

**Minutes of the Undergraduate Council  
Andrews University  
November 2, 2009**

Martin Smith, chair; Ben A. Maguad, secretary; Verlyn Benson, Emilio Garcia-Marenko, John Markovic, Keith Mattingly, Margarita Mattingly, Donald May, Ruben Munoz-Larrondo, Lawrence Onsager, Stephen Payne, William Richardson, Tiffany Summerscales, Alice Williams, Gary Williams, Jeannie Wolfer

Members present

Shirley Freed and David Ferguson

Invitees

Martin Smith welcomed the members and called the meeting to order.

Welcome and call to order

Verlyn Benson offered the opening prayer.

Prayer

VOTED to accept the October 5, 2009 minutes.

Acceptance of minutes

**Program Development and Review Committee**

New PDRC Members

- New members of the Committee:
  - Tiffany Summerscales
  - Carmelita Troy
  - Ray Ostrander
  - Alan Mitchell
- Plan to meet next week (no date has been set yet).

Shirley Freed and David Ferguson gave a report on the Undergraduate Leadership Development Program.

Undergraduate  
Leadership  
Development  
Program

- A number of issues were discussed:
  - Minimum grade?
  - Minimum GPA?
  - Admission and exit requirements?
  - Co-curricular requirements?
  - Award/diploma – what does it mean? What is awarded when completed?
  - Can a student earn a certificate from AU? What is the definition of an undergraduate certificate? Must be on transcript – verifiable by the university.
  - Because it has an academic shape, we need to put all the pieces together. Everything needs to be clear to be able to answer questions from students.
- The Council is generally supportive of the program. It is recommended that the proposed program be sent back to the Undergraduate Leadership Council for further discussion.
- The certificate needs to be defined. Will ask the Academic Policy Committee to look at academic requirements.

Keith Mattingly proposed a change to page 37 of the 2009-2010 academic bulletin on the subject of multiple majors and degrees.

Proposed bulletin  
change

- It was agreed that this subject be dealt with in two paragraphs: one to deal with Multiple Majors and another, Multiple Degrees. A revision of the proposed change will be presented to the Council in the next meeting.

General Education Follow-up Report


GE report

- Agreed to table the GE report until the next meeting.

VOTED to adjourn.

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Martin Smith, chair

  
Ben A. Maguad, secretary



# Undergraduate Leadership Development Program

## Andrews University

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### Bulletin Copy Changes for the Undergraduate Leadership Certificate Program

***Voted:***

*September 18, 2009 by the Undergraduate Leadership Council;*

*September 30, 2009 by the School of Education Leadership and Educational Administration Department;*

*October 1, 2009 by the School of Education Academic Policies and Curriculum Committee;*

*October 20, 2009 by the School of Education Faculty;*

*Awaiting vote by the Undergraduate Council*

## 1. Undergraduate Leadership Certificate Program Description

The Leadership Certificate is a University-wide collaboration between academic departments and Student Life with the goal to prepare students for meaningful engagement in a global environment. It integrates knowledge and skills from students' courses of study into a concentration focused on building students' capacities to influence their surroundings whether in the home, school, church or marketplace. Certificate graduates will learn to lead positive change, resist inappropriate change and recognize their calling.

The certificate has academic and co-curricular requirements that work together to develop leadership capacity.

**Academic requirements:**

LEAD101 Fundamentals of Leadership or LEAD301 Leadership and Mentoring	2 – 3 cr
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Leadership Cognates (within academic departments)	6 cr
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Change Project (arranged)	2 cr
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The student initiates the Change Project, which focuses on transformational learning and leadership with a church, community, campus or academic discipline-based partner.

LEAD496 Leadership Capstone	<u>1 cr</u>
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Total	11 – 12 cr
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**Co-curricular requirements:**

The student will be required to show leadership in co-curricular activities.

## 2. LEAD101 Revision

**From:**

**LEAD101 – Leadership I – Introduction to Leadership (2 cr)**

Intensive introduction to the leadership certificate. Focuses on leadership concepts, self-assessments of strengths, change theory, group processes, transformational learning and the development of the personal Leadership and Learning Plan (LLP).

**To:**

**LEAD101 – Fundamentals of Leadership (2 – 3 cr)**

An exploration of essential personal and interpersonal qualities of a leader. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Following this course, students may apply to the Undergraduate Leadership Certificate Program. Students may receive credit for only LEAD101 or LEAD301.

### **3. LEAD496 Revision**

**From:**

**LEAD496 – Leadership II – Leadership Portfolio (1 cr)**

Development and presentation of Leadership and Learning Portfolio. This includes reflection papers describing personal growth and increasing theoretical understanding and a final synthesis paper.

**To:**

**LEAD496 – Leadership Capstone (1 cr)**

Development and presentation of a leadership portfolio. This includes reflection papers describing personal growth and increasing theoretical understanding and final synthesis papers. Prerequisites: LEAD101 or LEAD301, permission of instructor.

### **4. Additional Class Offerings:**

**LEAD301 – Leadership and Mentoring (2 – 3 cr)**

In addition to an exploration of essential personal and interpersonal qualities of a leader this course will place a special focus on mentoring. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Upon completion students may apply to the undergraduate leadership certificate program. Prerequisites: at least junior class standing. Students may receive credit for only LEAD101 or LEAD301.

**LEAD499 – Independent Study: Topic (1 – 3 cr)**

Repeatable. Permission of curriculum advisor and independent study supervisor required.



