

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

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

Members present

Lee Davidson, Eunice Dupertuis, Richard Show, Nadine Shillingford

Apologies

Lynelle Weldon

Prayer

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

2005-2006 Council officers

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

Articulation agreement progress

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

Academic calendar

*Signed by email*

---

Douglas Jones, chair and recording secretary

**From:** "Emilio Garcia-Marenko" <egm@andrews.edu>  
**Subject:** RE: Generic Articulation Agreement  
**Date:** April 27, 2005 10:36:47 AM EDT  
**To:** "Oystein LaBianca" <labianca@andrews.edu>  
**Cc:** <garyw@andrews.edu>, <lesherl@andrews.edu>, "Education Counseling Psychology" <ecp@andrews.edu>, "Alaina Bell" <ajbell@andrews.edu>, <gilless@andrews.edu>, <rroot@andrews.edu>, "Charles Tidwell" <tidwell@andrews.edu>, "Pat Mutch" <mutchp@andrews.edu>, "Bill Richardson" <billr@andrews.edu>, "Don May" <may@andrews.edu>, <douglas@andrews.edu>, <gumguy@andrews.edu>

Dear Sten,

I want to thank you for your effort and the long hours you committed to come up with recommendations regarding the situation of students from Norway and other countries in similar situations. I believe the work you have done is highly valuable and it will continue to help us grapple with the issues involved and bring a happy resolution. Since this is not my committee but an Undergraduate Council's committee, I do not know if I will continue to serve on it next year. If I do, it is my commitment to keep pressing for a fair solution to this important matter.

I believe you understand that it is brave to bring to the table an issue that in some ways has been resolved by decisions made by the national organization that sets standards regarding evaluation of international credentials. I do not remember if this was referenced in our discussions, but you will recall that I gave you also a copy of the section on Norway of the last edition of the *International Guide to Qualifications in Education*, the publication from the British Council based on NARIC (The National Academic Recognition Information Center for the United Kingdom), which essentially takes the same position that AACRAO takes.

I concur that we need to push for defensible positions that disagree with those of organizations that set standards on these matters, who at the same time have a strong voice and influence upon NCA, our accrediting organization. At the same time, the outcome of our work must provide all possible protections for our students and for the institution. You have challenge us to take a stance that would bring change nationally, and I take that challenge seriously. I prefer, however, to work from a position of compliance with existing regulations.

Again, I deeply appreciate your work and the large amount of information regarding our school in Norway that you have brought to the table. The committee agreed with your decision to withdraw from your role as champion of this cause, but I do not think this will prevent us from consulting further with you if this is needed.

Sincerely,

Emilio Garcia-Marenko

---

**From:** Oystein LaBianca  
**Sent:** Sunday, April 24, 2005 11:40 AM  
**To:** Emilio Garcia-Marenko; Charles Tidwell; Pat Mutch; Bill Richardson; Don May; douglas@andrews.edu; gumguy@andrews.edu  
**Cc:** garyw@andrews.edu; lesherl@andrews.edu; Education Counseling Psychology; Alaina Bell; gilless@andrews.edu; rroot@andrews.edu  
**Subject:** RE: Generic Articulation Agreement

Dear Emilio:

As promised, here is a generic version of the articulation agreement draft that I shared with your sub-committee last week. I want herewith to thank you for the opportunity to collaborate with your team on ways to streamline transfer of credits for students from overseas institutions. I have learned a great deal in the process, and hope some of my findings, observations and reflections over the emails and in committees will benefit future discussion and formulation of policy in this area. I concur with the recommendation of the committee that I no longer serve as the main champion of this initiative as there may be a problem with conflict of interest. If I can be of further assistance with this matter at some future point, please don't hesitate to ask. In the meantime, I trust that you and your team will prevail in developing a protocol that will be consistent with Andrews' flagship role in serving the educational needs of our worldwide church. Sincerely, Sten LaBianca

**Articulation Agreement between  
Andrews University and  
Overseas Partner Institution  
(Upper Secondary/Junior College)**

Based upon the mutual concern for the continued growth of Seventh-day Adventist students from Norway and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, we mutually subscribe to the following:

1. Faculty and departments involved in delivery of general education courses at Andrews University will collaborate with designated overseas partner institution faculty/administrators to identify courses

and proficiency levels that can satisfy Andrews requirements for mastery in specific general education subjects.

2. Andrews and overseas partner institution faculty/administrators will draw up an articulation agreement that will serve as the basis for granting advanced standing (24-32 semester credits) to students who are accepted and enrolled at Andrews.
3. Overseas partner institution students who have successfully completed courses specified in the agreement with a minimum grade point average of 3.0 on a 4.0 scale will be granted advanced standing at Andrews University in accordance with terms specified in the articulation agreement.
4. Guidance and support for pre-collegiate students will occur at the secondary level and will continue at Andrews University through individual and/or group counseling sessions.
5. Students from overseas partner institutions who apply to study at Andrews need to meet all financial and visa requirements for student entry to the U.S.
6. Should the student fail to make satisfactory progress during the first two semesters of study at Andrews (must maintain a GPA of 3.00), the student may be required to transfer back to a lower level at the discretion of the College Dean.
7. All college level credits will be awarded after the student is accepted and has enrolled as an Andrews University student. Tuition will be waived for these proficiency credits, however, a fee of \$\$.00 per course will be charged to and paid by the student.
8. The college course(s) covered by this articulation agreement are designed to lead to the Bachelor of Arts or a Bachelor of Science from Andrews University. Students may apply to transfer to other degree programs on campus upon completion of all prerequisites for such programs.
9. This agreement will be in effect upon signing of both parties and is subject to review and renewal in May of each academic year. The articulation agreement will also be reviewed annually to ensure continuity of instruction between secondary and post-secondary levels.

