

Arts & Sciences Faculty Meeting

Oct. 8, 2021

AGENDA

3:15-4:15 pm

via Zoom | <https://drew.zoom.us/j/94094858439>

CALL TO ORDER: 3:15 p.m.

Ryan Hinrichs

CONSENT AGENDA

Approval of Minutes

pp. 6

DEAN'S UPDATES

Ryan Hinrichs

PROVOST'S COMMENTS AND Q&A

ACTION ITEMS:

Proposal for Internal Dual-Degree Programs

Hannah Wells ----- pp. 12

Revisions of Academic Integrity Policy

Judith Redling ----- pp. 22

pp. 29

DISCUSSION ITEMS:

Brainstorming the future of remote learning in CLA

REPORTS:

Curricular Report

Hannah Wells ----- pp. 31

Enrollment Management Report

Colby McCarthy ----- pp. 36

CAE Report

Judith Redling ----- pp. 38

Launch Report

Daniel Pascoe Aguilar ----- pp. 40

Library Report

Guy Dobson ----- pp. 41

OLD BUSINESS/NEW BUSINESS

ANNOUNCEMENTS

Faculty Development Workshop

Rebecca Soderholm ----- pp. 44

Adjunct Office Hours

Rebecca Soderholm ----- pp. 45

Major Advisement for BA/MAT

Kristen Turner ----- pp. 46

The Drew Review Call For Papers

G. Scott Morgan ----- pp. 47

Frances Sellers Program Updates

Cordelza D. Haynes ----- pp. 48

GEFAC

Claire Sherman ----- pp. 49

College Alumni Board

Patrick Dolan

Digital Humanities News and Updates

Wendy Kolmar

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies
Faculty Meeting | Friday, October 8, 2021

CHRISTOPHER ANDREWS

Business ; Sociology

Christopher Andrews for authoring an "Ask the Experts" column regarding covid and car insurance for Wallethub.

LISA BRENNER

Theatre and Dance

CHRIS CERASO

Theatre and Dance

Lisa Brenner and Chris Ceraso will represent Drew University at the "Building Transformative Texts in Civic Education" convening on Wednesday, October 6. This convening is supported by The Teagle Foundation and The Eugene M. Lang Foundation. They will be sharing their pedagogical approach of aesthetic education and how they've used that approach in editing the collection "Represent! New Plays for Multicultural Youth."

CHRIS CERASO

Theatre and Dance

Chris Ceraso, for performing in IS IT OVER YET!?, an evening of one-act plays at The Ensemble Studio Theatre, New York City.

GRAHAM COUSENS

Psychology; Neuroscience

Graham Couzens for delivering a series of three public lectures in environmental psychology at Florham Park Public Library.

SANDRA JAMIESON

English

Sandra Jamieson for presenting the paper "An End to Deficit Thinking: Challenges to Developing an Asset-Based WAC Curriculum" at the International Writing Across the Curriculum Conference. Colorado State University, Denver. August 2021 [via Zoom]

ROSEMARY MCLAUGHLIN

Theatre and Dance

Rosemary McLaughlin for being selected for inaugural membership in the Women Playwrights Circle at Speranza Theatre.

G. SCOTT MORGAN

Psychology

G. Scott Morgan for contributing to an expert panel on the social psychological consequences of 9/11, twenty years later, for AmerikaHaus NRW - a transatlantic NGO.

G. Scott Morgan for giving an interview on the social psychological consequences of 9/11 to the German news program "Das!" for NDR - the North German Broadcasting Corporation.

JOHN D. MUCCIGROSSO

Classics

John D. Muccigrosso for giving a talk entitled "A Database of (Italian) Temples" at the "Digital Italy" seminar funded by the project 'Connectivity and Competition: Multilingualism in Ancient Italy 800-200 BC' (University of Exeter).

JENNIFER OLMSTED

Economics; Women's and Gender Studies; Middle East Studies

Jennifer Olmsted recently published two articles 1. "Care labor, intergenerational equity, and (social) sustainability" in the Review of Social Economy, DOI: 10.1080/00346764.2021.1964586 and 2. Gendered coping strategies and armed conflict in the Middle East. Chapter 22 in the Routledge Handbook on the Middle East Economy, Editor, Hassan Hakimian.

<https://www.routledge.com/The-Routledge-Handbook-on-the-Middle-East-Economy/Hakimian/p/book/9781138099777>

https://books.google.co.uk/books?id=JlUuEAAAQBAJ&pg=PR7&source=gbs_selected_pages&cad=2#v=onepage&q&f=false.

In May she presented a paper titled "Food Security, (Non)State Actors and Muslim Communities," on-line at the Center for Islamic Legislation and Ethics (CILE) meeting. In September, she was invited to give two talks, one at the annual conference of Travelers Aid International focused on social entrepreneurship and the nonprofit sector and the other at the annual UN System Wide Action Plan on Gender Equality (Gender SWAP) meeting with a focus on challenges and opportunities related to setting financial targets focused on gender equality within the UN system

KIMBERLY RHODES

Art History

Kimberly Rhodes for publishing "Seeing Saints in the Forest of Arden: Melancholic Vision in As You Like It" in Amy Kenny and Kaara Peterson, eds., *Humorality in Early Modern Art, Material Culture, and Performance* (Palgrave Macmillan, 2021), pp. 125-146.

CLAIRE SHERMAN

Art

Claire Sherman for her recent solo exhibitions at Patron Gallery in Chicago, IL and the opening of her exhibition at the Kimball Art Center in Park City, UT. Claire's paintings are also included in an upcoming group exhibition at Pamela Salisbury Gallery in Hudson, NY.

Claire released a new lithograph edition over the summer of 2021 with Shark's Ink Press in Lyons, CO.

REBECCA SODERHOLM

Art

Rebecca Soderholm, whose work is included in the exhibition, "On the Basis of Art: 150 Years of Women at Yale" at the Yale University Art Gallery. The exhibition, which showcases women artists who have graduated from Yale, is presented on the occasion of two major milestones—the 50th anniversary of coeducation at Yale College and the 150th anniversary of the first women students at the University, who came to study at the Yale School of the Fine Arts when it opened in 1869. The exhibition features works by Eva Hesse, Maya Lin, Mickalene Thomas and Mary Reid Kelley and will run from September 10, 2021–January 9, 2022.

<https://artgallery.yale.edu/exhibitions/exhibition/basis-art-150-years-women-yale>

MEREL VISSE

Medical Humanities

Merel Visse and Alistair Niemeijer (Health and Medical Humanities) for signing their new book contract at Springer Publishers (Ethics & Political Philosophy) for their book on *Precarious Knowing: An Aesthetics of Care*. Expected publication: 2022.

COURTNEY ZOFFNESS

English

Courtney Zoffness, for being a featured author at the 2021 Morristown Festival of Books, New Jersey's premier literary festival. Events will take place outside and in person (woot!) on Saturday, October 9th. Courtney will be in conversation with novelist and translator Elizabeth Gaffney. (morristownbooks.org)

A&S Faculty Meeting Minutes

Arts & Sciences Faculty Meeting

Sept. 10, 2021

AGENDA

3:15-4:15 pm

via Zoom | <https://drew.zoom.us/j/94094858439>

Faculty in Attendance:

Sarah Abramowitz, Erik Anderson, Christopher Andrews, Chris Apelian, Di Bai, Brianne Barker, Jim Bazewicz, Rachelle Belinga, Frances Bernstein, Jeremy Blatter, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaelle Chappe, Miao Chi, Kimberly Choquette, Graham Cousens, Allan Dawson, Alex de Voogt, Cathryn Devereaux, Patrick Dolan, Steve Dunaway, Wyatt Evans, Christopher Fazen, Steven Firestone, Kimani Fowlin, Brian Galderisi, Jonathan Golden, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Poe Johnson, John Jordan, Lisa Jordan, Jason Jordan, Hilary Kalagher, Jason Karolak, Steven Kass, Rita Keane, Roger Knowles, Kevin Koh, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Juliette Lantz, Andrea Lee, Jeongkyu Lee, Neil Levi, Diane Liporace, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Jennifer Olmsted, Maureen O'Sullivan, Mary-Ann Pearsall, Karen Pechilis, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Susan Rakosi Rosenbloom, Jonathan Reader, Judy Redling, Kim Rhodes, Raul Rosales, Jonathan Rose, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Raymond Stein, Sharon Sundue, Jim Supplee, Steve Surace, Phoebe Tang, Jolie Tong, Kristen Turner, Maria Turrero, Merel Visse, Nancy Vitalone-Raccaro, Hannah Wells, Trevor Weston, Tammy Windfelder, Andrea Woodka, Carlos Yordan, Courtney Zoffness

Invited Non Faculty Guests

Margery Ashmun, Carol Bassie, Matthew Beland, Tanya Linn Bennett, Nora Boyer, Stephanie Caldwell, Christopher Carbone, Jenna Corrado, Chris Darrell, Stuart Dezenhall, Guy Dobson, Christy Hartigan, Cordelza Haynes, Amy Hester, Nadine Hylton, Colby McCarthy, Frank Merckx, Daniel Pascoe Aguilar, Irina Radeva, Yanira Ramirez, Maddy Randall, Danielle Reay, Candace Reilly, Margaret Reynolds, Kareena Salvi, Shawn Spaventa, Audra Toner

DEAN'S REPORT

Ryan Hinrichs welcomed everyone back and thanked everyone for their efforts getting underway for the fall semester and getting students back on campus and in-person for classes. He took the opportunity to welcome new faculty members:

New faculty introductions:

- Brian Galderisi (Assistant Teaching Professor in Art), Justine Fernandez (Instructor in Biology) and Diane Liporace (Assistant Teaching Professor in Math & Computer Science) who have joined Drew full time this year.
- Chandima Abeywickrama (Assistant Teaching Professor in Chemistry), Kevin Koh (Assistant Teaching Professor in Chemistry) and Andrea Lee (Assistant Teaching Professor in Chemistry) who have joined the Chemistry Department.
- Cathryn Devereaux (Assistant Professor in Education)
- Maureen O'Sullivan (Coordinator of Clinical Partnerships and Candidate Assessment in Education)
- Jeongkyu Lee (Associate Professor in Math & Computer Science)

Ryan offered some other congratulations, welcomes and thank you's to the following colleagues:

- Kimani Fowlin who has moved to a tenure track position this year
- Rebecca Soderholm who has joined the leadership team as Associate Dean of Curriculum
- Juliette Lantz for her continued work on the leadership team
- Raul Rosales who will act as Director of the Drew Seminar
- Jill Cermele who will continue on as Director of the First Year and Transfer Advising
- Brianne Barker who will also assume the position of Director of Undergraduate Research
- John Muccigrosso for returning to a co-director role of Digital Humanities with Wendy Kolmar.

