OFFICERS

Margarita Mattingly, Chair Tiffany Summerscales, Vice-chair TBD, Recorder

MEMBERS

Niels-Erik Andreasen Michelle Bacchiocchi Verlyn Benson Lorena Bidwell* Gary Burdick Carey Carscallen **Erhand Gallos** Emilio Garcia-Marenko Jim Jefferv Kris Knutson* Shanna Leak Gunnar Lovhoiden Andrea Luxton Ben Maguad Keith Mattingly Don May Lynn Merklin Diane Myers Najeeb Nakhle* Lawrence Onsager* Ray Ostrander Stephen Payne* Monique Pittman Larry Schalk* Dina Simmons Allen Stembridge Douglas Taylor Alayne Thorpe Carmelita Troy Kristen Von Maur Dominique Wakefield Gary Williams* Jeannie Wolfer

*Advisory

SCHEDULED MEETINGS 3:30p NH143 Monthly on 1st Mondays Fall 2011: 3Oct - 7Nov - 5Dec

Spring 2012: 9Jan -- 6Feb - 5Mar - 2Apr

Summer 2012: 7May - 4Jun

STEERING COMMITTEE

Margarita Mattingly - Chair Tiffany Summerscales - Vice-chair & PDRC TBD - Secretary **TBD - Academic Policies** Shanna Leak - Admissions Don May - General Education Monique Pittman - Honors

SCHEDULED MEETINGS 2:00pm BH106 Monthly on 3rd Mondays

Fall 2011: 26Sep-24Oct -21Nov Spring 2012: 19Dec -- 23Jan -- 20Feb-19Mar

Summer 2012: 23Apr - 21May

COMMITTEE WEBSITE

http://www.andrews.edu/go/ugcouncil

Andrews University Undergraduate Council

AGENDA 7 November 2011 - 3:30p - Nethery Hall 143

1 DEVOTIONAL & PRAYER

2 MINUTES for 3 October 2011 [Tiffany Summerscales] [Page 4]

3 STANDING COMMITTEE & SUBCOMMITTEE ACTIVITY

- a. PDRC including new program proposals [Tiffany Summerscales] 5min
- b. General Education including professional programs & Terms of Reference [Don May] 5min

4 INTEGRITY CODE PROGRESS

- **Demonstration Case Study** of the Proposed Integrity Code [Lee Olson] [Page 6]. What remains to bring the Integrity Code to a vote and begin implementation? 5min
- b. On 2 November 2011, the Graduate Council voted in favor of the GC and UGC chairs identifying a small group to resolve differences and reach concensus whenever the councils take action on matters pertinent to both councils with divergent or non-identical motions. Earlier, a motion to form a Joint Standing Committee representing all schools was withdrawn after vigorous discussion. Both motions were in the context of Integrity Code motions. [Christon Arthur] 5min
- 5 CREDIT HOUR DEFINITION The Graduate Council did not pass the credit hour definition that the UGC voted. Is the UGC willing to proceed to find common ground and forge a mutually acceptable definition as suggested by the GC in the interests of efficiency? [Christon Arthur] 5min [Page 3]

6 NEW PROGRAM APPROVALS

- a. Protocols Questions have been raised concerning the establishment of new programs that require additional financial resources. What are the protocols by which it is decided whether additional FTE's are justified? What is the University standard for an FTE? What methods are employed to analyze and project the viability of new programs? Is there a flow chart? Since General Education is impacted, has that committee and departments providing GE instruction been consulted? Shouldn't new programs pass through the UGC before going to the Board? What is the will of the UGC on this procedural matter in light of the 3 new programs proposed by administration and provisionally voted by the Board of Trustees? Any action on these 3 programs can only be voted after a second hearing. 5min
- b. Documentary Film [COT] 5min [Page 8]
- Interior Design [ARCH] 5min [Page 30]
- Construction Management [ARCH] 5min [Page 40]

STANDING COMMITTEES

ACADEMIC POLICIES

David Nowack, Recorder & Acting Chair
Lynn Bartlet
Paula Dronen
Emilio Garcia-Marenko
Dwight Huslin
Ante Jeroncic
Margarita Mattingly*
Don May
Melchisedek Poniah
Barbara Reid
Leroy Ruhappatti
Gary Williams

*Guest Voting Member

SCHEDULED MEETINGS Monthly on 2rd Thursdays

Fall 2011: 13Oct – 12Nov -- 8Dec Spring 2012: 12Jan -9Feb-8Mar-12Apr Summer 2012: 10May

ADMISSIONS

Shanna Leak, Chair
Aaron Mouchon, Secretary
Jeanette Bryson*
Carey Carscallen
Randy Graves
Duane Habenicht
Kristine Knutson
Stephen Payne
Barbara Reid
Charles Tidwell*
Carmelita Troy
Lynelle Weldon
Carletta Witzel
Gary Wood*

*Advisory

SCHEDULED MEETINGS
Bi-monthly on 1st and 3rd Wednesdays

General Education

Don May, Chair Cynthia Helms

Monique Pittman

Verlyn Benson

Keith Mattingly

Charles Tidwell

Gordon Atkins Winston Craig

Ivan Davis

Carlos Flores

Douglas Jones

Oystein LaBianca

Robert Moore Wayne Perry

Glenn Russell

David Steen

Delvse Stevn

Joseph Warren

Armand Poblete

Lee Davidson

Katherine Koudele

Lynn Merklin*

Gary Williams*

Jeannie Wolfer*

John Markovic

Andrea Luxton

Emilio Garcia-Marenko

Allen Stembridge

- 7 SETTING MEMBERSHIP GUIDELINES Our membership continues to grow. What do we see as the guiding principles for setting the membership of our council? How large is large enough? How much representation is enough? As the Working Policy and Terms of Reference are being reviewed, this is an opportune time to deliberate these questions in regards to our own committee. For example, the move of the Department of Engineering and Computer Science from COT to CAS displaces one of our members. COT is willing to reduce their representation. The Provost is considering a reduction in the number of nominees for small schools.
- 8 UNDERGRADUATE FACULTY MEETING It has been suggested by the Provost that in an age of email and other convenient means of communicating actions and disseminating information, it may be prudent to discontinue the expectation of an annual Undergraduate Faculty meeting as described in Working Policy. These meetings seem never to have been held in the past and there seems to be considerable resistance to adding more meetings into the campus calendar. The sentiment is that the Undergraduate Faculty, as the constituency of the Undergraduate Council, has ample opportunity to review minutes and information and make their objections known. Refraining from adding additional time commitments, particularly for such a large group, is of high priority. Discussion and a motion speaking to this issue is invited.
- 9 BULLETIN COPY The Office of Academic Records is to be commended for its deadline table [Page 50] and QuickGuide [Page 51]. It is however of some concern that the QuickGuide brings some items to a vote in UGC that in the past has been taken to the relevant school's curriculum and academic policies committee. One example is change of requirements, another is credit mounts for a major. Shall we accept or decline this work?

NEWS

- MINUTES FROM STANDING COMMITTEES &
 SUBCOMMITTEES submitted, entered into the record, and attached.
 Please submit discrepencies to the UGC Chair at mattingl@andrews.edu
 for correction
 - Honors 18 August 2011 (Provisional draft) [Page 52]
 - PDRC 19 September 2011 [Page 55]
- UNDERGRADUATE POLICIES SUBCOMMITTEE UPDATE The
 UGC Academic Policies Subcommittee will be meeting later this week
 on the 10th of November (the same day as the Research Celebration) at
 which time they may choose a chair and set a calendar. If not, it is
 expected matters of academic policy will come directly to the UGC for
 action or to small ad hoc committees to bring recommendations to the
 UGC on narrowly defined matters.

STANDING COMMITTEES, Cont.

Honors

Monique Pittman, Chair
Karl Bailey
Lael Caesar
Lilianne Doukhan
Leonard Gashugi
Annetta Gibson
James Hayward
Shandelle Henson
Katherine Koudele
John Markovic
Beverly Matiko
Lionel Matthews
Ruben Perez-Schulz
David Randall
Tiffany Summerscales

PDRC

Robert Zdor

Tiffany Summerscales, Co-chair Eric Baumgarner, Co-chair* Christon Arthur, Co-chair* Barbara Huset, Secretary Sallie Alger Betty Gibson Martin Hanna R. Clifford Jones Keith Mattingly Lynn Merklin Alan Mitchell Darah Regal Larry Onsager Ray Ostrander Martin Smith Allen Stembridge Delyse Steyn Carmelita Trov Roy Villafane

*Graduate Council PDRC

SCHEDULED MEETINGS 10:00am Monthly on 3rd Fridays

PENDING

- Committee Database
- Updated UGS Website
- Format Standards For UGC Standing Committee Minutes
- Gap-in-Enrollment Student Policies
- Leadership

REFERENCED MOTIONS

UGC2011.05.021 **VOTED** to amend the current draft of the Integrity Code so that the XF grade is removed upon graduation. The removal is not presumed to be automatic.

UGC2011.05.02J **VOTED** to endorse the following definition of a Credit Hour as revised and voted by the Deans Council.

"The credit hour is a quantitative measure of the magnitude of a course. One semester credit represents at least three weekly hours of learning experiences, including outside preparation, for one semester. One credit is earned for each weekly fifty-minute period, with the expectation of two weekly hours of outside preparation for lecture classes. One credit is earned also in independent study, online classes, distance or distributed education and other similar system for 45 hours of learning experiences. More hours per credit are expected for coop work, internships and other similar experiences where learning is less intense."

Graduate Action Discussed, Not Passed 2011.11.02

"One semester credit hour at Andrews University is the amount of academic work represented in intended learning outcomes and verified by evidence of stuent achievement after fifteen weeks of three hours per week in undergraduate courses and four hours per week in graduate courses.

Learning experiences include (1) a minimum of 50 weekly minutes of learning experiences with direct faculty-student contact and (2) out-of-class student work during the remaining time. An equivalent amount of learning experiences with direct faculty-student contact and out-of-class student work is required over a different amount of time.

At least an equivalent amount of work as required above is also required for other activities such as laboratory work, independent study, practica, studio work, and other learning experiences leading toward award of academic credit. This applies also to online classes, distance or distributed education and other learning modalities. More time is generally expected for coop work, internships and other similar experience where learning is less intense."

Minutes of the Undergraduate Council Andrews University October 3, 2011

Margarita Mattingly, Chair; Tiffany Summerscales, Vice-chair & Recorder, Gary Burdick, Carey Carscallen, Erhard Gallos, Kris Knutson, Shanna Leak, Ben Maguad, Keith Mattingly, Don May, Lynn Merklin, Ray Ostrander, Monique Pittman, Dina Simmons, Doug Taylor, Dominique Wakefield, Jeannie Wolfer

Members Present

Dave Nowak Guest

The chair opened the meeting with prayer.

Devotional & Prayer

The UGC reviewed its minutes dated May 2, 2011 Review of Minutes

VOTED to accept the UGC meeting minutes for May 2, 2011

UGC2011.10.02A

The chair brought forward a suggestion from the UGC Steering Committee that minutes from UGC standing committees and subcommittees be recorded without vote in order to save time in UGC meetings.

Entering Standing Committee and Subcommittee Minutes into the Record

VOTED: The UGC will record the minutes of its standing committees and subcommittees automatically without vote. Opportunity will be given for corrections or objections if any exist. Corrections will be appended to subsequent meeting minutes.

UGC2011.10.02B

The PDRC has defined undergraduate graduation rates as a comparison between the number of graduates for a program and the number of sophomores. Some UGC members expressed concern regarding the meaningfulness of graduation rates for undergraduate programs given the large numbers of students who change majors or have double majors. Lynn Merklin stated that it is likely that federal regulations will soon be mandating the reporting of graduation rates for all programs. It is unclear if the federal rules will include procedures for calculating graduation rates.

Report from PDRC

The search is continuing for a UGC recorder

UGC Recorder

The following membership changes were noted:

Membership Changes

UGC Dina Simmons (replacing Rhonda Root)
Alayne Thorpe (new member)

Academic Policies Dina Simmons (replacing Rhonda Root)
Lyn Bartlett (new member)

Honors Ante Jeroncic (replacing Lael Caesar)

Sonia Badenas (replacing Ruben Perez-Schulz)

agenda&docs 111107 Undergraduate Council Page 4

PDRC Alayne Thorpe (new member)
Darah Regal (replacing Lena Caesar)
a COT vacancy still remains to be filled

Dave Nowak reported Academic Policies activity. The committee has done benchmarking on class withdrawal dates and found that the AU withdrawal dates are late in comparison with other schools. The committee has also been looking at the issues surrounding marching without completion and has decided that there should not be a policy created regarding course substitution.

Report from Academic Academic Policies Activity

The UGC discussed the benefit of a presentation to the general faculty on the future of distance education. A concensus was reached to request that a significant presentation of 30 minutes or more, with questions, be given to the General Faculty. This presentation would be accompanied by a packet of information for each department, laying out the components in their purview which are associated with distance education.

Distance Education Info Presentation Request

Current working policy does not reflect current university structure and practice. Examples of obvious updates involve the deans of Architecture and Distance Education who should be included in UGC membership. Also, The Academic Support and Advising Services Council is no longer in existence. Advisors council is a current, existing committee, which reports directly to the provost.

Working Policy Update

VOTED: The UGC recommends that the working policy be amended to replace the Academic Support and Advising Services Council with the Admission Committee as a standing committee of the UGC in the working policy, Section 1, Appendix H, Section VII.

UGC2011.10.02C

There was a discussion of how the sub-committees of the UGC should develop strategic goals as the first step in developing a UGC Strategic Plan.

UGC Strategic Planning

The maximum number of credits granted for Advanced Placement exams is 32. Some entering students want this number to be increased. By concensus, the UGC asked the General Education committee for information and input on the effect a credit limit change would have.

AP Credit Maxima

Margarita Mattingly, Chair

Tiffany Summerscales, Recorder

A DEMONSTRATION CASE STUDY OF THE PROPOSED ANDREWS UNIVERSITY ACADEMIC INTEGRITY POLICY

Lee Olson Chair, University Senate

19 October 2011 At the request of the Undergraduate Council

Andrews University joined the Center for Academic Integrity in 2011. This costs the University \$400 a year and provides participation in a consortium of schools for sharing information about what works in academic integrity, discounts to annual conferences, an electronic listserv, access to the members-only area on the Center's website, and guidance for faculty in "developing pedagogies that encourage adherence" to values of academic integrity. Further, it gives the University access to an assessment guide from the Center that provides a web-based survey of 500 students and 200 faculty members with a follow up confidential report and comparisons of the findings from Andrews University to aggregate data from other participating universities.

The intent of the Faculty Standing Committee of the University Senate was to follow both the current trends in research and the practical experience of other universities utilizing modified codes to produce a redemptive integrity policy consistent with the mission of Andrews University. Creating an awareness of the importance of academic integrity as the accepted norm on a Christian campus must come from the combined efforts of faculty and students. Students must take a lead by becoming role models to other students, leading in educating the campus about the policy, and taking part in adjudicating breaches of the code. Faculty must provide assistance to students in these endeavors, and must participate by educating students in how to avoid breaches of integrity policy, learning how to make it harder and less likely that students will cheat, and finally, by reporting breaches of the code. The following case study attempts to demonstrate how the policy would be employed in practice. It does not answer all questions, but demonstrates that individual faculty will continue to be the first line in dealing with integrity problems.

Doctor Good is a new faculty member. Part of his new-faculty orientation included a session led by members of the *Student and Faculty Academic Integrity Councils* that outlined the university academic integrity policy and provided him with hard-copy and online resources to help him understand how to maximize academic integrity within his classroom. Further, he was encouraged to include reference to the *Integrity Code* within his syllabus, to discuss the ramifications of academic integrity with his classes, and to consider having students sign a brief integrity pledge with each test or major assignment. He read the *Integrity Code* and signed the *Faculty Integrity Pledge*. Further, he attended a chapel later in the year led by members of the *Student and Faculty Academic Integrity Councils*. During the school year, he was provided with updates on the activities of the *Integrity Councils*, including the number and outcomes of cases considered by *Integrity Panels*, with names excluded.