Overseas Partner Institution Representative

Date

Andrews University Representative

Date



From: "Oystein LaBianca" <labianca@andrews.edu>

Subject: **RE: Generic Articulation Agreement**

Date: April 24, 2005 12:40:18 PM EDT

To: "Emilio Garcia-Marenko" <egm@andrews.edu>, "Charles Tidwell" <tidwell@andrews.edu>, "Pat Mutch" <mutchp@andrews.edu>, "Bill Richardson" <billr@andrews.edu>, "Don May" <may@andrews.edu>, <douglas@andrews.edu>, <gumguy@andrews.edu>

Cc: <garyw@andrews.edu>, <lesherl@andrews.edu>, "Education Counseling Psychology" <ecp@andrews.edu>, "Alaina Bell" <ajbell@andrews.edu>, <gilless@andrews.edu>, <rroot@andrews.edu>

Dear Emilio:

As promised, here is a generic version of the articulation agreement draft that I shared with your sub-committee last week. I want herewith to thank you for the opportunity to collaborate with your team on ways to streamline transfer of credits for students from overseas institutions. I have learned a great deal in the process, and hope some of my findings, observations and reflections over the emails and in committees will benefit future discussion and formulation of policy in this area. I concur with the recommendation of the committee that I no longer serve as the main champion of this initiative as there may be a problem with conflict of interest. If I can be of further assistance with this matter at some future point, please don't hesitate to ask. In the meantime, I trust that you and your team will prevail in developing a protocol that will be consistent with Andrews' flagship role in serving the educational needs of our worldwide church. Sincerely, Sten LaBianca

**Articulation Agreement between  
Andrews University and  
Overseas Partner Institution  
(Upper Secondary/Junior College)**

Based upon the mutual concern for the continued growth of Seventh-day Adventist students from Norway and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, we mutually subscribe to the following:

1. Faculty and departments involved in delivery of general education courses at Andrews University will collaborate with designated overseas partner institution faculty/administrators to identify courses and proficiency levels that can satisfy Andrews requirements for mastery in specific general education subjects.
2. Andrews and overseas partner institution faculty/administrators will draw up an articulation agreement that will serve as the basis for granting advanced standing (24-32 semester credits) to students who are accepted and enrolled at Andrews.
3. Overseas partner institution students who have successfully completed courses specified in the agreement with a minimum grade point average of 3.0 on a 4.0 scale will be granted advanced standing at Andrews University in accordance with terms specified in the articulation agreement.
4. Guidance and support for pre-collegiate students will occur at the secondary level and will continue at Andrews University through individual and/or group counseling sessions.
5. Students from overseas partner institutions who apply to study at Andrews need to meet all financial and visa requirements for student entry to the U.S.
6. Should the student fail to make satisfactory progress during the first two semesters of study at Andrews (must maintain a GPA of 3.00), the student may be required to transfer back to a lower level at the discretion of the College Dean.
7. All college level credits will be awarded after the student is accepted and has enrolled as an Andrews University student. Tuition will be waived for these proficiency credits, however, a fee of \$\$.00 per course will be charged to and paid by the student.
8. The college course(s) covered by this articulation agreement are designed to lead to the Bachelor

of Arts or a Bachelor of Science from Andrews University. Students may apply to transfer to other degree programs on campus upon completion of all prerequisites for such programs.

9. This agreement will be in effect upon signing of both parties and is subject to review and renewal in May of each academic year. The articulation agreement will also be reviewed annually to ensure continuity of instruction between secondary and post-secondary levels.

Overseas Partner Institution Representative

Date

Andrews University Representative

Date

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

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

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

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

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

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

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

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

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

# DIGITAL MEDIA AND PHOTOGRAPHY

Harrigan Hall, Room 227  
(269) 471-3450 or (800) 909-8812  
FAX: (269) 471-6655  
maxwella@andrews.edu  
http://www.andrews.edu/COT/

## Faculty

Arturo Maxwell, Chair  
Rodrick A. Church  
Jeffrey E. Forsythe  
Sharon J. Prest  
David B. Sherwin  
Renee A. Skeete  
Dustin J. Thorne  
Marc G. Ullom  
Jeffery E. Wines

Academic Programs	Credits
<b>Bachelor of Fine Arts:</b>	
<b>Multimedia Arts</b>	72-75
<b>Photography (Commercial or Fine Art)</b>	72-75
<b>Video Production</b>	72-75
<b>Web Design</b>	72-75
<b>Associate of Fine Arts: Digital Media</b>	38-40
<b>Minors:</b>	
<b>Digital Media</b>	20
<b>Photography</b>	20
<b>Other BFA Options at Andrews University</b>	
<b>Art Direction/Advertising</b>	
<b>(Pre) Art Therapy</b>	
<b>Fine Arts</b>	
<b>Graphic Design</b>	

## Programs

By the end of the sophomore year students need to complete 16 hours in their respective major. They must also submit a portfolio of their work to the department, along with a formal application to the program they are pursuing. The review is a time when faculty evaluate student progress by examining the technical and creative abilities. Students must present their portfolios to the faculty, discuss goals, and intelligently defend their work.

Applications and portfolios are reviewed by the department during the month of May, and applicants are notified no later than June 30 of acceptance into the program. For graduation students must have a cumulative GPA of 2.75 in their major.

## Bachelor of Fine Arts—72-75

The three closely related departments of Art & Design, Communication, and Digital Media & Photography offer students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). This degree incorporates core subjects in these three areas, with a major in the career field of choice. The degree will be shaped to match the goals of the students, and to meet the needs of the marketplace, whether in the world of art, communication, design or technology. The BFA degree includes concentrations in Art Direction/Advertising, (Pre)Art Therapy, Fine Arts, Graphic Design, Multimedia Arts, Photography (Commercial and Fine Arts), Video Production, and Web Design.

## Core requirements for all majors under BFA—36-39

**Art History** (Choose 4 courses from this list)—12 credits:  
ARCH390; ARTH236, 235, 440; JOUR455; PHTO210, 300.

**Studio Core**—12-13 credits:  
ART104, 207; DGME130; PHTO115 or 116.

**Foundation Courses** (Choose 4 additional classes from this list)—12-14 credits:  
ART105, 106, 107, 214\*; DGME175\*, 215; MKTG310\*; VDEO130\*.  
\*Prerequisite class.

Choose a major from:

## Multimedia Arts

The multimedia arts major prepares students to produce corporate interactive marketing and advertising materials. Students learn to creatively produce and integrate multiple promotion products such as interactive DVDs, interactive CDs for commercial and corporate applications.

**Major in Multimedia Arts—36**  
COMM405; DGME185, 225, 347; MDIA390, 495; MKTG368; VDEO210, 390 plus 7 upper division credits of electives chosen in consultation with an advisor from Art Direction/Advertising, or Communications, Digital Media, Fine Art, Graphic Design, Photography, Video Production.

