

**Arts & Sciences Faculty Meeting**  
April 30, 2021

**AGENDA**

<b>CALL TO ORDER: 3:15 p.m.</b>	Ryan Hinrichs
<b>APPROVAL OF MINUTES</b>	Maria Masucci ----- pp. 5
<b>DEAN'S UPDATES</b>	Ryan Hinrichs
<b>ACTION ITEMS:</b>	
Chemistry BA	Hannah Wells ----- pp. 12
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Amended Forgiveness Policy	Hannah Wells ----- pp. 29
<b>DISCUSSION ITEMS:</b>	
PPD and GT	Hannah Wells ----- pp. 30
<b>FOR INFORMATION:</b>	
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<b>REPORTS:</b>	
Full Curricular Report	Hannah Wells ----- pp. 11
Committee on Faculty	Sarah Abramowitz
Enrollment Management Report	Colby McCarthy
Launch Report	Daniel Pascoe Aguilar ----- pp. 41
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Art Department Senior Exhibition 2021	Michael Peglau ----- pp. 48
Global Education Faculty Advisory Committee (GEFAC)	Claire Sherman ----- pp. 49
2021 Civic Engagement Award Winners	Amy Koritz ----- pp. 50
<b>ADJOURNMENT</b>	

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

College of Liberal Arts and Caspersen School of Graduate Studies  
Faculty Meeting | Friday, April 30, 2021

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### BRIANNE BARKER

Biology; Public Health

Brianne Barker for an invited presentation, "Immunology or Molecular Biology? Insights Into Cytosolic DNA Sensing"; on her research on innate immune sensing of nucleic acid on April 15, 2021 for the University of Michigan Department of Microbiology and Immunology.

Brianne Barker for being interviewed and quoted in an article by StatNews: "Scientists work toward an elusive dream: a simple pill to treat Covid-19".

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### LISA BRENNER and CHRIS CERASO

Theatre Arts and Dance

Lisa Brenner and Chris Ceraso for participating in the convening series for grantees for the Way Forward, where they shared about their project: a collaboration with the University of San Diego. Drew's "Theatre in the Community" class has partnered with USD's CBL course, led by Evelyn Diaz Cruz. This grant is sponsored by Bringing Theory to Practice, a national project, in partnership with Elon University. Brenner, Ceraso, and Cruz's collaboration also resulted in the publication of Represent! New Plays for Multicultural Youth, published by Bloomsbury/Methuen.

<https://www.bloomsbury.com/us/represent-9781350171886/>

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### YULIYA GRINBERG

Anthropology; Business

Yuliya Grinberg for Anthropological Quarterly's acceptance of her article "The Data Multiple: Seeing Double in Digital Entrepreneurialism" for publication.

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### SHAKI JAISING

English

Shakti Jaising for publishing "War on Terror Westerns and the Specter of Imperial Decline" in Jump Cut: A Review of Contemporary Media, no. 60 (Spring 2021).

A short piece, "From Roma to Parasite: Structure versus Process" appeared in ASAP/J (Online journal for Association for the Study of Arts of the Present), April 26, 2021.



She also presented "Neoliberal Dreamworld and Real Utopia" at the annual American Comparative Literature Association Conference, April 8-11, 2021.

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### MINJOON KOUH

Neuroscience; Physics

Minjoon Kouh for presenting a short talk, "Science Curriculum Discovery from Textbook" at the NJIT Digital Humanities Showcase Poster Session (virtual) and at Autonomous Discovery in Science and Engineering Workshop (virtual).

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### JINEE LOKANEETA

Political Science and International Relations

Jinee Lokaneeta for being invited to University of Minnesota & University of Toronto for Discussions on her Book, "The Truth Machines: Policing, Violence & Scientific Interrogations in India" (Michigan) in March 2021.

Jinee Lokaneeta for co-authoring an article in the journal *Polity* on "Combatting Suspicion, Creating Trust: The Interface of Muslim Communities and Law Enforcement in the United States after 9/11."

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### YAHYA MADRA

Economics

Yahya Madra for presenting a paper titled, "Vulgar (...): Vacillating between Production and Exchange " at the Vulgar Marxism Workshop at Drew University (online) on April 17, 2021.