Wayne is a pre-dental student majoring in biology. His advisor is Dr. Good. Wayne's freshman orientation included a session led by members of the *Student Academic Integrity Council*. This session outlined the university policy, directed him to online resources educating him on plagiarism and how to avoid it, and stressed the importance of academic integrity at Andrews. He read the *Integrity Code* and signed the *Student Integrity Pledge*. During his freshman year, Wayne attended the annual chapel on academic integrity, noticed references to academic integrity in class syllabi, and took part in discussions of academic integrity with his professors and classmates. He signed a brief integrity pledge with each major assignment and test he took in his classes at AU.

In the first semester of Wayne's freshman year, his English Composition instructor grew concerned about a paper Wayne turned in. It became apparent that Wayne had borrowed material from sources without proper citation. The instructor spoke with him about it, and came to the conclusion that Wayne had plagiarized out of ignorance, not out of intent. The professor guided Wayne to some online resource links maintained by the Student Academic Integrity Council defining plagiarism and asked him to redo the paper, providing proper citations. The instructor did not feel the need to report this incident as it appeared to be unintentional.

During Wayne's second semester English Composition II class, his professor became concerned about the content of an assignment. He ran the assignment through an online resource for checking papers and found that Wayne had included several paragraphs of material verbatim from an online article without citing the source. In this situation, after speaking with Wayne, he filed an online report that gave brief details of the situation, set the

violation at *Level One*, and recommended that Wayne needed to rewrite the paper and would receive one grade lower than he earned after it was graded. Wayne went online and filled in his portion of the report, accepted that he had violated the *Integrity Code* at *Level One*, and accepted the recommended consequences. The report was sent to Wayne and the academic deans, but otherwise remained known only to the computer. Wayne was required to attend a seminar on academic integrity and to write a paper outlining his views on the subject and his intent regarding academic integrity and his career at Andrews. The completion of these requirements was recorded online and in the academic dean's office.

The next year found Wayne in Civilizations and Ideas I. One afternoon as the professor entered the classroom, she noticed Wayne talking in the hallway with a student from the previous session. She heard the student tell Wayne several of the questions that had been on the quiz earlier that day and heard him say "Thanks!" before he went to his seat. She confronted Wayne about this situation and he admitted that, in fact, he had received answers to the upcoming quiz from his friend. The instructor filled in the online report as a violation of the *Honor Code* at *Level Two* and recommended that he would receive an F on the quiz in question, and that she was lowering his overall class grade by one level. Wayne filled in his portion of the report and agreed with her recommendations. Again, the report went to the academic deans. As this was a second violation, no further action was taken.

Wayne was three days late in returning from Christmas break and as a result had missed two inorganic chemistry labs. Instead of making up the labs, Wayne received the data from a friend and turned in the labs as if he had done the experiments himself. The instructor became suspicious when both Wayne his lab partner recorded the exact same data (both significantly off the mark) and came to the same incorrect conclusions about the experiment. Upon confronting Wayne and his partner, they both denied that they had shared information and suggested that somehow they had just coincidentally come to the same data and conclusions. The instructor was unconvinced and filled in an online report, recommending a *Level Three* violation and gave them both an F on the lab and lowered their class grade by one level. Wayne filled in his report and denied the accusations and refused to accept the recommended sanction.

This report automatically triggered the convening of an *Integrity Panel* for two separate reasons: first, this was the third reported violation (one *Level One*, one *Level Two*, and one *Level Three* violations) reported online, and second, Wayne denied the accusation and refused to accept the sanction when he filled in his half of the report. Either of these situations would have been sufficient to trigger an *Integrity Panel* on its own.

The *Integrity Panel* considered the evidence presented by both sides as outlined in the integrity policy and decided that Wayne had, in fact, committed a third violation of the *Honor Code*. Because this was his third violation in three different departments, including a *Level Three violation*, and because Wayne refused to accept any responsibility for the breach of the *Honor Code*, they imposed a grade of XF for General Chemistry I and a hold on his transcript at Academic Records.

Wayne was given the opportunity to attend a seminar on academic integrity and informed that at the end of 12 months, he would be notified by his academic dean that he was eligible to apply to the *Student Academic Integrity Council* for changing the XF to an F in General Chemistry I, assuming he was not found in any further violation of the code. Wayne attended the seminar, passed a test on academic integrity, wrote a paper outlining his views on the subject and his intent regarding academic integrity and his career at Andrews, and avoided any other breaches of integrity policy. After 12 months, Wayne applied to the *Student Academic Integrity Council* for removal of the XF grade and transcript hold, and at their next regularly scheduled meeting, the Council agreed to convert his XF to an F and to lift the hold on his transcript.

Had Wayne become eligible for graduation before normally becoming eligible to apply to the *Student Academic Integrity Council*, he could have applied for removal of the XF grade and transcript hold in conjunction with his graduation application. He would then need to satisfactory complete all *Student Academic Integrity Council* requirements before being permitted to march, receive his diploma and obtain an official transcript.

Had Wayne decided to continue his studies at another school without graduating, he could have applied to the *Student Academic Integrity Council* for removal of the XF grade and transcript hole in conjunction with his application for an official transcript for his new school. He would then need to satisfactorily complete all *Student Academic Integrity Council* requirements before being permitted to obtain an official transcript.

If Wayne's record had consisted of a single *Level One* or *Level Two* violation, that violation would have been automatically cleared from the academic dean's records upon his applying successfully for graduation or three years after his last academic activity at Andrews.

Proposal for Documentary Film Degree

College of Technology Department of Digital Media & Photography

Dean: Dr. Verlyn Benson Chair: Professor Rhonda Root

September 14, 2011

Prepared for: Andrews University Administration

Prepared by: Sharon Prest, Associate Professor, Digital Media & Photography

David Sherwin, Assistant Professor, Digital Media & Photography Marc Ullom, Assistant Professor, Digital Media & Photography

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Introduction

Objective

The Documentary Film emphasis within the BFA degree at Andrews University has the potential to be the fastest growing segment of all emphases currently offered. It is unique in that no other SDA institution has a degree emphasis focusing on Documentary Film. We feel it is in the best interest of both the mission of our department and the University to move aggressively towards a competitive degree emphasizing the creation of content targeted at making a difference in the lives of others.

Goals

The SDA church and school system as well as related Christian entities need trained professionals with the skill set to adapt to difficult and varied environments when creating work intended to share events and mission in third world and developing countries. Maranatha, ADRA (Adventist Development and Relief Agency), and AFM (Adventist Frontier Missions) all need videographers to fulfill their unique mission work.

Solution

It is with these facts in mind that we propose an aggressive implementation of a fully funded and staffed Documentary Film program at Andrews University.

Faculty Need

Objective

We are requesting a full time budget at the Assistant Professor or Associate Professor level depending on candidate experience. Currently 1/3 of a full time position is used in teaching film electives within the BFA program. It is imperative that a full time position is created to generate the ability to teach multiple classes per semester on varied topics. Due to the diversity and specialization of the field, as major enrollment increases, so must the faculty. Major enrollment of 20+ students would require a minimum of two full time faculty. Enrollment of 40+ students would of requirement three full time faculty. Additional teaching support could be garnered through adjunct professors and professionals in the field.

Proposed Start Date: Spring 2012

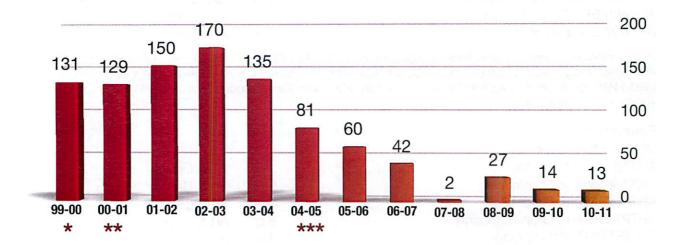
Spring 2012 DGME215 Digital Sound VDEO130 Intro to Video VDEO210 Digital Video Editing VDEO340 Video Shooting	2 cr 3 cr 3 cr 3 cr	Digital Media & Photography Digital Media & Photography Digital Media & Photography Digital Media & Photography
Fall 2012		
DGME215 Digital Sound	2 cr	Digital Media & Photography
VDEO130 Intro to Video	3 cr	Digital Media & Photography
VDEO210 Digital Video Editing	3 cr	Digital Media & Photography
VDEO320 Video Compositing	3 cr	Digital Media & Photography
VDEO465 Video Documentary	3 cr	Digital Media & Photography
MDIA275 Topics: Storyboard	3 cr	Digital Media & Photography
MDIA485 DSLR Storytelling	3 cr	Digital Media & Photography
MIDA275 Topics: History of Film	3 cr	Digital Media & Photography
Spring 2013		
DGME215 Digital Sound	2 cr	Digital Media & Photography
VDEO130 Intro to Video	3 cr	Digital Media & Photography
VDEO210 Digital Video Editing	3 cr	Digital Media & Photography
MDIA275 Topics: Directing & Producing the Documentary	2cr	Digital Media & Photography
MDIA485 Topics: Adv. Camera & Lighting	3cr	Digital Media & Photography
VDEO390 DVD Authoring/Design	3 cr	Digital Media & Photography
MDIA275 Topics: Location Lighting	3 cr	Digital Media & Photography
MDIA485 Topics: DSLR Storytelling	3 cr	Digital Media & Photography
MDIA485 Topics: Theory of Documentary Film	3 cr	Digital Media & Photography

History

Elective courses in film/video and related areas have been offered since 1999. In 2004-2005, Video was offered as an emphasis under the BS Photographic Imaging degree. In 2005-2006, in collaboration with the Communication Department, the BFA Video Production degree was offered. In 2008-2009, the BFA degrees were refined and the BFA Photography Emphasis with Documentary Video Portfolio Track was offered.

Course Enrollment Timeline

Total Headcount for Film & Related Courses: Fall 1999 - Fall 2011



^{*1999- 2000} Quarter System

^{**2000-2001} Semester System

^{***}At the end of 2004-05 school year, three faculty who carried partial loads in film left to pursue other careers. Now the department only has 1/3 of full-time faculty teaching film, rest of courses supplemented with contract teachers.

2011 BFA Documentary Film Degree

BFA Portfolio Track

DGME215 Digital Sound	2 cr	Digital Media & Photography
JOUR230 Media Writing	3 cr	Communication
VDEO210 Digital Video Editing	3 cr	Digital Media & Photography
VDEO320 Video Compositing	3 cr	Digital Media & Photography
VDEO340 Video Shooting	3 cr	Digital Media & Photography
VDEO465 Video Documentary	3 cr	Digital Media & Photography
PHTO300 Media Ethics	3 cr	Digital Media & Photography
MDIA275 Topics: Storyboard	3 cr	Digital Media & Photography
MDIA485 Topics: DSLR Storytelling	3 cr	Digital Media & Photography
MDIA390 Internship	1 cr	Digital Media & Photography
MDIA496 Portfolio Development	2 cr	Digital Media & Photography
ART485 BFA Thesis Project	3 cr	Art & Design
ART497 BFA Exhibition	1 cr	Art & Design

With additional courses chosen from: VDEO360 3D Imaging, VDEO370 3D Animation, VDEO390 DVD Authoring/Design, MDIA275/485 Topics, COMM454 Topics: Documentary Scriptwriting, JOUR330 Adv. Media Writing, JOUR 465 Topics: Studio Production, JOUR465 Topics: Journalism on the Web, ENGL430 Topics: Analyzing Movies.

Foundation

3 cr	Art & Design
3 cr	Art & Design
3 cr	Art & Design
3 cr	Art & Design
4 cr	Art & Design
3 cr	Digital Media & Photography
3 cr	Digital Media & Photography
	Communication
	School of Business
3 cr	Digital Media & Photography
3 cr	Art & Design
	Art & Design
	Digital Media & Photography
	0 , ,
3 cr	Art & Design
3 cr	Digital Media & Photography
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	Art & Design
	Art & Design
	Digital Media & Photography
3 cr	Art & Design
r	3 cr 3 cr 3 cr 4 cr 3 cr 3 cr 3 cr 3 cr 3 cr 3 cr 3 cr 3

Sample 4-year Template

First Year

Fall (16)	Spring (16)
RELT100 God & Human Life (3)	ENGL115 English Comp 1 (3)
COMM104 Comm Skills (3)	ART207 Basic Design (3)
DGME130 Intro to Digital Graphics (3)	PHTO115/116 Intro to Photography (4)
ART104 Intro to Drawing (3)	PHTO210 History of Photography (3)
VDEO130 Intro to Video (3)	DGME215 Digital Sound (2)
HLED120 Fit & Well (1)	FTES*** Fitness Course (1)

Second Year

Fall (16)	Spring (17)		
RELB Jesus in His Time & Ours (3)	ENGL215 English Comp II (3)		
MATH145 Reasoning & Functions (3)	HIST117 Civ & Ideas I (3)		
DGME175 Digital Imaging (4)	VDEO 320 Video Compositing (3)		
VDEO210 Digital Video Editing (3)	ARTH325 Prehistoric to Medieval Art (3)		
MIDA275 Topics: Storyboard (3)	DGME150 Intro to Web (3)		
P	MDIA275 Topics: Documentary Interview (2)		

Third Year

Fall (17)	Spring (17)
RELT225 Doctrines of Adventist Faith (3)	FDNT230 Nutrition/Lab (4)
ANTH200 Cultural Anthropology (3)	ARTH326 Renaissance to Modern Art (3)
JOUR230 Media Writing (3)	JOUR465 Topics: Studio Production (3)
VDEO340 Video Shooting (3)	VDEO465 Video Documentary (3)
MDIA485 DSLR Storytelling (3)	COMM454 Topics: Documentary Scriptwriting (3)
MDIA275 Topics: Directing & Producing the Documentary (2)	MDIA390 Internship (1)

Fourth Year

Fall (17)	Spring (15)
RELT250 Personal Spirituality & Faith (3)	ART497 BFA Exhibition (1)
MDIA496 Portfolio Development (2)	ARTH440 Art Since 1945 (3)
ART485 Thesis (3)	ENGL430 Topics: Analyzing Movies (3)
JOUR330 Adv. Media Writing (3)	ART209 3-D Design (3)
PHTO300 Media Ethics (3)	MDIA485 Topics: Financing and Distributing the Documentary (2)
MIDA485 Topics: Producing NGO Documentaries (3)	MIDA485 Topics: TV News & Photojournalism (3)

Comparison of SDA School System

Schools & Degrees

PUC, SAU, SWAU, WWU AND WAU all provide some form of Film, Television, and Broadcast degrees, with some including a few classes in Documentary. However, Documentary filmmaking is not the main focus of the curriculum nor is it offered in conjunction with a BFA degree. These programs do not overlap our intended focus, which is on field based film documentation for the purpose of sharing ethically sound and Christ centered information.

The Communication department at Andrews University offers a BFA degree in Electronic Journalism of which the COT video courses are required electives, but not in Documentary Filmmaking. Communication's offers co-curricular media ministries, featuring: Andrews Reaching out, Scriptural Pursuit, Circle of Faith, Old Rugged Cross, Focus on Michiana and Sabbath School U.

Pacific Union College, BS in Film and Television

Degree Description:

"The objective of this program is to for students to discover their voice as storytellers and to gain the necessary skills to use the art of film and television to shape the world around them in a positive way. While in the film and television program, students will develop the necessary creative, business, and technical skills to pursue careers in feature film, documentary, and television production."

Southern Adventist University, BS in Film Production

Degree Description:

"Our program in Film Production is for students who wish to pursue careers in film, video, and commercial production. The program is designed to train students for leadership positions where they will have a great influence on the content of the projects they're involved with. Students get the opportunity practice key skills like set design, editing, sound design, screenwriting, and directing. We provide the tools and guidance students need to produce short films, documentaries, screenplays, music videos, television commercials, broadcast graphics, and much more."