## Photography

Photography fosters creativity in the production of visual images. The subject of these images and the method used to create them is the focus of this study. The emphases encompass elements of digital, commercial, and fine arts imaging, focusing on individual creativity and photo-journalism. Students may choose a Commercial or Fine Arts direction in consultation with advisor.

### **Major in Photography—36**

MDIA495; PHTO200, 220, 285, 38, plus 17 credits of electives chosen in consultation with advisor, from Art & Design, Business, Communication, Journalism, Marketing, Multimedia Arts, Photography, Video.

### **Video Production**

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

#### **Major in Video Production—36**

ENGL467; JOUR230; MDIA390; VDEO216, 320, 340, 390, plus 15 credits of electives chosen in consultation with advisor, from Art and Design, Business, Photography, Communication, Journalism, Marketing, Multimedia Arts, Video, 3-D Modeling, 3-D Animation.

### **Web Design**

The Web Design major focuses on principles of aesthetics, content, delivery, user interface, web animation, screen design, and multimedia for the creation of web pages.

#### **Major in Web Design—36**

ART214, 414; BSAD355; DGME335, 347, 350; JOUR465; MDIA390 plus 7 credits of electives chosen in consultation with advisor, from Digital Media, Computer Science, Video Production, Graphic Design, or Communications.

### **Associate of Fine Arts: Digital Media—38-40**

#### **SEQUENCE OF TWO-YEAR AND FOUR-YEAR PROGRAMS**

The Department of Digital Media and Photography plans programs using the "ladder concept," allowing students to complete as much education as desired before entering the workforce. Two- and four-year programs are available. Students completing the two-year program may go directly into a four-year program in the same area without the loss of credits. The ladder concept allows students to reach the educational goals that best fit their specific needs.

### **Core requirements for AFA in Digital Media—18-20**

**Art History** (Choose 2 courses from this list)—6 credits:  
ARCH390; ARTH235, 236, 440; JOUR455; PHTO210, 300.

**Studio Core**—6 credits:  
ART207; DGME130.

**Foundation Courses** (Choose 2 additional classes from this list)—6-8 credits:  
ART105, 106, 107, 214; DGME175\*, 215; MKTG310\*; PHTO115, or 116; VDEO130.

\*Prerequisite class.

**Major—20**

DGME185, 215, 225, 250; MDIA495; VDEO210, plus 3 credits of electives in related area.

### **Minors**

A Minor can be a powerful complement to a main career focus. Minors are designed with flexibility to accommodate student's major(s).

#### **Digital Media—20**

DGME130, 175, plus 13 credits of electives chosen in consultation with advisor, from Art Direction/Advertising, Communications, Digital Media, Fine Art, Graphic Design, Photography, Video Production.

#### **Photography—20**

DGME175; MDIA275 or PHTO200; PHTO115 or 116 plus 8 credits of electives chosen in consultation with advisor, from Photography courses.

### **Other BFA Options at Andrews University**

#### **Art Direction/Advertising**

(See Department of Art & Design)

#### **(Pre) Art Therapy**

(See Department of Art & Design)

#### **Fine Arts**

(See Department of Art & Design)

#### **Graphic Design**

(See Department of Art & Design)

## **Courses** (Credits)

See inside front cover for symbol code.

## **DIGITAL MEDIA & PHOTOGRAPHY**

### **DGME130 \$ (3)**

#### **Introduction to Digital Media**

An introductory survey of the discipline of digital media. Students are introduced to electronic publishing, digital video editing, basic printing principles, sound digitizing, vector and raster graphics, interactive multimedia, image acquisition and output, web publishing and e-mail. Understanding the Macintosh computer is also covered. Lab required. *Fall, Spring*

### **DGME165 \$ (4)**

#### **Principles of Print Production**

A study of the publishing and screen graphics industries including prepress concepts, color science, digital printing, textile printing, digital image capture and color management. Also covers more traditional methods in design, layout, text and page composition, film assembly, imposition, and many different printing techniques to produce images on a substrate. Some business applications will be explored. Open to all students. *Fall*



**DGME175            \$ (4)*****Digital Imaging***

A study of raster graphic fundamentals as they apply to scanned images. Emphasis on image manipulation, restoration, tonal enhancement, on-screen graphics, and image acquisition and output. Visual and procedural problems relating to digital imaging will be covered, along with techniques of aesthetic and efficient image enhancement. Prerequisites: DGME130 with a C or better; and ART207. PHTO115 recommended. Lab required. *Fall, Spring*

**DGME185            \$ (3)*****Desktop Publishing I***

Students learn to produce publications on desktop computers, including: brochures, magazine covers, corporate stationery, book covers, etc. Course topics incorporate: effective page layout, basic color theory, monitor calibration, gray balance, tone compression, GCR and UCR, digital proofing, image acquisition, and final output. Applications of color theories and color separation are stressed. Lab required. Pre-requisite: DGME175. *Fall*

**DGME215            \$ (2)*****Digital Sound***

An introduction to digital sound acquisition, manipulation and storage techniques. Students learn fundamentals of sound terminology, audio digitizing and nonlinear editing. Students will then apply this knowledge to various video, interactive and web applications. Lab required. Prerequisite: DGME130. *Fall, Spring*

**DGME225            \$ (4)*****Digital Vector Graphics***

A study of digital vector graphic imaging emphasizing graphic production for print, digital multimedia, and web publishing. Lab required. Prerequisite: DGME130 or equivalent. *Fall*

**DGME250            \$ (3)*****Web Publishing***

Exploration of the design, storage, retrieval, and delivery of electronic information using text and graphic images. Emphasis on publishing via the Web, kiosks, HTML authoring, and digital formats. Effective organization and planning of data for delivery, efficient design, and ethics are examined. Lab required. Prerequisite: DGME130 or INFS110. *Fall, Spring*

**DGME305            \$ (3)*****Desktop Publishing II***

An advanced study of desktop publishing principles including: grid based layout, typographic applications, layout techniques for printing and web publications, effective electronic file preparation, preflighting, and tips for consistent color reproduction. Lab required. Prerequisite: DGME185. *Spring*

**DGME335            \$ (4)*****Web Animation***

A course of study designed to develop the skills necessary for producing effective animation for the Web. Lab required. Pre-requisites: ART104; DGME130 or equivalent. *Fall, Spring*

