Details](#)

[Membership Summary](#)

[Return to Menu](#)

**Minutes of the Undergraduate Council  
Andrews University  
May 2, 2005**

Douglas Jones, chair; Rhonda Root, vice-chair; Marsha Beal, Verlyn Benson, Charlotte Coy, Delmer Davis, Emilio Garcia-Marenko, Patricia Mutch, Najeeb Nakhle, Larry Onsager, Stephen Payne, William Richardson, Charles Tidwell, Lynelle Weldon, Gary Williams, Jeannie Wolfer

Members present

Lee Davidson, Eunice Dupertuis, Richard Show, Nadine Shillingford

Apologies

Lynelle Weldon

Prayer

D. Jones suggested that Undergraduate Council officers for the 2005-2006 academic year be selected in the fall, once the new slate of members is finalized. Vice-chair Rhonda Root agreed, and the Council offered its approval by consensus.

2005-2006 Council  
officers

E. Garcia-Marenko offered a progress report on the Academic Policies subcommittee's deliberations on a proposed articulation agreement between Andrews University and secondary schools abroad. Garcia-Marenko explained that the subcommittee has appointed a taskforce to further study the feasibility of a proposal submitted by Dr. Oystein LaBianca which offers an agreement between AU and the SDA secondary school in Norway as a case study.

Articulation  
agreement  
progress

D. Jones introduced the topic of academic calendar change, based on faculty and staff conversations favoring a shift in fall and spring semesters. He provided a proposal drafted by Ronald Knott that served as a discussion starter.

Academic  
calendar

*Signed by email*

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Douglas Jones, chair and recording secretary

**From:** "Emilio Garcia-Marenko" <egm@andrews.edu>  
**Subject:** FW: AACRAO Legislative Alert: Senate Bill Would Federalize Transfer  
**Date:** September 8, 2005 5:00:50 PM EDT  
**To:** "Rhonda Root" <rroot@andrews.edu>  
**Cc:** "Patricia Mutch" <mutchp@andrews.edu>, "Gary Williams" <garyw@andrews.edu>, "Richard Kis" <rkis@andrews.edu>, "Lois Forrester" <loisf@andrews.edu>

Dear Rhonda,

I believe this is something that the Undergraduate Council needs to know, so it might be good to have it as an agenda item for our next meeting. It seems appropriate also to recommend that both the Academic Policies and the Admissions committees examine the proposed legislation and determine what kinds of actions we might need to take in preparation for the added requirements imposed upon us if it is approved. As you can see, AACRAO's prediction is that it will be approved as Senator Edward Kennedy supports it.

AACRAO has urged institutions to touch base with their legislators. The truth is, however, that they listen more to big organizations and large universities and we knew that AACRAO had joined forces with several important and large higher education organizations to convey concerns to legislators. The results of those efforts have not been successful. Moreover, at this point, the Senate committee involved does not have a Michigan member.

It seems to me that our efforts are better used to prepare ourselves for what it entails. It might be good to ask Brent Geraty to look at the proposed bill and share his perspective with the Council.

Emilio

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Emilio Garcia-Marenko  
Associate Vice President for Academic Administration  
University Registrar and Professor of Family Ministry  
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**From:** AACRAO [<mailto:mailer@aacrao.org>]  
**Sent:** Thursday, September 08, 2005 3:25 PM  
**To:** Emilio Garcia-Marenko  
**Subject:** AACRAO Legislative Alert: Senate Bill Would Federalize Transfer

## AACRAO legislative ALERT

INFORMATION FOR THE HIGHER EDUCATION PROFESSIONAL



### *Senate Committee on Health, Education, Labor, & Pensions (HELP) To Mark-Up Higher Education Reauthorization Bill Today*