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### MARIA MASUCCI

Anthropology

Maria Masucci for acting as discussant in the *Symposium on Recent Innovations in Ecuadorian Archaeology*, on April 17, 2021 at the 86th Annual Meetings of the Society for American Archaeology (held virtually).

Maria Masucci, for presenting, with graduating seniors Amy Zavec and Ava Valentino, "Life Along the River: Revealing the Impact of Industrialization on Chatham Township 1890-1920" at the meeting of the Historical Societies of Chatham and Chatham Township, April 18, 2021.

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### ZIYUAN MENG

Math and Computer Science

Ziyuzn Meng for co hosting and moderating the panel session on *Philosophy and Cybernetics* for International Institute Informatics and System (IIS) 2021 Conference on March 9, 2021.

Also for presenting a paper titled “*Enframing or Animating Second Nature: Reflections on Cybersecurity and Ontology*” in New Materialist Informatics 2021 Conference, University of Kassel, Germany on March 22, 2021..

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### KRISTEN TURNER

Teacher Education

Kristen Turner for receiving the *Divergent Publication Award for Excellence in Literacy in a Digital Age Research* for her book, “The Ethics of Digital Literacy: Developing Knowledge and Skills across Grade Levels”.

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### MARIA TURRERO-GARCIA

Spanish

Maria Turrero-Garcia for giving a guest lecture on Bilingüismo y afasia (Bilingualism and aphasia) at Kansas State University on April 22, 2021.

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### NANCY VITALONE-RACCARO

Teacher Education

Nancy Vitalone-Raccaro, along with five MAT candidates, facilitated two conference presentations at the New Jersey Future Educators Association Virtual High School Conference on March 26, 2021. The dual session, entitled “The Man Nobody Killed”, enabled MAT candidates to engage participants in the inquiry-based teaching method Visual Thinking Strategies (VTS) as a way to improve critical thinking and promote safe discourse around bias in policing. A second outcome was to demonstrate how teachers trigger inquiry and curiosity so students learn through their own agency and investigation. MAT candidates effectively showcased their teaching skills honed during the teacher education program at Drew.

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### COURTNEY ZOFFNESS

English; Creative Writing

Courtney Zoffness, whose recently published book, *SPILT MILK*, was reviewed in the New York Times, the Chicago Review of Books, and the Masters Review. It was named the April Book Club pick by the Under Cover Book Club, and the May Book Club Pick by the Nervous Breakdown.

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## March 26,2021 A&S Faculty Meeting Minutes

via zoom: <https://drew.zoom.us/j/98132947506>

### **IN ATTENDANCE**

#### **FACULTY**

Sarah Abramowitz, Erik Anderson, Christopher Andrews, Chris Apelian, Carolina Arango-Vargas, Lee Arnold, Di Bai, Alex Bajcz, Brianna Barker, Jim Bazewicz, Rachelle Belinga, Jeremy Blatter, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Raphaelae Chappe, Miao Chi, Kimberly Choquette, Graham Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Steve Dunaway, Wyatt Evans, Christopher Fazen, Steven Firestone, Kimani Fowlin, Jonathan Golden, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Poe Johnson, John Jordan, Lisa Jordan, Jason Jordan, Hilary Kalagher, Jason Karolak, Steven Kass, Joshua Kavaloski, Rita Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Juliette Lantz, Bjorg Larson, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Rory Mulligan, Phil Mundo, Robert Murawski, Adijat Mustapha, Emanuele Occhipinti, Jennifer Olmsted, Karen Pechilis, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Susan Rakosi Rosenbloom, Jonathan Reader, Judy Redling, Kimberly Rhodes, Jonathan Rose, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Bernard Smith, Rebecca Soderholm, Sharon Sundue, Jim Supplee, Phoebe Tang, Jolie Tong, Kristen Turner, Maria Turrero, Merel Visse, Nancy Vitalone-Raccaro, Hannah Wells, Trevor Weston, Tammy Windfelder, Courtney Zoffness

#### **INVITED GUESTS**

Margery Ashmun, Matthew Beland, Tanya Linn Bennett, Andrew Bonamici, Barb Bresnahan, Stephanie Caldwell, Jenna Corrado, Kristen Daily Williams, Chris Darrell, Christy Hartigan, Cordelza Haynes, Kathy Juliano, Dawn LoMauro, Colby McCarthy, Frank Merckx, Daniel Pascoe Aguilar, Irina Radeva, Danielle Reay, Candace Reilly, Kareena Salvi, Shawn Spaventa, Phoebe Wang

**CALL TO ORDER:** 3:15 p.m.

No changes to minutes passed by consent agenda.