All attendees were moved to breakout into rooms to get acquainted with new colleagues or reconnect with old colleagues for a short time.

Ryan resumed the meeting with a discussion of how to strengthen the Drew faculty community, having been apart now for some time and offered to facilitate faculty having lunch together to discuss pedagogy or whatever is of interest to the group. Meal tickets will be available in the Dean's office. Rebecca's office will also be working on faculty development workshops and brown bag lunches to help strengthen connections between faculty. Ryan went on to thank the faculty who, with Student Life, create the experience for our students and for sharing their impressive scholarly achievements.

Ryan introduced Stuart Denzenhall of Drew's Communications Department who asked all attendees to share student and faculty success stories with him so they might be highlighted and shared outward via all our communication channels.

Fall Semester

Ryan shared some notes about the fall semester, noting that Drew welcomed the Class of 2025 with approximately 360 first year students and 86 CSGS students. He went on to thank:

- The summer advising team and their leadership for all the work over the summer to onboard students, acknowledging there were many changes and lessons learned.
- The faculty who teach Drew Seminars and those who led and participated in faculty development workshops over the summer.

Ryan congratulated Judy Redling and Frank Merckx on the Opportunity Meets Innovation Challenge (OMIC) grant to provide comprehensive support for incoming NJ students – both first year and transfer students – who are Pell or TAG eligible and/or first-generation.

Ryan noted that returning to an in person experience after a year of disruptions will likely present more challenges again this semester and offered some reminders:

- Be aware of student gaps for continuing and incoming students. Please get them to available resources.
- Be aware of students who continue to struggle and continue to check-in with students who still need support. Remember to utilize Beacon Alerts.
- Academic integrity continues to be a concern and while the nature of some issues (e.g., exams) might be mitigated being in person, others will continue to be an issue. Policies will continue to be reviewed so Ryan welcomed everyone to offer any input.
- P/LP/U policy was discontinued as of summer 2021 and will not be reinstated.
- Ryan noted that some recent Health and Safety policies might require some further discussion and explained that students have been and will be restricted from in-person classes for the following reasons:

1. A positive COVID-19 test - Those students are in isolation and will be released by Monday (2 active COVID cases).

2. Identified as a close contact - Those students are quarantined (0 at this time).
3. Compliance - Those students are restricted because they have failed to comply with weekly testing requirements and will remain restricted until they receive a negative test and all paperwork is in order (60 at this time). Clearing these students may take some time.

When asked if faculty will be notified when students are welcomed back into the classroom, it was noted that faculty will get a list of all added and all removed students when there is any change to the restrictions for their courses.

In response to this explanation, the following was discussed and/or asked:

- Frank Merckx added that Drew is partnering with NewBridge to make COVID testing more convenient, to lessen the burden for those who require it.
- Question: For unvaccinated students, what accommodations are faculty required to provide? Can faculty know that there is an unvaccinated person in their class, without knowing who they are so faculty can adjust their class pedagogy?
 - Ryan suggested faculty operate as if there is an unvaccinated student in their class. Lab pedagogy and other situations might require a policy but Ryan reiterated that Drew is operating as if the campus is fully vaccinated. Faculty noted that in small rooms, social distancing is not possible.
- If a student is restricted, are they restricted for all activities, i.e., working on campus, access to office hours, writing fellow participation.
 - Supervisors, in addition to faculty, will need to be notified of students with restricted status, though Frank reassured the meeting attendees that quarantine compliance has been high. He did add that students are restricted from campus activity and suggested further conversation around this.
- Faculty asked not to be asked to enforce policies. How do faculty respond when students are resistant? The power dynamic of senior faculty vs adjunct vs men/women should be considered in who and how situations are handled. What is the threshold for action?
 - Faculty might want some conversation around how to handle those non-compliant.
 - Ryan added that faculty are not required to police this policy and can come to the Dean's office before/during/after class and/or email Will Petrick and/or Frank Merckx who are best prepared to talk with students and their mistakes. Repeated violations are a different issue. Frank added that if students are not compliant on a continuous basis, they will be deregistered. Ryan assured faculty have the right to cancel class if they do not feel safe.
- Question: A policy states that if you have symptoms you can miss class without documentation. If it's exam day, and a student is not well enough to take an online exam, can faculty then ask for documentation?
 - It was noted that faculty should refer students to the health center for testing which would be covered by insurance. Perhaps, the absence documentation policy through health services should be looked at.
- Faculty expressed concern that positive results were not being reported to health services.
 - Ryan suggested that perhaps more communication to the on campus and commuter student community might be needed (FAQ?)

Ryan summarized that while restricting students is a new policy that will require some work to ensure it is working as intended, the good news is that there are few COVID-19 cases on campus and it is clear to students that adherence to our policies will be taken seriously to maintain that status.

Ryan addressed some conversations around the in-class eating and drinking policy and encouraged Instructors to have control over the policy in their own class.

He added that extra masks are available in some academic buildings, in the Deans Offices and in the DOYO but noted that additional masks will be more largely distributed so they are more convenient to access.

Ryan noted that outdoor classroom seating, behind and in front of Brothers and outside Seminary Hall, are available first come, first serve. If there is greater demand, more seating can be added and if necessary, a reservation system can be implemented.

Ryan thanked Shawn Spaventa for their work on BC215 and clarified the use of this room. The improved technology allows for flex teaching and is intended for use for those who need to teach via flex due to having students in isolation or quarantine. Please refrain from using or requesting for any other purposes at this time.

Ryan welcomed any questions.

A question was asked if there is a policy that requires on-line classes to be synchronous? Ryan explained that the Drew experience is a synchronous one and while there is not a policy to restrict an on-line class from being asynchronous, departments should be checking in on that, acknowledging that international students may need consideration.

VOTING LIST & MINUTE APPROVAL

Ryan referred all to the voting list and minutes and with no objections, both were approved by consent agenda.

Ryan added some final items about the Fall semester:

- Faculty were asked to allow students to provide assignments electronically, for environmental and financial reasons. Faculty will be surveyed about their paper needs, so please look for that opportunity to offer some input.
- Roster verification will open September 13th, look for email from the registrar
- Withdrawal from a semester class with a “W” deadline is November 3rd and that date has been corrected in the academic calendar.
- Scheduling classes for the spring is underway.
- Maria Masucci is spearheading the effort to identify fully online classing and welcomes coordination with any and all departments.
- Maria has office hours available for advising questions, please reach out.
- Wednesday, September 16th at noon is the State of the University meeting. It was requested that the meeting be recorded for those who teach at that time and confirmed that it would be available as a password protected recording.
- Jewish holidays are starting on Wednesday. Please work with students about their needs.

ACTION ITEMS:

Sarah Abramowitz reviewed the Dean’s Council Ballot, noting open positions also in CAPC and Assessment especially, and asked for any nominations for those positions.

Sarah concluded by asking for and receiving with no objection, permission for the ballot to go out on Friday and to close on Monday so all elected are present for next week’s meeting.

REPORTS:

Enrollment Management Report was reviewed by Colby McCarthy

Colby shared a report but first shared that many students, especially first year students, are struggling at other institutions and asked to take special care with first year students.

Some highlights:

- Enrollment is currently at 361 first year and 55 transfer students, both up from last year but short of targets set. This year's class is 60/40 female/male with strong minority representation with SAT scores not largely submitted.
- Some international and some domestic students were not ready to enroll and deferred to spring. Enrollment is working on programming to keep these 10 students engaged and confirmed.
- Transfer numbers are up with a 15 student increase goal for the transfer population going forward, an identified area for growth.
- Areas targeted for growth include student athletes, the Frances B. Sellers Program and non-athlete early decision applicants in an effort to meet the budget goal of 390 for next year with admissions counselors receiving goals and responsibility for converting the funnel.
- International recruiting has shifted to INTO, rather than being outsourced.
- In response to a question around MAT enrollment being down, Colby suggested that the decline is due to challenges with COVID-19 and was seen at other institutions. Enrollment is working to promote the BA/MAT 5 yr program to boost enrollment, not previously leveraged.
- A recruitment report, targets and retention information will be shared going forward.
- Information around credit hours might be a more helpful measurement of how Caspersen enrollment is reported and will be considered for sharing more widely going forward.
- There are some changes to the marketing program. Anyone interested in those details are welcome to reach out to Margaret Kiernan.

MOTION TO EXTEND MEETING

Ryan asked for and received approval for a motion to extend the meeting for 20 minutes beyond its 5:00 pm scheduled end.

Discover Drew Days

Maddy Randall informed the faculty of the schedule and invited them to participate sharing the following important dates:

- September 25th, in person with over 100 families scheduled to attend
- October 11th, virtual
- November 13th

Maddy reviewed the schedule for the September 25th event and asked for participation of faculty and students for 25 minute informal information breakout sessions around Majors and life at Drew. She invited all to join in on the family activities scheduled towards the end of the day.

Maddy added that academic days are being reimagined so she will be in touch about those days.