#### **Legislation Contains Costly and Intrusive Provisions That Would Federalize Transfer of Academic Credit.**

The Senate HELP Committee is scheduled to take up its version of the reauthorization bill today in preparation for a possible Senate floor vote in a few weeks. In a surprising turns of events, the draft bill introduced on September 6 by Chairman Mike Enzi (R-WY) is cosponsored by the Committee's ranking member, Sen. Edward Kennedy (D-MA). Senator Kennedy's support for the bill virtually ensures its passage, and has alarmed higher education advocates who have pinned their hopes on the Senate for better policy outcomes than those contained in the House version of the reauthorization. Beyond the bipartisan support for the bill, the breakneck pace of Committee action has made it difficult for the higher education community to fully grasp the consequences of the numerous changes made by the legislation. However, several important themes have emerged as particularly troublesome for higher education institutions. AACRAO has joined other higher education groups in [raising concerns](#) about

several broad policy shifts in the proposed legislation.

As the higher education association most concerned about transfer of credit, we are particularly troubled by the extraordinarily intrusive and poorly configured provisions of the bill on transfer of credit:

First, the bill contains [tracking and reporting requirements on transfer](#) that, if enacted, would require significant new campus administrative resources to implement. In provisions amending Section 131 of current law ("Cost of Higher Education"), the bill directs the Secretary to disseminate information on "percentage of students transferring academic credit from another institution of higher education." This mandate on the Secretary would immediately translate into a significant transfer tracking and reporting requirement on campuses.

Second, Section 487 of the bill contains [language identical to the House bill](#), which would prohibit institutions of higher education from basing their credit acceptance policies on the accreditation of sending institution if the accrediting body is recognized by the Secretary of Education. AACRAO continues to object to the inclusion of this mandate, because institutions should be allowed to exercise their best *academic* judgment with regard to the terms and conditions that their students must meet to earn their credentials. In addition, we are very concerned that by denying institutions the right to set higher standards than the Secretary, the new federal transfer mandate would eliminate an important evaluation tool without providing additional alternatives.

Third, Section 499 of the bill [would create a new accreditation requirement on transfer](#) that would turn accrediting agencies into enforcers of the new federal transfer mandate. This heavy-handed enforcement mechanism would subject institutions to indirect federal micro-management of academic policy through the Secretary's exercise of regulatory authority on accrediting agencies, and undermines the assurances of federal non-interference provided [elsewhere in the legislation \(Section 487\(6\)\)](#).

Finally, [a last-minute new addition to Section 499](#) of the bill would impose a perplexing requirement for accrediting agencies to confirm that each institution's acceptance or denial of academic credit is "decided according to criteria established in guidelines developed by the institution's admissions committee."

AACRAO members are urged to review the impact of the proposed changes on their institutions, to inform institutional decision-makers, and to apprise their Senators of their views.

#### **REPUBLICAN**

*Committee Chairman*

Mike Enzi (WY)

(202) 224-3424

Senator Judd Gregg (NH)

(202) 224-3324

Senator Bill Frist (TN)

(202) 224-3344

Senator Lamar Alexander (TN)

(202) 224-4944

Senator Richard Burr (NC)

(202) 224-3154

Senator Johnny Isakson (GA)

(202) 224-3643

#### **DEMOCRAT**

*Ranking Member*

Senator Edward Kennedy (MA)

(202) 224-4543

Senator Christopher Dodd (CT)

(202) 224-2823

Senator Tom Harkin (IA)

(202) 224-3254

Senator Barbara Mikulski (MD)

(202) 224-4654

Senator Jeff Bingaman (NM)

(202) 224-5521

Senator Patty Murray (WA)

(202) 224-2621

Senator Mike DeWine (OH)

(202) 224-2315

Senator John Ensign (NV)

(202) 224-6244

Senator Orrin Hatch (UT)

(202) 224-5251

Senator Jeff Sessions (AL)

(202) 224-4124

Senator Pat Roberts (KS)

(202) 224-4774

Senator Jack Reed (RI)

(202) 224-4642

Senator Hillary Rodham Clinton (NY)

(202) 224-4451

**INDEPENDENT**

Senator James Jeffords (VT)

(202) 224-5141

American Association of Collegiate Registrars and Admissions Officers  
One Dupont Circle, NW, Suite 520, Washington, DC 20036 (202) 293-9161