**DGME347            \$ (4)*****Creative Presentations***

A survey of leading multimedia techniques using state-of-the-art software and covering principles of effective digital multimedia production, interactive new media concepts, basic scripting, animation, digital imaging, and sound manipulation. Students produce digital interactive presentations, kiosks, and web-ready programs. Lab required. Prerequisites: DGME175, 215; VDEO210. *Fall*

**DGME350            \$ (4)*****Web Publishing II***

Advanced study of current web development technologies with emphasis in Java scripting, animation, site quality and efficiency. The class also stresses meeting customer needs, and new methods of web development. Lab required. Prerequisite: DGME250. *Fall, Spring*

**GRPH345            \$ (4)*****Advanced Screen Graphics***

An in-depth study on making process, simulated process, index and spot separations for screen printing. Other decorating methods will be explored such as transfers, foil, athletic numbering, glow-in-the-dark, puff and UV. Non-textile applications will also be explored such as decorating substrates like plastics (binders, CDs, etc.) and glass (simulated etch, etc.) and many other substrates. Prerequisite: DGME165. *Spring*

**MDIA194/494        (1-4)*****Project Course/Independent Study***

Development of a skill or independent study in a given area by working independently under the supervision of an instructor. Repeatable to 12 credits. Prerequisite: Permission of instructor. *Fall, Spring*

**MDIA390            (1-4)*****Internship***

On-the-job internship experience for students seeking industry experience which cannot be simulated in a classroom setting. A range of 120-150 clock hours of work are required for each credit. Selected in consultation with the advisor. May be repeated.

**MDIA275/485        (1-4)*****Topics in:***

Repeatable in various areas.

**MDIA495            (1-4)*****Portfolio Development in:***

Helps students develop a traditional or digital portfolio for employment or continuing educational purposes. Emphasis in direction, development, and refinement of the individual portfolio. Repeatable to 4 credits. Prerequisites: minimum of 30 credits in a major and permission of the instructor. *Fall*

**MDIA597 (1-3)**

***Independent Study***

Individual study or research under the direction of an instructor. Repeatable to 6 credits. Prerequisite: Permission of department chair.

**PHTO115 \$ (4)**

***Introduction to Photography***

Basic introduction to the principles of the camera and darkroom techniques with consideration toward composition, psychological, and aesthetic attitudes in black-and-white photography. Lab required. *Fall, Spring*

**PHTO116 \$ (3)**

***Introduction to Digital Photography***

Students are introduced to photography through the use of digital tools. Digital SLRs and Quadtone printers are used to explore the technical and aesthetic issues involved in the process of making images. Consideration will be given to digital workflow, managing data, and creating visually appealing photographs. Lab required. *Fall, Spring*

**PHTO200 \$ (4)**

***Advanced Photography I***

Develops the art of photographic perception and use of photography as a visual language. Emphasizes craftsmanship and awareness of tools available, as well as aesthetics, and the art of seeing creatively. Developing skills beyond introductory camera usage is emphasized. Lab required. Prerequisite: PHTO115. *Fall, Spring*

**PHTO210 (3)**

***History of Photography***

Historical study of significant contributors in the development of photography, and their influence on art and society. *Fall, Spring*

**PHTO220 \$ (4)**

***Color Photography I***

Designed to acquaint students with color materials, their handling and exposure. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color transparencies. Lab required. Prerequisite: PHTO115 or by permission of instructor. *Fall*

**PHTO285 \$ (4)**

***Studio***

Study of lighting techniques in standard-equipped studio, emphasizing portraiture, commercial illustration, and experimental techniques in black-and-white and color mediums. Lab required. Prerequisite: PHTO200. *Spring*

**PHTO300 (3)**

***Media Ethics***

An exploration and discussion of the media and its effect on society, covering such issues as body image, violence, politics, etc. Students study how to recognize the way moral values of media professionals influence themselves and society. *Spring*

**PHTO320 \$ (4)**

***Color Photography II***

An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image. Lab required. Prerequisites: DGME175; PHTO220. *Fall*

**PHTO365 \$ (4)**

***Advanced Digital Imaging***

In-depth manipulation using leading industry software, emphasizing high quality image acquisition and output. Students learn to produce duotones, create raster graphic collages, perform critical image enhancement, create custom palettes, and alpha channels for image compositing. Repeatable to 8 credits. Lab required. Prerequisites: ART207; DGME175 (with a B- or better); PHTO115. *Fall, Spring*

**PHTO385 \$ (4)**

***Advanced Studio***

An individual approach to an advanced level of studio photography. Students choose a concentration in the following areas: Portraiture, People/Fashion, Still-Life, Advertising/ Illustration, and Location Photography. This course is designed specifically to learn visual concepts and solve visual problems of the commercial photo industry. Repeatable to 12 credits. Lab required. Prerequisite: PHTO285. *Fall, Spring*

**PHTO400 \$ (4)**

***Digital Photographic Printing***

A study in color printing using traditional emulsion based processes and digital color output. Lab required. Prerequisites: PHTO220, 365. *Fall*

**PHTO410 \$ (4)**

***Advanced Photography II***

A course designed for the advanced photographer to investigate personal potential in visual exploration, experimentation, and technical excellence. Discussion involves expanding personal vision and exploring new techniques to achieve goals. Repeatable to 8 credits. Prerequisite: PHTO285. *Spring*

**PHTO425 (4)**

***Travel Photography***

Designed to be done in conjunction with on-location photography, and provides a background in the specific needs related to travel. Photographing people and their land in foreign environments is emphasized. Unique materials and equipment are discussed as they relate to travel photography. Repeatable to 8 credits. Prerequisite: PHTO115.