# Undergraduate Leadership Development Program

## Andrews University

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## **Protocol for Panels Evaluating Self-Review Documents**

(Revised January 2010)

### **Program Review at Andrews University**

1. The program under review submits the completed program review (self-study) document to the school/college dean, who responds to the report, then submits the document and the response to the Office of Institutional Excellence, which will distribute copies to the Provost's Office and the Review Panel. (The Office of Institutional Excellence provides support for the Program Review process to the Provost's Office, the departments and programs undergoing review, the program development and review committees of the councils, and the review panels.)
2. The document will be provided to the respective Graduate or Undergraduate Council Program Development and Review Committee(s) (G-PDRC and UG-PDRC). The committees will appoint a review panel of 5 members, two from the PDRC(s) and three additional faculty members. This group will include two faculty members from the school or college of the department, 1-2 faculty members from another school or distinctly different discipline, and 1 faculty member from a discipline similar or related to the discipline or program under consideration. Review panel membership may be adjusted to meet any unique needs of the program under review. In an effort to build evaluation capacity through actual practice, panel members will often include members of programs planning to undergo review in the near future.
3. The review panel will submit a report to the appropriate PDRC(s) within 2 months. The review panel should request additional information from the department as needed and tour the department if necessary. The PDRC(s) will review the review panel report and submit recommendations to the appropriate Council(s). Upon approval, the Council(s) will forward the recommendations to academic administration.
4. The University will integrate recommendations into its strategic planning process to provide appropriate resources for implementation. The PDRCs monitor and evaluate the implementation process and report progress updates to their respective councils.



***Expectations of the Program Review Panel Report:*** University administration needs to be able to make decisions based on the report and the self-study. Thus, the report should accomplish the following:

1. Make recommendations about what the future should look like for the program. Should the program be strengthened, maintained, or phased out?
2. Identify key areas in which the program could improve and the resources needed to do so.
3. Suggest to administration what changes are needed.
4. (Process-oriented) Identify how University administration can make the decision-making processes about the future of programs more strategic.
5. (Process) Identify ways the PDRCs and the Councils can improve the Program Review process.

***Please Avoid:***

1. Critiquing the writing or other aspects of the report. Refrain from “grading” the document itself.
2. Editorializing about University administration decisions about such things as faculty pay or allocation of resources to schools or departments.
3. Duplicating information found in the program self-study.

## Evaluation of Self-Study Documents

### **Criterion 1: History, Impact, and Demand for the Program**

1. Does the history and mission of the program help justify its continued existence at Andrews University?
2. How does the program contribute to the overall success of the University and the Seventh-day Adventist Church?
3. Is there sufficient demand for graduates from the program to warrant its continuation?

### **Criterion 2: Program Quality**

#### *Program Inputs*

1. Are there sufficient resources of high enough quality to maintain an excellent program(s)?
2. Where could resources be strengthened and/or reallocated to strengthen the program?
3. Do trends in enrollment and productivity suggest continued viability of the program(s)?

#### *Program Outputs*

1. Are program outputs of high quality? In what ways is the program strong? Consider both student measures and faculty quality.



2. Evaluate the strengths of the processes for assessment of learner outcomes. Are multiple assessment measures used? Is assessment data used for program improvement?
3. Does the program(s) provide for wholistic development of students and faculty?
4. Which program outputs are inadequate and which program objectives are not met? In what ways is the program weak?
5. What could be done to strengthen the program outputs? By the program and by the University.

### **Criterion 3: Finances**

1. Is the program financially viable? Why or why not?
2. Does this program need to be financially viable? Does it contribute to the University in other ways? What might be the consequences to the University if the program is not viable.
3. If not financially viable, should University resources be reallocated?

### **Criterion 4: Future Opportunities (SWOT analysis)**

1. Are strengths accurately described? Can they contribute to improvement of the program and the University?
2. Are weaknesses accurately described? Can they be corrected to improve the program?
3. Are students well-prepared for their careers? Do they demonstrate Christian growth and commitment to the SDA Church?
4. What changes need to be made for success of the program in the future?

### **Summary and Report from Review Panel**

1. Evaluation of the strengths and weaknesses of the department and its programs:
  - a. Mission-centeredness
  - b. Program Inputs
  - c. Program Outputs
  - d. Finances
  - e. Program Future
2. Recommendations to administration for the department and its program(s) to strengthen the University.

# **Program Review**

## **Pragmatic Information for the Program Review Process**

### ***Preparing for the Self-Study (Department Staff, Chair, and Faculty as needed):***

1. Collect information needed
  - a. Financial: consult with respective dean's office for income and expenditure data. They also have information about tuition discounts and other factors related to actual income. If necessary, consult with Controller and Chief Accountant.
  - b. Productivity (e.g., credit hour production), numbers of majors and minors, etc.: Sue Schwab can provide most of this. She and other ITS programmers are developing a spreadsheet that can be accessed on-line.
  - c. Department records about the program.
  - d. Assessment data documenting both learning outcomes and how the department has used the information to make decisions.
2. Contact the J W Library department liaison and/or Dean of Libraries to develop information about the adequacy of library resources for the program(s). To do this they need to know 1) the degree requirements, course descriptions, and strategic plan for the program; 2) any specific professional accreditation standards for library support; 3) institutions the department uses as benchmarks for their programs; and 4) whether the program (especially new programs) builds on library support for existing programs of the University.
3. Review mission statements and strategic plan and make changes as needed.

If the department has recently undergone an external accreditation process, those materials may be reformatted to meet the needs of the program review process.