Page 15

Southwestern Adventist University, BA & BS is Radio-TV-Film

Degree Description:

"Communication students at Southwestern Adventist University choose one of the department's three major areas of study: Journalism, PR and Advertising, or Radio-TV-Film. The department also offers a minor in Speech Communication. Many communication students acquire valuable training and experience at one or more of the following facilities on or adjoining the campus: 88.3 KJCR, the University's FM station KGSW, Channel 31, the University's TV station The Studios at Southwestern (digital media production)"

Walla Walla University, BA in Mass Communication - Media Concentration & BS in Mass Communication

Degree Description:

"The bachelor of arts degree in Mass Communication integrates a strong core of communication study with areas of specialization, a minor in an area of the student's choosing, and foreign language study to provide a breadth of experience in communication and related disciplines. Concentrations are available in media, photojournalism, journalism, and public relations, preparing graduates for positions in news and feature editorial, photojournalism, radio, television, and video production, internet publishing as well as public relations and fundraising."

Washington Adventist University, BA Broadcast Media

Degree Description: Bulletin only shows course description.

Projected Program Growth

2012-2018

BFA Documentary Film

The number one question asked of the recruiters after being told Andrews has a Photography degree: "Is there a video/film program"?

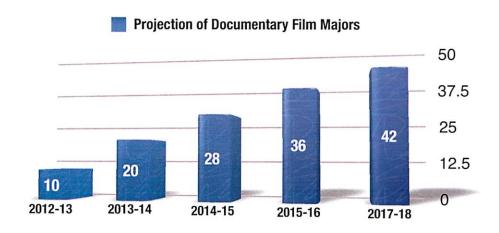
Andrews Recruiters: Randy Graves & David Sherwin (2010 & 2011 recruiting tours)

"The individual from California I spoke to at the ASI convention told me if AU didn't do something, he was hearing that either PUC or SAU were contemplating expanding their programs to add the documentary approach as well."

Andrews Recruiter: Randy Graves (2011)

The Department of Digital Media & Photography receives many inquiries about a degree in documentary film. Several samples are included the Appendix.

The projections below are based on interest reports gathered from recruiters and inquiries made to the Digital Media & Photography department via phone and email.



Projected Career Growth

Employment Growth

US News - Money, rates the best 50 careers for 2011, this includes Film & Video Editor and Multimedia Artist.

Projected growth for the occupational areas of Television, Video, Motion Picture Camera Operators and Film and Video editors is at 11%. Growth rate is considered as fast as average. This is based on statistics from the Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-2011 Edition.

Specific areas such as Multimedia Artist and Animator are expected to grow at 26%.

Other career websites list Film and Video Editors (other titles include Camera Operator, Videographer, Cinematographers and Assistant Editor) at a 13% growth rate for 2006-2016.

Many in this field are self-employed due to the comprehensive, fluid free-lance opportunities. Current unemployment rate as of 2010 is only at 6.6%, making this a viable career even during an economic recession

For full statistics, please refer to appendix.

Career Opportunities Examples

Documentary Filmmaker

TV/Film Production Assistant

Videographer

Advertising, Marketing, Promotions, and

Public Relations

Film and TV Producer

Film and TV Director

Film and TV Editor

Camera Operators for Television, Video,

and Motion picture

Animator

Art Director

Broadcast Engineer

Cinematographer

Director

Lighting Technician

Computer Graphic Artist

Multi-media Artists

E-Publishing Media Specialists

Special Effects Technician

Graphic designers

Actors (on screen talent)

Film Laboratory Technician

Audio and Video Equipment Technicians

Audio Technician

Equipment List

Current Equipment

Equipment was purchased back in 2001-2002, but over time has needed repairs or has become obsolete. With the sales of old video cameras in 2008 and 2009, we were able to purchase newer cameras to be used in both the introductory and advanced video courses. Video equipment and suites are available for general rental when not in use by courses offered by Digital Media & Photography or Communications.

Item	Quantity	Location	Description	Use	Purchased
Panasonic HD150	3	Rentals	Pro HD cameras	Used by advanced courses for shooting	Fall 2009
Panasonic	10	Rentals	Consumer level HD cameras	Used by introductory courses for shooting	Fall 2008
Lowel/Omni Light Kit	1.5	Rentals	Field lighting systems	Used by both intro- ductory and advanced courses	Fall 2002
Video Tripods, Heads & Plates	2	Rentals	Video tripod & stabilization	Used by both intro- ductory and advanced courses	Fall 2002
Handheld mic and Lavaliere mic	2	Rentals	Microphones	Used by both intro- ductory and advanced courses	Fall 2002
Video Edit Suites	4	Rentals - basement	Mac Pro Towers with single monitor/station	Used by both intro- ductory and advanced courses	Fall 2008
Video Edit Studio	1	Rentals - basement	Small studio space with low ceilings	Used by both intro- ductory and advanced courses as well as photography students	Fall 2002

Equipment Needs

Estimated "seed" equipment needs. Cost does not take into account the possibility of educational pricing, taxes or shipping. As more majors enter the program, more equipment would be required.

*Rental income listed below is based on á la carte rental, per semester. This is for renters who are not enrolled in any film/video course. Most students taking courses would use a package rental fee, see page 15 for explanation and example.

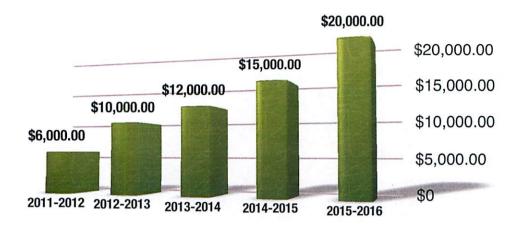
Documen	tary Film	- Equip	nent Seed List			
Item	Quantity	Location	Description	Use	Estimated cost	*Potential- Rental Income/ Semester
Canon 7D DLSR	6	Rentals	HDSLR for shooting video & stills with interchangeable lenses. These are used by many videographers/photojournalists in the field	Used by video & photography students for on location shooting of video	\$9600	\$1500 (avg. 10 students)
Monitors - Video Editing	8	Video Edit Suites	Monitors for video editing	Used by video & photography students for on location shooting of video	\$5000	\$1800 (avg. 12 students)
Video Tri- pods, Heads & Plates	5	Rentals	Video tripod & stabilization	Used by video & photography students for on location shooting of video	\$2500	\$300 (avg. 20 students)
Steadicam	3	Rentals	Merlin Camera Stabi- lizing System	Used by video & photography students for on location shooting of video	2400	\$900.00 (avg. 12 students)
HDSLR Rigs	3/3	Rentals	Nano-Running Man & Nano-Lowdown by Redrock Mlcro. HD DSLR stabilization 3- Running Man, 2 Nano-Lowdown	Used by video & photography students for on location shooting of video	\$2,200	\$900.00 (avg. 12 students)

Item	Quantity	Location	Description	Use	Estimated cost	*Potential- Rental Income/ Semester
FollowFocus	3	Rentals	Redrock MicroFollow- Focus V2 Complete Package	Used by video & photography students for on location shooting of video	\$2,409	\$1000 (avg. 20 students)
Camera Truck	2	Rentals	Humble Monkey HD/ DSLR camera truck	Used by video & photography students for on location shooting of video	\$1,760	\$1000 (avg. 20 students)
Go Pro HD Camera	3	Rentals	HD Hero - includes mounts	Used by video & photography students for on location shooting of video	\$900	\$1000 (avg. 20 students)
Digital Audio Recorders	10	Rentals	Records digital sound recorders	Used by video & photography students for on location shooting of video	\$1200	\$700 (avg. 20 students)
Microphones	5	Rentals	Handheld-wired mics. Electro Voice RE50/B - Omni-Directional Handheld Dynamic Shock Mounted ENG Microphone (Black)	Used by video & photography students for on location shooting of video	\$800	\$500 (avg. 20 students)
Microphones	5	Rentals	Wired Lavalier Micro- phones. Audio- Technica AT831B - Cardioid Lavalier Con- denser Microphone	Used by video & photography students for on location shooting of video	\$845	\$500 (avg. 20 students)
Microphones	5	Rentals	Shotgun mics for use on video cameras & HDSLR's	Used by video & photography students for on location shooting of video	\$875	\$500 (avg. 20 students)
Microphones	5	Rentals	Wireless Lavalier mi- crophones	Used by video & photography students for on location shooting of video	\$750	\$500 (avg. 20 students)

Item	Quantity	Location	Description	Use	Estimated cost	*Potential- Rental Income/ Semester	
Digital Audio Mixer	1	Sound Edit Suite	Allows sound mixing of 16 channels. Used in post-production.	Used by video & photography students for on location shooting of video	\$2,000	\$1125 (avg. 15 students)	
Audio Acces- sories	-	Rentals	Boom poles and audio cables	Used by video & photography students for on location shooting of video	\$500	\$300 (avg. 20 students)	
Slates	5	Rentals	Slate for video production	Used by video & photography students for on location shooting of video	\$40	\$100 (avg. 20 students)	
Location Light Kits	4	Rentals	Portable light kits	Used by video & photography students for on location shooting of video	\$6,000	\$1250 (avg. 10 students)	
Location Monitors Video/DSLR	3	Rentals	External video monitor	Used by video & photography students for on location shooting of video	\$1,500	\$750 (avg. 10 students)	
		*		Estimated Cost:	\$41,279		

Rental Income Potential

■ *Potential Rental Income Generated by Students Enrolled in Film/Video Courses



*Estimates for rental income is based off of current rentals in Photography. Equipment, after a 4 year rental life, can be resold at about 35%-40% retail value, to be re-invested in new equipment.

Most students who are enrolled in a film/video course pay a packaged rental fee for the entire semester. This does not include the AU lab fee of \$103.

Below is an average based on introductory courses and advanced courses:

Package Rental for Introductory courses

- Approximate Rental Fee: \$250.00/student/semester
- This includes, but not limited to: small HD camera, audio equipment, light kit, studio & edit suite rental and basic accessories for the semester.
- If average 20 students/semester = \$5000.00/semester.

Package Rental for Advanced courses

- Approximate Rental Fee: \$300/student/semester
- This includes, but not limited to: professional HD camera, audio equipment, light kit, studio & edit suite rental and advanced accessories for the semester.
- If average 15 students/semester = \$4500.00/semester.

Appendix

From: Jose Luis Segovia [mailto:jlsega@hotmail.com]

Sent: Thursday, March 17, 2011 4:00 PM

To: Marla Marsh

Subject:

Hello!

I wonder if is it possible to take just some courses like **Video Compositing or Video Shooting** of the Digital Multimedia Program, I'm not a student at Andrews I'm just part of the community of Berrien Springs and I'm very interested in enrolling in a couple classes. What could be the cost, if such thing is possible.

Thank you!

Many thanks.

From: Teresa D. Harrison [mailto:t82harrison@execpc.com]

Sent: Wednesday, March 16, 2011 3:12 PM

To: Marla Marsh

Subject: Video Production Degree

Hi:

Our son is interested in video/media production. He would be a freshman this fall. He is graduating from Wisconsin Academy in Wisconsin this May.

We see you have a program at Andrews. However, we were trying to find the site that tells what classes are taken in this degree. Can you tell us how to find this information?

Also, this is a bachelor's degree, correct (4 years?).

Many thanks.

(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

			2008		2018				
	Industry							Percent	Employment
	moustry	Employment	Percent	Percent	Employment	Percent	Percent	change	change
		16 S	of ind	of occ		of ind	of occ	150	
TOT001	Total employment, all workers	51.9	0.03	100.00	57.3	0.03	100.00	10.50	5.4
WSE100	Total wage and salary employment	38.2	0.03	73.73	42.5	0.03	74.23	11.25	
	Wage and salary employment, except agriculture, forestry, fishing,	F							
WSE110	hunting, and private households	38.2	0.03	73.73	42.5	0.03	74.23	11.25	4.3
310000-330000 334000	Manufacturing	0.5	0.00	0.93	0.4	0.00	0.65	-22.46	-0.1
334600	Computer and electronic product manufacturing Manufacturing and reproducing magnetic and optical media	0.4	0.03	0.82	0.3	0.03	0.55	-25.37	-0.1
420000	Wholesale trade	0.4	1.21 0.00	0.82	0.3 0.2	0.00	0.55	-25.48	-0.1
440000-450000	Retail trade	0.1	0.00	0.16	0.2	0.00	0.27	8.98 4.12	
454000	Nonstore retailers	0.1	0.01	0.11	0.1	0.00	0.10	5.75	
454100	Electronic shopping and mail-order houses	0.1	0.02	0.10	0.1	0.02	0.10	8.22	
510000	Information	31.0	1.04	59.82	34.5	1.11	60.14	11.09	
511000	Publishing industries (except Internet)	0.1	0.01	0.25	0.1	0.01	0.21	-8.69	0.0
511100	Newspaper, periodical, book, and directory publishers	0.1	0.02	0.20	0.1	0.02	0.15	-17.53	0.0
512000 512100	Motion picture, video, and sound recording industries	19.3	5.07	37.26	22.5	5.26	39.24	16.38	3.2
512130	Motion picture and video industries Motion picture and video exhibition	19.1	5.28	36.86	22.3	5.41	38.97	16.84	3.2
512200	Sound recording industries	0.2	0.12 1.06	0.30	0.2	0.12	0.30	11.48	0.0
515000	Broadcasting (except Internet)	11.3	3.58	0.40 21.78	0.2 11.6	1.06 3.41	0.27 20.17	-25.89 2.31	-0.1
515100	Radio and television broadcasting	9.6	4.14	18.43	9.4	4.02	16.45	-1.37	0.3 -0.1
515120	Television broadcasting	9.5	7.63	18.38	9.4	6.97	16.40	-1.37	-0.1
515200	Cable and other subscription programming	1.7	2.05	3.35	2.1	2.03	3.72	22.59	0.4
517000	Telecommunications	0.1	0.01	0.24	0.1	0.01	0.19	-12.72	0.0
517100	Wired telecommunications carriers	0.1	0.02	0.24	0.1	0.02	0.19	-12.79	0.0
518000-9000	Data processing, hosting, related services, and other	5935	200000	100001	1000		177.110	All Maries and	-10
519000	information services Other information services	0.1	0.04	0.28	0.2	0.03	0.33	29.26	0.0
519100	Other information services Other information services	0.1	0.11	0.27	0.2	0.11	0.32	28.75	0.0
530000	Real estate and rental and leasing	0.1	0.11	0.27	0.2	0.11	0.32	28.75	0.0
532000	Rental and leasing services	0.1	0.00	0.14	0.1	0.00	0.14	3.86 -0.55	0.0
540000	Professional, scientific, and technical services	2.3	0.03	4.41	2.6	0.03	4.61	15.48	0.4
541000	Professional, scientific, and technical services	2.3	0.03	4.41	2.6	0.03	4.61	15.48	0.4
	Accounting, tax preparation, bookkeeping, and payroll			CONSIG			//6/5//		
541200	services	0.7	0.08	1.39	0.8	0.07	1.42	12.85	0.1
541500	Computer systems design and related services	0.2	0.01	0.39	0.3	0.01	0.49	38.37	0.1
541600 541800	Management, scientific, and technical consulting services	0.1	0.01	0.23	0.2	0.01	0.38	82.37	0.1
541900	Advertising, public relations, and related services Other professional, scientific, and technical services	0.6	0.12	1.10	0.6	0.12	1.01	2.04	0.0
541920	Photographic services	0.6 0.6	0.11	1.19	0.7	0.09	1.18	9.09	0.1
550000	Management of companies and enterprises	0.6	0.72	1.18 0.19	0.7	0.74	1.16 0.17	9.10 3.75	0.1
551000	Management of companies and enterprises	0.1	0.01	0.19	0.1	0.00	0.17	3.75	0.0
551100	Management of companies and enterprises	0.1	0.01	0.19	0.1	0.00	0.17	3.75	0.0
	Administrative and support and waste management and		111			100000	- South		
560000	remediation services	0.6	0.01	1.14	0.7	0.01	1.28	23.73	0.1
561000	Administrative and support services	0.6	0.01	1.12	0.7	0.01	1.25	23.69	0.1
561300	Employment services	0.3	0.01	0.67	0.4	0.01	0.75	23.02	0.1
561400 610000	Business support services	0.2	0.02	0.38	0.3	0.03	0.44	26.45	0.1
611000	Educational services, public and private	0.5	0.00	0.91	0.5	0.00	0.93	12.62	0.1
710000	Educational services, public and private Arts, entertainment, and recreation	0.5 0.8	0.00	0.91	0.5	0.00	0.93	12.62	0.1
711000	Performing arts, spectator sports, and related industries	0.8	0.19	1.50	1.0 1.0	0.20	1.75 1.66	22.38 22.64	0.2
711200	Spectator sports	0.0	0.15	0.38	0.2	0.20	0.39	13.18	0.2
711500	Independent artists, writers, and performers	0.5	0.95	0.92	0.6	0.94	1.07	27.42	0.1
810000	Other services (except government and private households)	1.1	0.02	2.07	1.2	0.02	2.10	11.75	0.1
	Religious, grantmaking, civic, professional, and similar					-	- 100		
813000	organizations	1.0	0.04	2.01	1.2	0.03	2.03	11.45	0.1
813400-900	Civic, social, professional, and similar organizations	0.1	0.01	0.23	0.1	0.01	0.24	15.08	0.0
040000	Business, professional, labor, political, and similar	100			8230	1501200	54.550	962 961	
813900	organizations	0.1	0.02	0.21	0.1	0.02	0.22	15.17	0.0
930000 931000	Government	1.0	0.01	1.83	1.0	0.01	1.78	7.49	0.1
931100	Federal government Federal government, excluding postal service	0.5 0.5	0.02	0.99	0.5 0.5	0.02	0.96	7.38	0.0
SE1000	Self-employed and unpaid family workers, all jobs	13.6	0.03	0.99 26.27	14.8	0.02	0.96 25.77	7.38 8.39	0.0 1.1
SE1300	Self-employed and dispard faithly workers, all jobs	13.6	0.12	26.27	14.8	0.12	25.77	8.39	1.1
		10.0	5,12	moral !	14.0	0.12	20,17	0.03	