### **DEAN'S UPDATE**

Dean Ryan Hinrich started the meeting with a congratulations to the Theatre and Dance department for their production of Monstress! He welcomed all to attend the second showing on 3/26/21 at 7:00 pm.

Ryan announced the schedule for Day of Scholars on Friday, April 16 with a Live Stream event from 3:00-5:00 pm. He asked faculty to encourage students with significant research, scholarship or creative projects to participate. There will be a website in which an unlimited number of presentations can be posted, and 8-10 presentations/performances will be selected for the Virtual Event. Deadline for presenter registration is Wednesday, March 31.

Ryan announced a University Faculty Meeting will be scheduled for Wednesday, April 21 starting at 4:00pm.

Ryan reflected on the spring semester and took stock of the current state and shared some updates:

#### **COVID**

- There are concerns around the rise in the number of COVID cases on campus in the previous week and compliance with health and safety protocols in Simons Forum and Grab-n-go line.

- Ryan thanked faculty for their vigilance and especially for raising concerns, including from conversations with on campus students and asked that they continue to do so.
- Ryan thanked Roger Knowles for his continued work on the Status of Campus Operations During COVID Committee who meet twice weekly to review campus and regional data to determine the Campus Alert Level, and also met an additional time last Saturday due to the high number of positive tests.  
<http://www.drew.edu/1/emergency-information/coronavirus-disease-2019-covid-19-2/campus-health-safety-guidelines/>
- Ryan noted there were 4 positive tests from Thursday, March 18 through Saturday, March 20 but reported that there were no new positive cases from surveillance testing on Monday, March 22 or in Health Services this week.
- New Jersey will open access to COVID vaccines for “All Higher Ed Educators and Support Staff” starting on April 5th.

#### Self-Care during COVID

- Ryan acknowledged the anniversary of the start of the pandemic and the extended moment of trauma, asking all to consider how to best self-care.
- He added that students really appreciate starting classes with check-ins, a way of acknowledging that we are in this together.
- Faculty were reminded of break days and were asked not to have major assignments due right after a three day weekend.
- Ryan thanked Kareena Salvi and the student government for sharing feedback from their survey and thanked faculty who have been flexible in courses with deadlines, optional assignments, and type of assignments (e.g., allowing videos instead of papers). Although not every course can be so flexible, Ryan reiterated that if able, consider continuing these adjustments when possible.

#### CAE Update

Judy Redling offered a few words about Beacon alerts and dealing with student challenges/issues.

Judy shared that she has been in touch with faculty and intervening when asked. She shared a link that might be helpful, [Faculty Guidelines](#). Judy also offered drop in office hours: 9:30-10:30am (M,W,TH) for faculty for guidance as to intervene since each student is different.

In response to an observation that a student might receive similar emails from multiple faculty, it was asked if there should be coordination of messaging to which Judy explained that the CAE has provided emails as templates that can be personalized but agreed to review the process with that consideration.

#### Fall 2021 Planning

Ryan provided information on fall registration advising and how to advise in regards to the online courses or student choices:

- Course schedule goes live on Monday, March 29, 2021.
  - Over 94% of seats are fully in person.
  - 25 online courses are available to accommodate students who cannot join us on campus next Fall, carefully curated in consultation with INTO and anticipated student needs. [Fall 2021 CLA Online Courses](#) Online seats will be monitored and, if filled quickly, the administration will respond accordingly.
- Registration for students with 0-26 credits has been moved from Monday, April 19 to Wednesday, April 21. Moving forward, we will continue with the Wednesday date to give first year students more time to clear holds and meet with faculty before registration opens.