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<p style="text-align: center;"><b>ANDREWS UNIVERSITY</b>  <b>CURRICULA AND COURSE DEVELOPMENT POLICIES</b>  <b>Audit of the Division of Architecture</b></p>	
Date:	July 2005
<b>PART V</b>	<b>CURRICULA AND COURSE DEVELOPMENT POLICIES</b>
<b>5-1:0</b>	<b>A. DEPARTMENT DETERMINANTS</b>
	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.
<b>5-1:1</b>	<b>1. Minimum Department Size</b>
	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.
Response:	The Division of Architecture meets the two FTE faculty members requirement. There are 8.5 FTE faculty presently employed by the Division. In addition, during the 2004-2005 academic year there were five contract teachers (filling two additional faculty positions) who were hired to help deliver the curriculum to the students. During the 2004-2005 academic year the full-time faculty taught 36 of the 40 total courses offered in the Division of Architecture.
<b>5-1:2</b>	<b>2. Minimum Number of Faculty per Major/Minor</b>
	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.
Response:	The Division of Architecture meets the requirements in the Major area. There are 10.5 FTE faculty positions in the Division. There are three degrees offered in the Division. All of the non-studio courses taught apply to the three degrees offered (Bachelor of Science in Architectural Studies (BSAS) degree, the Bachelor of Science in Architecture (BSA) degree and the Masters of Architecture professional (M Arch) degree. The ten studio courses offered apply to both the Bachelor of Science in Architecture (BSA) degree and the Masters in Architecture (M Arch) degree.
	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.
Response:	The Division of Architecture meets the requirements in the Minor area. There are 10.5 FTE faculty positions and one minor degree is offered in Architectural Studies.
<b>5-1:3</b>	<b>3. Faculty Expertise</b>
	There must be at least one faculty with advanced course work and/or demonstrable experience with 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.
Response:	The Division of Architecture faculty meets the requirements in the area of faculty expertise. There are 10.5 FTE faculty positions in the Division. Ten faculty members hold masters degrees in their area. There are three faculty members who are also licensed architect.

	<p><b>Administration and faculty:</b>  Carey Carscallen, Director, Associate Professor  BA, MS, BArch, MArch  Martin Smith, Assistant Director, Assistant Professor, Licensed Architect (State of Michigan) BArch  William Davidson, Professor Emeritus (half time position)  PhD (engineering)  Kathy Demsky, Library Director, Associate Professor  BA, MLS  Thomas Lowing, Associate Professor, Licensed Architect (State of Michigan); AIA member BS, MArch  Mark Moreno, Associate Professor  BS, MArch  Rhonda Root, Professor  BA, MAT, MFA  Llewellyn Seibold, Professor, Licensed Architect (State of Kansas)  BS, MArch  Andrew von Maur, Assistant Professor  BArch, MArch  Kristin von Maur, Assistant Professor  BArch, MArch</p> <p><b>Adjunct faculty: (2004-2005)</b>  Brian Manley (art course)  BFA, MFA  Paula Dronen (architecture course)  BSAS, BSI, Law student (Michigan State)  Tarik El-Naggar, Licensed Architect (State of Indiana) (architecture course)  BArch  Robin Johnson, Licensed Architect (State of Illinois, Michigan) (architecture courses)  MArch  David Sassano, Licensed Architect (State of Indiana, Illinois, Michigan, New York)  BArch (architecture courses)</p>
<b>5-1:4</b>	<b>4. Course Offerings</b>
	<p>A department may offer courses that are approved for general education, degree core, 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 majors/minors shall be limited to 135% of the number of departmental credits required for the majors/minors. Courses common to multiple majors/minors shall be counted only once.</p>
<b>Response:</b>	<p>The Division of Architecture meets the requirements in the area of course offerings. The 2005-2006 Bulletin lists for Architecture a total 102 undergraduate departmental credits. The number of credits required for the bachelor's degree is 89 credits. This works out to be 114.6% of the number of total departmental credits to required degree credits.</p> <p>All the course offerings are based on the accreditation requirements of the NAAB (National Architectural Accrediting Board), the accrediting body for architecture. Some of the course offerings are also used by other departments in their degree cores</p>