27-4030 Television, video, and motion picture camera operators and editors Page 1 of 1

2008-18 National Employment Matrix, Bureau of Labor Statistics



RETIREMENT CAREERS BUSINESS & ECONOMY MUTUAL FUNDS

Best Careers 2011: Creative and Service Jobs

These careers allow you to turn creativity into a paycheck or simply get out of the office

Posted: December 6, 2010

Not everyone wants to work behind a desk. Lucky, then, that some of the best opportunities don't require you to sit in the office all day. Whether you're looking for work that keeps you on your feet or you want to turn your creativity into a paycheck, the following careers should provide some ideas.

[See the full list of The 50 Best Careers of 2011.]

Some of these careers defy categorization, so we've called them "service" jobs since they're the occupations that make the world go 'round: The pilots who fly to remote destinations or the agricultural pilots who dust crops; the interpreters and translators who facilitate communication in our courts or prepare instruction manuals to be read overseas; and the heating, air conditioning, and refrigeration technicians who install and repair some of the most important appliances in our homes.

Our picks in the creative and service category this year:

- · Commercial pilot
- Curator
- · Film and video editor
- · Gaming manager
- · Heating, air conditioning, and refrigeration technician
- · Interpreter/Translator
- Multimedia artist
- · Technical writer

For more career advice, visit U.S. News Careers, or find us on Facebook or Twitter.

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MUTUAL FUNDS»

5 Reasons Investors Shouldn't Bail on Japan

Why Japan remains a force in the world economy.

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Interior Design

A proposal for an Interior Design program in the School of Architecture

The Vision

To Make the School of Architecture the premier Adventist source of design education for the built environment.

Need

- 1. There is no Interior Design program in the Adventist education system.
- 2. Interior Design is frequently requested.
- 3. If there is going to be an Interior Design program it should be at Andrews University and housed in the School of Architecture.
 - a. Make Andrews the center for building design and construction education.
 - b. Broaden the base of programs offered in the School of Architecture and help stabilize overall student enrollment.
 - c. Increase the choice of elective courses for students in all design programs.

Curriculum

The curriculum has been designed following benchmarking other programs. It has 45 credits in common with the Architecture program, and 5 credits in common with the Construction Management program (assuming approval). There are 35 new credits of Interior Design Courses.

Accreditation

At the present time accreditation is not required to take the licensing examination. The administration of the program will be open to seeking accreditation when it is deemed appropriate at which time there will be additional expenses not accounted for in this proposal.

Assessment

Assessment of the program will be performed using the Council for Interior Design Accreditation (CIDA) standards.

Student Enrollment

This proposal is based on the following enrollment for the first 5 years:

Year 1 - 8

Year 2 - 18

Year 3 - 30

Year 4 - 42

Year 5 - 48

The following years enrollment will stay at 48 with 12 students in each year.

Faculty & Staff

The Interior Design program will require the following faculty in the first five years:

```
Year 1 – 0 faculty, 0 contracts
Year 2 – 0 faculty, 1 contract 6 credits
Year 3 – 1 faculty, 1 contract 3 credits
Year 4 – 2 faculty, 1 contract 3 credits
Year 5 – 2 faculty, 1 contract 3 credits
```

Assuming a modest student enrollment as indicated the program will continue to operate with a total of 2 full-time faculty and one contract. We must keep in mind that when the combined enrollment of all programs exceeds 48 in the first two years additional faculty contracts will be needed to cover the design studio courses. This proposal includes one half-time staff position.

Administration

The Dean and Assistant Dean of the School of Architecture will administer this program until it grows to a sufficient size and it becomes feasible to assign a faculty member program director responsibilities.

Projected Net Income

The income for the Interior design program for the first five years is projected as follows:

Year 1 – SOA \$16,436	AU \$123,515
Year 2 – SOA \$106,614	AU \$279,825
Year 3 - SOA \$171,922	AU \$406,987
Year 4 – SOA \$302,456	AU \$557,401
Year 5 - SOA \$423,227	AU \$694,091

In the following years net income will increase approximately \$30,000 per year with flat enrollment as projected.

Facilities

By the fifth year when total enrollment in the Interior Design program reaches 48 students, there will be a need for 10,000 additional square feet of space for studios and a materials lab. Based on the recent construction of Buller Hall, the cost will be \$2,050,000. Current Architecture classrooms will be shared.

Job Outlook

According to statistics for the US Department of Labor, Employment of interior designers is expected to grow 19 percent from 2008 to 2018, faster than the average for all occupations. An increasing interest in interior design and awareness of its benefits will increase demand for designers. As businesses realize the improvements that can be made to worker and customer satisfaction through good design, they will use interior designers to redesign their offices and stores. Demand for interior design services from the healthcare industry is expected to be high. The demand for kitchen and bath design is growing in response to the growing demand for home remodeling. Designs using the latest technology in, for example, home theaters, state-of-the-art conference facilities, and security systems are expected to be especially popular. In addition, demand for home spas, indoor gardens, and outdoor living space should continue to increase. Extensive knowledge of ergonomics and green design are expected to be in demand. Ergonomic design has gained in popularity with the growth in the elderly population and workplace safety requirements. The public's growing awareness of environmental quality

and the growing number of individuals with allergies and asthma are expected to increase the demand for green design.

Job Prospects

Interior designers are expected to face keen competition for available positions because many talented individuals are attracted to this profession. Individuals with little or no formal training in interior design, as well as those lacking creativity and perseverance, will find it very difficult to establish and maintain a career in this occupation. Designers with formal training or experience in green or energy efficient-design in particular are expected to have better job prospects due to increased interest in this area.

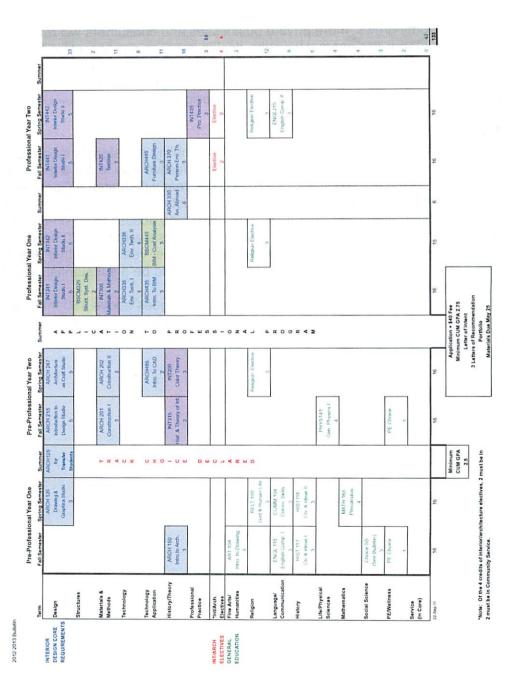
As the economy grows, more private businesses and consumers will request the services of interior designers. However, design services are considered a luxury expense and may be subject to fluctuations in the economy. For example, decreases in consumer and business income and spending caused by a slow economy can have a detrimental effect on employment of interior designers. http://www.bls.gov/oco/ocos293.htm#outlook

Other

By year 2 of the program we need to begin assembling a materials laboratory, a cost that is not included in the proposed budget. An effective way to put a materials laboratory in place is to contract for \$20,000 per year with Material ConneXion who has the largest library of advanced, innovative, and sustainable materials in the world. They will update our materials twice a year. This also gives access to an on-line database of over 4,500 materials and is updated on a monthly basis with 50 – 60 new materials. The on-line database only option is available for \$1,000 per year. The other option is for this to be part of a faculty or staff assignment, which would be a substantial part of their load.

When total design studio enrollment of all programs goes above 150 there will be an additional expense of purchasing drawing tables. These drawing tables cost \$800 - \$1,000 each. This expense is not in the proposed budget.

ANDREWS UNIVERSITY The School of Architecture Bachelor of Interior Design Typical Curriculum Plan 2012-2013



Interior Design Course Descriptions

INT200 Color Theory

3 cr.

This course introduces students to the aesthetic, historical, perceptual, scientific, and psychological aspects of color and light and the implication of color principles and theories to interior design. Students will explore color through experimentation, observation, and evaluation. Relevant design projects will be analyzed for their use of color theory.

INT300 Materials & Methods

2 cr.

In this course students will examine non-textile based materials, available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact and performance.

INT315 History and Theory of Interiors

3 cr.

This course is a survey of interior design throughout history. Emphasis is given to the historical, theoretical and cultural influences that have affected the design of the interior environment from antiquity through present day. Prerequisite: HIST117, HIST118, ENGL115.

INT341 Interior Design Studio I

5 cr.

Intermediate design studio building on previous design principles. Prerequisite: ARCH247 & Acceptance into Professional Degree Program.

INT342 Interior Design Studio II

5 cr.

Intermediate design studio building on previous design principles. Prerequisite: INT341

INT420 Textiles

3 cr.◆

This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied.

INT441 Interior Design Studio I

5 cr.

Advanced design studio building on previous design principles. Prerequisite: INT342

INT442 Interior Design Studio II

5 cr.

Advanced design studio building on previous design principles. Prerequisite: INT441

BSCM445 Building Information Modeling – Cost Analysis

3 cr.

Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating. Prerequisite: ARCH435

INT435 Professional Practice

3 cr.

This course explores standard business procedures commonly associated with the practice of interior design. Students will study various types of design practices, financial management and compensation, ethical practices, professional development, legal liability, and issues related to licensing and certification. The management of a typical interior design project will be studied, including writing proposals and contracts, specifications, bidding procedures, budgets, construction schedules, contractor negotiations and collaboration, and project administration.

Androus University	\$495.00	Budget / Credit Hour (Year 1)
Andrews University	46%	Benefits Multiplier - Full Time
	20%	Benefits Multiplier - Adjunct
School of Architecture	\$55,000.00	Budgeted FTE
Department of Interior Design	\$1,500.00	Adjunct Renumeration/Credit
Bachelor of Interior Design Degree	\$13.00	Support Staff Rate
1	2.0%	CPI (Inflation Index)
	4.0%	Tuition Rate Increase

Proposed Budget & Enrollment Forecast

Projected Enrollment & Revenue							Forecas	sted Annual Re	venue		
Year	Students in BID Program	Annual Academic Credits	Core Credits 1st Year	1st Year Enrollment	Core Credits 2nd Year	2nd Year Enrollment	Core Credits 3rd & 4th Year	3rd & 4th Yr. Enrollment	School of Architecture	Remainder of AU Programs	Andrews University Total
0	0	32	0	0	0	0	0	0	\$0	\$0	\$0
1	8	32	6	8	0	0	0	0	\$24,710		\$131,789
2	18	32	6	10	24	8	0	0	\$134,719	\$173,210	\$307,930
3	30	32	6	12	24	10	28	8	\$297,158	\$235,066	\$532,224
4	42	32	6	12	24	12	30	18	\$516,780	\$254,945	\$771,725
5	48	32	6	12	24	12	30	24	\$641,520	\$270,864	\$912,384
6	48	32	6	12	24	12	30	24	\$662,904	\$279,893	\$942,797
7	48	32	6	12	24	12	30	24	\$684,288	\$288,922	\$973,210
8	48	32	6	12	24	12	30	24	\$705,672	\$297,950	\$1,003,622
9	48	32	6	12	24	12	30	24	\$727,056	\$306,979	\$1,034,035
10	48	32	6	12	24	12	30	24	\$748,440	\$316,008	\$1,064,448
		Projec	ted Expenses (COGS)					Gross Margin		
										Accum.	
Year	Fulltime Faculty	Expense (Faculty)	Credits by Adjunct Faculty	Expense (Adjunct)	Support Staff Hours (Annual)	Expense (Hourly Staff)	Income SOA	Accum. Income SOA	Total Income AU	Income AU	Internal Rate of Return AU
0		\$0	0	\$0	520	(\$8,112)	(\$8,112)	(\$8,112)	(\$8,112)	(\$8,112)	
1		\$0	0	\$0	520	(\$8,274)	\$16,436	\$8,324	\$123,515	\$115,403	
2	0	\$0	6	(\$11,232)	1040	(\$16,873)	\$106,614	\$114,938	\$279,825	\$395,227	1607.9%
3	1	(\$85,118)	3	(\$5,724)	2080	(\$34,395)	\$171,922	\$286,860	\$406,987	\$802,214	1636.1%
4	2	(\$173,448)	3	(\$5,832)	2080	(\$35,044)	\$302,456	\$589,316	\$557,401	\$1,359,615	1638.7%
5	2	(\$176,660)	3	(\$5,940)	2080	(\$35,693)	\$423,227	\$1,012,543	\$694,091	\$2,053,706	1639.0%
6	2	(\$179,872)	3	(\$6,048)	2080	(\$36,342)	\$440,642	\$1,453,186	\$720,535	\$2,774,242	1639.0%
7	2	(\$183,084)	3	(\$6,156)	2080	(\$36,991)	\$458,057	\$1,911,243	\$746,979	\$3,521,220	1639.0%
8	2	(\$186,296)	3	(\$6,264)	2080	THE PARTY NAMED IN COLUMN TO	\$475,472	\$2,386,715	\$773,423	\$4,294,643	1639.0%
9	2	(\$189,508)	3	(\$6,372)	2080	(\$38,289)	\$492,887	\$2,879,602	\$799,867	\$5,094,510	1639.0%
10	2	(\$192,720)	3	(\$6,480)	2080	(\$38,938)	\$510,302	\$3,389,905	\$826,310	\$5,920,820	1639.0%

Interior Design Assessment Plan

Program Purpose

The fundamental purpose of the Interior Design Assessment Plan is to monitor and improve student learning. Using direct and indirect assessment data the on-going process for program improvement is to analyze the interior design program to determine needed changes, plan the changes, and take action.