- For Students on campus, registration should be relatively normal. Instructions on how to confirm courses are in-person will be provided to students.
- Advice for students planning to NOT come to campus next fall:
  - Review online course offerings; consider Gen Ed requirements (Selected group of online courses to meet student needs)
  - Submit Fall 2021 Intent to Study Remotely form, which requests specific information regarding student academic needs [Fall 2021: Intent to Study Remotely](#). Those intending to study remotely or considering doing so should fill out the form. Those planning to be in-person should not fill out the form.
- If an advisee is not sure whether they will be on campus or remote, the recommendation is to register them for in-person courses as those seats will be limited as more students register. If all the online seats are filled, we will need to consider adding more online courses. In response to a question, it was noted that a student's online or in-person status is student choice.
- Chairs and faculty open hours for advising help with Maria Masucci will be offered: M, T, Th, F 4:00-5:00 pm W 4:30-5:30 <https://drew.zoom.us/j/9730912110>
- A new Textbook Ordering google form is now posted on Uknow to help streamline the process, so please help students have the text information they need. [Drew Bookstore Textbook Adoption Form](#) . Student leadership reminded the faculty of the [Student Textbook Lending Library](#) , an initiative by Gabby Ramirez.

### Long-term planning

- Ryan shared some thoughts on the return to a new normal and the possibility of student learning gaps. The CAE will be sending out a Faculty Academic Support survey to help faculty shed light on how best to support students upon their return to more normal classroom learning and expectations.
- Ryan thanked Dean's Council members for their engagement and shared the following from Faculty Forum conversations around the President's Faculty Committee.
  - Expanding combined degree programs, if done strategically, can distinguish Drew from peer institutions and attract prospective students who otherwise might not consider Drew. This approach could expand the funnel of prospective students.
  - Provost, Jessica Lakin has started work on a combined degree program in Masters of Public Health (MPH). Administration will continue to engage with possible partners. Ryan committed to continued open communication and welcomed input from all to himself or those faculty on the Committee.
  - Ryan acknowledged, based on Faculty Forum discussions, that faculty have many other ideas beyond combined degree programs -- new cohort models and ideas around how online education may expand access to CLA. It is critical to develop a mechanism to bring these ideas forward, have a process to vet ideas based on resource needs and potential impact, and ultimately prioritize ideas. Ryan is committed to engaging with Dean's Council to set in place a process.

Questions were welcomed. In response to questions, Ryan clarified:

- Hybrid classes are not being offered in CLA. Caspersen classes are being evaluated on a case by case basis.
- Guidance is not confirmed for social distancing in the classroom for the Fall semester.
- In person courses will have the goal of being fully in person, not flex classes.
- Any ADA requirements or accommodation requests will be handled by our Accessibility Resources office.
- Ryan agreed to consider a way for advisors to note student requests for online versions of courses while being careful not to message that classes will be converted but that Drew is open to data collection.

## **ACTION ITEM**

### **Revision to the Theater Major**

Hannah Wells provided a recap of the changes to the major, passed in two parts, as detailed in the faculty meeting packet, [Theater Major Revisions](#).

Questions were welcomed:

- Steve Kass raised the question of why theater and/or other majors cross list fewer classes with other departments. Broadly, as a liberal arts school, how can we work to offer other classes that add to an interdisciplinary approach? What percentage of students take classes outside their major and how do the Gen Ed requirements impact their ability to do so? Is there an opportunity to be more inclusive of other departments? Can elective lists be tweaked? CAPC noted the concern and the Theater Department was open to conversation around greater collaboration and cross listing with consideration of the pedagogy and learning outcomes but the request to decouple that conversation with the revisions, focused on restructuring, was agreed to and the vote taken.

*Vote / Result*

*Yes - 65*

*No - 5*

*Abstain - 14*

### **New Cybersecurity Major**

Sarah Abramowitz introduced the proposal included in the faculty meeting packet, [Cybersecurity Major](#).

Questions were welcomed:

- John Muccigrosso raised some issues that resulted in discussions around growing a program vs cannibalizing other programs, impacts on enrollment of other classes, capacity issues and again, consideration of a more interdisciplinary structure of a major.
- It was noted that cultural knowledge and context is a growing need for cybersecurity positions so continued awareness of that need was encouraged.

Sarah welcomed all to submit any courses appropriate as an elective for review.

*Vote / Result*

*Yes - 73*

*No - 4*

*Abstain - 7*

The vote passed and will move forward for approval to the Board of Trustees.

## **REPORTS**

### **Curricular Report**

Hannah Wells referred all to the Curricular Report in the faculty meeting packet and invited all to the April 14 meeting to discuss General Education revisions.