	as cognates for their degrees. This list of courses include the following, which meet the Bachelor of Fine Arts (BFA) degree requirements in the Department of Art & Design (College of Arts & Sciences), and in the Department of Digital Media and Photography (College of Technology): ARCH390/485 Topics: Islamic Architecture; ARCH390/485 Topics: Ancient American Architecture; ARCH390/485 Topics: Far Eastern Architecture.
<b>5-2:0</b>	<b>B. DEGREE STRUCTURE</b>
<b>5-2:1</b>	<b>1. Definition of Degrees</b>
	Andrews University offers three types of baccalaureate degrees (Bachelor of Arts, Bachelor of Science and professional degrees), and associate degrees.
	a. A Bachelor of Arts (BA) degree is conferred upon a student who completes requirements at the baccalaureate level in the arts, humanities and related areas.
Response:	The Division of Architecture does not offer a Bachelor of Arts (BA) degree.
	b. A Bachelor of Science (BS) degree is conferred upon a student who completes requirements at the baccalaureate level in the sciences, applied sciences and related areas.
Response:	The Division of Architecture offers the following BS degree: the non-professional Bachelor of Science in Architectural Studies (BSAS) degree.
	c. Professional degrees (Bachelor of Science in _____, or Bachelor of _____) are conferred upon a student who completes requirements at the baccalaureate level in professional programs.
Response:	The Division of Architecture offers the following professional baccalaureate degree: the Bachelor of Science in Architecture (BSA) degree is the professional degree track for and a requirement of the Master of Architecture degree.
	d. Associate degrees are awarded to students who complete two-year general studies or para-professional programs.
Response:	The Division of Architecture does not offer an Associate degree.
<b>5-2:2</b>	<b>2. Baccalaureate Degree Requirements</b>
	A baccalaureate degree program shall consist of the following components for a minimum of 124 credits.
Response:	The Division of Architecture's baccalaureate degrees consist of the following components with the following credits per degree: The following Bachelor of Science degrees are offered by the Division of Architecture: non-professional Bachelor of Science in Architectural Studies (BSAS) degree requirement is 37 credits. Professional degree track Bachelor of Science in Architecture (BSA) degree requirements is 89 credits. This degree is the first degree in the degree track for the Professional Masters of Architecture (MArch) degree program. Professional Masters of Architecture degree requirement is 31 credits. Minor in Architectural Studies degree requirements is 22 credits.
<b>5-2:2.1</b>	<b>a. Bachelor of Arts/Bachelor of Science Degree Components</b>