Middle States Report

Hillary Kalagher shared that the final report has been submitted to the Middle States committee and shared with faculty. The Middle States virtual site visit will be September 26th through September 29th. Hilary asked that faculty please be available as possible as the schedule is communicated.

COF Report

Chair, Patrick Dolan reported that the challenges of teaching during a pandemic is not behind us so the COF is aware of the impacts to your class and therefore your assessments. He acknowledged that assessments are only part of your evaluation. Please add comments so that your context is captured. He also acknowledged that scholarship has also been impacted so timelines for promotion will be discussed as needed.

Launch Report provided by Daniel Pascoe Aguilar, highlighting the upcoming EXPO

Library Report provided by Guy Dobson who also extended an invite to a new exhibit at the Archives on 20 yrs after 9/11, details in Drew Today.

IT Report provided by Shawn Spaventa.

OLD BUSINESS/NEW BUSINESS

None offered

ANNOUNCEMENTS

State of the University Meeting, Wednesday, September 15 at 12:00 pm

Faculty Development Workshop details by Rebecca Soderholm

Digital Humanities News and Updates provided by Wendy Kolmar

ADJOURNMENT

Ryan adjourned the meeting at 5:20 pm.

Minutes submitted by:

Christy Hartigan

Proposal for Drew University Bachelor's/Master's Dual-Degree Programs

I. Rationale. Drew University currently has dual-degree programs in [Teacher Education](#) (bachelor's-MAT) and [History and Culture](#) (BA-MA). The President's Faculty Committee made a specific recommendation to "articulate formal pathways between CLA and all appropriate CSGS/Theo programs." Such internal dual-degree programs allow CLA undergraduate students to dual-enroll in graduate courses during their junior and/or senior years, thereby reducing the number of graduate courses -- and the cost -- to complete the master's degree in year five. The benefits to Drew are (1) recruiting prospective undergraduate students based on areas of graduate study and (2) retaining students for a fifth year through increased graduate enrollment. This proposal details 4+1 dual-degree programs in the following areas:

- [Master of Science in Finance](#) (4+1 program)
- [Master of Science in Data Analytics](#) (4+1 program)
- [Master of Arts in Medical Humanities, Health and Society](#) (4+1 program)
- [Master of Arts in Religion](#) (4+1 program)
- [Master of Arts in Theology and Ministry](#) (4+1 program)

Each 4+1 program allows CLA undergraduate students to dual-enroll in four graduate courses. That is, credits from these four graduate courses will count toward both their bachelor's and master's degrees.

The final dual-degree program is an accelerated 3+3 bachelor's-MDiv pathway from CLA to the Theological School's [Master of Divinity](#).

II. Learning Objectives. Dual-degree programs do not alter any degree requirements: bachelors' general education, major requirements or graduate degree requirements. Therefore they do not have any impact on the learning objectives or outcomes.

III. Benchmarking. Drew University currently has several dual-degree programs with partner universities in which graduate course credits are transferred back to Drew for completion of the bachelor degree. Examples include the 3+2 programs with [Environmental Management](#) and [Forestry](#) with Duke University, 3+3 in [Law \(JD\)](#) with Seton Hall, and 3+4 in [Medicine \(MD\)](#) with New Jersey Medical School. Furthermore, the 4+1 in [Cybersecurity \(MS\)](#) with New York University has a similar structure to the proposed programs in which students dual enroll in four graduate courses (12 credits).

IV. Catalog Copies.

Bachelor's/Master of Science in Finance

The 5-year Bachelor's/Master of Science in Finance program allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements. Students may complete any major as part of the bachelor's degree for this combined degree program as long as they complete the prerequisite Foundational courses listed under the eligibility criteria below. By taking this path, students that successfully complete all four courses essentially finish the first year of the part-time Master of Science in Finance program as undergraduates. You must declare your intent to enroll in a five-year dual degree in your junior year. Accepted undergraduate students will take graduate coursework in their last two undergraduate semesters. When approved, Drew undergraduates that are interested in the Master of Science in Finance program will be eligible to dual enroll in up to four graduate Finance courses.

Students interested in the Investment Management Concentration can dual enroll in:

- FIN 501 - Financial Statement Analysis
- FIN 505 - Corporate Finance
- FIN 507 - Financial Economics
- FIN 523 - Behavioral Finance

Students interested in the Financial Engineering Concentration can dual enroll in:

- FIN 507 - Financial Economics
- FIN 625 - Derivatives
- DATA 502 - Data Visualization
- DATA 505 - Statistics Using R

Courses not completed as part of the undergraduate degree must be completed during the Master of Science in Finance year. Any course substitutions to this course sequence must be approved by the Program Director in advance of registration.

Eligibility and Application Criteria:

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the bachelor's/MS program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a Bachelor's/MS adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a Bachelor's/MS adviser as early as possible. Drew undergraduates must meet the following criteria to solidify formal acceptance to the Master of Science in Finance combined degree program (generally by February 1 of a student's Junior year):

- Have a cumulative GPA of at least 3.0.
- Completed the following Foundational Courses with a grade of "B" or better:
 - Principles of Microeconomics (ECON 101)
 - Principles of Macroeconomics (ECON 102)
 - Introductory Statistics (STAT 207)
 - Calculus and Analytical Geometry I (MATH 150)
- Have submitted two letters of recommendation from Drew Faculty.
- Complete an interview with the Program Director.

At the point of completing the bachelor's degree and moving completely into the Master of Science in Finance program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Have earned grades of "B" or better in all graduate Finance courses taken.

Drew's Caspersen School of Graduate Studies reserves the right to deny admission to the MS Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about their suitability for the program. Drew undergraduates that apply for the program do not have to submit GRE scores in support of their application.

For more information on registering for coursework or on the program, contact the Director of the Master of Science in Finance program, Prof. Steven Firestone.

Bachelor's/Master of Science in Data Analytics

The 5-year bachelor's/Master of Science in Data Analytics program allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements after completing the undergraduate prerequisites. Students may complete any major as part of the bachelor's degree for this combined degree program as long as they complete the prerequisite Foundational courses listed under the eligibility criteria below. When approved, Drew undergraduates are eligible to dual enroll in up to four of the graduate Data

Analytics courses. We recommend any of the following, but substitutions may be made in consultation with students' advisors:

- DATA 505 - Statistics Using R (fall)
- DATA 506 - Computational Thinking/Programming in Python (fall)
- DATA 502 - Data Visualization (spring)
- DATA 552 - SQL and Relational Databases (spring)

Courses not completed as part of the undergraduate degree must be completed as graduate students in the Master of Science in Data Analytics program.

Eligibility and Application Criteria:

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the bachelor's/MS program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a bachelor's/MS adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a bachelor's/MS adviser as early as possible, preferably by the end of their sophomore year.

Drew undergraduates must meet the following criteria to solidify formal acceptance to the Master of Science in Data Analytics combined degree program (generally by February 1 of a student's Junior year):

- Have a cumulative GPA of at least 3.0.
- Completed the following Foundational Courses with a grade of "B" or better:
 - Introductory Statistics (STAT 207) or equivalent
 - Introduction to Programming (CSCI 149, CSCI 150, or STAT 120) or equivalent
- Have submitted two letters of recommendation from Drew Faculty.
- Submit letter of intent indicating research interests and career plans to gradm@drew.edu

At the point of completing the bachelor's degree and moving completely into the Master of Science in Data Analytics program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Have earned grades of "B" or better in all graduate Data Analytics courses taken.

Drew's Caspersen School of Graduate Studies reserves the right to deny admission to the MS Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about their suitability for the program.

For more information on registering for coursework or on the program, contact the Director of the Data Analytics program, Prof. Sarah Abramowitz.

Bachelor's/Master of Arts in Medical Humanities, Health and Society

The 5-year bachelor's/Master of Arts in Medical Humanities, Health and Society (MA) program allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements. Students may complete any major as part of the bachelor's degree for this combined degree program. When approved, Drew undergraduates are eligible to dual enroll in up to four 500- or 600-level Medical and Health Humanities courses in consultation with the director. Students are also required to complete two of the following four courses in their senior year:

- MDHM 510 - Introduction to Narrative Medicine
- MDHM 600 - Medical Health Seminar
- MDHM 610 - Medical Narrative
- MDHM 622 - Health and Social Equity

Courses not completed as part of the undergraduate degree must be completed during the Master of Arts in Medical Humanities, Health and Society year.

Eligibility and Application Criteria:

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the bachelor's/MA program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a bachelor's/MA adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a bachelor's/MA adviser as early as possible, preferably by the end of their sophomore year.

Drew undergraduates must meet the following criteria to solidify formal acceptance to the Master of Arts in Medical Humanities, Health and Society combined degree program (generally by February 1 of a student's Junior year):

- Have a cumulative GPA of at least 3.0.
- Have submitted two letters of recommendation from Drew Faculty.
- Submit letter of intent indicating research interests and career plans to gradm@drew.edu

At the point of completing the bachelor's degree and moving completely into the Master of Arts in Medical Humanities, Health and Society program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Completed at least two of the following Foundational Courses with a grade of "B" or better:
 - PHIL 104 - Introduction to Ethics
 - PHIL 304 - Ethics and Society
 - PHIL 305 - Biomedical Ethics
 - PH 101 - Principles of Public Health
 - BIOL 103 - Microbes in Health and Disease OR BIOL 120 - Human Health and Disease
 - ANTH 301 - Medical Anthropology (Pre-req: ANTH 104 or permission of instructor)
 - SOC 311 - Sociology of Health and Illness (Pre-req: SOC 101 or permission of instructor)
- Have earned grades of "B" or better in all graduate Medical and Health Humanities courses taken.

Drew's Caspersen School of Graduate Studies reserves the right to deny admission to the MA Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about their suitability for the program.

For more information on registering for coursework or on the program, contact the Director of the Medical and Health Humanities program, Prof. Merel Visse.