**VDEO130 \$ (2-3)**

***Introduction to Video***

An introductory course in videography emphasizing the terminology, aesthetics, and methods of video production. PHTO115 recommended. Lab required. *Fall*

Emphasis on interview techniques, story selection and structure. One lab required. Prerequisites: VDEO130, 210, 340. *Fall*

**VDEO210           \$ (3)**

***Digital Video Editing***

An introductory class covering the fundamental techniques and concepts of nonlinear editing. Students explore the process of video editing from conceptualization to final output. Emphasis on sequencing and continuity, use of visual effects, color correction, audio editing, media management, narration and industry terminology. Lab required. Prerequisites: DGME175, VDEO130. *Fall, Spring*

**VDEO320           \$ (3)**

***Video Compositing***

An introductory course covering the essential components in video compositing. Students learn how to create innovative visual effects and motion graphics for video. Emphasis on text animation, keyframing, masks, alpha channels, 3-D compositing, rendering, application integration, advanced visual and artistic effects. Lab required. Prerequisites: DGME215; VDEO210. *Spring*

**VDEO340           \$ (3)**

***Video Shooting***

An advanced study in digital video, exploring professional level cameras, lighting, sound and other equipment necessary to make good video, aesthetic issues of creating visual and audio stories, and developing skills and knowledge beyond an introductory level. Lab required. Prerequisites: ART214; JOUR230; VDEO130, 210. *Spring*

**VDEO360**

**3-D Imaging           \$ (4)**

A study of basic 3-D modeling principles and techniques. Students learn 3-D modeling terminology and how to create 3-dimensional models using polygonal, nurbs, and subdivision techniques. Students also learn basic lighting and surfacing. Lab required. Prerequisites: ART104; DGME175. *Fall*

**VDEO370           \$ (4)**

***3-D Animation***

A study of 3-D animation techniques implementing key frame, forward and inverse kinematics, dynamics, lighting, paint effects, rendering and more. Lab required. Prerequisites: DGME215; VDEO210, 360. *Spring*

**VDEO390           \$ (3)**

***DVD Authoring/Design***

A course emphasizing production of interactive DVD-Video, DVD authoring, work flow, story boarding, navigation, menu design, bit budgeting, video and audio encoding, DVD video navigational structures, web linking, proofing, pre-mastering, and recording to DVD-R. Lab required. Prerequisite: DGME347. *Spring*

**VDEO465           \$ (3)**

***Video Documentary***

Study and application of documentary storytelling techniques. Students will explore the technical and creative use of digital video cameras in documentary filmmaking.

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

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

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

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

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

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

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

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

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



**Articulation Agreement between  
Andrews University and  
Tyrifjord Videregaaende Skole (TVS)  
(Upper Secondary/Junior College)  
In Norway**

Date \_\_\_\_\_

Based upon the mutual concern for the continued growth of Seventh-day Adventist students from Norway and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, we mutually subscribe to the following:

1. Faculty and departments involved in delivery of general education courses at Andrews University will collaborate with designated TVS faculty/administrators to identify TVS courses and proficiency levels that can satisfy Andrews requirements for mastery in specific general education subjects.
2. Andrews and TVS faculty/administrators will draw up an articulation agreement that will serve as the basis for granting advanced standing (24-32 semester credits) to students from TVS who are accepted and enrolled at Andrews.
3. Students who have successfully completed TVS courses specified in the agreement with a minimum grade point average of 3.0 on a 4.0 scale will be granted sophomore level standing at Andrews University.
4. Guidance and support for pre-collegiate students will occur at the secondary level and will continue at Andrews University through individual and/or group counseling sessions.
5. Students from TVS who apply to study at Andrews need to meet all financial and visa requirements for student entry to the U.S.
6. Should the student fail to make satisfactory progress during the first two semesters of study at Andrews (must maintain a GPA of 3.00), the student may be required to transfer back to a lower level at the discretion of the College Dean.
7. All college level credits will be awarded after the student is accepted and has enrolled as an Andrews University student. Tuition will be waived for these proficiency credits, however, a fee of \$20 per course will be charged to and paid by the student.
8. The college course(s) covered by this articulation agreement are designed to lead to the Bachelor of Arts or a Bachelor of Science from Andrews University. Students may apply to transfer to other degree programs on campus upon completion of all prerequisites for such programs.
9. This agreement will be in effect upon signing of both parties and is subject to review and renewal in May of each academic year. The articulation agreement will also be reviewed annually to ensure continuity of instruction between secondary and post-secondary levels.

TVS Principal

Date

Andrews University Dean

Date

## FIRST DRAFT OF POSSIBLE COURSES TO BE INCLUDED IN AGREEMENT WITH TVS

### RELIGION

REL100 God in Human Life 3 cr  
Religion and Ethics 3 credits 3rd year  
Bible 2 credits 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> year (6 credits)

### ART/HUMANITIES

HIST117 Civilization and Ideas I 3 cr  
History 3 credits 2<sup>nd</sup> year and 4 credits 3<sup>rd</sup> year (7 credits)

### INTERNATIONAL LANGUAGES

9 cr  
Elementary French/German/  
German/French 4 credits 1<sup>st</sup> and 2<sup>nd</sup> year (8 credits)  
Spanish  
Spanish 4 credits 1<sup>st</sup> and 2<sup>nd</sup> year (8 credits)

### NATURAL SCIENCES

IDSC321 Scientific Inquiry I 3 cr  
IDSC322 Scientific Inquiry II 3 cr  
Natural science 5 credits 1<sup>st</sup> year  
CHEM110 Intro to Inorganic/Organic Chem 4 cr  
Chemistry I + II 3 credits + 5 credits  
Or PHYS115 Concepts of Physics 3 cr  
Physics I + II 5 credits + 5 credits  
Or BIOL100 Human Biology 3 cr  
Only biology I + II 3 credits + 5 credits

### MATHEMATICS

As per email from Math Department 3-9 cr  
Math 5 credits 1<sup>st</sup> year

### SOCIAL SCIENCES

GEOG110 Survey of Geography 3 cr  
Geography I 2 credits

### PE/WEELLNESS

HLED120 Fit and Well 1 cr  
PE 2 hours 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year

**Oystein LaBianca**

---

**From:** Keith Mattingly  
**Sent:** Monday, March 07, 2005 4:07 PM  
**To:** Oystein LaBianca; Emilio Garcia-Marenko; gumguy@andrews.edu; Lois Zygowiec; Charles Tidwell; Bill Richardson; Deby Andvik  
**Cc:** douglas@andrews.edu; davisd@andrews.edu; Bill Richardson; garyw@andrews.edu  
**Subject:** RE: Advanced Standing for TVS Graduates

Sten:

I reviewed the religion course offered by TVS for 13<sup>th</sup> year students. Their course more than satisfies the requirements for our RELT 340, Religion and Ethics in Modern Society. I would have no problem allowing credit for that class.

Keith Mattingly

---

**From:** Oystein LaBianca

History and Political Science Department  
Minutes  
January 13, 2005

**Call to Order:** Dr. Land called the meeting to order at 11:30 a.m. in NH 120. Members present: Gary Land, Brian Strayer, John Markovic, Jane Sabes, Brent Geraty and Terri Calkins.