	<p>i. <b>General Education</b> As formulated by the General Education Committee and approved by the Undergraduate Council. If a program is specifically accredited or certified, the requirements of the accreditation/certification body must be considered in establishing general education requirements for that program.</p>
Response:	<p>The degrees offered in the Division of Architecture follow the General Education requirements. Using the degree requirements for the Bachelor of Science in Architecture degree as listed in the University Bulletin.</p> <p>The Division of Architecture's Bachelor of Science in Architecture (BSA) degree General Education requirement totals 43 or 46 credits (because of the Computer Tools requirement).</p> <p>The non-professional Bachelor of Science in Architectural Studies degree's General Education requirement is 57 credits.</p>
	<p>i. <b>A Major</b> A BA/BS major shall consist of a specified set of courses ranging from 30 to 40 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 credits, with a maximum of 40 credits coming from any one field of study. It is recommended that at least 25% of its course work be reserved for electives in the major.</p>
Response:	<p>The Professional degree track Bachelor of Science in Architecture (BSA) degree, offered in the Division of Architecture, follows the requirements established by the NAAB (National Architectural Accrediting Board). There are 82 credits in the core, 7 elective credits, 46 general education credits, and 3 cognate credits.</p> <p>For the non-professional Bachelor of Science in Architectural Studies (BSAS) degree the major core requirement is 16 credits, in addition there is 21 elective credits and 6 cognate credits requirement.</p>
	<p>i. <b>A Minor</b> A Minor is not required. However, minors may be required for specific majors or programs. A minor shall consist of a specified set of courses taken within a field of study consisting of 20 to 22 credits. A minor used for teacher certification that includes courses from more than one field of study shall consist of 20 to 24 credits with no more than 20 credits from a single field of study.</p>
Response:	<p>The Division of Architecture's Minor in Architectural Studies degree requirements is 22 credits. It requires ARCH126, 150, 215; plus 12 additional credits with a minimum of 6 upper division credits from courses with ARCH acronyms.</p>
	<p>i. <b>Cognate Courses, if required by the major</b></p>
Response:	<p>The Professional degree track Bachelor of Science in Architecture (BSA) degree requires one 3 credit cognate (ART104 Introduction to Drawing) to complete the degree.</p> <p>For the non-professional Bachelor of Science in Architectural Studies (BSAS) degree the cognate requirement is 6 credits (ART104 Introduction to Drawing and ART207 Basic Design I).</p>
	<p>i. <b>General Electives</b></p>
Response:	<p>The Professional degree track Bachelor of Science in Architecture (BSA) degree</p>

	requires 7 elective credits to complete the degree. These electives usually come from Architecture electives but there are electives that can be taken in other departments.
<b>5-2:2.2</b>	<b>b. Restrictions for Bachelor of Arts/Bachelor of Science Degree Programs</b>
	Departments shall not require major, minor and/or cognate requirements in excess of 66 credits.
Response:	The Bachelor of Science in Architectural Studies degree is 37 credits. Because of the professional requirements for accreditation the Bachelor of Science in Architecture degree is required to be 89 credits.
<b>5-2:2.3</b>	<b>c. Exceptions</b>
	The restriction on the maximum number of credits, that can be required for a major and the total number of credits required for major, minor and/or cognates combined, may be exceeded only where certification, licensure, professional accreditation or established standards of practice clearly make it necessary.
Response:	The Division of Architecture's Professional degree track Bachelor of Science in Architecture degree claims the exception because of the requirements established by the NAAB (National Architectural Accrediting Board).
<b>5-2:2.4</b>	<b>d. Professional Degree Components</b>
	i. General Education As approved by the General Education Committee and the relevant professional degree council or school courses and curricula committee/faculty. If a program is specifically accredited or certified, the requirements of the accreditation/certification body must be considered in establishing general education requirements for that program.
Response:	The Professional Degree Requirements for the Bachelor of Science in Architecture (BSA) degree as noted in the University Bulletin. The BSA degree General Education requirements total 43 or 46 credits (because of the Computer Tools requirement).
	ii. One of the following <ul style="list-style-type: none"> <li>i. Professional program requirements, or</li> <li>ii. A professional degree core with majors</li> </ul>
Response:	i. The Division of Architecture Professional degree track Bachelor of Science in Architecture degree follows the requirements established by the NAAB (National Architectural Accrediting Board).
	iii. Cognates may be required
Response:	The Professional degree track Bachelor of Science in Architecture degree requires one 3 credit cognate (ART104 Introduction to Drawing) to complete the degree.
	iv. General Electives
Response:	The Professional degree track Bachelor of Science in Architecture degree requires 7 elective credits to complete the degree. These electives usually come from Architecture electives but there are electives that can be taken in other departments.
<b>5-2:3</b>	<b>3. Associate Degree Requirements</b>
	An associate degree program shall consist of the following components for a minimum of 62 credits.
	<b>b. Associate degree components</b>
	i. General Education As formulated by the General Education Committee and approved by the Undergraduate Council for the Associate of Arts and Associate of Science degrees. Requirements for other associate degrees are approved by the