Bachelor's/Master of Arts in Religion

The 5-year bachelor's/Master of Arts in Religion program allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements. Students may complete any major as part of the bachelor's degree for this combined degree program as long as they complete the prerequisite courses listed under the eligibility criteria below.

When approved, Drew undergraduates are eligible to dual enroll in up to four 500- or 600-level Theological School courses in consultation with the MAR convener. Students are also required to complete two of the following one credit courses in their senior year:

- REL 530 - Studying Religion and Theology
- REL 531 - Research Methods in a Digital Age
- REL 532 - Critical Pedagogy and Religion
- REL 533 - Public Writing and Media Communication

Eligibility and Application Criteria:

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the bachelor's/MAR program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a bachelor's/MAR adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a bachelor's/MAR adviser as early as possible, preferably by the end of their sophomore year.

Drew undergraduates must meet the following criteria to solidify formal acceptance to the Master of Arts in Religion combined degree program (generally by February 1 of a student's Junior year):

- Have a cumulative GPA of at least 3.0.
- Completed the following Foundational Courses with a grade of "B" or better:
 - REL 101 - Introduction to World Religions
 - ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics OR PHIL 104 - Introduction to Ethics
- Have submitted two letters of recommendation from Drew Faculty.
- Submit letter of intent indicating research interests and career plans to gradm@drew.edu

At the point of completing the bachelor's degree and moving completely into the Master of Arts in Religion program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Have earned grades of "B" or better in all graduate courses taken.

Drew's Theological School reserves the right to deny admission to the MAR Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about their suitability for the program.

For more information on registering for coursework or on the program, contact the Convener of the MAR program.

Bachelor's/Master of Arts in Theology and Ministry

The 5-year bachelor's/Master of Arts in Theology and Ministry program allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements. Students may complete any major as part of the bachelor's degree for this combined degree program as long as they complete the prerequisite courses listed under the eligibility criteria below.

When accepted, Drew undergraduates are eligible to dual enroll in the following four courses in the Theological School:

- BBCL 501 - Bible and Its Interpreters
- INTF 501 - Global Faiths and the Earth
- THEO 501 - Transforming Theologies
- VOCF 503 - Identity, Spirituality, and Vocation

Eligibility and Application Criteria:

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the bachelor's/MATM program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a bachelor's/MATM adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a bachelor's/MATM adviser as early as possible, preferably by the end of their sophomore year.

Drew undergraduates must meet the following criteria to solidify formal acceptance to the Master of Arts in Theology and Ministry combined degree program (generally by February 1 of a student's Junior year):

- Have a cumulative GPA of at least 3.0.

- Completed the following Foundational Courses with a grade of “B” or better:
 - ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics OR PHIL 104 - Introduction to Ethics
 - One Community-Based Learning course (CBL)
- Have submitted two letters of recommendation from Drew Faculty.
- Submit letter of intent indicating career plans to gradm@drew.edu

At the point of completing the bachelor’s degree and moving completely into the Master of Arts in Theology and Ministry program, Drew students are required to:

- Have maintained a cumulative grade point average of at least 3.0.
- Have earned grades of “B” or better in all graduate courses taken.

Drew’s Theological School reserves the right to deny admission to the MATM Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about their suitability for the program.

For more information on registering for coursework or on the program, contact the Convener of the MATM program.

Bachelor’s/Master of Divinity

The accelerated dual-degree bachelor’s/Master of Divinity program allows Drew students the opportunity to complete these two degrees in six years. Students spend three years in Drew’s undergraduate College of Liberal Arts and three years in Drew’s Theological School. Students in the program earn their bachelor’s degree from Drew after successfully completing 32 credits in the Master of Divinity program, and then earn their MDiv after successfully completing all requirements in the sixth year. Students interested in pursuing the dual-degree program should contact Drew’s program advisor to plan their course of study.

Eligibility and Application Criteria:

New undergraduate applicants to Drew (incoming freshman or transfer): Applicants indicate their interest in the bachelor’s/MDiv program in their Drew College of Liberal Arts application. When study begins at Drew, students will be contacted by a bachelor’s/MDiv adviser to schedule an informational meeting about next steps needed to begin the program.

Current Drew undergraduate students: Interested students should contact the Office of Graduate Admissions at gradm@drew.edu to set up a meeting with a bachelor's/MDiv adviser as early as possible, preferably by the end of their sophomore year.

Drew undergraduates must meet the following criteria to solidify formal acceptance to the Master of Divinity combined degree program (generally by February 1 of a student's Junior year):

- Have a cumulative GPA of at least 3.0.
- Have submitted two letters of recommendation from Drew Faculty.
- Submit letter of intent indicating call to ministry and career plans to gradm@drew.edu

Bachelor's Requirements for Dual Degree Program in Divinity

Before starting the MDiv program in year four, Drew undergraduate students are required to:

- Complete at least 96 credits in the College of Liberal Arts, with at least 48 credits in residence at Drew.
- Complete all Drew general education requirements associated with the bachelor's degree.
- Have maintained a cumulative grade point average of at least 3.0.
- Students are encouraged to complete all requirements for their major during their three years in the College of Liberal Arts. However, they may take up to 8 CLA credits associated with their major during their first year in the MDiv program. Students should discuss this with their major adviser especially with regard to how they will fulfill Drew's major capstone requirement.

Drew's Theological School reserves the right to deny admission to the MDiv Program if a student fails to meet all prerequisites, or if there are documented issues that raise concerns about their suitability for the program.

For more information on registering for coursework or on the program, contact the Convener of the MDiv program.

Academic Integrity Policy

Standards

Standards of integrity in the academic world derive from the nature of the academic enterprise itself. Students attend college in order to educate themselves. The various exercises that absorb so much time and energy during the semester – tests, reports, problem sets, essays, and term papers – are all purposeful opportunities enabling students to develop and display their acquired skills, knowledge, and capacity for critical thinking and creative analysis. Since academic dishonesty necessarily hinders such development, it cannot be tolerated under any circumstances. Accordingly, Drew University has established standards of academic integrity and procedures governing violations of them. These basic standards apply to all work done at Drew.

Students are expected to understand the principles of integrity and comply with the university's standards.

All members of the academic community are expected to report any instance of presumed dishonesty.

Mission of the Academic Integrity Committee

The Dean of Arts & Sciences or designee from the Dean's or Provost's office convenes an Academic Integrity Committee made up of faculty members from each division of the College. The committee's mission is to promote a culture of honesty and adherence to academic standards of integrity, by providing guidance to the community in fulfilling its responsibilities under the Academic Integrity Policy, and by supporting student engagement in educational opportunities and intellectual growth.

Categories of Academic Dishonesty

The standards of academic integrity apply to information that is presented orally, in writing, or via the computer, in any format ranging from the most informal comment to a computer program or a formal research paper. These standards apply to source material gathered from other people, from written texts, from computer programs, from the internet, or from any other location.

1. Plagiarism: Plagiarism is the act of appropriating or imitating the language, ideas, [images](#), or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes

- submitting a paper or part of a paper written by another person as one's own, whether that material was stolen, purchased, or shared freely.
- submitting a paper containing insufficient citation or misuse of source material.
- submitting work with unacknowledged inclusion of language, ideas, or thoughts taken from another individual or information source.
- Knowingly allowing one's work to be used by other student(s) without prior approval of the instructor. Unless explicitly permitted or prescribed by the faculty member, students should not engage in collaboration on graded assignments, including but not limited to homework, projects, papers, laboratory work, and take-home exams.

2. Unintentional Plagiarism: Unintentional plagiarism, also known as patch writing, may occur when students depend too heavily on textual material to make a point rather than making the point themselves and using the text to support it. In such cases, students cite the sources they have used, but do not correctly paraphrase the source material. They often also fail to indicate where paraphrased source material begins and ends. Unintentional plagiarism can also result from excessive collaboration when students fail to give adequate credit to others with whom they have worked. In all cases, unintentional plagiarism leaves the reader unsure of whose ideas are being presented, or leads them to assume that the words and ideas of others are those of the author.

3. False Citation: Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. This includes attributing fabricated material to a real or fictitious source.

4. Unethical data reporting: Suppressing results inconsistent with one's interpretation or conclusions, fabricating or falsifying lab or research data.

5. Duplicate Submission: Submitting one work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using an assignment for more than one course or submitting material previously used to meet another requirement.

6. Cheating on Examinations: Copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the permission of the instructor is a breach of academic integrity. Knowingly providing answers to another students during an exam also constitutes cheating. These standards apply to take-home examinations as well.

Evidence of attempting to cheat also constitutes a violation of the university's standards of integrity, whether or not the cheating was carried out.

Reporting Cases

Instructors shall report alleged cases of violations of the Academic Integrity Policy to the Academic Integrity Committee. The following considerations may apply to reporting alleged cases:

- In cases where there is question as to whether a preponderance of evidence exists, instructors may wish to consult with the convenor for guidance in choosing the appropriate course of action.
- New faculty may wish to consult with their department chair to review suspected violations and to assist in moving a viable case forward.
- Students are expected to maintain the standards of the college by reporting to the instructor any violations of the policy they observe in their classes.

The following constitute two potential courses of action in response to reporting an alleged violation:

1. **Alternative Resolution Procedure (ARP):** The ARP applies to first offenses that are minor or unintentional for a student who admits responsibility for the violation. Violations by first-year students are generally managed through the ARP. Details on the **ARP** follow below.
2. **Academic Integrity Hearing:** If the evidence suggests that the violation is more serious, was intentional, and/or the charged student is unwilling to admit to the offense, the Academic Integrity Committee may determine that an alternative Resolution is inappropriate. When at least one of the following conditions apply, the Integrity committee convenor will schedule an Academic Integrity Hearing:
 3. The nature of the case is more serious than would be warranted by an Alternative Resolution or
 4. The student refuses to admit to a first offense that could otherwise be resolved through the Alternative Resolution procedure or
 5. The student fails to complete Sanction(s) articulated in the Alternative Resolution form or
 6. The violation is the second recorded violation for the student.