### **Launch Report**

Daniel Pascoe Aguilar highlighted a survey [Building Launch Community Programming](#) that will help plan the programming for the Launch Communities for next year. Daniel asked the faculty for their ideas and needs for this programming so that Launch can best support the development of Drew students and their efforts at Drew. Partnering in this way will ensure Launch's responsiveness to students' and faculty needs/opportunities.

### **Enrollment Report**

Colby McCarthy shared the Enrollment Report as of 3/26/21 ([Enrollment Report](#)) and offered the following updates:

- 130 students have deposited, down from previous year but ahead of prior two years.
- Athletic recruiting numbers are ahead of targets.
- Action and Baldwin scholars numbers are encouraging.
- Commuter (and local) applicants are up.
- International applications are down, as expected with current restrictions.

While optimistic, the enrollment environment is not predictable given the current indications that many students are lagging behind in their decision making process. Some other indicators:

- Event participation is high, especially with in-person events.
- GPA and SAT scores are stronger than previous year.
- Event capacity issues are being addressed to maintain quality of programming.
- Caspersen numbers are up with more updates to be shared at the next meeting.

### **Library Report**

Ryan announced some bittersweet news, the retirement of Andrew Bonamici at the end of this academic year. Ryan conveyed his deep appreciation for Andrew's wisdom and kindness, acknowledging that he will be missed. He wished Andrew a wonderful retirement and invited faculty to offer their words of acknowledgement in the meeting chat. Andrew thanked everyone for their collegiality over the years and their well wishes.

Andrew noted that he is in conversation with Jessica Lakin in regards to interim leadership and did share some highlights from the Library Report in the faculty meeting packet including:

- Printing access continues to be worked on with University Technology with an eye toward a sustainable solution.
- African knowledge e-access is a new resource.
- Trials for some new resources, including Oxford Press on-line are now available. Faculty input is especially welcome on all trials.
- Research help for students is available as well as study space, upon request.

Andrew thanked Judy Redling and her team's continued collaboration.

### **ANNOUNCEMENTS**

The Middle States full report draft is complete and town halls have been scheduled. A preliminary visit by the Middle State Committee is scheduled in April.

Bjorg Larson announced that any transfer students or student's graduating early, with a 3.4 and 3.5 in their major, are eligible to write a thesis and to please encourage them to be in touch, if interested.

Meeting adjourned:

Respectfully submitted,  
Christy Hartigan



## Curricular Report April 2021

### For Action:

- Chemistry BA
- Public Health BA
- Amended Forgiveness Policy

### For Discussion:

PPD and GT

### For Information:

Incomplete Policy

### New Courses:

- BST 390/Introduction to Portfolio Management

### Change to Existing Courses:

- BIOL 102/Biological Basis of Human Sexuality
  - Making course inactive in catalog
- BIOL 120/Human Health and Disease
  - Description change
- BST 310/Management
  - Description and pre-requisite change
- PH 352/Global Health
  - Cross-listing with PSCI

### Changes to Existing Major/Minor/Program:

- Chemistry BA
- Neuroscience (adding PSYC 222)
- PSCI (adding PH 352)
- Public Health BA

### Gen Ed Designations:

- ANTH 330/Selected Topics in Archaeological Method and Theory [IMMX]
- ANTH 380/Archaeological Method and Theory [IMMX]
- Americorps-Changebuilder Community Engagement Certificate [IMMX]
- CE 275/Allied Against Hatred: Black-Jewish Relations in America [DVUS for CRN#10888]
- ENGH 243 Intercultural Communication [BINT, WRIT]
- ENGH 374/Major Author, Post-1900 Seminar [DVUS for CRN#10948]
- NEUR 270/Honors Seminar in Neuroethics [WRIT for CRN#11070]
- PH 396/Research in Public Health [IMMX]
- Student Contact Tracers [IMMX]

## **For Action:**

### **Revisions to the Chemistry BA**

#### **I. Rationale**

What is the rationale for the department's proposal to revise the major at this time? Is there assessment data to support the revision? Are the revisions a response to an external review of the department? How do the revisions relate to the objectives articulated in your five-year plan? Are there external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions which are being used in the revision?