### ***Conducting the Self-Study (Department Chair and Faculty):***

1. Review information available as a department faculty. Determine whether additional information is needed to prepare the report and obtain it.
2. Consider each department program separately—can the continued existence of each program be justified from the data available?
3. Evaluate the success of the department and where improvements are needed. Identify whether additional resources are needed and/or how resources could be allocated differently within the department.
4. Develop recommendations to administration about the future of the department and its programs.
5. Draft the report according to the outline provided.
6. Review the report and conduct a final edit. Submit the report as follows.

***Presentation of the self-study/program review document:***

1. Document should be bound or presented in a binder for ease of review by administration and the review panel. The presentation can be simple. Color printing or complex diagrams or charts are not necessary. Monies are available for duplicating if department resources are inadequate.
2. A total of at least 9 copies are needed for the review process. Except for the copy to the Dean's Office, all copies should be delivered to the Office of Institutional Excellence for distribution as follows:
  - a. One copy for the Provost's Office, one copy for the Dean's Office of the respective school (delivered directly to that office), and one copy for the Office of Institutional Excellence
  - b. Five copies for the Review Panel (if a larger review panel is indicated, the OIE will communicate that need to the program)
  - c. One (or more) copies for the department.
  - d. Consider submitting 2 copies to the University Archives.

Notes: the Office of Institutional Excellence (OIE) coordinates the Program Review process for the Graduate and Undergraduate Councils. The Director of the OIE serves as secretary to the Program Review Committees, orients departments and programs to the purposes and expectations of the process, and administers funds for consultants and duplicating. The OIE Director serves as a resource for departments in the program review process.

## **Evaluation of Program Review Documents**

### ***Criterion 1: History, Impact, and Demand for the Program***

1. Are the items in this criterion well described. Is a strong case made for the program's continued existence?
2. Which items are missing or not met? Is the case for the program weak?
3. What items need more information to be evaluated completely?

### ***Criterion 2: Program Quality***

#### ***Program Inputs***

1. Are the resources described well? Are there sufficient resources?
2. Which items are missing or not met? What resources are weak?
3. What issues need more information to be evaluated completely?

#### ***Program Outputs***

1. Are program outputs well described? Are multiple assessment measures used. In what ways is the program strong?
2. Which program outputs are missing or not met? In what ways is the program weak?
3. What additional information is needed to evaluate this item completely?

### ***Criterion 3: Finances***

1. Which aspects of this criterion are well described. Is the program financially viable? Why or why not? Does it need to be?
2. Which items are missing or not met? What areas are weak?
3. What items need more information to be evaluated fully?

### ***Criterion 4: Future Opportunities (SWOT analysis)***

1. Are strengths accurately described?
2. What items are missing or not met? Are weaknesses accurately described?
3. What additional information is needed to fully evaluate this criterion?

### ***Summary and Report from Review Panel***

1. Evaluation of the report and the program:
  - a. Mission-centeredness
  - b. Program Inputs
  - c. Program Outputs
  - d. Finances
  - e. Program future
2. Recommendations to administration

## **Protocol for Review Process of Program Review Documents**

1. The program under review submits the completed program review document to the school/college dean, who responds to the report, then submits the document and the response to the Provost's Office. (The Office of Institutional Excellence will provide support for the process to the Provost's Office, the departments and programs undergoing review, the program review committees of the councils, and the review panels.)
2. The document is provided to the respective Graduate or Undergraduate Council Program Review Committee. The committees appoint a review panel of 5 members, two from the program review committee and three additional faculty. This group should include two faculty from the school or college of the department, 1-2 faculty from another school or distinctly different discipline, and 1 faculty member from a discipline similar or related to the discipline or program under consideration. Review panel membership may be adjusted to meet any unique needs of the program under review.
3. The review panel will submit a report to the appropriate Program Review Committee(s) within 2 months. If needed, the review panel may request additional information from the department. The Program Review Committee will review the report and submit recommendations to the appropriate Council(s). Upon approval, the Council(s) will forward the recommendations to academic administration.

### University Program Review

School	Program Cluster	Program Review	Committee Report
CAS/COT	Art/DGME	Summer-Fall 2009	Spring 2010
CAS	Behavioral Sciences		
	Biology		
	Chemistry		
	Clinical Laboratory Sciences		
	Communication		
	English		
	History		
	International Languages		
	Mathematics		
	Music		
	Nursing		
	Nutrition and Wellness		
	Physical Therapy	Summer 2008	Fall 2009
	Physics		
	Religion	Fall-Spring 2009-2010	Spring-Summer 2010
	Social Work		
	Speech Language Pathology & Audiology	Summer-Fall 2009	Spring 2010
COT	Agriculture		
	Aviation		
	Computer Science/Engineering	Fall 2009	Spring-Summer 2010
Interschool	International/Community Development		
School of Architecture		Summer-Fall 2009	Spring 2010
SBA	All SBA Programs?		
SED	Educational & Counseling Psychology		
	LEAD programs—Lead and EDAL	Fall-Spring 2008-09	Fall 2009
	Teacher Certification Programs		
	TLC Doctoral Programs		
SDATS	Master of Divinity		
	MA: Pastoral Ministry		
	MA: Youth Ministry		
	Doctor of Ministry		
	MA: Religion		
	MA: Religious Education		
	MTh: Master of Theology		
	PhD/ThD Programs		
Affiliated Programs??? Separate schedule for audits.			