Details on the **Hearing** procedures follow below.

Alternative Resolution Procedure

For cases in which the Academic Integrity Committee advises an Alternative Resolution with concomitant sanctions, the instructor and student are required to complete and sign the Alternative Resolution form; the faculty signs the form upon successful completion of all designated sanctions. [For cases involving first-year students, the faculty adviser is informed of the violation in an effort to help inform and educate the student on the standards of integrity and the procedures.](#) The form, placed on file in the Office of the Dean of Arts & Science, documents the violation, the student's admission of responsibility, and the sanctions that apply. Failure to complete all sanctions will prompt the convening of an Academic Integrity Hearing.

The form is not considered part of the student's permanent academic record and therefore the violation will not be reported internally or externally as a formal breach of conduct. However, the form and associated documentation will be used as evidence of a first offense if the student is accused of another breach of academic integrity.

The form, together with all documentary material from the case, will remain in an internal file until the student graduates or otherwise separates from the university.

Academic Integrity Hearings

The Academic Integrity Committee convenor notifies the following individuals of the intent to schedule a hearing based on a reported offense: the accused student and two faculty members from the Academic Integrity Committee. Before the hearing is scheduled, each individual is provided the opportunity to report a potential conflict of interest. As appropriate, alternative Committee members will be scheduled such that no potential conflict of interest is reported.

The accused student may request the presence of a faculty or staff member of his or her choosing at the hearing. This faculty or staff member's presence is intended for moral support only and not for student advocacy; this individual is expected to communicate to the convenor in advance of the hearing any information that he or she intends to share with the committee. The convenor will confirm whether or not the information is relevant and should be shared.

For students with documented disabilities: Upon request, the University can provide disability-related assistance to be present at the hearing. As appropriate, the assistance may be provided by the Director of Accessibility Resources. Disability-related support may include assistance with communication and clarification of any and all aspects of the hearing.

Hearing Process

All those in attendance of the hearing are generally afforded one week's notice of the hearing. All evidentiary documentation to be presented at the hearing is made available

for review by the hearing attendees one week prior to the hearing. All documents are shared in a secure setting.

If a student fails to attend the scheduled hearing and has not provided prior notification of a valid reason for absence, the hearing will proceed and the committee will deliberate in the student's absence.

In the first stage of the hearing, the faculty member bringing the charge, the accused student, and faculty or staff supports will be present. The faculty member will be asked to explain the assignment and the violation, and then the student will be asked to make an oral statement regarding the allegation. Both may be asked questions by members of the committee, and each will make an oral statement to the Committee and answer any questions. At this stage, either the faculty or the student may ask to address the Committee without the others being present, and will be granted the right to do so.

The accused student and faculty or staff attending for support (if present) will be asked to wait outside the room while the Committee deliberates. The accusing faculty member is released from the hearing. The accused student may be called back in the room or the faculty member contacted via phone to answer follow up questions should any arise.

The convenor, the two committee members will vote on the matter. A decision of guilt or innocence will be based on a preponderance of the evidence in the case. It is at this stage in the process that previous findings of guilt and/or mitigating circumstances are introduced in determining sanctions.

At the end of the Committee's deliberations on the case, the student will be called back into the hearing to hear the outcome. Shortly thereafter the convenor will convey the decision in writing to the student and the instructor.

In all cases, both the accused student and the faculty member bringing the charge may appeal the decision as described in **Appeals Process** below.

If the student is found guilty, all documents relating to the case will be placed on file in the office of the Dean of the College, where they will remain until the student's file is destroyed one year after the student graduates. As long as the file exists, the student is not considered in good standing with respect to student conduct. If the student is found guilty of any further integrity violation, a more severe sanction will apply and may result in suspension from the university. Any violations recorded after a suspension semester will result in permanent expulsion from the university and the case will remain permanently on file with the institution.

Sanctions

The individual merits of each case are weighed by the Academic Integrity Committee member attending to the case. Overall, the processes underscore the importance of integrity in the academic setting and are mindful of the role of education in the remediation process.

Minor offenses: Penalties may include, but are not limited to,

Participation in and achievement of a passing score in an educational tutorial

No credit for the assignment

A failing grade on the assignment

Re-do of the assignment (with zero grade or additional penalty depending on the severity)

An assigned paper or project related to academic integrity

More serious violations: Penalties may include, but are not limited to,

Failing grade in course

An assigned paper or project related to academic integrity

Dismissal or denied entry to departmental/university honors or merit-based program

Suspension for one or more semesters

In rare or extreme cases, or for multiple offenses, permanent expulsion from the University.

Appeals Process

a) Decisions of the Academic Integrity Committee may be appealed only if the original hearing overlooked specific evidence or committed procedural errors.

b) The Dean's Council is the final appeals board for cases of violations of the academic integrity policy. The appeal, whether sought by the faculty member who brought the charge or by the accused student, must be submitted in writing to the Council. On the basis of the written appeal, the Council may decide to hear the case or to uphold the original decision if no evidence has been shown to have been overlooked and/or if no procedural errors have been shown to have occurred. Whatever its decision, the Council must provide reasons in writing to both parties. If the Council agrees to hear the case, it has the right to reverse the decision of an earlier hearing.

c) Only the five faculty members of the Dean's Council will vote on such appeals. The Dean of Arts & Sciences or designee will remain in attendance during such hearings, and will have a voice but no vote.

d) When any member of the Council believes he or she should not hear the matter under appeal because of a possible conflict of interest, that member may be excused. In this event, the Dean of Arts & Science will appoint a temporary faculty replacement. The student is granted the same provision of faculty, disability-related support, or staff support as for an integrity hearing.

e) During the hearing of the appeal, both the faculty member who brought the original charge and the student may be asked questions by members of the committee. and each will make an oral statement to the Committee and answer any questions.

f) Decisions will be based on a preponderance of the evidence and will be provided in writing to both parties.

Alternative Resolution for Selected Violations of the CLA Academic Integrity Policy (updated September 2021)

Drew University has established standards of academic integrity and procedures governing violations of them, and has published those standards in its Academic Integrity Policy. These basic standards apply to all work done at Drew, and students are expected to study and comply with these principles.

Students come to Drew with a variety of academic preparations. For this reason, it may be appropriate to treat a first and minor violation of academic integrity as an opportunity for education. This might be especially appropriate in cases of improper or insufficient citation or excessive collaboration.

The Academic Integrity Committee has deemed the violation committed by the student identified on this form as eligible for resolution by the Alternative Resolution procedure.

Required Sanctions:

- Successful completion of online course Understanding Academic Integrity.
- For violations related to plagiarism: participation in a workshop or meeting with a writing specialist.

Potential additional Sanctions include, but are not limited to, the following:

- No credit for the assignment
- A failing grade on the assignment that cannot be dropped
- Re-do of the assignment with grade penalty depending on the severity
- An alternative assignment related to the course material

According to the terms of the Alternative Resolution Procedure, this form and a copy of all relevant documentation will be placed in an internal file in the office of the Dean of the College, where it will remain until the student graduates or otherwise separates from the university. This documentation will be considered at the penalty phase of an Academic Integrity Hearing if the student is found to have committed another breach of academic integrity or if the sanctions put forth in this document are not completed. The document is not considered part of the student's permanent academic record.

Student Name:.....

Instructor Name:.....

Class (name, number, & section):.....

Date:.....

The student named above has admitted to violating the Academic Integrity Policy in the class named above as follows: *(Please describe the assignment and the nature of the violation, and attach a copy of the assignment, the offending text, and highlighted copies of any misused texts that are available/relevant)*

Please complete both sides of this form

Please list and describe sanctions : (examples include change of grade, requirement to re-write assignment, required completion of online educational tutorial, or others appropriate to violation)

1. **Required:** successful completion of online course, Understanding Academic Integrity. (Student will be added to the Moodle course. They are required to complete the course within two weeks of notice.)

Student:

I understand the accusation and the seriousness of any breach of academic integrity. I understand that as appropriate, I am required to complete all sanctions by the deadline(s) prescribed by my instructor. I am aware that while this offense will not be held as part of my academic record, a copy of this document will be placed in an internal file in the office of the Dean of the College as long as I am enrolled as a Drew student. (see [Academic Integrity Policy](#)). I also understand that if I am found guilty of a breach of academic integrity in the future, this document and the material from this case will be used as evidence of a first offense in the penalty phase of the hearing and the penalty will be more severe than it would be for a first offense.

Student signature:..... Date:.....

Faculty:

Upon confirmation that the student has satisfactorily completed the above, please date and sign this form:

I am satisfied with the work the student has completed as a result of this Alternative Resolution, and believe that the student now possesses the knowledge to avoid similar infractions in the future.

Faculty signature:..... Date:.....