	<b>General Education Committee and the relevant school courses and curricula committee/faculty.</b>
	<b>ii. A Degree Core may be required</b>
	<b>iii. A Major or Area of Emphasis</b> <b>If a major is used, it shall consist of a minimum of 27 credits.</b>
	<b>iv. Congate Courses may be required.</b>
	<b>v. General Electives</b>
<b>Response:</b>	<b>The Division of Architecture does not offer an Associate degree.</b>
	<b>Standard = 24 credits/FTE faculty.</b>
	<p>It is the Division of Architecture's understanding that the University's ideal goal is to have a ratio of 24 credits/FTE faculty. The nature and quality of the degrees offered by the Division of Architecture has caused the Division to make the decision that the credits/FTE faculty would not be a driving force in the program. Architecture's administration and faculty have decided that the quality of our degrees would be the focus of the development of the curriculum. We realized we needed to limit the number of students in some of our courses, especially studio courses. This limiting of class numbers would allow us to deliver the quality of teaching we felt necessary, resulting in the higher quality work by our students that we were seeking. This decision lowered our credit/FTE faculty ratio. Presently (2004-2005 academic year) the Division of Architecture's standard was 18.7619 credits/FTE faculty. Our program presently falls between the goal of the University and the norms for other architecture programs. The national norms in architecture, reported in NAAB statistics, is 14.56 contact hours per week/FTE faculty loads.</p> <p>The FTE faculty consists of 10.5 faculty positions (of which two positions are open and presently being filled with contract teachers). The requirements for accreditation (and maintaining the quality of the program exhibited in the past several years) has caused the Architecture administration and faculty to decide that the quality of our degree will always come first. The mission and standards that the Division has placed on it self (above and beyond accreditation requirements) has become the guiding force in the development of the program. The faculty decided, several years ago, to write a mission statement that reflects the goals of the program and use it, along with the accreditation requirements, to create the quality program we wanted to have here at Andrews University. Faculty loads were adjusted to provide maximum quality in the program, particularly in the studio courses where class size limitations were essential for the quality of work we were seeking to achieve. These loads have been approved by the University administration and attest to their understanding of what the Division of Architecture is seeking to do with its degrees. We are grateful for the support of the University administration.</p>

Mostly Winter and Hardly Christmas:  
A Little Proposal for Calendar Reform in Three Arguments  
By Ronald Knott  
May 1, 2005

With a hat tip for its title to C. S. Lewis's *The Lion, The Witch, and the Wardrobe*, this memo proposes that Andrews University adjust its academic calendar to contain the following three features: commencement in mid-May; a longer break in January; and at least two Christmas-season Sabbaths in December.

Regardless of the merits of the semester system, the university's current implementation of it significantly aggravates a chronic public relations problem: It emphasizes the "winter" reputation of the institution. It cuts off from student life on this campus the month that arguably is our most beautiful of the year—May.

Argument from Spring: For two of the last four years since the semester system was inaugurated, the last Sabbath of the school year (just before test week) has been miserable by any standard of spring weather, with temperatures in the 30s with rain or snow. The other two "last weekends" have been nothing special for April weather. The poet has noted poetically and truly that "April is the cruelest month." It seems that month would not be the best pick for "last impressions" to leave with students we hope will return in the fall, or with graduates we hope will have warm memories as supportive alumni. Moving commencement at least half-way into May, or even more, will greatly improve the chances that the last few weeks that students have on campus will be in the midst of beautiful weather on a beautiful campus. Over time, that can only help us with general institutional morale and with recruitment.

Argument from Winter: Pushing the end of spring semester into May also leaves the possibility of beginning that semester later in January. Again, this will help de-emphasize what an increasingly sunshine- and southern-oriented popular culture will consider a negative about Andrews: gray, cold winters. (When the writer and his wife visited Sligo Church in Maryland a year ago, the senior pastor welcomed them publicly to the congregation and the radio audience by noting that the guests were visiting from "Siberian Springs"). An entirely anecdotal and very small sample of faculty opinion (four or five conversations) shows strong support for eliminating a couple of January weeks out of the regular academic schedule in favor of adding a couple of May weeks.