# Program Review Schedule

Year	Summer Semester	Fall Semester	Spring Semester
2007-2008			Physical Therapy
2008-2009		Leadership	
2009-2010		Art/DGME SPLAD Architecture Computer Science Religion	
2010-2011			
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016			
2016-2017			



**Martin Smith**

**From:** Shanna Leak [shanna@andrews.edu]  
**Sent:** Tuesday, October 06, 2009 12:17 PM  
**To:** Martin Smith  
**Subject:** RE: Program Review Committee  
 Duane McBride ad ~~David Steen~~ *not*

*Summerscales - Yes*  
*Troy - Yes -*

**Shanna Leak**

Director, Undergraduate Admissions  
 Enrollment Management  
 Andrews University

269.471.6346 office  
 269.471.2670 fax  
[connect.andrews.edu](http://connect.andrews.edu)

"Seek Knowledge. Affirm Faith. Change the World."

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**From:** Martin Smith [mailto:msmith@andrews.edu]  
**Sent:** Tuesday, October 06, 2009 11:58 AM  
**To:** Alice Williams; Allen Stembridge; Ben Maguad (maguad@andrews.edu); Bill Richardson; Charles Tidwell; Don May; Emilio Garcia-Marenko; Gary Williams; Jeannie Wolfer; John Markovic; Keith Mattingly; Kristen von Maur; L Monique Pittman; Lawrence Onsager; Margarita Mattingly; Marsha Beal; Martin Smith; Michelle Bacchiocchi; Najeeb Nakhle; Ruben Munoz-Larrondo; Shanna Leak; Stephen Payne; Tiffany Summerscales; Verlyn Benson  
**Subject:** Program Review Committee

Dear Undergraduate Council,

As discussed in yesterday's meeting, we urgently need to fill the vacancies in the Program Review & Development Subcommittee.

The current members are: *Yes* Sallie Alger, *Yes* Lena Caesar, *Yes* Betty Gibson, Alan Mitchell, and Ray Ostrander. Emilio Garcia-Marenko is ex-officio, and Alice Williams is advisor. George Agoki has been nominated, but is not yet confirmed.

Based on the recommendation we heard yesterday, the committee should have eight members of the faculty. Therefore, I am requesting nominations of four names which, along with George Agoki, will make a list from which we can fill the vacancies. The deadline for nominations is Thursday 10/8/09 at 5:30 pm. Then, on Friday 10/9/09, I will process an e-mail vote to confirm the nominations. The only qualification I am aware of for members of the PRDC is to be a member of the undergraduate faculty. You will simply need to rely on your good judgment for the nominations. For transparency, nominations should be made by "Reply to All". Thank you.

Martin Smith

P.S. If there are any irregularities in this instruction, please advise me, since I am not exactly sure how to conduct council business through e-mail.

FYI: Attached are the current membership lists for the full UG Council and the other four subcommittees.



10/30/2009

**Martin Smith****From:** Allen Stenbridge**Sent:** Tuesday, October 06, 2009 12:32 PM

**To:** Martin Smith; Alice Williams; 'Ben Maguad (maguad@andrews.edu)'; Bill Richardson; Charles Tidwell; Don May; Emilio Garcia-Marenko; Gary Williams; Jeannie Wolfer; John Markovic; Keith Mattingly; 'Kristen von Maur'; L Monique Pittman; 'Lawrence Onsager'; Margarita Mattingly; Marsha Beal; Michelle Bacchiocchi; Najeeb Nakhle; Ruben Munoz-Larrondo; Shanna Leak; Stephen Payne; Tiffany Summerscales; Verlyn Benson

**Subject:** RE: Program Review Committee

Four names:

Lee Davidson *No*

Delyse Steyn

Verlyn Benson

Marsha Beal

*Allen F. Stenbridge*

School of Business Administration, Dean

Professor of Management

**Andrews University**

269-471-3632

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stem@andrews.edu

www.andrews.edu/sba

**From:** Martin Smith**Sent:** Tuesday, October 06, 2009 11:58 AM

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10/30/2009



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**From:** Alice Williams [alicew@andrews.edu]

**Sent:** Tuesday, October 06, 2009 3:52 PM

Martin Smith; Allen Stembridge; 'Ben Maguad (maguad@andrews.edu)'; Bill Richardson; Charles Tidwell; Don May; Emilio Garcia-Marenko; Gary Williams; Jeannie Wolfer; John Markovic; Keith Mattingly; 'Kristen von Maur'; L Monique Pittman; 'Lawrence Onsager'; Margarita Mattingly; Marsha Beal; Martin Smith; Michelle Bacchiocchi; Najeeb Nakhle; Ruben Munoz-Larrondo; Shanna Leak; Stephen Payne; Tiffany Summerscales; Verlyn Benson

**Subject:** RE: Program Review Committee

My suggestions:

From SBA: Ben Maguad and/or Carmelita Troy

From SED: Lee Davidson

Dean: Verlyn Benson or Carey Carscallen

From CAS: Ruben Munoz-Larrondo and/or Tiffany Summerscales (she could possibly chair the committee, although I think the committee should select its own chair)

Even though (I think) she is an advisory member of the council, Jeannie Wolfer would be a valuable person when considering the programs with secondary education certification. I wouldn't want her to have to serve on that many review panels, but she would be valuable as a consultant to the committee or the review panels.