**Curricular Report
October 2021**

For Action:

- **Proposal for Drew University Bachelor's/Master's Dual-Degree Programs**
- **Revisions to Academic Integrity Policy**
 - **Updates to Academic Integrity Policy**
 - **Alternative Resolution**

For Information:

New Courses:

Continuing Education 1 Credit in AP Summer Institute (APSI) Courses:

- **AP Calculus**
- **AP English Language and Composition**
- **AP History**

Changes to Existing Courses:

- **ARTH 101/Survey of Western Art: Ancient and Medieval**
 - **Title and description change**
- **ARTH 102/Survey of Western Art: Early Modern, Modern, and Contemporary**
 - **Title and description change**
- **EDUC 631/Special Topics in Educational Technology**
 - **Title change**
- **EDUC 635/Special Topics in Literacy Instruction**
 - **Title and grade mode change**
- **EDUC 637/Special Topics in Education**
 - **Title and description change**
- **ENGH/WGST 304/Sexuality and Gender in 19th-Century Literature and Culture**
 - **Prerequisite change**
- **ENGH 345/19th-Century Rhetorics from the Margins**
 - **Title and description change**
- **HON 410/411 Specialized Honors I/II**
 - **Credit change**
- **PH 270/Topics in Public Health: Biosciences**
 - **Title change**
- **PH 271/Topics in Public Health: Social Sciences**
 - **Title change**
- **PH 370/Advanced Topics in Public Health: Biosciences**
 - **Title change**
- **PH 371/Advanced Topics in Public Health: Social Sciences**
 - **Title change**
- **PSYC 211/Research Methods of Psychology**
 - **Prerequisite change**
- **THEA 210/Theatre History I: Origins to the Renaissance**

- Title and description change
- THEA 310/Theatre History II: Restoration Through World War I
 - Title and description change

Gen Ed Designations:

- CSCI 340/Software Engineering-IMMX
- CSCI 390/Software Engineering Team Project-IMMX
- CSCI 400/Computer Science Capstone-IMMX
- MVAC Cadet Program-IMMX
- MVAC "Drew Crew" Program-IMMX
- PH 340/Epidemiology [QUAN]
- PH 360/Health Policy [DVIT]
- PSCI 200/Internship in Political Science-IMMX
- PSYC 222/Sensation and Perception [BINT]

For Action:

- [Proposal for Drew University Bachelor's/Master's Dual-Degree Programs](#)
- Revisions to Academic Integrity Policy
 - [Updates to Academic Integrity Policy](#)
 - [Alternative Resolution Proposed Policy](#)
 - [Alternative Resolution Current Policy](#)

For Information:

New Courses:

Continuing Education 1 Credit in AP Summer Institute (APSI) Courses:

- AP Calculus
- AP English Language and Composition
- AP History

Changes to Existing Courses:

ARTH 101/Survey of Western Art: Ancient and Medieval

- Title and description change

Current:

ARTH 101/Survey of Western Art: Ancient and Medieval

This course explores the art and architecture of the ancient and medieval eras, including study of the cultures of the Mediterranean, Near East, and northern Europe. Students will master a chronological history of representation and investigate the relationship between works of art and the cultures in which they were produced. Offered fall semester. CLA-Breadth/Arts, CLA-Breadth/Humanities.

Proposed:

ARTH 101/Survey of Art: Ancient and Medieval

This course explores the art and architecture of the ancient and medieval eras, including study of the cultures of Africa, Asia, and Europe. Students will master a chronological history of representation and

investigate the relationship between works of art and the cultures in which they were produced. Offered fall semester. CLA-Breadth/Arts, CLA-Breadth/Humanities.

ANTH 102/Survey of Western Art: Early Modern, Modern, and Contemporary

- Title and description change

Current:

ANTH 102/Survey of Western Art: Early Modern, Modern, and Contemporary

This course is a chronological survey of western art and architecture from the fourteenth century through the early twentieth century. It explores various geographic regions and diverse contexts, religious, social, political and economic, in which the works were made. Key art historical periods such as the Renaissance, the Baroque, and subsequent movements such as Romanticism, Impressionism, and Modernism are discussed. Students will master a chronological history of art and architecture in relation to the cultures in which they were produced. Offered spring semester. CLA-Breadth/Arts, CLA-Breadth/Humanities, CLA-Diversity International.

Proposed:

ANTH 102/Survey of Art: Early Modern, Modern, and Contemporary

This course is a chronological survey of western art and architecture from the fourteenth century through the early twentieth century. It explores various geographic regions and diverse contexts, religious, social, political and economic, in which the works were made. The focus of the course is European and American art, in a global perspective. Key art historical periods such as the Renaissance, the Baroque, and subsequent movements such as Romanticism, Impressionism, and Modernism are discussed. Students will master a chronological history of art and architecture in relation to the cultures in which they were produced. Offered spring semester. CLA-Breadth/Arts, CLA-Breadth/Humanities, CLA-Diversity International.

EDUC 631/Special Topics in Educational Technology

- Title change

Current: EDUC 631/Special Topics in Educational Technology

Proposed: EDUC 631/Employing Educational Technologies

EDUC 635/Special Topics in Literacy Instruction

- Title and grade mode change

Current: EDUC 635/Special Topics in Literacy Instruction

Grade Mode: P/F

Proposed: EDUC 635/Contemporary Literacy Instruction

Grade Mode: Regular Grade Mode

EDUC 637/Special Topics in Education

- Title and description change

Current: EDUC 637/Special Topics in Education

Please speak with an adviser regarding registration.

Proposed: EDUC 637/Contemporary Issues in Education

Explores current issues in education. Specific connections to how technologies impact learners and learning will be covered. Topics vary by semester.

ENGH/WGST 304/Sexuality and Gender in 19th-Century Literature and Culture

- Prerequisite change

Current: Prerequisite: ENGH 150

Proposed: Prerequisite: ENGH 150 or WGST 101

ENGH 345/19th-Century Rhetorics from the Margins

- Title and description change

Current: ENGH 345/19th-Century Rhetorics from the Margins

The nineteenth-century United States gave birth to many of the social and political movements that are familiar to us today, including those advocating for the rights of workers, women, African Americans, and native peoples. The purpose of this course is to open up textual study of the period by examining the ways that people who would not have “counted” in fact creatively and persuasively asserted their own agency and advocated for change. We will study genres such as speeches and public address, newspapers and periodicals, and poetry and fiction that spoke to their political and social contexts. Students will learn to historicize texts and to analyze them using some key concepts from rhetorical theory. We will also spend time in on-campus and regional archives, locating original primary sources and considering the role of the archive in constructing the past. The course will culminate in students’ own original research project. Prerequisite: [ENGH 150](#).

Proposed: ENGH 345/Community Literacy and Public Rhetoric in the Archives

Introduces students to frameworks for conducting archival research in writing and communication studies and focuses specifically on how communities are sustained through acts of literacy and rhetoric. On-campus archives serve as a preliminary research venue for students to practice analyzing primary sources using concepts from rhetorical theory. Then, shifting to the archives of a local community organization, students get hands-on experience with locating sources and considering their practical and ethical roles as researchers in (re)constructing the past. Prerequisite: [ENGH 150](#).

HON 410/411 Specialized Honors I/II

Current: Variable credits

Proposed: 4 credits

PH 270/Topics in Public Health: Biosciences

Current: Topics in Public Health: Biosciences

Proposed: Topics in Public Health: Bioscience

PH 271/Topics in Public Health: Social Sciences

Current: Topics in Public Health: Social Sciences

Proposed: Topics in Public Health Social Science

PH 370/Advanced Topics in Public Health: Biosciences

Current: Advanced Topics in Public Health: Biosciences

Proposed: Advanced Topics in Public Health: Bioscience

PH 371/Advanced Topics in Public Health: Social Sciences

Current: Advanced Topics in Public Health: Social Sciences

Proposed: Advanced Topics in Public Health: Social Science

PSYC 211/Research Methods of Psychology

- Prerequisite change

Current: (PSYC 101 or PSYC 3X) and (PSYC 110 or PSYC 4X) and (MATH 117 or STAT 207 or MATH 3X)

Proposed: (PSYC 101 and (MATH 117 or STAT 207)

THEA 210/Theatre History I: Origins to the Renaissance

- Title and description change

Current: THEA 210/Theatre History I: Origins to the Renaissance

An examination of the development of Western theatre from its origins through the Greeks, Romans, Middle Ages, Renaissance, and Restoration, in relation to culture and society. Also includes study of Asian theatre, including Japanese Noh theatre. Gives consideration to plays, criticism, theatres, audiences, performers, styles, and conventions of theatrical production. Prerequisite: THEA 101. Offered fall semester.

Proposed: THEA 210/Theatre Histories I: Global Perspectives

An examination of the development of theatre from its origins through various cultures and eras. An examination of how history is determined and what is unknown or omitted, as well as the relationships between the past, present, and future. Gives consideration to plays, criticism, theatre spaces, audiences, performers, styles, and conventions of theatrical production. Prerequisite: THEA 101. Offered fall semester.

THEA 310/Theatre History II: Restoration Through World War I

- Title and description change

Current: THEA 310/Theatre History II: Restoration Through World War I

An examination of the development of Western theatre in relation to culture and society from the Enlightenment through the beginnings of Modern Theatre. An exploration of the significant departures and complements to the mainstream as well as other compelling traditions, particularly those of Japan, China, and Bali. Gives consideration to the plays, criticism, theatres, audiences, performers, styles, conventions of theatrical production. Prerequisite: THEA 210. Offered spring semester. CLA-Writing in the Major.

Proposed: THEA 310/Theatre Histories II: Representing Truth On Stage

A historical examination of the different ways that theatre practitioners in the modern world have tried to represent our world. By studying various theatrical movements since the 19th century, students are asked to think critically about who is being represented in a play, what comment is being made through this representation, and its effect on the audience. Examines the myriad reasons why people do theatre and which types of theatre suit a particular purpose, how theatre is created and produced, and how theatre both shapes and reflects its society. As the plays and styles of theatre studied are still produced throughout the world today, this course explores the linkage between the past and the present. Prerequisite: THEA 210. Offered spring semester. CLA-Writing in the Major.

Enrollment Management Arts and Sciences Update 10/04/2021

Shared at Divisional and Collective Meeting

CLA

Fall Forward

The University has created a program for the second half of semester, establishing an educational opportunity for students who may have had challenges re-entering in person education. Designed as a customized, intensive, 8-week program focused on helping the student make a successful transition to college. The program will:

- Provide academic and life skills, help equip students for the demands of college, and familiarize them with the resources available to students at Drew University
- Give those who attend an opportunity to meet, collaborate with, and build relationships with other college students
- Expose students to the variety of teaching methods and experiential learning opportunities they may encounter during future years in college
- Cultivate the Fall Forward cohort as an enrollment strategy with the goal of retaining all participating students and having them matriculate into the regular student cohort during the spring 2022 semester.