**Prayer:** John Markovic

**Credit for Norwegian Upper Secondary History:** Dr. Land reported that the Records Office was reviewing their acceptance policy for overseas transfer classes from Upper Secondary Education. The office has used published standards to determine whether the work done translated to American high school or American college credits, but now Sten LaBianca is chairing a committee that will review each country's standard to determine how much credit Andrews will give for Secondary classes from that country. LaBianca has given Dr. Land a copy of the Curriculum for Upper Secondary Education in History from the country of Norway for departmental review.

The curriculum guide showed that the material covered during two years was equivalent to our Civilizations and Ideas courses I and II. However, a sizable portion of the course time was devoted to Norwegian history. It was decided to evaluate the standards by material covered and training in historical methods and techniques, rather than number of hours per course. Since the curriculum included a considerable portion of specifically Norwegian history, John Markovic moved that we accept Upper Secondary History from Norway, with a grade equivalent of 'B' or above, as replacing only HIST117 Civilizations and Ideas I (3 credits). The motion was seconded by Brent Geraty, and passed unanimously. (It was noted that students can CLEP out of HIST118 Civilizations and Ideas II if they pass the CLEP test.)

**Portfolio Evaluation:** Dr. Land handed out a first draft of a portfolio evaluation form which will help the department focus on what should be considered in the departmental review of a student's portfolio. Departmental assessment should cover what the students has learned and how well the portfolio reflects the success of our curriculum. The teacher of the class will determine how well the portfolio is put together. Dr. Land asked the faculty to look over the form and bring any ideas to the next meeting. He also suggested that students turn in their portfolios by April 1, so that the faculty have time to review the documents and the teacher grade and return them to the students before the semester ends.

**Research Presentations:** Dr. Land reviewed the assumptions on which the policy of senior paper presentations had been decided. This was to be a major paper for the student, to be presented to the entire departmental faculty, not just course teacher and other students. He pointed out that last year faculty attendance to the presentation had not been consistent, which undermines the message to the student of the presentation's importance. He asked whether or not the department wished to continue with this policy.

The faculty responded with willingness to come and be involved, but there had been problems with scheduling. Jane Sabes noted that many of the topics seemed to be on wars. Could other



## Oystein LaBianca

---

**From:** Pedro Navia [navia@andrews.edu]  
**Sent:** Wednesday, February 02, 2005 4:32 PM  
**To:** Oystein LaBianca  
**Cc:** Pedro Navia  
**Subject:** Answer to proposal

Hello Dr. Labianca,

After reading the document "Curriculum for Upper Secondary Education", prepared by the Ministry of Education, Research and Church Affair of Norway, I can tell you that students who completed high school and fulfilled the language requirement (all the hours mentioned in the document) in Norway, can receive up to eight college credits of Elementary Language at Andrews University. The options are French, German, and Spanish.

Please let me know if I can help you with something else.

Sincerely,

Dr. Pedro A. Navia  
Chair  
International Language Studies  
Andrews University

**Oystein LaBianca**

---

**From:** rob zdor [zdor@andrews.edu]  
**Sent:** Tuesday, February 08, 2005 12:14 PM  
**To:** Oystein LaBianca  
**Subject:** Re: Andrews Articulation Follow-up

Sten,

I forwarded your email to Delmer & I believe you have received a response from him. It appears that your request needs to be channeled through the appropriate university committees. rob

On Feb 8, 2005, at 10:46 AM, Oystein LaBianca wrote:

Dear Robert:

I am contacting you as I understand from Delmer Davis that you are in charge of the Scientific Inquiry component of the G.E. requirement.

I am assisting Enrolment Management with recruitment of students from my home country of Norway. There are a number of students from Norway who would like to study at Andrews, and they can get up to \$10,000 per year from the government to do so--but the government will not pay for the freshmen year. The reason for this is that they contend that by the time students finish the Norwegian secondary education system, they have completed 13 years and have the equivalent of the first year of college. Students normally start their university studies one year older than they do here in the U.S.

Attached are the curricula for physics, biology and chemistry which students from Norway complete as part of their secondary education. This is to ask if, in your opinion, this represents a level of mastery that would allow them to receive advanced standing in our G.E. science requirement--in other words, it would allow us to give them credit for one or two semesters of Scientific Inquiry. If you could take a look at what these students have covered, and then get back to me with a recommendation, I would appreciate this very much.

By separate email I will send you a copy of a similar action taken by the Math people.

Thanks in advance for your kind assistance with this matter. Sten LaBianca  
<Fysikk TVS.doc><Biologi.TVS.doc><Kjemi TVS.doc><Religion TVS.doc>

ANDREWS UNIVERSITY  
Policy For Transfer From Norwegian Secondary Schools  
Voted January 10, 2005

The Mathematics Department recommends that incoming students having completed the Norwegian Curriculum for Upper Secondary Education in Mathematics with grade of B or above be granted college credit as follows:

Students completing the "X" curriculum will be granted credit in

MATH 168 Precalculus

STAT 285 Elementary Statistics

MATH 141 Calculus I; students wishing to continue with MATH 142 Calculus II will be required to undergo additional screening to make sure they are ready.

Students completing the "Y" curriculum will be granted credit in

MATH 166 Precalculus Algebra or MATH 145 Reasoning with Functions, as desired

STAT 285 Elementary Statistics

MATH 182 Calculus with Applications (not a preparation for MATH 142 Calculus II).

## Oystein LaBianca

---

**From:** Harold James [hejames@andrews.edu]  
**Sent:** Thursday, February 24, 2005 11:12 AM  
**To:** Oystein LaBianca  
**Subject:** geography credit

Hello Sten,

You asked about geography credit for the Norwegian secondary studies in geography plus sociology. The combined syllabus materials cover most of what we cover in our 110 Survey of Geography. The amount of time the students spend on the subjects you shared with me more than compensates for the differences. I am sure that the students should come out of these two courses with a sense of the ways we handle data in both physical and cultural geography.

In short, I would be comfortable letting these students move directly ahead into more specialized courses involving physical/cultural geographic concepts.