Thanks so much,  
Alice

The common bond of godly people is good will. Pr. 14:9b  
He rescued me because He delighted in me. Ps 18:19b

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**Sent:** Tuesday, October 06, 2009 11:58 AM

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10/30/2009

## Martin Smith

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**From:** Ruben Munoz-Larrondo  
**Sent:** Tuesday, October 06, 2009 4:20 PM  
**To:** Martin Smith; Alice Williams; Allen Stembridge; Ben Maguad (maguad@andrews.edu); Bill Richardson; Charles Tidwell; Don May; Emilio Garcia-Marenko; Gary Williams; Jeannie Wolfer; John Markovic; Keith Mattingly; Kristen von Maur; L Monique Pittman; Lawrence Onsager; Margarita Mattingly; Marsha Beal; Michelle Bacchiocchi; Najeeb Nakhle; Shanna Leak; Stephen Payne; Tiffany Summerscales; Verlyn Benson  
**Subject:** RE: Program Review Committee

Martin,

4 names,

Marsha Beal

Tiffany Summerscales

Verlyn Benson

Lael Caesar

thanks

r

Rubén Muñoz-Larrondo, PhD  
Interim Chair

Department of Religion and Biblical Languages Andrews University Berrien Springs, MI 49104  
269-471-3185  
rmunoz@andrews.edu

-----Original Message-----

**From:** Martin Smith  
**Sent:** Tue 10/6/2009 11:58 AM  
**To:** Alice Williams; Allen Stembridge; Ben Maguad (maguad@andrews.edu); Bill Richardson; Charles Tidwell; Don May; Emilio Garcia-Marenko; Gary Williams; Jeannie Wolfer; John Markovic; Keith Mattingly; Kristen von Maur; L Monique Pittman; Lawrence Onsager; Margarita Mattingly; Marsha Beal; Martin Smith; Michelle Bacchiocchi; Najeeb Nakhle; Ruben Munoz-Larrondo; Shanna Leak; Stephen Payne; Tiffany Summerscales; Verlyn Benson  
**Subject:** Program Review Committee

Dear Undergraduate Council,

As discussed in yesterday's meeting, we urgently need to fill the vacancies in the Program Review & Development Subcommittee.

The current members are: Sallie Alger, Lena Caesar, Betty Gibson, Alan Mitchell, and Ray Ostrander. Emilio Garcia-Marenko is ex-officio, and Alice Williams is advisor. George Agoki has been nominated, but is not yet confirmed.

Based on the recommendation we heard yesterday, the committee should have eight members of the faculty. Therefore, I am requesting nominations of four names which, along with

George Agoki, will make a list from which we can fill the vacancies. The deadline for nominations is Thursday 10/8/09 at 5:30 pm. Then, on Friday 10/9/09, I will process an e-mail vote to confirm the nominations. The only qualification I am aware of for members of the PRDC is to be a member of the undergraduate faculty. You will simply need to rely on your good judgment for the nominations. For transparency, nominations should be made by 'Reply to All". Thank you.

Martin Smith

P.S. If there are any irregularities in this instruction, please advise me, since I am not exactly sure how to conduct council business through e-mail.

FYI: Attached are the current membership lists for the full UG Council and the other four subcommittees.

**Martin Smith**

**From:** Keith Mattingly [matt@andrews.edu]  
**Sent:** Tuesday, October 06, 2009 8:51 PM  
 Martin Smith  
**Subject:** RE: Program Review Committee

I nominate:

Gary Wood (Political Science)  
 Ryan Hayes (Chemistry)  
 Brian Manley (Art)  
 Marlene Murray (Biology)

Keith Mattingly, PhD  
 Dean  
 College of Arts and Sciences  
 Andrews University  
 Berrien Springs, MI 49104  
 269 471 3411

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**From:** Martin Smith [mailto:msmith@andrews.edu]  
**Sent:** Tuesday, October 06, 2009 11:58 AM  
**To:** Alice Williams; Allen Stenbridge; Ben Maguad (maguad@andrews.edu); Bill Richardson; Charles Tidwell; Don May; Emilio Garcia-Marenko; Gary Williams; Jeannie Wolfer; John Markovic; Keith Mattingly; Kristen von Maur; L Monique Pittman; Lawrence Onsager; Margarita Mattingly; Marsha Beal; Martin Smith; Michelle Bacchiocchi; Najeeb Nakhle; Ruben Munoz-Larrondo; Shanna Leak; Stephen Payne; Tony Summerscales; Verlyn Benson  
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10/30/2009



**Martin Smith**

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**From:** Alice Williams [alicew@andrews.edu]  
**Sent:** Friday, October 23, 2009 12:05 PM  
 **To:** Martin Smith  
**Cc:** 'Ben Maguad (maguad@andrews.edu)'  
**Subject:** Program Development and Review Committee

Martin,  
Until I checked my notes this week, I thought we had established an Undergraduate Program Development and Review Committee. But I see we were to send you nominations. So here are mine:

Carmelita Troy  
Ben Maguad  
Lee Davidson  
Tiffany Summerscales (possible chair?)  
Ruben Munoz-Larrendo  
If we need a dean representative, I'd suggest Carey Carscallen or Verlyn Benson

I think my understanding from our last meeting was that the May 4 Council meeting voted George Agoki (not confirmed yet), Sallie Alger, Lena Caesar, and Allen Mitchell.

Ben noted that the people voted October 6, 2008 were Ranko Stefanovic, Betty Gibson, and George Agoki. But Ranko is no longer undergraduate faculty.

I'd really like to have this committee settled by the end of the next UG Council so we can move the process forward.

Thanks so much,



The common bond of godly people is good will. Pr. 14:9b  
He rescued me because He delighted in me. Ps 18:19b



10/30/2009



**Suggested Change for Bulletin (page 37 in the 2009-2010 Bulletin)**

**2 November 2009**

**Undergraduate Council**

**Multiple Majors/More than one degree.** Students may earn more than one major for a single degree. All **major** requirements ~~for each major~~ must be met including cognates. If the majors are offered for different degrees, students **may choose to receive both degrees at the same time, or may choose which degree they wish to receive.** If they choose to receive both degrees, they must complete all General Education requirements for each degree. If they choose to **receive only one degree, they** must specify which degree they wish to receive and complete the General Education requirements for that degree. **One diploma will be issued for a single degree with multiple majors and separate diplomas will be issued if a student chooses to receive more than one degree at the same time.**

A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the **required major/minor** credits are not also counted for another major or minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification. **Any courses that fulfill cognate requirements for one major or minor may also be counted for another major or minor.**

Prog. Rev. Committee - meet first  
- evaluate review

A Stenlund  
Yonker  
Blumgartner

K Matt.