The Interior Design program, as an integral part of the School of Architecture, is a unique program committed to educating future leaders in the Interior Design profession. This preparation is the first component of a recommended sequence including formal education, entry-level experience, and satisfactory completion of a qualifying examination. This commitment is expressed in the School of Architecture Mission statement as follows:

Mission Statement

The School of Architecture at Andrews University aspires to teach its students sound thinking, practical skills, and rigorous scholarship in the discipline of architecture. It promotes students who:

Craft buildings that are dignified, durable, and purposeful;

Design communities that foster civility;

Serve mankind in accord with their professional and Christian vocation:

Seek the virtues of joy, beauty, wholeness and moderation in their lifelong pursuit of learning.

All this, for God's honor and His glory until the risen Christ comes again.

Professional Program Standards

The professional standards as set forth by CIDA, are organized in four sections that broadly reflect the evolving components of preparation for interior design practice. Each standard is defined by a set of more specific student learning expectations and/or program expectations.

Section I. Mission, Goals, and Curriculum.

This standard describes the context and overarching purpose and intent of the program.

1. Mission, Goals, and Curriculum

Section II. Interior Design: Critical Thinking, Professional Values, and Processes.

These standards describe the framework of interior design practice.

- 2. Global Perspective for Design
- 3. Human Behavior
- 4. Design Process
- 5. Collaboration
- 6. Communication
- 7. Professionalism and Business Practice

Section III. Interior Design: Core Design and Technical Knowledge.

These standards describe historical, theoretical, and technical contents of interior design practice.

- 8. History
- 9. Space and Form
- 10. Color and Light
- 11. Furniture, Fixtures, Equipment, and Finish Materials
- 12. Environmental Systems and Controls
- 13. Interior Construction and Building Systems
- 14. Regulations

Section IV. Program Administration.

These standards describe the institutional and program systems, structures, and resources that are fundamental to an effective higher education learning environment for interior design.

- 15. Assessment and Accountability
- 16. Support and Resources

Direct Program Outcomes Assessment

In each of the courses there are assignments and course activities that allow the professors to collect information relevant to specific program learning outcomes. Professors and students will evaluate and score the work using rubrics which will be summarized and used to focus on quality and continuous improvement.

Indirect Program Outcomes Assessment

Indirect assessment methods that infer actual student abilities, knowledge, and values rather than observed direct evidence will be used by the faculty. These methods include Graduating Senior surveys, Alumni surveys, and Employer surveys. Employment of graduates and the number of majors working as interns is also a strong measure of the program's success in producing interior design practitioners.

Conclusions

The overall assessment results will indicate how well the interior design students achieving the program outcomes, and action plans will be put in place in those areas where improvement is needed.

Program Standards Matrix

Program Standards Matrix		Critical Thinking, Professional Values, and Processes				Core	Desig	n and 1	rechnic:	al Knov	vledge			
		Gobal Context for Design	Human Behavior	Design Process	Collaboration	Communication	Professionalism and Business Practice	History	Space and Form	Odor and Light	Fumiture, Fixtures, Equipment, and Finish Materials	Environmental Systems and Controls	Interior Construction and Building Systems	Regulations
Course Title	Course No													
Color Theory	INT200	l	X							Х				
Materials and Applications	INT300	<u> 1 </u>									X		Χ	Щ_
History of Interiors	INT315							X						
Interior Design Studio I	INT341			X		Х			Х					
Interior Design Studio II	INT342	Ц		Х		X			Х		<u> </u>			Щ
Textiles	INT420								L		X			
Interior Design Studio III	INT441	X		X		X			X					
Interior Design Studio IV	INT442	X		X		X			X					
Professional Practice	INT435						Х							Х
Structural Systems Design	BSCM325			_									Х	
Building Information Modeling - Cost Analysis	BSCM445				Х									
Introduction to Architecture	ARCH150							X						<u> </u>
Drawing and Graphics Studio	ARCH126					X			X					
Construction I	ARCH201									Ĺ	X			
Construction II	ARCH202								L		X			
Introduction to Design Studio	ARCH215			Х		Х								
Architecture as Craft Studio	ARCH247			X		Х								
Analytical Studies Abroad	ARCH330							X						
Environmental Technology I	ARCH335											Х		
Environmental Technology II	ARCH336									Х		Х		
Person Environment Theory	ARCH370		Χ		Х									
Introduction to Building Information Modeling	ARCH435								Х					
Furniture Design	ARCH445	L									Х			
Introduction to CAD	ARCH485	I				X		[

The BFA Documentary Film degree proposal: Assessment plan The College of Technology, the Department of Digital Media & Photography

Mission

We, the Andrews University Department of Digital Media & Photography, mentor students to be Christ-centered, socially responsible creative individuals by developing their artistic gifts in a nurturing spiritual environment.

Department Goal

It is the goal of the Department-of Digital Media & Photography (COT) to help each student achieve the traditional and digital skills necessary to achieve entrance into a graduate program, begin work as a professional artist or craftsman or achieve a professional portfolio that will allow them to directly pursue a career in their chosen track after graduation. Through dedicated faculty, quality education and active community involvement, we seek to empower students to honor God in their visual communication.

BFA in Documentary Film Degree Goal

1. Prepared for a career.

The program will help each student achieve the traditional and digital skills for entrance into a graduate program, be a professional artist or craftsman or achieve a professional portfolio that will allow them to pursue a career in their chosen track.

2. Honor God.

Through dedicated faculty, quality education and active community involvement, we seek to empower students to honor God in their visual communication.

Outcomes/Objectives

1. Knowledge and Skills

Students will gain traditional and digital skills. Demonstrated in BFA Degree Program requirements.

Institution Priorities: 1.1, 1.2, 1.3, 1.5, 3.1.

2. Honor God

Students will Honor God in their visual communication.

Institution Priorities: 1.4, 1.5, 2.1, 2.2, 2.3.

Measures & Findings

- 1. No departmental entrance requirements to begin the BFA program, just AU entrance requirements.
- 2. BFA Review: A critique of students' portfolios by Art faculty. Evaluation rubric used.
 - a. Review takes place at the end of the sophomore year.
 - b. A 45 minute review with entire faculty.
 - c. Academic resume of student, courses taken, grade and professor's name.
 - d. 30 + examples of best artworks created since starting the program.
 - e. Student written rational on why they want to be in the BFA program and what they want to do after they graduate.
 - f. Evaluation done with a rubric.
- 3. Final Portfolio (Final Portfolio of students' work at the end of the program.) Students are required to take MDIA496 Portfolio Development class.

Evaluation done with a rubric.

4. Senior Exhibition (Exhibition of students' work at the end of the senior year.)
Students are required to take ART497 BFA Exhibition class.
Evaluation done with a rubric.

Construction Management

A proposal for a Construction Management program in the School of Architecture

The Vision

To Make the School of Architecture the premier Adventist source of design education for the built environment.

Need

- 1. There is no BS in Construction Management offered in the Adventist education system. Southern offers an Associate Degree in Construction Management.
- 2. If there is going to be a Construction Management program it should be at Andrews University and housed in the School of Architecture.
 - a. Make Andrews the center for building design and construction education.
 - b. Broaden the base of programs offered in the School of Architecture and help stabilize overall student enrollment.
 - c. Increase the choice of elective courses for students in all design programs.

Curriculum

The curriculum has been designed following benchmarking other programs. It has 27 credits in common with the Architecture program. There are 40 new credits of Construction Management courses, of which 5 credits are in common with the Interior Design program (assuming approval).

Accreditation

At the present time accreditation is not required to take the Certified Construction Manager examination. The administration of the program will be open to seeking accreditation when it is deemed appropriate at which time there will be additional expenses not accounted for in this proposal.

Assessment

Assessment of the program will be performed using the Construction Management Certification Institute (CMCI) standards.

Student Enrollment

This proposal is based on the following enrollment for the first 5 years:

Year 1 - 8

Year 2 - 18

Year 3 - 30

Year 4 - 42

Year 5 - 48

The following years enrollment will stay at 48 with 12 students in each year.

Faculty & Staff

The Construction Management program will require the following faculty in the first five years:

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Year 1 – 0 faculty, 0 contracts
Year 2 – 0 faculty, 1 contract 4 credits
Year 3 – 1 faculty, 1 contract 2 credits
Year 4 – 2 faculty, 1 contract 2 credits
Year 5 – 2 faculty, 1 contract 2 credits
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Assuming a modest student enrollment as indicated the program will continue to operate with a total of 2 full-time faculty and one contract. We must keep in mind that when the combined enrollment of all programs exceeds 48 in the first two years additional faculty contracts will be needed to cover the design studio courses. This proposal includes one half-time staff position.

Administration

The Dean and Assistant Dean of the School of Architecture will administer this program until it grows to a sufficient size and it becomes feasible to assign a faculty member program director responsibilities.

Projected Net Income

The net income for the Construction Management program for the first five years is projected as follows:

Year 1 – SOA \$6,199	AU \$113,278
Year 2 - SOA \$99,804	AU \$281,568
Year 3 - SOA \$155,724	AU \$424,053
Year 4 - SOA \$218,211	AU \$574,789
Year 5 - SOA \$305,505	AU \$711,801

In the following years net income will increase approximately \$30,000 per year with flat enrollment as projected.

Facilities

By the third year when total enrollment in the Construction Management program reaches 30 students there will be a need for an additional classroom, and by year four there will be a need for 5,000 additional square feet of space for studios and another classroom. Based on the recent construction of Buller Hall, the cost will be \$1,025,000. Current Architecture classrooms will also be shared.

Job Outlook

According to statistics for the US Department of Labor, employment of construction managers is projected to increase by 17 percent during the 2008–18 decade, faster than average for all occupations. Construction managers will be needed as the level and variety of construction activity expands, but at a slower rate than in the past. Modest population and business growth will result in new and renovated construction of residential dwellings, office buildings, retail outlets, hospitals, schools, restaurants, and other structures that require construction managers. A growing emphasis on making buildings more energy efficient should create additional jobs for construction managers involved in retrofitting buildings. In addition, the need to replace portions of the Nation's

infrastructure, such as roads, bridges, and water and sewer pipes, along with the need to increase energy supply lines, will further increase demand for construction managers.

The increasing complexity of construction projects requires specialized management-level personnel within the construction industry. Sophisticated technology; the proliferation of laws setting standards for buildings and construction materials, worker safety, energy efficiency, and environmental protection; and the potential for adverse litigation have complicated the construction process. In addition, advances in building materials, technology, and construction methods require continual learning and expertise.

Job Prospects

Prospects should be best for people who have a bachelor's or higher degree in construction science, construction management, or civil engineering, plus practical work experience in construction. A strong background in building technology is beneficial as well. Construction managers also will have many opportunities to start their own firms.

In addition to job openings arising from employment growth, many openings should result annually from the need to replace workers who transfer to other occupations or leave the labor force for other reasons. A number of seasoned managers are expected to retire over the next decade, resulting in a number of job openings.

Employment of construction managers, like that of many other construction workers, is sensitive to the fluctuations of the economy. On the one hand, workers in these trades may experience periods of unemployment when the overall level of construction falls. On the other hand, shortages of these workers may occur in some areas during peak periods of building activity. http://www.bls.gov/oco/ocos005.htm#outlook

Other

When total design studio enrollment of all programs goes above 150 there will be an additional expense of purchasing drawing tables. These drawing tables cost \$800 - \$1,000 each. This expense is not in the proposed budget.

ANDREWS UNIVERSITY

The School of Architecture Bachelor of Science in Construction Management

Typical Curriculum Plan 2012-2013

Year One Year Two Year Three Year Four Fall Semester Spring Semester Fall Semester BUILDING ARCH247 BSCM465 (IPD) SCIENCE CORE Design runs parallel to REQUIREMENTS Fundame As Craft Studio in ARCH395 and may be taken any sunmer after Design Studio Integ Des Stud Topics Studio BSCM325 Materials & ARCH 202 BSCM365 BSCM401 BSCM402 Construction II Site Con & Sun Con. Manage. I Con. Manage. Community Serv. In Arch BSCM301 Cost Estimating BSCM410 Scheduling Cost Estimating I BSCM215 egulatory is on. Equip. & Met ARCH485 Intro. To CAD BSCM445 BSCM465 Application Intro. To BIM BIM - Cost Analy Collab. Proj. Del IIM - Constr. Plan History/Theor ARCH150 Intro. To Arch. Hist, & Intr. Con Law & Contract Pro. Practice MINOR REQUIREMENTS ACCT122 Fund, Of Acct, I BSAD341 Business Law Princ. Of Mauro Princ. Of Micro GENERAL Fine Arts/ EDUCATION ntro. To Drawing Humanities od & Human Lif Language/ COMM 104 ENGL215 English Comp. HIST118 Civ. & Ideas II C Life/Physical Sciences Mathematics Social Science PE/Wellness (In Core) Application + \$40 Fee CUM GPA Minimum CUM GPA 2.75 Letter of Intent 3 Letters of Recommendation *The Construction Management degree requires 600 hours of on site Portfolio (Optional) construction experience prior to graduation.

Current Course Offerings

New Course Offerings

New Courses
Common to
Construction Man.
& Interior Des

4

2012-2013 Bulletin

Construction Management Course Descriptions

BSCM101 History and Introduction to Construction Management

2 cr.

A historical background into the development of the construction industry, the roles of the different participants and an overview of the construction process. Career choices, industry firms, and key players in the Construction Management process will be explored. Prerequisite: HIST117, 118, ENGL115.

BSCM207 Regulatory Issues

2 cr.

Examination of the regulations in planning, building, advocacy and civil rights rules. Includes investigative techniques, jurisdictional responsibilities and inspection procedures.

BSCM215 Construction Equipment and Methods

2 cr.

Construction equipment and selected construction methods including equipment application strategies, own/lease benefits and establishing operational costs for project estimating.

BSCM301 Cost Estimating I

2 cr.

Introduction to the estimating function and review and applications of material quantity survey techniques used in estimating costs of construction projects. Includes types of approximate and precise methods of estimating and their uses, and computer applications.

BSCM302 Cost Estimating II

3 cr.

Pricing and bidding of construction work including cost factors, labor and equipment, productivity factors, prices databases, job direct and indirect costs, methods of estimating time, materials, equipment, subcontractors' work, general expenses, and profit, bid preparations and submission, and computer applications. Prerequisite: BSCM301

BSCM325 Structural Systems Design

2 cr.

The study of typical construction materials as used in the design process. Concrete, wood, steel, and composite structures and underlying mechanical and physical properties will be covered. Prerequisite: MATH168, PHYS141

BSCM349 Construction Documents

3 cr.

This course examines construction documents for competitive bidding and execution of projects. Light and heavy construction types will be examined.

BSCM365 Site Construction and Surveying

2 cr.

The study of critical aspects of site construction and surveying relating to on-site logistics.

BSCM401 Construction Management I

3 cr

Construction management concepts and practices, the management system, construction planning and programming, project control, environmental management, total quality management, and ethics in construction management.

BSCM402 Construction Management II

3 cr.

A management course in contract documents, safety, planning, scheduling, production control, and law and labor. Topics include contracts, planning, cost and production peripheral documents, and cost and work analysis, scheduling, material handling, layout, payment scheduling, and inspections.

BSCM410 Project Planning & Scheduling

2 cr.

•

Construction planning, scheduling, and communications required for project control, the practical and legal implications of each, as well as introduction to the use of scheduling software, and its benefits.

BSCM420 Construction Law

2 cr.

♦

Study of the United States legal system and contractual issues that are significant to construction managers, and addresses ethics in the construction industry. Legal issues arising from design and construction services, focusing on risk management and liability awareness.