The Chemistry Department is seeking to decrease the size of the BA Chemistry major so that students interested majoring in chemistry, but pursuing professional degrees after Drew, such as engineering programs (especially the 3/2 combined degree programs), health professions, and secondary education, have room in their schedules for (1) the Chemistry major, (2) the required courses for professional programs, and (3) the ability to fulfill the liberal arts education provided by the college. Currently students have been able to meet these requirements but it requires careful planning, luck with avoiding conflicts, and often overloaded semesters and/or Summer courses. We are seeking to reduce this burden for students while still ensuring students will be able to meet the program's learning goals.

This major already falls outside the recommendations of the American Chemical Society (which is encompassed in the BS majors) and therefore these recommendations do not apply. We examined Chemistry majors at several peer institutions and found that our major was within, but at the high end, of the number of chemistry courses required by peer institution majors. We feel we can replace two required courses with a single laboratory elective, and maintain the integrity of the major in addressing our learning objectives, while still allowing students to pursue courses that best fit their professional goals.

Examining the major at peer institutions makes clear that reducing the mathematics requirement from two semesters of Calculus to a single semester of accelerated Calculus (MATH 201) puts the Drew Chemistry major outside the requirements of the large majority of these institutions. However, we believe MATH 201 will provide students with the necessary background to complete the required Chemistry courses, most notably Physical Chemistry. We would also note the Skidmore College only requires the first semester of a two semester Calculus sequence for their Chemistry major.

#### **II. Learning Objectives**

How has the department defined its learning objectives? How do the major revisions address these objectives and more fully implement them?

1. Students will be able to describe and apply the core principles and vocabulary of chemistry, including the symbolic and representational language of chemical systems.
2. Students will be able to use chemicals, laboratory equipment, and instrumentation in a safe and effective manner to follow a protocol and collect experimental data.
3. Students will be able to interpret data to draw conclusions about chemical systems.
4. Students will be able to locate, read, analyze and discuss primary chemistry literature.

5. Students will be able to communicate chemical research in written form to an expert audience using the norms of the discipline.
6. Students will be able to orally communicate chemical research to a knowledgeable, but non-expert audience using the norms of the discipline.

As indicated above, the proposed changes reduce the size of the major. However, we believe requiring 2 introductory, 1 intermediate, and 6 upper level Chemistry courses, all with an associated laboratory, will still provide students with the necessary practice and development in the learning goals.

### III. Proposed Changes to the Curriculum

- a. Explain each proposed change to the major individually;
- b. Provide comparison between new major and old major;
- c. Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the on-line catalogue.

**Change #1:** The current major requires students to take both Advanced Analytical Chemistry (CHEM 321) and Foundations of Biochemistry (CHEM 360). We will remove these courses from the required list, and instead have students one upper level laboratory elective from: CHEM 321, CHEM 360, Environmental Chemistry (CHEM 325), and Advanced Organic Chemistry. This change reduces the size of the major by one course while allowing students interested in the physical sciences to take a course that focuses on instrumentation and analysis while students interested in the health professions can take Foundations in Biochemistry, which is a required course for many health professions programs.

**Change #2:** The current major requires students to take Calculus and Analytic Geometry I (MATH 150), and Calculus and Analytic Geometry II (MATH 151). The new major will give students the choice of completing this two semester sequence or taking the single course, Topics in Multivariate Calculus (MATH 200). Students interested in pursuing engineering programs, as well as other students interested in taking the University Physics sequence will still need to take the two semester calculus sequence. This fact will be noted in the catalogue copy (see below) and through advising.

#### Catalogue Copy:

### Requirements for the Major (~~58-59~~ 50-54 credits)

#### Chemistry Core

CHEM 150 - Principles of Chemistry I

OR

CHEM 151 - Principles of Chemistry I, Advanced Section

CHEM 160 - Principles of Chemistry II

OR

CHEM 161 - Principles of Chemistry II, Advanced Section

CHEM 250 – Organic Chemistry I

CHEM 320 - Fundamentals of Analytical Chemistry

CHEM 321 – Advanced Analytical Chemistry

CHEM 330 – Physical Chemistry I

CHEM 340 - Intermediate Inorganic Chemistry

CHEM 342 - Laboratory in Advanced Inorganic Chemistry

CHEM 350 – Organic Chemistry II  
CHEM 360 – Foundations in Biochemistry

CHEM 395 - Research in Chemistry  
**OR**  
CHEM 410 - Specialized Honors I

CHEM 400 - Senior Seminar (Capstone)