A Williams  
Villafane  
Burdick  
Onsager

e-mail for nominations -

Academic Policies review - See Gary & Ellen

test text - continuing  
reviewer should -

document? A  
work  
reorganization  
- that  
unit/line A  
unit/line  
document  
reorganization

- continuation for line

Academic Police review - See Camp & Phillips

~~Academic~~ Academic standards  
Program admission  
What is awarded

Precedent: Graduate certificate

~~Definition of cognates~~  
Co-curricular requirements

Program Review  
Multiple Major Bulletin Copy  
GE Committee Report

Admission Committee GPA



that Academic Standards  
Program admission  
what is required

Present: Graduate certificate

Definition of categories  
a - curriculum requirements

Program Review  
Multiple High School  
OE Committee Report

Admission Committee  
AGA

## Martin Smith

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**From:** Evelyn Perez [pevelyn@andrews.edu]  
**Sent:** Thursday, September 17, 2009 4:57 PM  
**To:** Martin Smith  
**Cc:** Keith Mattingly; Deby Andvik  
**Subject:** Agenda Item for UG Council

Good Afternoon Martin,

Items for the UG Council Agenda

<sup>36</sup>  
Pg. ~~33~~ in bulletin  
Remove sentence which reads  
All CLEP and DANTES examination must be taken during the student's first year in residence.

<sup>37</sup>  
Pg. ~~34~~ in bulletin  
Remove sentence which reads  
A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the credits are not also counted for another major or minor.

Regards,

***Evelyn Perez***

***Chancellor's Office***

***Administration DR NH101***

***Barrien Springs NJ 08904-0070***

***269-471-3411***

10/5/2009

**Advanced Placement Program.** Some secondary schools offer selected students the opportunity to accelerate learning by taking one or more subjects at the college level during their senior year. In May of each year, the College Entrance Examination Board (CEEB) gives a set of Advanced Placement (AP) examinations which cover this advanced work. Andrews University cooperates in the Advanced Placement Program, awarding college credit for all AP courses passed with an exam score of three (3.00) or better.

Exceptions: To receive Calculus I and II credit, a score of 4 or 5 must be achieved on the AP Calculus BC examination.

A score of 4 or 5 on the Advanced Placement test in Language and Composition may provide the student with 3 credits for ENGL115 (English Composition 1). A score of 4 or 5 on the Advancement Placement test in Literature and Composition may provide the student with one of the following: 3 credits for ENGL115 OR 3 credits for ENGL255 (Studies in Literature).

**Credit by Examination.** Some students have achieved college-level proficiency on the basis of work experience or informal study. Andrews University provides recognition for such learning through two types of credit-by-examination procedures: (1) recognized standardized tests such as the College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES), and (2) through examinations administered and/or prepared by an academic department within the university.

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Transfer students wishing to apply CLEP or DANTES credits to their Andrews degree must have a CLEP or DANTES transcript sent to the Andrews Counseling and Testing Center for score evaluation by Andrews University standards. A fee is charged for this evaluation (see the financial section). Credit is allowed if the student scores at or above a score of 50 in a CLEP Subject Examination. Selected DANTES Subject Standardized Tests have been approved as a basis for credit at Andrews University.

Credit by examination is never regarded the same as credit taken in residence. No type of credit by examination may be used to replace failures or other low grades received at Andrews.

Complete information on the subjects accepted by Andrews University for CLEP or DANTES is available from the university's Counseling and Testing Center. Information on challenge exams administered within individual university departments should be sought directly from the respective department(s).

**Validation or Proficiency Exams.** Special examinations may also be taken for reasons other than earning credit. Certain published curricular or degree requirements may be waived, or transfer credits from an unaccredited college may be validated through special examinations. For further information, contact the dean of the respective school.

## Special Learning Experiences

**Correspondence Courses.** A maximum of 16 semester credits by correspondence, other than credits taken through Andrews University distance-education courses, is accepted toward a baccalaureate degree. However, correspondence credit may be applied on a major or a minor only with the approval of the department chair. Normally, students do not take correspondence courses while in residence. They may be allowed to do so because

of a schedule conflict. Permission must be obtained in writing from the dean of the school in which the credit is to be accepted. Correspondence work is counted as part of the regular college load. Courses should be completed within six months from the time of enrollment.

Only 6 transfer credits, including correspondence credits, may be applied toward the last 36 semester credits of a baccalaureate degree. Correspondence courses cannot be used to replace failures or other low grades earned in residence. All transcripts for correspondence work must be in the Academic Records Office at least 15 days prior to commencement.

**PLA: Prior Learning Assessment.** Credit for PLA is validated and granted through a process that includes the presentation of a portfolio. This credit-granting option is available only to students 24 years of age or older. PLA is for adult learners who desire tangible recognition through academic credit for their achievements and expertise. Credit can be given for knowledge already acquired in subject areas as a result of on-the-job training, community-service activities, non-credit courses, and/or special accomplishments. For more information, contact the Student Success Center.

**Cooperative Education.** Andrews University has developed official, cooperative, educational opportunities for students. In this program, students are employed off-campus for specific periods of time as an integral part of their academic program. The employment is related to the students' courses of study and provides involvement in the practical application of theory. The work period may be full- or part-time. Students are usually paid for services by the cooperating employer and may receive college credit for the experience. Arrangements are made in consultation with the student's department chair.