BSCM430 Professional Practice

3 cr.

♦

Analyzes construction contracts, specifications, and practices with regard to business law and liability. Examines contractor, architect, and engineer responsibilities through case studies and class discussions.

BSCM445 Building Information Modeling – Cost Analysis

3 cr.

Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating. Prerequisite: ARCH435

BSCM455 Building Information Modeling – Construction Management 3 cr.

Application of a Building Information Model used to visualize a construction schedule and sequence. Prerequisite: BSCM445

BSCM465 Collaborative Project Delivery

3 cr.

Application of project delivery in conjunction with a concurrent project within the School of Architecture. Building Information Modeling will be used as a method of applying cost analysis and project planning and scheduling. Prerequisite: BSCM455

Andrews University	\$495.00	Budget / Credit Hour (Year 1)
Andrews University	46%	Benefits Multiplier - Full Time
0 - 1 - 1 - 5 A 1 - 1 1	20%	Benefits Multiplier - Adjunct & Director
School of Architecture	\$55,000.00	Budgeted FTE
Department of Building Sciences	\$1,500.00	Adjunct Renumeration/Credit
Bachelor of Science in Construction Management Degree	\$13.00	Support Staff Rate
	2.0%	CPI (Inflation Index)
	4.0%	Tuition Rate Increase

Proposed Budget & Enrollment Forecast

Projected Enrollment & Revenue						Forecasted Annual Revenue					
Year	Students in BSCM Program	Annual Academic Credits	Core Credits 1st Year	1st Year Enrollment	Core Credits 2nd Year	2nd Year Enrollment	Core Credits 3rd & 4th Year	3rd & 4th Yr. Enrollment	School of Architecture	Remainder of AU Programs	Andrews University Total
0	0	32	0	0	0	0	0	0	\$0	\$0	\$
1	8	32	6	8	22	0	23	0	\$24,710	\$107,078	\$131,78
2	18	32	6	10	22	8	23	0	\$126,166	\$181,764	\$307,93
3	30	32	6	12	22	10	23	8	\$263,894	\$268,330	\$532,22
4	42	32	6	12	22	12	21.5	18	\$415,147	\$356,578	\$771,72
5	48	32	6	12	22	12	21.5	24	\$506,088	\$406,296	\$912,38
6	48	32	6	12	22	12	21.5	24	\$522,958	\$419,839	\$942,79
7	48	32	6	12	22	12	21.5	24	\$539,827	\$433,382	\$973,21
8	48	32	6	12	22	12	21.5	24	\$556,697	\$446,926	\$1,003,62
9	48	32	6	12	22	12	21.5	24	\$573,566	\$460,469	\$1,034,03
10	48	32	6	12	22	12	21.5	24	\$590,436	\$474,012	\$1,064,44
		Projec	ted Expenses (COGS)		in the same of		CA DE	Gross Margin	12.0	F In
Year	Fulltime Faculty	Expense (Faculty)	Credits by Adjunct Faculty	Expense (Adjunct)	Support Staff Hours (Annual)	Expense (Hourly Staff)	Income SOA	Accum. Income SOA	Total Income AU	Accum. Income AU	Internal Rate
0	0	\$14,300	0	\$0	1040	(\$16,224)	(\$1,924)	(\$1,924)	(\$1,924)	(\$1,924)	
1	0	\$14,586	0	\$0	2080	(\$33,097)	\$6,199	\$4,275	\$113,278	\$111,354	8
2	0	\$14,872	4	(\$7,488)	2080	(\$33,746)	\$99,804	\$104,079	\$281,568	\$392,922	6021.2%
3	1	(\$69,960)	2	(\$3,816)	2080	(\$34,395)	\$155,724	\$259,803	\$424,053	\$816,975	6032.0%
4	2	(\$158,004)	2	(\$3,888)	2080	(\$35,044)	\$218,211	\$478,013	\$574,789	\$1,391,764	6032.3%
5	2	(\$160,930)	2	(\$3,960)	2080	(\$35,693)	\$305,505	\$783,519	\$711,801	\$2,103,565	6032.3%
6	2	(\$163,856)	2	(\$4,032)	2080	(\$36,342)	\$318,728	\$1,102,246	\$738,567	\$2,842,132	6032.3%
7	2	(\$166,782)	2	(\$4,104)	2080	(\$36,991)	\$331,950	\$1,434,197	\$765,333	\$3,607,465	6032.3%
8	2	(\$169,708)	2	(\$4,176)	2080	(\$37,640)	\$345,173	\$1,779,370	\$792,099	\$4,399,563	6032.3%
9	2	(\$172,634)	2	(\$4,248)	2080	(\$38,289)	\$358,396	\$2,137,766	\$818,865	\$5,218,428	6032.3%
10	2	(\$175,560)	2	(\$4,320)	2080	(\$38,938)	\$371,618	\$2,509,384	\$845,630	\$6,064,058	6032.3%

Construction Management Assessment Plan

Program Purpose

The fundamental purpose of the Construction Management Assessment Plan is to monitor and improve student learning. Using direct and indirect assessment data the on-going process for program improvement is to analyze the construction management program to determine needed changes, plan the changes, and take action.

The Construction Management program, as an integral part of the School of Architecture, is a unique program committed to educating future leaders in the construction profession. This commitment includes preparing students to enter the construction profession possessing a broad-scope understanding of the engineering, construction, business, and management principles required by graduates to compete in the construction industry. This commitment is expressed in the School of Architecture Mission statement as follows:

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The School of Architecture at Andrews University aspires to teach its students sound thinking, practical skills, and rigorous scholarship in the discipline of architecture. It promotes students who:

Craft buildings that are dignified, durable, and purposeful;

Design communities that foster civility;

Serve mankind in accord with their professional and Christian vocation;

Seek the virtues of joy, beauty, wholeness and moderation in their lifelong pursuit of learning.

All this, for God's honor and His glory until the risen Christ comes again.

Program Outcomes

In the Construction Management program, students will:

No	Program Outcome	Label
1	Learn basic design fundamentals and theory	Design Theory
2	Understand primary construction systems	Analysis and Design of Construction Systems
3	Learn primary construction methods and materials	Construction Methods and Materials
4	Learn to interpret construction documents	Construction Documents
5	Learn basic surveying skills	Construction Surveying
6	Develop construction estimating skills	Estimating
7	Develop construction cost accounting, management and control skills	Construction Accounting/Finance
8	Learn the fundamentals of construction law	Construction Law
9	Learn the fundamentals of construction safety	Safety
10	Learn the fundamentals of construction project management and control skills.	Project Management
11	Understand professional ethical responsibility	Ethics/Professionalism
12	Learn to function as a member of a team	Oral Communication
13	Learn basic computer applications common to the construction industry	Computer Applications
14	Learn to communicate effectively	Written communication
15	Learn construction green building principles and sustainable design	Sustainability

Direct Program Outcomes Assessment

In each of the courses there are assignments and course activities that allow the professors to collect information relevant to specific program learning outcomes. Professors and students will evaluate and score the work using rubrics which will be summarized and used to focus on quality and continuous improvement.

Indirect Program Outcomes Assessment

Indirect assessment methods that infer actual student abilities, knowledge, and values rather than observed direct evidence will be used by the faculty. These methods include Graduating Senior surveys, Alumni surveys, and Employer surveys. Employment of graduates and the number of majors working as interns is also a strong measure of the program's success in producing construction industry practitioners.

Conclusions

The overall assessment results will indicate how well the construction management students achieving the program outcomes, and action plans will be put in place in those areas where improvement is needed.

Program Outcomes Matrix

Course Title	Course No	Outcon	ne Label													
		Design Theory	Analysis and Design of Cons Systems	Construction Methods and Materials	Construction Documents	Construction Surveying	Estimating	Construction Accounting/Finance	Construction Law	Safety	Project Management	Ethics / Professionalism	Oral Communication	Computer Applications	Written Communication	Sustainability
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
History and Introduction to Construction Management	BSCM101											X_	Х		Х	
Regulatory Issues	BSCM207								X							L
Construction Equipment and Methods	BSCM215			Х						Х						
Cost Estimating I	BSCM301						X									
Cost Estimating II	BSCM302						Х									
Structural Systems Design	BSCM325		Х													
Construction Documents	BSCM349				Х											
Site Construction and Surveying	BSCM365					Х										
Construction Management I	BSCM401										Χ					
Construction Management II	BSCM402										X					
Project Planning and Scheduling	BSCM410												Х		Х	
Construction Law	BSCM420								Х							
Professional Practice	BSCM430											Х				
Building Information Modeling - Cost Analysis	BSCM445							X						X		
Building Information Modeling - Construction Management	BSCM455													X		
Collaborative Project Delivery	BSCM465										X		Х	X	X	
Introduction to Architecture	ARCH150	Х														
Drawing and Graphics Studio	ARCH126	Х			X											
Construction I	ARCH201		Х	Х												
Construction II	ARCH202		Х	Х												
Introduction to Design Studio	ARCH215	Х	L													
Architecture as Craft Studio	ARCH247	Х					Ī									X
Community Service in Architecture	ARCH395															Х
Introduction to Building Information Modeling	ARCH435		1		X									X		
Introduction to CAD	ARCH485	i			X									X		



October 12, 2011

Re: Deadlines for the 2012-2013 Academic Bulletin

To the Deans and Department Chairs of All Schools:

This letter contains deadlines and pertinent information regarding the Bulletin submissions process for this year.

A reference guide has been included with the intention of clarifying and improving the submissions process. Bulletin submissions will be evaluated and compared to committee minutes for the type of curricula and course changes made, for instance, editorial changes, or those requiring votes, such as adding a degree in order to ensure the accuracy of the Bulletin. Committee minutes should accurately reflect the changes voted, and minutes from the courses and curricula committees and Undergraduate and Graduate Councils should be filed with Aimee Regoso.

This year a new email address, bulletin@andrews.edu, has been created specifically for digital Bulletin submissions including notifications about errors or updates. This email address will be overseen by the Office of Academic Records. Please note that handwritten copy or scans of handwritten copy will not be accepted. This contributes to errors and delays.

Below you will find deadlines for original submissions and revisions:

Date	Action	Office of Origin
Tuesday, November 15, 2011	Original submissions due to bulletin@andrews.edu	Deans & others
Tuesday, January 17, 2012	First draft of bulletin with updated calendar sent to deans and departments	Mimi Weithers-Bruce
Tuesday, January 31, 2012	Bulletin corrections due to bulletin@andrews.edu	Deans & Departments
Tuesday, February 14, 2012	Second draft of bulletin to deans & departments	Mimi Weithers-Bruce
Tuesday, February 28, 2012	Deans sign off on bulletin copy	Deans
Friday, March 26, 2012	Approval of bulletin proof	Provost and Academic Records
Tuesday, April 10, 2012	Published bulletin released	Printer

We are aware that this is a new process and with that in mind, please feel free to send questions and feedback to bulletin@andrews.edu.

Sincerely,

Kari Friestad Publications & Communications Specialist Office of Academic Records 269-471-3233 bulletin@andrews.edu

Curriculum and Course Action Quick-Reference Guide

Types of Changes	Departmental Approval	Requires votes by courses & curricula committee	Requires votes by Undergraduate Council or Graduate Council
Grammatical or editorial changes or updates	✓		
Bulletin Course Description	✓	✓	
New Course	✓	✓	
Course Acronym	✓	✓	
Course Content	✓	✓	
Course Delivery	✓	✓	
Course Level	✓	✓	
Course Name	\checkmark	✓	
Prerequisites/ Co-requisites	✓	/	
Repeat Limits	\checkmark	✓	
Scheduling	✓	✓	
Credit Amount	✓	✓	
Grading Method	✓	✓	
Degree Name	✓	✓	✓
New Degree	✓	✓	✓
Credit Amount for a Major	✓	✓	✓
Changes to the name of a major or concentration	✓	✓	
Change in Major Requirements	✓	✓	✓
New Major or Minor	✓	✓	✓
New Program	✓	✓	✓

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Honors Council Minutes

18 August 2011

L. Monique Pittman (chair), John Ahn, Sonia Badenas, Karl Bailey, Lilianne Doukhan, Ante Jeroncic, Katherine Koudele, Arianna Lashley, John Markovic, Beverly Matiko, Lionel Matthews, David Randall, Tiffany Summerscales, Robert Zdor

MEMBERS PRESENT

Given by L. Monique Pittman

PRAYER

Voted to approve 3 February 2011 Honors Council minutes

VOTED

Current Bulletin copy does specific the Honors Program entrance requirement of an SAT score of 1200 on the mathematics and verbal portions of the exam. This can lead to confusion with advisors and students assuming that the 1200 can also include the writing score. A 1200 on the mathematics and verbal portions matches the ACT requirement for Honors of a 25 composite.

SAT SCORE

Voted to correct Bulletin copy to specify that for entrance into the Honors Program, a student's SAT score must be 1200 on the mathematics and verbal portions only.

VOTED

Current Bulletin copy does not describe the Honors Program service requirement of 12 volunteer hours per year of residency at Andrews University. In addition, service hours verification for Honors students does not take place during the graduation application process.

SERVICE REQUIREMENT

Voted to correct Bulletin copy to stipulate the Honors service requirement of 12 volunteer hours per year and to institute a sign-off process with Records stipulating that graduating seniors have completed required hours.

VOTED

Voted to add course descriptions for HONS 380 Physics and Faith, and HONS 380 Cognitive Science and Faith to the Bulletin.

VOTED

Over the years a number of credit reductions have been made in the SAGES package to accommodate Honors students in professional degree programs. Two oversights were noted, the BFA and the BMus, which have not been granted SAGES reductions. While Council members objected strongly to a watering down of the general education package for professional degrees, members also agreed that to encourage BFA and BMus students to participate in Honors and to maintain a consistency across the

PROFESSIONAL DEGREE REDUCTIONS: BFA, BMus

disciplines, the reduction of one 4-credit lab science should be granted.

Voted to grant credit reductions of one 4-credit lab science for the BFA and BMus in service to students and in the interests of consistency across the professional degrees. Change will be made in the 2011-12 Bulletin. One objection.

VOTED

Karl Bailey and Lionel Matthews brought a proposal to the Honors Council designed to strengthen the quality of disciplinary research projects in the Honors Program. In response to the challenges posed by a recent handful of poorly trained student researchers, Professors Bailey and Matthews proposed establishing a means by which research methods training could be verified prior to an Honors student's defense of his/her thesis proposal. This additional layer of vetting was seen as a means by which the Honors Program could continue its on-campus thought leadership in the area of undergraduate research.

DISCIPLINARY RESEARCH REQUIREMENT

Honors Council has asked the Director of Honors to work with academic departments in establishing a list of research methods courses necessary for research work in their respective disciplines. Once that list of acceptable training courses has been identified, a segment of the Honors Thesis Proposal document will ask students to list the research methods courses they have completed; the student's departmental chair will sign the document verifying that the correct methodological courses have been taken.

PROCEDURE TO BE IMPLEMENTED

Honors Council members expressed enthusiasm for the current Honors assessment document housed in WEAVE. As part of ongoing improvements to assessment of the capstone Honors Thesis experience, Honors Council made changes to the Poster Session evaluation tool and the two Honors Thesis Symposium tools. In the interest of standardizing evaluation, numbers on the tool will be replaced with letters, which members agreed may have a more consistent meaning and resonance for faculty evaluators.

HONORS THESIS
ASSESSMENT IMPROVEMENTS

Honors Council expressed a general concern that the current SAGES mathematics requirement of MATH 145 Reasoning with Functions (an equivalent of high school Algebra II) is simply not a rigorous enough requirement for Honors students. Professor Tiffany Summerscales proposed working with the Director of Honors and the Chair of Mathematics, Professor Shandelle Henson, to design a proposed course that would focus on the big ideas of mathematics. Council was enthusiastic about this plan but wishes to ensure that a change in the requirement would not prove an enrollment barrier to humanities students interested in the Honors Program. Council members also requested benchmarking against other honors programs and an assessment of what mathematics courses have been previously taken by the majority of SAGES students.