Courses include

- Psychology of Stress and Coping (core)
- Writing Studio I (core)
- American Folklore: Supernatural Folklore in the United States
- Physics in Modern Medicine

Marketing included, but not limited to

- Targeted social media advertising to potential students
- Post card to those who were admitted to Drew and went elsewhere
- Post card to all area households with a college-aged student
- Free social media and [press release](#) (picked up in NJ local papers and [Inside Higher Ed](#))
- Targeted emails to; domestic deferred students; NJ guidance counselors; NJ school administrators

General notes

- Students may attend as commuters; partial residency (Monday-Thursday); full-residency
- Applications and other information can be found at:
<http://www.drew.edu/admissions-aid/undergraduate-admissions/fall-forward/>
- Currently we have six students in the admissions pipeline.

CLA Data

Our admissions cycle recruiting finalized with 359 new first year students (vs 342 last year) and we also added 54 new transfers. More complete data will be shared at the next meeting

Marketing CLA

Website

Migration server will be finalized soon to provide the following benefits:

- Increase in site performance
- Provide superior services that eliminates staff time spent on maintenance, upgrades, and stop outages
- Allow for more advanced designs on homepage and department page templates
- Provide better features to share content across the site
- Allow creation of new search engine optimization (SEO) friendlier templates that will leverage better tracking tools to monitor students through the admissions funnel.

Creation of new Homepage Hero (oversized banners) visuals have been developed and will be implement on site this month to:

- Increase the marketing efforts by adding multiple slider images/videos
- Focus on highlighted timely accolades or accomplishments of specific departments
- Highlight important upcoming events
- Provide opportunities to showcase all three school
- Ability to show short footage of video as part of a single slider.

New designs for Departmental website templates have been designed.

- Marketing and communications staff will be working with the Deans' office to incorporate full input for the final design of each web page. Some new items will include:
- More impactful hero images
- Purposeful accolades which can be individualized for each department
- Revised introduction content to support goals of Launch Program
- Opportunities to develop and include:
 - Outcome and success stories to link to in Drew News feeds and social media
 - Quotes from current students
 - Launch information associated with majors.

A rough draft of the Department template can be reviewed at:

<https://drive.google.com/file/d/1YTjyW3NueQsL1e9mSGjSkKcehorp4VBN/view?usp=sharing>

Upcoming Events

- Virtual Discover Drew Day - Monday, October 11th (7:00 p.m. - 9:00 p.m.)
- In-person Discover Drew Day - Saturday, November 13th (9:00 a.m. - 1:50 p.m.)

As faculty members, you may be the first to notice a student who is experiencing academic difficulty. At the first signs of academic risk (e.g., student missed the first submission deadline, low grade on the first assignment, more than one absence within the first two weeks), it's important to communicate these early via Beacon. The [Center for Academic Excellence](#) has created 2 new sites to help guide both faculty and students:

[Academic Alerts \(Beacon\) for Faculty](#): Includes tutorials for faculty in their role as instructor and/or adviser.

[Academic Alerts \(Beacon\) for Students](#): We encourage you to share this with students. It provides context for why faculty send alerts, emphasizing that alerts are intended to be a point of care.

Please be mindful that you can elect to have a student see the alert, or not see the alert, so please choose which seems appropriate, and tailor the information and tone accordingly:

Criteria for Effective Use of Beacon	Beacon Alert Examples
<p>1) Include course number and title.</p> <p>2) When you are having the student see the alert, clearly state the issue observed and impact on student performance. Compose in a manner similar to writing emails. As appropriate, directly address the student and use a “supportive” tone.</p> <p>3) When you are NOT having the student see the alert, provide context for the alert so that the student’s support network understands the issue.</p> <p>4) Indicate response expected from either the student or the support network.</p>	<p>Example 1 [visible to student]: Hi Alexa, I'm following up with a Beacon alert because I haven't heard back from you in response to my email about needing to set up a meeting to discuss your progress. I appreciate your participation in class, but you've now missed a few assignments, and we need to touch base about how things are going for you in DSEM and ARTH 102. Please email me directly with a number of days and times you are free to meet so we can set up an appointment.</p> <p>Example 2 [not visible to student]: This is a copy of the email I sent Sam today regarding PSYC 101; I do not want a reachout from CAE at this time, because I'd like to give her a chance to respond to/work with me first. But I wanted it documented here, in case there are other alerts coming in for her. [and then insert copy of email]</p> <p>Example 3: [may or may not be visible] John and I met today. I am his advisor, and he is also in my course THEA 311. He has gotten behind on assignments since the start of school, and we discussed some strategies for better time management. However, he and I both agreed that it would be useful if he could meet with an academic coach to plan out and work on better time management and study habits. Information about academic coaching and the link to make an appointment can be found here.</p>

The links to CAE resources are included in this table:

Support Resource	About the Support	Contact	How Faculty and Students Can Book Appointments with the CAE
Center for Academic Excellence (CAE)-Admin	The <u>CAE</u> network can help faculty connect to the support they need to achieve their classroom goals, including training or general questions about Beacon. Additional areas of CAE Administrative support can be found here .	cae-admin@drew.edu	
Subject Tutoring, Writing Support, Embedded Learning Fellows, others	<u>Subject Tutoring</u> , <u>Writing Support</u> , Embedded Learning Fellows , and others can help students meet their goals in the areas of math, science, humanities, research and writing for both in-person and online classes.	cae@drew.edu	Students can register and make an appointment for tutoring or writing support at WOnline, the CAE's tutoring appointment system: www.drew.mywconline.com Here are instructions for creating an account for tutoring that you can share with your students.
Academic Coaching	<u>Academic coaching</u> provides assistance outside of content areas for students in need of organizational and study skills based assistance.	cae@drew.edu	Students can register and make an appointment for academic coaching at WOnline, the CAE's tutoring appointment system: www.drew.mywconline.com
Accessibility Resources	Students with documented disabilities can consult with the <u>Office Accessibility Resources (OAR)</u> on academic resources available and accommodations.	dgiroux@drew.edu	Email is the best way to make an appointment. Registration Information is here .



LAUNCH UPDATES - October, 2021



SAVE THE DATE: September 21-30, 2021

Reporting out from [2021 Launch Expo!](#)

Thank you for supporting and participating in the [2021 Launch Expo!](#)

By the numbers:

- Welcome Back Student & Alum Networking Event (81 students, 10 alums, 8 faculty/staff)
- Launch Career Communities & Immersive Experiences Fairs: (104 students, 14 faculty/staff, 6 alums, 5 employers, 27 family members)
- Handshake Virtual Career Communities Fair (160 students, 45 employers)
- Entrepreneurship & the Future of Media (35 students, 15 community members, 8 faculty/staff)
- **Opportunities through ongoing partnership with the Morris County Chamber of Commerce**, including MCCC monthly meetings on campus.

Survey Reminder: Building AY21-22 Launch Communities programs to meet your needs

You are still on time to help us plan late fall and spring's programming for the Launch Communities. We are very interested in tapping into your ideas and needs so that we can best support your work at Drew. Partnering in this way will ensure our responsiveness to students' and your needs or opportunities. If you haven't, please take a few minutes to complete the [survey](#) if you have not had the chance to do so yet.

Please help us ask 2021 alums to complete their Drew First Destination Survey

We continue collecting career outcomes data from 2021 graduates through the Drew First Destination Survey. The cycle will be completed 12 months after their graduation. **Please help us share the First Destination Survey to recent alums of your departments whether for completion of the survey or for career outcomes updates. To access the survey, alums need to go to <https://drew.joinhandshake.com/schools/880> and click on the First Destination Survey button to complete the survey.**

Drew 110 updates

Please note that Drew 110 will now be offered in both the spring and fall semesters, in consecutive 7 week sessions, to give students a wider range of scheduling choices and to better meet their needs. Stay tuned for more details about this and other exciting updates surrounding Drew 110.

University Library Report to the A&S Faculty ~ October 8, 2021

Kornitzer Prize Competition

Drew faculty and alumni authors are eligible for the 11th Béla Kornitzer Awards in recognition of outstanding nonfiction books published between January 2020 and December 2021. Separate awards, including monetary prizes of \$2,000, honor faculty and alumni authors. A faculty prize committee will select the winners, and the winners will be announced at a Library celebration in late Spring 2022.

Please send or bring submissions (including book, letter of nomination, and reviews if available) to:
Guy Dobson, Drew University Library, 36 Madison Avenue, Madison, NJ 07940

Submitted books will be added to the University Archives Faculty and Alumni Collection. The submission deadline is 1 February 2022. Early submissions are encouraged. Please note that [previous winners](#) are not eligible for the competition. Likewise, multi-authored books are not eligible.

The Kornitzer Award was established in 1992, by Alicia and George Karpati to honor the achievements of Mrs. Karpati's brother, Béla Kornitzer, as a journalist and author in Hungary and the United States. The Library maintains a special collection related to Mr. Kornitzer's books and career.



For further information about the Kornitzer awards, contact the Library at 973.408.3472.

Access these New Trials, and all our Databases, on the Library's [A-Z list](#)

BLOOMSBURY HISTORY: THEORY & METHOD



One-stop online resource to explore the theory, methods and historiography which underpin history as a discipline. It encompasses an extensive variety of new articles which examine: Selected excerpts from classic historical works which have helped shape the subject;

Key concepts, thinkers, and debates; Methods for analysing primary sources; Established and cutting-edge theories and schools of thought.

Covering North America's diverse religious traditions, this resource provides reliable and peer-reviewed information for students and instructors of religious studies, anthropology of religion, sociology of religion, and history.

BLOOMSBURY RELIGION IN NORTH AMERICA



OXFORD WORLD'S CLASSICS

Currently providing access to novels, and other writings, from the 18th and 19th century. Every book includes comprehensive introductions, clear explanatory notes, chronologies, and bibliographies.

This Featured Resource can be found on the [Research Resources](#) page

[Flipster](#) is an app that provides digital access to magazines. Drew has access to the following titles:



- American Poetry Review
- Artforum International
- ARTnews
- The Atlantic
- Bloomberg Businessweek
- New Statesman
- Time

[Flipster](#) users can download magazines to read offline.