Warm regards,

Harold



## Oystein LaBianca

---

**From:** Keith Mattingly  
**Sent:** Monday, March 07, 2005 4:07 PM  
**To:** Oystein LaBianca; Emilio Garcia-Marenko; gumguy@andrews.edu; Lois Zygowiec; Charles Tidwell; Bill Richardson; Deby Andvik  
**Cc:** douglas@andrews.edu; davisd@andrews.edu; Bill Richardson; garyw@andrews.edu  
**Subject:** RE: Advanced Standing for TVS Graduates

Sten:

I reviewed the religion course offered by TVS for 13<sup>th</sup> year students. Their course more than satisfies the requirements for our RELT 340, Religion and Ethics in Modern Society. I would have no problem allowing credit for that class.

Keith Mattingly

---

**From:** Oystein LaBianca  
**Sent:** Sunday, March 06, 2005 8:47 AM  
**To:** Emilio Garcia-Marenko; gumguy@andrews.edu; Lois Zygowiec; Charles Tidwell; Bill Richardson; Deby Andvik  
**Cc:** douglas@andrews.edu; davisd@andrews.edu; Bill Richardson; garyw@andrews.edu; Oystein LaBianca  
**Subject:** Advanced Standing for TVS Graduates

Dear Emilio:

I have a prepared below a proposal that I would like to present to the undergrad sub-committee on admissions and to the Undergraduate Council for their discussion and action.

Re: Advanced Standing for Students from TVS in Norway:

Based on 1) benchmarking with other U.S. institutions, 2) previous precedents in granting credits here on campus, and 3) evaluations of TVS offerings by the departments of behavioral sciences, international languages, history and math, I would like to recommend that a policy be adopted as soon as possible that automatically grants advanced standing status (min 24 credits) to students from TVS in Norway who have completed their Videregaaende Diploma. In support of this policy I offer the following findings of my research pursuant to this issue:

**1) Benchmarking Findings: Pacific Lutheran University Policy:** Their Director of International Admissions writes as follows: "Thank you for your email and request for further information on how we place Norwegian students at Pacific Lutheran University. We are very familiar with the Norwegian educational system, and currently have 44 Norwegians studying with us. We give them 32 credits for their "13th" year of high school. Therefore, they come as second year college students, or sophomores and only need 3 years to obtain their undergraduate (Bachelors) degree. This is very attractive to our Norwegian students. In regards to scholarships, we offer Scandinavian students the Nordic Grant, which covers their housing and meal plan during their entire stay at PLU. The value is the equivalent of \$6765 dollars for each academic year." Cheryl A. Hansen; Associate Director of International Admission; Pacific Lutheran University, Tacoma, WA 98447-0003 USA email: [cheryl.hansen@plu.edu](mailto:cheryl.hansen@plu.edu); phone: 253-535-8177

**2) Previous AU Precedent in Granting Credits from Norway:** In 1990 Andrews granted 59 quarter credits to Silje Naesheim, a TVS graduate. Her father writes in a recent email as follows: "As you will see from the attached Silje eventually got 59 quarter credits for her schooling in Norway. That was a bit more than the

average student should get, since she had taken some extra courses (from a second branch of emphasis) at Tyrifjord. I also attach a copy of another page from her transcript, and of her diploma, just as an exhibit to show that she had no trouble keeping up academically starting at the sophomore level." OS: Please also note we have recently given 24 semester credits to Linnea Helgesen, a current student from Norway.

**3) Evaluations by AU Departments:** I copy below recommendations from four campus academic departments:

a) *Department of Behavioral Sciences:* Email from Hal James re Geography: You asked about geography credit for the Norwegian secondary studies in geography plus sociology. The combined syllabus materials cover most of what we cover in our 110 Survey of Geography. The amount of time the students spend on the subjects you shared with me more than compensates for the differences. I am sure that the students should come out of these two courses with a sense of the ways we handle data in both physical and cultural geography. In short, I would be comfortable letting these students move directly ahead into more specialized courses involving physical/cultural geographic concepts. Warm regards, Harold

b) *International Languages Department:* Email from Pedro Navia: After reading the document "Curriculum for Upper Secondary Education", prepared by the Ministry of Education, Research and Church Affairs of Norway, I can tell you that students who completed high school and fulfilled the language requirement (all the hours mentioned in the document) in Norway, can receive up to eight college credits of Elementary Language at Andrews University. The options are French, German, and Spanish. Please let me know if I can help you with something else. Sincerely, Dr. Pedro A. Navia  
Chair, International Language Studies

c) *History Department:* Credit for Norwegian Upper Secondary History: Dr. Land reported that the Records Office was reviewing their acceptance policy for overseas transfer classes from Upper Secondary Education. The office has used published standards to determine whether the work done translated to American high school or American college credits, but now Sten LaBianca is chairing a committee that will review each country's standard to determine how much credit Andrews will give for Secondary classes from that country. LaBianca has given Dr. Land a copy of the Curriculum for Upper Secondary Education in History from the country of Norway for departmental review. The curriculum guide showed that the material covered during two years was equivalent to our Civilizations and Ideas courses I and II. However, a sizable portion of the course time was devoted to Norwegian history. It was decided to evaluate the standards by material covered and training in historical methods and techniques, rather than number of hours per course. Since the curriculum included a considerable portion of specifically Norwegian history, John Markovic moved that we accept Upper Secondary History from Norway, with a grade equivalent of 'B' or above, as replacing only HIST117 Civilizations and Ideas I (3 credits). The motion was seconded by Brent Geraty, and passed unanimously. (It was noted that students can CLEP out of HIST118 Civilizations and Ideas II if they pass the CLEP test.)

d) *Math Department:* Policy For Transfer From Norwegian Secondary Schools. Voted January 10, 2005: The Mathematics Department recommends that incoming students having completed the Norwegian Curriculum for Upper Secondary Education in Mathematics with grade of B or above be granted college credit as follows:

Students completing the "X" curriculum will be granted credit in

MATH 168 Precalculus

STAT 285 Elementary Statistics

MATH 141 Calculus I; students wishing to continue with MATH 142 Calculus II will be required to undergo additional screening to make sure they are ready.

Students completing the "Y" curriculum will be granted credit in

MATH 166 Precalculus Algebra or MATH 145 Reasoning with Functions, as desired

STAT 285 Elementary Statistics

MATH 182 Calculus with Applications (not a preparation for MATH 142 Calculus II).