HONORS MATHEMATICS REQUIREMENT

The Director of Honors indicated a desire to reinvigorate the Harold T. Jones Lectureship. The Director will request a statement of funds in the account so that a guest lecture can be planned for the 2012-13 school year.

HAROLD T. JONES LECTURESHIP

The meeting adjourned at 12:00 pm.

ADJOURNMENT

L. Monique Pittman, Chair





Graduate & Undergraduate Councils Program Development & Review Committee

Minutes for September 16, 2011 Administration Building Room 306

Christon Arthur, Martin Hanna, Barbara Huset (recording secretary), James Jeffery, Clifford Jones, Keith Mattingly, Faith-Ann McGarrell, Lynn Merklin, Alan Mitchell, Tiffany Summerscales, Alayne Thorpe, Carmelita Troy	Members Present
Thorpe, Carmenta Troy	
Rhonda Root, Sharon Prest	Guests
Larry Onsager, Ray Ostrander, Delyse Steyn	Regrets
Sallie Alger, Betty Gibson, Darah Regal, Martin Smith, Allen Stembridge	Members Absent
Prayer was offered by Clifford Jones.	Dwayou
Trayer was offered by Clifford Jolles.	Prayer
The minutes for the previous meeting were reviewed, and it was VOTED to approve the minutes for the meeting held on April 15, 2011.	Minutes
Rhonda Root and Sharon Prest brought us a report on the "Proposal for Documentary Film Degree." Points of discussion were: Courses pretty much in place; some updating required. Lots of student interest. No need for a large studio. Would shift out outdated courses. Would look at software that is affordable for a learning institution. Concern was expressed that the film courses would overlap with the Communication Department courses. Would another budget be added? What would Financial Administration input be? Earliest possible start date would be July 2012. Is there a marketing plan in place? Assessment plan must be in place before this proposal goes to Undergraduate Council. VOTED to bring this proposal back to PDRC.	Proposal for Documentary Film Degree
Christon Arthur brought us a report on the "Collaboration between Master of Science, Community & International Development and Master of Social Work." No new courses would be added. A course map and sequence were requested by the PDRC members. It was VOTED to accept the MSA Community & International Development and Master of Social Work.	Collaboration between MSA, Community & International Development and Master of Social Work

Christon Arthur brought us a report on the "Graduate Certificate: International Development and the Graduate Certificate: Organizational Leadership." These certificates are an exit plan for students who have been unable to complete their degree after six or seven years. It was VOTED to approve the graduate certificates.	Graduate Cer- tificate: Inter- national Devel- opment and Graduate Cer- tificate: Orga- nizational Lea- dership
Keith Mattingly brought us a report on the "Intensive English Language Program." Some students arrive on campus to begin their graduate studies but fail the exam for English as a Second/Foreign language. There was a discussion of offering a graduate-level program in English Studies for graduate students. This would be at no additional cost for students. VOTED to approve this program.	Intensive Eng- lish Language Program
Lynn Merklin commented that the Social Work Department was ready for the review process. It was VOTED that Martin Smith would be a member of the Social Work panel. Other members would include: Lee Olson, Duane McBride, and LeRoy Ruhupatty, with Herb Helm as an alternate member. It was decided to add an explanation on the calculation of retention rates for undergraduate programs to the program review instructions. These programs will be asked to calculate retention based on the number of sophomores and graduates.	P. Jood, Carelli P. Jagase Cyme.
Next Meeting: October 21, 2011	er the same of the

Barbara Huset, Recording Secretary

Minutes of the Undergraduate Council Andrews University March 7, 2011

Margarita Mattingly, chair; Tiffany Summerscales, vice-chair; Ben A. Maguad, secretary; Michelle Bacchiocchi, Gary Burdick, Carey Carscallen, Emilio Garcia-Marenko, Kristine Knutson, Shanna Leak, Gunnar Lovhoiden, Keith Mattingly, Donald May, Ray Ostrander, Stephen Payne, Rhonda Root, Dominique Wakefield, Gary Williams, Jeannie Wolfer

Members Present

Lee Olson Guest

The Chair led out in the devotional from the books of Numbers and Isaiah. She also offered the prayer.

Devotional & Prayer

The Chair welcomed the UGC members and called the meeting to order. Welcome

The UGC reviewed the minutes of its February 7, 2011 meeting.

Review of Minutes

VOTED to accept the UGC minutes dated February 7, 2011 and enter them into the record.

UGC2011.03.07A

The UGC discussed the Proposed Policy on Academic Integrity at Andrews University. Lee Olson fielded a question and answer session.

Integrity Code

VOTED to accept the concept of this University Integrity Code.

UGC2011.03.07B

VOTED to ask the Chair to take the proposed Integrity Code to the Deans of the College of Technology, the School of Business Administration, and the School of Education for discussion in their respective faculties with the purpose of education, clarification, and buy-in. The Deans will be asked to report the level of support to the Chair.

UGC2011.03.07C

The UGC reviewed the Program Development and Review Committee portfolio and specifically the program review process.

Program Review Process

VOTED to support the program review process developed by PDRC.

UGC2011.03.07D

The UGC discussed how quality control can be maintained in academic advising. A number of items were discussed:

Academic Advising

- What is considered a good practice
- Advising during the summer term

Proposed Policy on Academic Integrity at Andrews University

This document is intended to outline an Honor Policy that shares responsibility for academic integrity between the members of the scholarly community at Andrews University. The experience of other universities and the trend of current research suggest that the threat of sanctions for breaking rules set by administration and faculty does not appreciably reduce cheating on campuses, much less create a commitment to academic honesty within students. However, the same research indicates that investing administration, faculty, and especially students, with genuine roles in creating and fostering policy can facilitate the accomplishment of both goals. When peers promulgate and model academic integrity, when peers play a significant role in adjudicating breaches of that integrity, it is possible to create an atmosphere in which integrity becomes the expected norm on campus.

For these reasons, it is the council of the Faculty Standing Committee that any proposed changes to this policy that would significantly reduce student responsibility for academic integrity at Andrews University be made carefully.

Further, it seems crucial that the faculty advisors to the student Student Academic Integrity Council must, especially in the first few years of the policy, be individuals committed to the policy and adept at "coaching" students through their new responsibilities. The limited student feedback that the Faculty Standing Committee has received (primarily from AUSA officers) suggests that students will require a transition from the "top-down" model ("us versus them") to a model in which they are integrally involved in the process. This will require committed faculty mentoring and leadership.

It is the hope of the Faculty Standing Committee of the University Senate that these guidelines will be the first step in creating a campus-wide sense of Andrews University as a community of scholars working together to seek knowledge, affirm faith, and change the world.

Andrews University Honor Code

Learning in the university environment thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect between faculty and students. Success in this endeavor requires that each member of the learning community behave with honesty in all interactions-speaking truthfully to colleagues, co-learners, and teachers, completing all homework, tests, and papers with integrity, and citing sources correctly when utilized in scholarship. As a place of Christian and distinctly Seventh-day Adventist higher education, Andrews University anchors its practices in the teachings of Holy Scripture as well as in the centuries-long traditions of academe. Much as the apostle Paul calls believers to authenticity in their Christian walk, so the educational institution demands of its participants true and accurate self-representation. In his letter to the Ephesians, Paul advocates honesty as essential to the unified body of Christ's church. He calls believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness. So then, putting away falsehood, let all of us speak the truth to our neighbors, for we are members of one another" (Eph. 4:23-25, NRSV). As scholars and as servants of Christ, we build His living body through our honesty in both little and great things. To that end, Andrews University's faculty and students pledge to learn and grow together under the aegis of the following, institution-wide Honor Code that affirms honesty as a core component of education.

Section 1: Standards for Faculty

Because academic integrity grows out of a partnership between faculty, staff involved in academic endeavors, and students, faculty members of Andrews University promise to:

- 1. Model academic integrity both in the classroom and in the course of research activities and publication.
- 2. Cultivate academic honesty in each course, using the following means as deemed appropriate:
 - a. Make the Honor Code available to students.
 - b. Communicate clearly in the syllabus the expectations of the course, including what academic integrity means within the context of the course.
 - c. Explain acceptable source citation practices within the specific course or discipline.
 - d. Encourage use of campus learning resource.
- 3. Intervene when academic integrity is breached and report intentional violations.

Section 1.5: Standards for Staff involved in Academic Endeavors

Because academic integrity grows out of a partnership between faculty, staff involved in academic endeavors, and students, staff members of Andrews University promise to:

- 1. Model academic integrity in interactions with other members of the academic community.
- 2. Demonstrate integrity in the handling tests, data, or any other documents in their charge.
- 3. Intervene when academic integrity is breached and report intentional violations.

Section 2: Standards for Students

The Andrews University faculty pledge to promote classroom experiences that foster academic integrity. In the same way, students commit to do their part to build a community of honesty. Students promise to:

- 1. Present assignments, lab reports, and research findings that are not falsified in any way.
- 2. Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate.
- 3. Follow the source citation guidelines outlined by the course professor.
- 4. Submit work that is solely created by the person to whom it is assigned.
- 5. Contribute equitably when participating group-work.
- 6. Prepare for quizzes and examinations by study and review without stealing, accepting, or using unauthorized quizzes or examination materials.
- 7. Follow the professor's instructions regarding allowable aids during a quiz or examination.
- 8. Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources.
- 9. Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

Section 3: Honor Statements

Letters informing both graduate and undergraduate students of their acceptance to Andrews University, as well as appointment letters for members of the faculty, shall contain a statement regarding the role of the Student Academic Integrity Council, as well as the obligation of all members of the campus community to promote the highest standards of academic integrity. In addition, incoming students and faculty will be asked to sign a short pledge of commitment to upholding academic integrity at Andrews University.

Faculty Pledge

I promise on my honor as a member of the learning community at Andrews University that I will faithfully adhere to these Honor Code standards of academic integrity while conducting my teaching and scholarly activities.

Staff Pledge

I promise on my honor as a member of the learning community at Andrews University that I will faithfully adhere to these Honor Code standards of academic integrity while conducting my activities as a member of the staff.

Student Pledge

I promise on my honor as a member of the learning community at Andrews University that I will faithfully adhere to these Honor Code standards of academic integrity in the completion of all coursework requirements and scholarly projects.

Section 4: Student Academic Integrity Council¹

- 1. The Student Academic Integrity Council (SAIC) shall be composed of 11 students (6 undergraduates and 5 graduate students) in good standing, normally appointed in the spring for the following academic year, who may each be reappointed for an unlimited number of additional one year terms.
- 2. Appointments to the SAIC are made by the respective Deans upon recommendation from Department Chairs as follows:
 - a. College of Arts and Sciences appoints four students (three shall be undergraduate students and one shall be a graduate student)
 - i. College of Arts and Sciences (Health Professions) (1)
 - ii. College of Arts and Sciences (Humanities) (1)
 - iii. College of Arts and Sciences (Science/Math) (1)
 - iv. College of Arts and Sciences (Social Sciences) (1)
 - b. College of Technology appoints one student (1 undergraduate)
 - c. School of Architecture appoints one student (1 graduate student)
 - d. School of Business Administration appoints one student (1 undergraduate)
 - e. School of Education appoints two students (1 undergraduate and 1 graduate student)
 - f. SDA Theological Seminary appoints two students (2 graduate students)

¹Portions of this working policy are based on the Academic Integrity policies of Seaver College at Pepperdine University and La Sierra University which have given permission for its use. Further portions are based on the "Model Code for Academic Integrity" Gary Pavela, 24 Journal of College and University Law, 97-118 (Summer 1997)

- 3. Students interested in serving on the SAIC shall apply to the chairs of their departments
 - a. Applications due April 15 of the previous year
 - b. **The Senate Faculty Standing Committee recommends that some form of consideration be made for students willing to serve**
 - i. E.g., community service credits and/or waiving of some student fees
- 4. Two faculty advisors to the SAIC will be selected from the Faculty Academic Integrity Council (See Section 5:6:a:iii:b)
 - a. The advisors shall serve for a term of one year and may be reappointed for any number of additional one year terms.
- 5. All SAIC members shall be subject to training in activities and procedures of the SAIC at the beginning of the school year.
- 6. The SAIC shall have the following responsibilities and authority:
 - a. Advise and consult with faculty members and administrative officers on matters pertaining to academic integrity.
 - b. Participate in campus education of students and faculty regarding the AU Honor Code Policy under the direction of the Provost's Office and in conjunction with the Faculty Academic Integrity Council:
 - i. Educating new students at orientation and new faculty at faculty orientation
 - ii. Working with ITS to provide web-based resources aimed at enriching academic integrity.
 - iii. Organizing and initiating a yearly chapel focused on academic integrity.
 - c. Provide members to serve on Integrity Panels as required.
 - d. Maintain records of the SAIC's activities. Records shall be stored in the Office of the Provost, including:
 - i. Minutes of regular and ad-hoc meetings.
 - ii. Records of educational activities.
 - iii. All records of any Integrity Panels (including audio recordings).
 - e. Give annual reports to students and faculty on all actions taken by the SAIC, including but not limited to:
 - i. Educational efforts made by the Integrity Council.
 - ii. The number and levels of reported violations of academic integrity.
 - iii. Any sanctions initiated by faculty or Hearing Panels.
 - f. Because an ongoing assessment of this policy is crucial to its success, the SAIC will review policies and procedures and issue an annual report to the Provost on any recommended changes.
 - g. Consider requests to remove the grade of "XF" from University records in accordance with Section 8 of this working policy.
- 7. Administration shall provide an appropriate venue for the Integrity Panel to meet and conduct business as needed.

Section 5: Faculty Academic Integrity Council

- 1. The Faculty Academic Integrity Council (FAIC) shall consist of 11 faculty members, selected by the respective Deans as follows:
 - a. College of Arts and Sciences (Health Professions) (1 member)
 - b. College of Arts and Sciences (Humanities) (1 member)
 - c. College of Arts and Sciences (Science/Math) (1 member)
 - d. College of Arts and Sciences (Social Sciences) (1 member)
 - e. College of Technology (1 member)
 - f. School of Architecture (1 member)
 - g. School of Business Administration (1 member)
 - h. School of Education (2 members)
 - i. SDA Theological Seminary (2 members)
- 2. Appointments are made in the spring term for the following year or when vacancies occur.
 - a. Members appointed to fill vacancies that occur shall serve the remainder of the term of the member they are replacing.
- 3. Members serve 3 year terms, implemented on a staggered basis, with one third retiring annually. Members may be reappointed for any number of terms.
 - a. For the first year this policy is established, members will be appointed as follows:
 - i. Four three-year appointments
 - ii. Four two-year appointments
 - iii. Three one-year appointments
- 4. The FAIC acts as a pool of faculty members to serve on Integrity Panels as voting members or as moderators as needed.
- 5. All new members are subject to training in procedures of Integrity Panels at the beginning of each school year.
- 6. One member shall be appointed by the President of the University to act as Chair of the FAIC for a term of 1 year. A member may be reappointed for any number of terms.
 - a. Responsibilities of the Chair include:
 - i. Organizing a rotation of members to serve as faculty members and moderators on Integrity Panels as needed.
 - ii. Ensuring that new members receive adequate training in policies and procedures of Integrity Panels.
 - iii. Scheduling and chairing meetings of the FAIC to:
 - 1. Assess and revise FAIC procedures (Spring)
 - 2. Select two advisors to the SAIC from the FAIC members.
- 7. The advisors to the SAIC are responsible for:
 - a. Advising and consulting with the SAIC.
 - b. Acting as a liaison between the SAIC, the Faculty Academic Integrity Council, and the University.
 - c. Assisting the SAIC in coordinating the training of new members.
 - d. Assisting the SAIC in educating new students and new faculty regarding AU Academic Integrity Policy.
 - e. Initiating the process of selecting new SAIC members by April 15 of each year.