Faculty will be receiving emails this month with [Choice Reviews](#)...

...for new book titles in their disciplines. Please take a few minutes to look at these titles and contact us for purchase. Use the [book request form](#), email kjuliano@drew.edu, comment on the Google Doc that you receive, or contact your subject librarian. Thank you for keeping our collection current and relevant!



What's New in the Forest

Tipple is a new VM (Virtual Machine) that is currently home to [The Drew Review](#), [The Playboy Project Database](#), and [Theses and Dissertations from the Class of '21](#). Soon it will also be home to a new digitization initiative that the folks in Special Collections are working on. They have started scanning select topics from our [19th Century Pamphlet Collection](#) such as the women's right to vote, baptism, marriage, medicine, and faith cures. They are also scanning fragile periodicals from our Witchcraft collection. These materials will soon be accessible to all!

What's Not New in the Forest

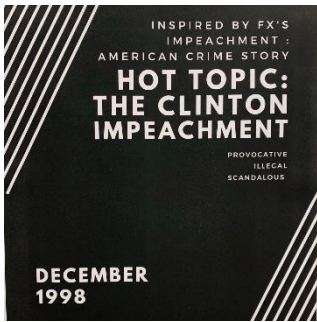
Tipple, the VM, is named after Tipple, the Pond, which is named after Ezra Squier Tipple who was the president of the Drew Theological Seminary from 1912 to 1929.

This photo is from the November 1928 (Volume 1, Number 1) issue of The Acorn which you can read on our old VM which is named Walter.

<https://walter.drew.edu/TheAcorn>



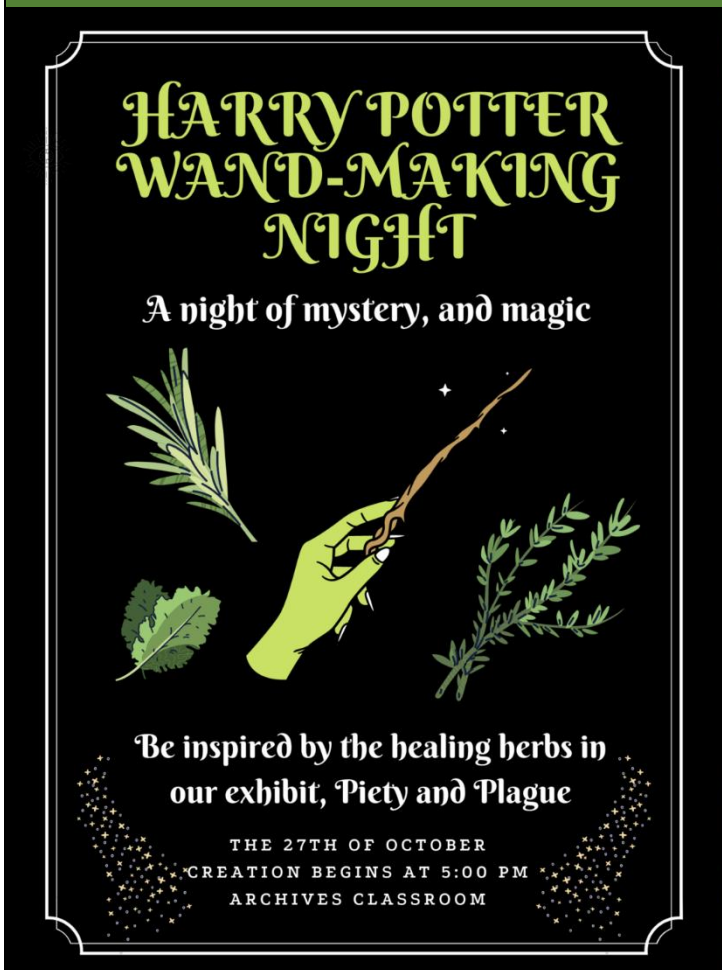
Hot Topic: The Clinton Impeachment



!NEW! mini-exhibit located by the UT Helpdesk: The hottest celebrity scandal in 1998, involved none other than US President Clinton's affair with a young White House intern. There was an investigation and all of the salacious details were out there. This was unheard of at that time. No president had been impeached since the 1800s and that word had not yet entered the American lexicon. Inspired by @fxnetworks show Impeachment: American Crime Story, follow the procedure through the governmental process.

Curated by Reference and Government Documents librarian Irina Radeva.

You do not want to miss these Special Collections events!



Please let me know if you have any questions about, or need my help with, anything.
~ Guy Dobson, Interim Director of the University Library

DREW FACULTY DEVELOPMENT WORKSHOP:

Classroom Management
& Boundary Setting

Friday, November 5, 2021
2:00—3:00

*Jill Cermele, Professor & Department Chair,
Psychology & Director of First-Year and Transfer Advising*

William Petrick, Associate Dean of Students

Including:

- understanding behavioral & covid-related policies
- managing challenges with non-escalatory steps
- time for questions & practice

Online, before faculty meeting. Zoom link will be provided in a workshop email & calender invitation.

Questions & Ideas: email Rebecca Soderholm, *Associate Dean of Curriculum, Arts & Sciences*, rsoderholm@drew.edu

WE HOPE TO SEE YOU THERE!

DREW FACULTY DEVELOPMENT:

Adjunct Faculty: Drop-In Office Hours

We appreciate your work with Drew students!
Please stop by with questions, or just to say hello.

Monday, October 18, 2021 | 4:00—5:00

Thursday, October 28, 2021 | 9:00—10:00

Tuesday, November 9, 2021 | 12:00—1:00

Potential topics:

- entering Beacon alerts
- mentoring students & connecting them to opportunities
- supporting international & ESL students
- developing strong syllabi

Zoom links will be provided in calendar invitations sent to adjunct faculty.

Rebecca Soderholm

Associate Dean of Curriculum, Arts & Sciences

rsoderholm@drew.edu

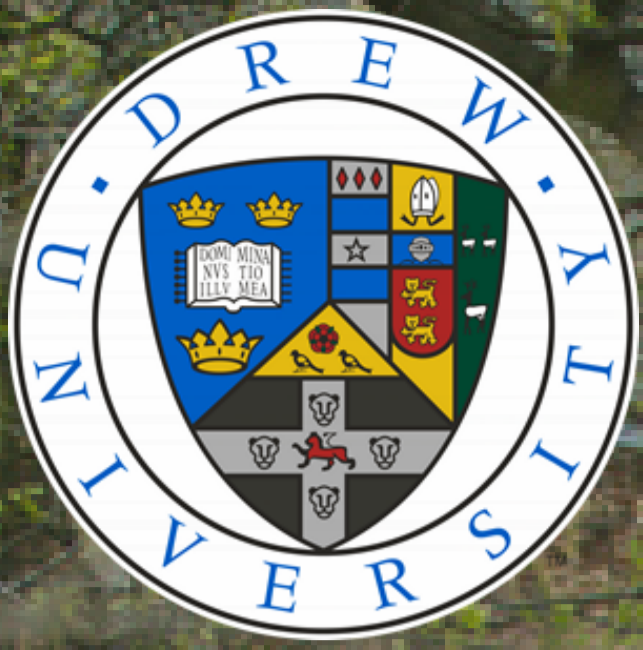
HOPE TO SEE YOU THERE!

Interested in Teaching?

Consider these requirements when planning your major, minor, and other coursework.

Art	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level • Study of drawing, painting, sculpture/ceramics
English	Major or 30 credits with 12 credits at the advanced level
Math	Major or 30 credits with 12 credits at the advanced level
Music, Theater	Major or 30 credits with 12 credits at the advanced level
Psychology	Major or 30 credits with 12 credits at the advanced level
Science (biology, chemistry, earth science, physics, physical science)	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level within each certificate • 15 credits in ancillary subject for physical science
Social Studies <ul style="list-style-type: none"> • Anthropology • Economics • History • Political Science • Sociology • Psychology 	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level in a social studies discipline • Minimum of 15 credits in history • At least one course in American history • At least one course in World history • Drew requires at least one course in non-Anglo/multicultural history
World Languages	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level • Pass Language Proficiency Tests
All other CLA majors are eligible to become elementary (K-6) teachers	Consider a middle school endorsement in a content area - 15 credits in history, math, science, English, or a World Language

Contact Kristen Turner, kturner3@drew.edu with questions or see <http://drewteachereducation.drewteach.org/> for information on the BA/MAT program.



The Drew Review

**CALL FOR
PAPERS**



We are looking for
undergraduate papers to
publish in our 2022 volume.



Cordelza D. Haynes
Frances Sellers Program updates

As part of the CAE, these are two updates in the Frances Sellers Program regarding 2 staff members:

Joelle Falaise, Assistant Director, Student Development:

She attended the first of several training sessions for the Title IX advisor for the 2021-2022 academic year, and completed the training offered through SUNY Student Conduct Institute. The training modules provided current information on how to successfully implement policy in order to be in compliance with state and federal laws regarding sexual harassment and discrimination. This position is important to the university to ensure that all parties involved receive due process and pertinent resources. The hope is to create a safe learning environment where students have free access to education without discrimination, sexual harassment or violence.

Twannah Ellington, Assistant Director:

She completed the certification course to serve as a Mental Health First Aid responder offered through the National Council for Mental Wellbeing. This will allow her to be a campus resource to support and make appropriate referrals. The certification program trains participants how to "...identify, understand and respond to signs of mental illnesses and substance use disorders (the National Council for Mental Wellbeing)." The training provides requisite skills to provide initial outreach and support, and connection to appropriate campus offices

GEFAC Announcement

The Global Education Faculty Advisory Committee (GEFAC) invites proposals for shortTRECs to be offered during January, spring break or summer 2023. Proposals are welcome for domestic as well as international locations. Please note proposals are required for both new and recurring shortTRECs.

Proposals are due October 10, 2021.