## Baccalaureate Degree Requirements

The general requirements are the minimum required to receive a baccalaureate degree. Departments often have higher standards and additional requirements. The minimum, general standards are listed below.

### Credit Requirement

- A minimum of 124 semester credits must be earned and applied toward the degree.

### Course Requirements

- Bachelor of Arts or Bachelor of Science degrees. Students must complete required courses including the following: General Education requirements plus the requirements for a major, a minor (if required), and specified cognates (or related courses).
- Professional baccalaureate degrees. Students must complete all required courses including the following: General Education requirements plus the specific requirements for a degree as outlined in the appropriate section of this bulletin, including core, major, emphasis, and cognate requirements.
- All baccalaureate degrees. Students must complete a minimum of 30 semester credits from courses numbered 300 or above.

### Residence Requirements

- A minimum of 30 of the last 36 semester credits applied to a baccalaureate degree must be earned on campus. Before a student takes non-Andrews University courses for any part of the other 6 semester credits, the dean of the college/school in which the student is enrolled must approve.



- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned on campus and in courses numbered 300 or above.
- School of Business Administration students seeking a BBA must complete at least 50% of the core and major (33 of the total 66 credits) in residence.

#### Grade Requirements

- Overall GPA: A GPA of at least 2.00 (C) is required in all credits, and in credits earned at Andrews University that are used to meet degree requirements. (Individual schools or departments may have higher minimum GPA requirements.)
- Major GPA: A GPA of at least 2.25 is required in all transfer credits, and in all credits earned at Andrews University that are counted for a major. (Individual schools or departments may have higher minimum GPA requirements.)
- Minor GPA: A GPA of at least 2.00 is required in all transfer credits, and in all credits earned at Andrews University that are counted for a minor. (Individual schools or departments may have higher minimum GPA requirements.)
- No course with a grade below C- may count toward a major or minor.

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A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the credits are not also counted for another major or minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification.

**Assessment (Evaluation) Requirements.** Baccalaureate-degree candidates must complete general and departmental assessment examinations administered by the Counseling and Testing Center. These senior exit testing experiences include nationally normed standardized tests for all first-baccalaureate candidates and major field exams for selected departments and majors. In addition to the senior exit tests required for graduation, some departments may ask students to participate in additional assessment activities. Results from assessment experiences are reviewed by departments, the General Education Committee, and the Committee for University Assessment as part of the university's commitment to continuous improvement of student learning.

**Request for Graduation.** Degree candidates must file an Undergraduate Graduation Application with approval of the advisor and Academic Records.

#### Second Baccalaureate Degree Requirements

If a student wishes to earn a second baccalaureate degree, he/she must

- complete, in residence, 30 credits beyond those required for the first baccalaureate degree.
- meet all of the published requirements of the second degree major/professional component, including prerequisites, cognates, degree core, and General Education requirements specific to the program of study for the second degree.
- complete a minimum of 3 credits in religion if the first degree did not include a comparable General Education component in religion

#### Associate Degree Requirements

**Credit Requirement.** A total of 62 semester credits must be earned and applied toward the degree.

**Course Requirements.** Students must complete the General Education requirements plus the specific requirements for the degree as specified in the appropriate section of this bulletin, including core, major, emphasis, and cognates as required.

#### Residence Requirements

- A minimum of 15 of the last 21 semester credits applied to a degree must be earned in residence. Before a student takes non-Andrews courses for any part of the final 6 credits, the dean of the college/school in which the student is enrolled must approve.
- A minimum of 9 credits of the major must be taken in residence.

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Present.

Martin Smith  
Jeanie Wolfer  
Tiffany Summarseles  
Gisela Schmidt  
Shauna Leak  
Keith Mattingly

Who appoints the appointees  
~~the~~ Definition of professional program

Recommend lowering the quorum to elected and appointed  
to 14 members quorum = 8

Special meeting 9/14 - check with Mini

What? What?  
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- meet all of the published requirements of the second degree major/professional component, including prerequisites, cognates, degree core, and General Education requirements specific to the program of study for the second degree.
- complete a minimum of 3 credits in religion if the first degree did not include a comparable General Education component in religion.

### Associate Degree Requirements

**Credit Requirement.** A total of 62 semester credits must be earned and applied toward the degree.

**Course Requirements.** Students must complete the General Education requirements plus the specific requirements for the degree as specified in the appropriate section of this bulletin, including core, major, emphasis, and cognates as required.

### Residence Requirements

- A minimum of 15 of the last 21 semester credits applied to a degree must be earned in residence. Before a student takes non-Andrews courses for any part of the final 6 credits, the dean of the college/school in which the student is enrolled must approve.
- A minimum of 9 credits of the major must be taken in residence.

**Grade Requirements.** The grade requirements for an associate degree are the same as for a baccalaureate degree.

- Overall GPA: A GPA of at least 2.00 (C) is required in all transfer credits and in credits earned at Andrews University that are used to meet degree requirements. (Individual schools or departments may have higher minimum GPA requirements.)
- Major GPA: A GPA of at least 2.25 is required in all transfer credits and in all credits earned at Andrews University that are counted for a major. (Individual schools or departments may have higher minimum GPA requirements.)

**Request for Graduation.** A degree candidate must file a request for graduation with approval by the student's advisor and a designated records officer.