Section 6: Policy Regarding Violations of the Honor Code

An effective honor code must be adequately distributed, discussed, and enforced. This section deals with the enforcement portion of the code. When a faculty member perceives that a violation has occurred, the following steps apply.

- 1. The faculty member shall discuss the matter with the student involved, presenting their concerns and asking for a response.
- 2. After consulting with the student, if the faculty member is convinced that a violation has occurred, they shall determine the level of violation (in consultation with the department chair if needed).
 - a. With violations at level One, Two, or Three the faculty member shall
 - i. Assign a sanction and inform the student in person.
 - ii. Report the violation and recommended sanction using the online reporting form within 5 academic days.
 - 1. Reports are automatically forwarded to the student's academic advisor and the chair of the student's department.
 - b. With violations at Levels One, Two, or Three if the student:
 - i. accepts responsibility for the violation and agrees with the sanction
 - 1. The student fills in the appropriate portion of the report online within 5 academic days of being informed.
 - 2. These findings are not subject to appeal.
 - ii. fails to respond to the charges within 5 academic days of being informed
 - 1. The charges and sanction shall be applied to the student's record.
 - iii. disagrees with the charges and/or the sanction, the student may request an appeal to an Integrity Panel
 - 1. The student fills in the appropriate portion of the report online within 5 academic days of being informed of charges.
 - iv. In the case of a single violation at Level One, Two, or Three, the student may seek to have the violation removed from their student record.
 - 1. See Section 10
 - c. With violations at level Four the faculty member shall report the violation using the online reporting form within 5 academic days.
 - i This shall automatically alert the Chair of the FAIC, who shall convene an Integrity Panel. (See section 9).
 - ii The Integrity Panel shall consider the case and assign a sanction if one is required.
 - d. In the case of a first violation at any level, the student shall be required to complete a seminar focused on academic integrity.
 - i. As part of the seminar, the student shall write a reflective paper outlining their attitudes and responsibilities toward academic integrity at Andrews University. This paper shall be kept in the student's record.

Section 7: Levels of Academic Integrity Violations

A particular violation of the Andrews University Honor Code will fall somewhere along a spectrum. In an effort to assist faculty and students in understanding this spectrum, the following rubric can help guide faculty and the SAIC to determine the appropriate level of violation.

Level One: Level One violations may occur because of inexperience or lack of knowledge of principles of academic integrity. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. Cases involving this first level are primarily viewed as "teaching opportunities" and are therefore to be handled by the instructor in consultation with the student and subsequently reported.

Level One violations include, (but are not limited to) the following examples:

- Using a false excuse to delay taking a test.
- Working with others on an assignment when asked for individual work.
- Receiving unpermitted help from someone on an assignment.
- Failing to footnote or give proper acknowledgment to a written, internet, or oral source in an extremely limited section of an assignment. This includes changing some words but copying whole phrases, quoting less than all the words copied, paraphrasing without attribution, copying the syntactical or organizational structure of another writer, using unique or apt phrases from another writer, or not using quotation marks to cite a passage.
- Engaging in any of the following activities during an examination when prohibited: talking, having notes visible, leaving the exam room without permission, looking at another's paper, or failing to stop when time is called.
- Committing other minor or unintentional infractions of academic integrity.

Recommended consequences for violations at Level One may include:

- Submission of a rewritten assigned paper, and/or
- Completion of a make-up assignment or paper at a more difficult level than the original assignment, and/or
- Receipt of a zero for the original assignment.

Level Two: Level Two violations are characterized by dishonesty of a more serious nature or by dishonesty that affects a more significant aspect or portion of the course work. Cases involving this second level are still primarily viewed as "teaching opportunities" and are therefore to be handled by the instructor in consultation with the student and subsequently reported. A second instance of a level Two violation constitutes an automatic Level Three or higher violation.

Level Two violations include (but are not limited to) the following examples:

- Learning what is on a test from someone who has already taken it.
- Falsifying/fabricating a bibliography.
- Using significant portions of information for a report without acknowledging the sources of the Collaborators.
- Giving or receiving assistance to/from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking without acknowledging such assistance in a paper or project.
- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor(s).
- Removing posted or reserved material, or preventing other students from having access to it.

Recommended consequences for violations at Level Two are consequences for Level One and also may include:

- Lowering a course grade, or a course grade of F.
- In the case of a Level Two violation when the student has prior academic integrity violations, an "XF" grade may be assigned for the course by the SAIC.

Level Three: Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements, or involves premeditation, or is preceded by three or more violations at Levels One and Two.

Level Three violations include (but are not limited to) the following examples:

- Committing any premeditated Level Two violation involving a major portion of coursework.
- Copying from another student on a test/exam.
- Helping someone else cheat on a test.
- Using an unauthorized electronic device to obtain information on an exam.
- Copying material almost word for word from a written source without citation.
- Fabricating or falsifying lab or research data.
- Taking an exam for another student.
- Altering an exam and submitting it for re-grading.
- Downloading a paper or major sections of a work from the internet.
- Presenting the work of another as one's own.
- Permitting another to present one's work as their own.
- Buying or selling unauthorized aid on examinations, papers, or grades.
- Offering or accepting bribes related to academic work.
- Translating work from one language into another and submitting as one's own work.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Lying to Andrews Integrity Panel members during an investigation or Integrity Panel. This may constitute a second charge, with the members who were present during that specific hearing acting as accusers.

Recommended consequences for violations at Level Three may include:

- Lowering a course grade, or
- A course grade of F, or
- An XF grade indicated on the transcript for the course.

Level Four: Level Four violations represent the most serious breaches of intellectual honesty. All cases involving Level Four violations are to be brought before an Integrity Panel.

Level Four violations include (but are not limited to) the following examples:

- Multiple Level Three violations.
- Stealing an examination from a professor or from a University office.
- Falsifying a transcript to secure entry into the University or change the record of work done at the University.
- Falsifying any official University documents by mutilation, addition, or deletion.

The recommended consequence for a Level Four violation is expulsion from the University with XF grades for relevant courses and "Academic Integrity Expulsion" on the student's transcript. A student may reapply to the University after one year, and may be readmitted upon the approval of the Andrews Faculty Academic Integrity Council, the Student Academic Integrity Council, and the Admissions Committee (for undergraduates) or the program faculty (for graduate students).

Section 8: The "XF" Grade

- 1. The grade of "XF" can be given to indicate an F for violation of academic integrity policies. If imposed in accordance with procedures specified in this Code, it shall be recorded on the student's transcript with the notation "failure due to academic dishonesty."
 - a. The grade of "XF" shall be treated in the same way as an "F" for the purposes of grade point average, course repeatability, and determination of academic standing.
- 2. No student with an "XF" notation on his or her transcript shall be permitted to represent the University in any extracurricular activity, or run for or hold office in any student organization that is allowed to use University facilities, or receives University funds.
- 3. A student may file a written petition to the SAIC to have the grade of "XF" removed and permanently replaced with the grade of "F". The decision to remove the grade "XF" shall rest with the discretion of the majority of a quorum of the SAIC (or as otherwise provided by SAIC bylaws), provided that:
 - a. 12 months have elapsed from the time of the petition and the time that the "XF" grade was imposed.
 - i. A letter shall be automatically generated and sent to the student and to the student's academic advisor when 12 months have passed.
 - b. AND, at the time the petition is received, the student has successfully completed a non-credit seminar on academic integrity.
 - For the person no longer enrolled at the University, an equivalent educational activity, as determined by the SAIC in consultation with the Provost.
 - c. AND, a FAIC advisor certifies that no reports of violations of the honor code have been received from the University or from another academic institution.
- 4. Prior to deciding a petition, the SAIC shall review the record of the case and consult with the SAIC advisor and the Dean of the school of the student's identified degree. Generally, the grade of "XF" ought not to be removed if awarded for an act of academic dishonesty requiring significant premeditation.
- 5. The decision of the SAIC shall not be subject to subsequent SAIC review for four years, unless the SAIC specifies an earlier date on which the petition may be reconsidered.
- 6. SAIC determinations pertaining to the removal of the "XF" grade penalty may be appealed to the Dean of the student's school/college. The Dean shall confer with the Provost in all such cases.
 - a. If the Dean removes the grade of "XF" from the student's transcript, the Dean will provide written reasons for removing the "XF" to the SAIC and will discuss them with the FAIC advisor to the SAIC.

Section 9: Integrity Panels

- 1. An Integrity Panel shall be "initiated" if:
 - a. A student disagrees with the charges and/or the sanctions imposed by a faculty member for a Level One or Level Two violation and requests the adjudication of an Integrity Panel (see 6:b:iii).
 - b. Or a student is accused of:
 - i. A third Level One violation or
 - ii. A second Level Two or Level Three violation or
 - c. Or a student is accused of a Level 4 violation.
- 2. An Integrity Panel is composed of 6 members as follows:
 - a. 5 voting members:
 - i. 3 students selected from the SAIC by the Chair of the SAIC.
 - 1. If the student in question is a graduate student, at least 1 of the HP members must be a graduate student.
 - ii. 2 faculty members from the FAIC
 - 1. A rotation of FAIC members will be established at the beginning of the school year by the Chair of the FAIC to serve as members of Integrity Panels
 - 2. If the student in question is a graduate student, at least one of the members will be a regular member of the Graduate Faculty.
 - iii. 1 non-voting Moderator from the FAIC
 - 1. The Moderator will be selected by the Chair of the FAIC from the Faculty Honor Committee.
 - 2. The role of the Moderator is to exercise impartial control over the Honor Board in order to achieve an equitable, orderly, timely and efficient process.
 - The Moderator is authorized to make all decisions and rulings necessary and proper to achieve that end, including such decisions and rulings as pertain to scheduling and to the admissibility of evidence.
 - b. If in the judgment of the Moderator there is reasonable cause to question the impartiality of a board member, the Moderator will so inform the Chair of the FAIC, who will reconstitute the Panel.
 - d. All 5 voting members of the Integrity Panel must be present to decide a case.
- 3. The purpose of an Integrity Panel is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred.
 - a. In keeping with the spiritual principles underlying mission of Andrews University and the ultimate premise and justification of academic life, the duty of all persons at an Integrity Panel is to assist in a thorough and honest exposition of all related facts.
 - b. The basic tenets of scholarship--full and willing disclosure, accuracy of statement, and intellectual integrity in hypothesis, in argument and in conclusion--must always take precedence over the temptation to gain a particular resolution of the case.
 - c. An Integrity Panel is not in the character of a criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same social functions. It is not a court or tribunal. Rather, it is an academic process unique to the community of scholars that comprise a university.

The following is a temporal outline for guiding the process of convening an Integrity Panel in a timely manner. It is recognized that circumstances may not always allow this outline to be strictly followed. Therefore, a reasonable flexibility must be allowed by the parties when understandable difficulties arise.

- 4. The Chair of the FAIC shall be informed electronically (immediately) when an Integrity Panel is initiated.
 - a. Within 2 academic days of being informed the FAIC Chair shall:
 - i. Select a Moderator able to serve AND
 - ii. Provide the Moderator with the names of faculty who will serve on the Integrity Panel.
- 5. Within 2 academic days of being selected, the Moderator shall:
 - a. Confer with the instructor, the student involved, and the faculty members of the Integrity Panel to agree on a date, time, and place of the Integrity Panel
 - i. Panels should be set at times that do not interfere with the classes of involved student or faculty, AND
 - b. Inform the Chair of the SAIC of the date, time and place.
- 6. Within two academic days of being informed, the SAIC chair will:
 - a. Find 3 members able to serve from the SAIC AND
 - b. Inform the Moderator which students members will serve.
- 7. Within 3 academic days of agreeing on the time and place of the panel, the instructor and the student should:
 - a. Inform the Moderator whether they will attend personally.
 - i. If an Integrity Panel is going to hear a student appeal, the student <u>must</u> be in attendance.
 - 1. Failure to attend for reasons other than emergency or illness established by a doctor's note will result in a decision against the student and application of the sanction recommended by the faculty member.
 - b. Submit any/all material evidence associated with the case to the Moderator.
 - c. Submit the names of any witnesses or advisors that will attend to the Moderator.
- 8. Within 1 academic of receiving them, the Moderator will forward all evidence and witness/advisor lists to the members of the Integrity Panel.
 - a. Integrity Panel members will be given two days to consider the evidence before the Panel convenes.
- 9. In order to comply with the times given above, an Integrity Panel shall convene no sooner than 4 academic days and no later than 12 academic days from the date it is initiated. Panels should be set at times that do not interfere with the classes of involved student or faculty.
- 10. The student and the faculty member may each bring an advisor who is a member of the Andrews University academic community.
 - a. No later than three working days prior to the hearing, parties wishing to bring an advisor must notify the chair of SAIC of the name and academic affiliation of the person they are bringing.
 - b. Advisors are there only to counsel their advisees during the hearing and are not allowed to address the panel or question any person at the panel.
 - Advisors may not address the review panel, and are authorized to be in the hearing room solely to advise their advisee, provided they do so without interfering with or disrupting the Integrity Panel.

- ii. Even if accompanied by an advocate and/or an advisor, the student must take an active and constructive role in the Integrity Panel.
 - 1. In particular, the student must fully cooperate with the Integrity Panel and respond to its inquiries without undue intrusion by an advocate or advisor.
- iii. In consideration of the limited role of advocates and advisors, and of the compelling interest of the University to expeditiously resolve allegations of academic dishonesty, the work of an Honor Board will not, as a general practice, be delayed due to the unavailability of an advocate or an advisor.
- c. Student, instructor, and witnesses are questioned only by the panel.
 - During the hearing statements are made to the panel, though the student and the instructor may respond to each other's comments.
 - ii. Student/instructor do not have a right to cross-examine witnesses or each other.
- 11. Hearings will be structured to allow the instructor and student to make statements and respond to questions both in each other's presence, and without each other's presence.
- 12. Students may be found guilty of academic dishonesty on the basis of direct evidence, circumstantial evidence, or a combination of the two.
 - a. The standard of evidence used by the Integrity Panel is clear and convincing.
 - b. For cases involving Third or Fourth Level violations, students are presumed innocent unless clear and convincing evidence exists against them.
 - c. A simple majority of Integrity Panel members is decisive.
- 13. A hearing should generally be completed in 60 minutes or less.
- 14. The student and the instructor are to be notified of the Integrity Panel decision within 3 academic days.

Definitions regarding Integrity Panels

"Academic Days" refers to normal school days during the academic year (Fall and Spring semesters). During times when summer school is in session, the number of working days specified in this document may at times be increased if deemed necessary by the Advisor of the AHC, but should not normally extend beyond twice the number of working days specified herein.

The "academic community" is defined as faculty, professional staff, and students of Andrews University.

Section 10: Clearing a Student's Records of Violations

- 1. A cleared violation is one that the SAIC believes was minor, and the student's lack of further violations suggests that the violation is unlikely to reflect negatively on the student's character.
- 2. The SAIC will not consider the student's cleared violation negatively when hearing further cases from the student, or when deciding whether to clear further violations.
- 3. Level Three and Four academic integrity violations are not normally cleared.
 - a. In unusual cases in which new information has been brought to light, the academic integrity committee may choose to reconsider a student's appeal.

- 4. After a level One or Two academic integrity violation has been on a student's record for one year, the student may request that violation be recorded as cleared in her or his record.
 - a. When considering such requests, the academic integrity committee will take into account:
 - i. the severity of the violation.
 - ii. whether the student has additional academic integrity violations on her or his record.
 - iii. the student's statements regarding the incident on the incident report.
 - iv. the student's participation in an academic integrity seminar and their written reflection piece (See Section 6:2:d).
- 5. If a student's record of academic integrity violations consists of only a single Level One or Level Two violation, then that violation will be automatically cleared upon that student's graduation.
- 6. Violations that have been cleared are removed from the student's academic record, and are not reported as a violation when the student's record is released.