Some have wondered if there could be some savings on heating costs in January by closing some buildings or parts of them and lowering thermostats. This is always an attractive idea, but would need to be investigated thoroughly with Plant Administration before it is assumed to be a serious argument in support of this proposal. The merit of this proposal is not dependant on this interesting possibility.

Argument from Christmas: For many years, both on the quarter system and on the semester system, Andrews has had a puzzling tradition of ending first semester very early in December. It is commonly remarked that it seems very strange to often return from Thanksgiving break for only one week of classes before test week. In most years, this leaves only one highly-stressed weekend for Christmas season activities. This is a disservice to our music program, to the campus culture and to our constituent community, which essentially must cram an entire observance of the season into slightly more than 24 hours on the last Sabbath before test week.

Summary: This proposal calls for devising an academic calendar that meets all instructional requirements and contains the following features, using Sabbaths as reference points:

- A minimum of two December Sabbaths before test week in the fall semester (sometimes this will mean three)
- A minimum of two semester-break Sabbaths in January
- Spring Baccalaureate always on the third Sabbath in May (ranging from about the 15<sup>th</sup> to the 21<sup>st</sup>)

## ST. OLAF ADMISSIONS

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 507-646-3832 (fax)  
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## Norwegian Applicants

Since September 1996, St. Olaf College has followed the recommendation of the National Council on the Evaluation of Foreign Educational Credentials when admitting students from Norway. These recommendations state that Norwegian students should be considered for first-year student admission based on Vitnemal fra den videregående skolen for completion of Videregående Kurs II. This means that students entering St. Olaf directly from videregående skolen will be admitted as first-year students - not as sophomores. Students may receive advanced placement or transfer credit only on the basis of AP, IB (with appropriate scores) or academic work beyond the secondary school level. This course work would be evaluated for credit by the Registrar's Office at St. Olaf College.

## Financial Aid

Various scholarships (detailed below) have been established for Norwegian students who demonstrate academic excellence and financial need. It is anticipated that beginning with the sophomore year of study, students will be eligible for funds from the Lånekassen as well as from other St. Olaf scholarship sources, including the Norwegian Language House Assistantships.

## Hillerin Scholarship

Norm and Ruth Hilleren have established a generous full-tuition scholarship for one first-year Norwegian student who exemplifies service to their community, church, or education. This scholarship is for the first year only, in the amount of \$25,150 (2004-2005).

## Cole Scholarships

St. Olaf College may award up to 14 Cole Scholarships, approximately \$12,575 (2004-2005) renewable each year, with an additional \$600 in student work through the Norwegian department.

## Lånekassen Loan/Stipend Program

St. Olaf College does not handle details for the Norwegian government's Lånekassen's loan/stipend program, please check [www.lanekassen.no/](http://www.lanekassen.no/).

## Class of 2009 Profile

## General

Number of applicants: 2997  
 Admitted: 2187  
 Selectivity: 73%  
 Size of class: 770

## Demographics

In-state: 58%  
 Out-of-state: 42%  
 Minorities: 11%

## High school rank

1st quintile: 70%  
 2nd quintile: 20%  
 3rd quintile: 7%  
 4th quintile: 2%  
 Median high school rank: 89

## Adjusted GPA

4.0 — 19%  
 3.5-3.99 — 47%  
 3.0- 3.49 — 24%  
 2.75-2.99 — 5%  
 2.5-2.74 — 3%  
 below 2.5-1%  
 Average GPA 3.60

## Median ACT and SAT scores

SAT Verbal: 640  
 SAT Math: 640  
 ACT: 27

## Religious Affiliation

Lutheran: 48%  
 Catholic: 16%  
 Methodist: 6%  
 Other: 22%

St. Olaf College, 1520 St. Olaf Avenue, Northfield, Minnesota 55057 USA. 507-646-2222.  
 Comments, questions or feedback can be directed to [webmaster@stolaf.edu](mailto:webmaster@stolaf.edu).  
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IDEALS TO ACTION