### Student's Governing Bulletin

Students may graduate under the bulletin for any school year they attend Andrews as long as that bulletin was published no more than ten years before the planned date of graduation. If students leave the university after earning at least 8 semester credits and then try to transfer more than 12 semester credits earned in the interim from another college, they are governed by the bulletin for the school year in which they return. The dean of the college in which the student is enrolled may permit exceptions.

The university reserves the right to require students (1) to take another course when a course required under an earlier bulletin is no longer offered, and (2) to graduate under a recent bulletin if they are working for certification by a governmental or professional agency.

## GENERAL EDUCATION

### Philosophy of General Education

The rapid expansion of knowledge in a multi-cultural world requires those who would be truly educated to adopt a philosophy of life-long learning. One must engage the mind in the study of many fields, from the fine arts to the empirical and social sciences. This broad encounter with varied perspectives and the exposure to knowledge gained from many disciplines forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one's

**Advanced Placement Program.** Some secondary schools offer selected students the opportunity to accelerate learning by taking one or more subjects at the college level during their senior year. In May of each year, the College Entrance Examination Board (CEEB) gives a set of Advanced Placement (AP) examinations which cover this advanced work. Andrews University cooperates in the Advanced Placement Program, awarding college credit for all AP courses passed with an exam score of three (3.00) or better.

Exceptions: To receive Calculus I and II credit, a score of 4 or 5 must be achieved on the AP Calculus BC examination.

A score of 4 or 5 on the Advanced Placement test in Language and Composition may provide the student with 3 credits for ENGL115 (English Composition 1). A score of 4 or 5 on the Advancement Placement test in Literature and Composition may provide the student with one of the following: 3 credits for ENGL115 OR 3 credits for ENGL255 (Studies in Literature).

**Credit by Examination.** Some students have achieved college-level proficiency on the basis of work experience or informal study. Andrews University provides recognition for such learning through two types of credit-by-examination procedures: (1) recognized standardized tests such as the College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES), and (2) through examinations administered and/or prepared by an academic department within the university.

~~All CLEP and DANTES examinations must be taken during the student's first year in residence. No credit by examination of any type may be taken during the last semester immediately preceding graduation.~~

Transfer students wishing to apply CLEP or DANTES credits to their Andrews degree must have a CLEP or DANTES transcript sent to the Andrews Counseling and Testing Center for score evaluation by Andrews University standards. A fee is charged for this evaluation (see the financial section). Credit is allowed if the student scores at or above a score of 50 in a CLEP Subject Examination. Selected DANTES Subject Standardized Tests have been approved as a basis for credit at Andrews University.

Credit by examination is never regarded the same as credit taken in residence. No type of credit by examination may be used to replace failures or other low grades received at Andrews.

Complete information on the subjects accepted by Andrews University for CLEP or DANTES is available from the university's Counseling and Testing Center. Information on challenge exams administered within individual university departments should be sought directly from the respective department(s).

**Validation or Proficiency Exams.** Special examinations may also be taken for reasons other than earning credit. Certain published curricular or degree requirements may be waived, or transfer credits from an unaccredited college may be validated through special examinations. For further information, contact the dean of the respective school.

### Special Learning Experiences

**Correspondence Courses.** A maximum of 16 semester credits by correspondence, other than credits taken through Andrews University distance-education courses, is accepted toward a baccalaureate degree. However, correspondence credit may be applied on a major or a minor only with the approval of the department chair. Normally, students do not take correspondence courses while in residence. They may be allowed to do so because

of a schedule conflict. Permission must be obtained in writing from the dean of the school in which the credit is to be accepted. Correspondence work is counted as part of the regular college load. Courses should be completed within six months from the time of enrollment.

Only 6 transfer credits, including correspondence credits, may be applied toward the last 36 semester credits of a baccalaureate degree. Correspondence courses cannot be used to replace failures or other low grades earned in residence. All transcripts for correspondence work must be in the Academic Records Office at least 15 days prior to commencement.

**PLA: Prior Learning Assessment.** Credit for PLA is validated and granted through a process that includes the presentation of a portfolio. This credit-granting option is available only to students 24 years of age or older. PLA is for adult learners who desire tangible recognition through academic credit for their achievements and expertise. Credit can be given for knowledge already acquired in subject areas as a result of on-the-job training, community-service activities, non-credit courses, and/or special accomplishments. For more information, contact the Student Success Center.

**Cooperative Education.** Andrews University has developed official, cooperative, educational opportunities for students. In this program, students are employed off-campus for specific periods of time as an integral part of their academic program. The employment is related to the students' courses of study and provides involvement in the practical application of theory. The work period may be full- or part-time. Students are usually paid for services by the cooperating employer and may receive college credit for the experience. Arrangements are made in consultation with the student's department chair.

### Baccalaureate Degree Requirements

The general requirements are the minimum required to receive a baccalaureate degree. Departments often have higher standards and additional requirements. The minimum, general standards are listed below.

#### Credit Requirement

- A minimum of 124 semester credits must be earned and applied toward the degree.

#### Course Requirements

- Bachelor of Arts or Bachelor of Science degrees. Students must complete required courses including the following: General Education requirements plus the requirements for a major, a minor (if required), and specified cognates (or related courses).
- Professional baccalaureate degrees. Students must complete all required courses including the following: General Education requirements plus the specific requirements for a degree as outlined in the appropriate section of this bulletin, including core, major, emphasis, and cognate requirements.
- All baccalaureate degrees. Students must complete a minimum of 30 semester credits from courses numbered 300 or above.

#### Residence Requirements

- A minimum of 30 of the last 36 semester credits applied to a baccalaureate degree must be earned on campus. Before a student takes non-Andrews University courses for any part of the other 6 semester credits, the dean of the college/school in which the student is enrolled must approve.