4) **Actions Pending:** I have been corresponding with Keith Mattingly re transfer credit for religion and with Robert Zdor re transfer credits for Scientific Inquiry. I am still awaiting their replies.

**Bottom Line:** I think that no one is gaining from the case-by-case approach to granting credits to students from Norway--we need a uniform policy that will make Andrews an attractive option for students and that will reduce the hassle students have to go through to get credits transferred. Thanks for your kind cooperation in this matter.

osl

**Andrews University**  
**Undergraduate Council Academic Policies Subcommittee**  
*Minutes for meeting held March 24, 2005*  
*Room 316, Administration Building*

Emilio Garcia-Marenko, chair; Alaina Bell, recording secretary; Sharon Gillespie; Oystein LaBianca; Eileen Lescher; Rhonda Root; Nadine Shillingsford; Gary Williams.

**Members Present**

Meeting began with prayer by ???.

**Prayer and Welcome**

Two Issues for Discussion:

**Agenda: Two Issues**

1. Articulation process for Norwegian 13<sup>th</sup> year high school graduates
2. Curriculum Audit

1. Oystein LaBianca presented handouts and shared an issue concerning granting credits to graduates of Tyrifjord Junior College. These students take a 13<sup>th</sup> year of high school; and Norwegian government will only pay for three years of college. Various AU departments have reviewed curriculum for upper secondary education and are ready to give advanced credit.

**Challenge:** Grant advanced standing to TJC graduates.

**Challenge:** How can Andrews University grant advanced standing for graduates of Tyrifjord Junior College while maintaining credibility?

**Conclusion:** All council members agree to grant credit using some form of test measurement, like credit by exam or national/governmental exam.

**Conclusion:** Present information/findings to the Undergraduate Council.

**Vote:**

Bell, LaBianca and Shillingsford work out details and develop protocol for how to award credits to TJC graduates who meet certain requirements. LaBianca will then present information/findings to the UG council.

**Vote Carried**

Dr. Garcia-Marenko; 2<sup>nd</sup> – Sharon Gillespie

2. Emilio Garcia-Marenko suggested that the certain members of the subcommittee develop a curriculum audit plan.

**Challenge:** Develop curriculum audit

**Challenge:** Dr. Garcia-Marenko requested that the departments represented here develop a format that would provide information and statistics in a more aesthetic manner through the use of narrative and/or graphics.

**Goal:** To encourage other departments to follow suit.

**Goal:** To encourage other departments to develop a curriculum audit plan based on a model developed through this council.

Meeting closed at 5 p.m. Next meeting date was not set.

**Meeting Closed**

---

Emilio Garcia-Marenko, chair

---

Alaina Bell, recording secretary



**Andrews University**  
**Undergraduate Council Academic Policies Subcommittee**  
*Minutes for meeting held February 3, 2005*  
*Room 316, Administration Building*

Emilio Garcia-Marenko, chair; Alaina Bell, recording secretary; Sharon Gillespie; Doug Jones; Najeeb Nakhle; Rhonda Root; Nadine Shillingford; Gary Williams.

**Members Present**

Meeting began with prayer by Rhonda Root.  
Member Introductions.

**Prayer and Welcome**

Two Issues for Discussion:

1. Modification of English Language Efficiency Expectations in Academic Bulletin
2. Curriculum Audit

**Agenda: Two Issues**

1. Emilio Garcia-Marenko presented an issue from the English Language Institute and handed out copies of Pages 28, 44 from the 2004-2005 Academic Bulletin.

**Challenge:** Current policy/bulletin change

**Challenge:** According to the current bulletin, a student had to meet all requirements to be admitted to a degree program. If the student could not meet these, he/she was admitted into the English Language Intensive Program. After 9/11, the immigration department made it very difficult for students who were not accepted into an actual degree program in the United States.

**Conclusion:** Present statement to Undergraduate Council

**Conclusion:** Admit students into a program based solely on academic qualification independent of language requirement. Evaluate student's language proficiency and make adjustments afterward. After much discussion from the members, a statement was made to present to the Undergraduate Council for review.

**Statement:**

All students whose first language is not English may be accepted provisionally into an academic program based on their academic qualifications. Regular acceptance is subject to acquiring adequate English proficiency (offered by the university). The minimum requirement is a score of 550 on the TOEFL exam or 80 on the MELAB exam.

It was motioned by Doug Jones and seconded by Rhonda Root.

It was **voted** that the group accept and present the working statement to the Undergraduate Council for further review.

**Vote Carried**

2. Emilio Garcia-Marenko presented two handouts, Curricula and Course Development Policies, and Curricula Offerings by CRN.

**Challenge:** Strengthen curriculum

**Challenge:** The policies' handout reflects the standards at Andrews University. This committee needs to use information from both documents to focus on strengthening the curriculum.

**Conclusion:** Develop protocol

**Goal:** Develop a protocol based on the information in these handouts.

Meeting closed at 3 p.m. Next meeting date was not set.

**Meeting Closed**

---

Emilio Garcia-Marenko, chair

---

Alaina Bell, recording secretary

MINUTES UG Council Feb 7

Jeanette presented argument for changing the wording of admission process to accommodate intensive English. Would have to change I-20 to language study after campus arrival unless they are taking 3/4ths of classes in other areas. Najeeb says that "provisional" isn't a permitted word in I-20.

She is still confused about the graduate admissions. Still thinks that the folders are held until TOEFL is received.

I commented on the proposed language. Not really changing the policy but the application of policy. Suggested wording might be: "English Proficiency Requirement. All students whose first language is not English must demonstrate that they can read, speak, and understand English. A minimum score of 550 on the TOEFL exam or 80 on the MELA demonstrates such proficiency. Students who score below these levels will be required to complete intensive English coursework to achieve this score before enrolling in regular coursework."

VOTED in concept.

COT Digital Media proposal. Presented by Arturo Maxwell. Showed curricula. Steve Hansen present. He gave some history to the collaborative work -- core in his handout will be Bulletin ready, approved by CAS Courses & Curricula. "Really excited about possibility of working together and being a BFA family instead of competing with each other."

Arturo noted that this gives a great opportunity to cooperate with one brochure. Will cross-list concentrations.

Delmer asked about General Education requirements? No change in Bulletin tables. AT table continue? Or have a new one? -- Will do a new one. Need to have those ready immediately. Arturo said this would be ready.

VOTED.

**Will Aeronautical Technology change its name?**