**Laboratory Elective**

**CHEM 321 - Advanced Analytical Chemistry**  
**CHEM 325 - Environmental Chemistry**  
**CHEM 351 - Advanced Organic Chemistry**  
**CHEM 360 - Foundations in Biochemistry**

**Mathematics Requirement**

MATH 150 - Calculus and Analytic Geometry I **AND**  
MATH 151 - Calculus and Analytic Geometry II  
**OR**  
**MATH 200 – Topics in Multivariate Calculus\***

**\*Note: Students interested in Engineering programs or who wish to complete the University Physics sequence below must take MATH 150 and MATH 151**

**Physics Requirement**

PHYS 111 - Introductory Physics I  
**OR**  
PHYS 150 - University Physics I

PHYS 112 - Introductory Physics II  
**OR**  
PHYS 160 - University Physics II

## **Note**

Students with AP, IB, or A-level credit may qualify for course equivalency or an exemption from CHEM 150/151 or CHEM 150/151 and 160/161. Such students should consult with the department chair. Students receiving an exemption but not credit equivalency can complete the major with 4 to 8 fewer total credits.

### **IV. Impact on Other Departments**

How will other departments be affected by the revision of this major? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs? Have you consulted with these departments and worked with them to ensure that their programs will not be adversely affected but this major revision? Does the proposed major offer increase possibilities for interdisciplinary collaboration?

Changing the mathematics requirement will likely have some impact on the enrollments for MATH 150, MATH 151, and MATH 200. Additionally, student ability to meet the requirement through MATH 200 will depend on the course being offered. The Mathematics and Computer Science Department asked us to consider if MATH 200 would be appropriate for the major and supports the change. Additionally, students will always be able to complete the major by taking MATH 150 and MATH 151, which are both regularly offered each semester.

## **V. Transition Plan**

Provide a detailed transition plan indicating how juniors and seniors enrolled in the current major will be able to complete the requirements for the current major.

Because the changes represent a decrease in requirements, all current majors will be able to complete the major more easily as a result of these changes. At least one of the possible laboratory electives will be offered each semester, as will MATH 150 and MATH 151.

## **VI. Revision of Minor**

Outline any changes to minor requirements necessitated by the revision of the major.

No revisions to the minor are necessitated by these changes.

## **Public Health BA**

### ***Proposals for Revision of an Existing Major and Minor***

Proposals for significant revisions to existing majors must be submitted for CAPC review 4 weeks before the CLA faculty meeting at which the department hopes to have the major revisions presented. Earlier submission allows for more time for comments and questions before a proposal is finalized for presentation to the faculty. Before presenting a proposal to the CAPC, Departments are expected to consult with the other departments in their division and with any other departments whose offerings or majors will be affected by the revisions.

Proposals should include all of the sections outlined below and should be introduced by the Major Proposal Submission Cover Sheet.

### **I. Rationale**

*What is the rationale for the department's proposal to revise the major at this time? Is there assessment data to support the revision? Are the revisions a response to an external review of the department? How do the revisions relate to the objectives articulated in your five-year plan? Are there external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions which are being used in the revision?*

The major in public health was developed in AY 17-18 and became available to students in AY18-19. The first cohort of three students graduated with the major in Spring 2020, and five more are due to graduate in Spring 2021. There are now 21 majors in good standing, and we expect those numbers to increase as students who entered Drew in Fall 2019 or later begin to declare their majors. Of these 21

current majors, 9 (~43%) students have second majors in areas ranging from biology and psychology to political science and business. The public health minor is also quite popular, with 29 students at last count. We anticipate that the public health crisis of the COVID-19 pandemic will further increase student interest in the public health program.

We decided to revisit the public health curriculum at this time, since the faculty contributing to the program has stabilized somewhat, after several years of flux. Importantly, while Paul Kadetz, who was originally hired to develop and direct the program, is no longer at Drew, we now have strength in other areas: Phoebe Mengxiao Tang in the Political Science department contributes the core courses *PH 352/Global Health* and *PH 360/Health Policy*; Chris Kirk teaches *PH 341/Research Methods in Population Health* and *PH 400/Capstone in Public Health*; and George Van Orden teaches not only *PH 101/Principles of Public Health* and *PH 340/Epidemiology*, but also *PH 220/Environmental Health* and *PH 370/Environmental Toxicology* (currently taught as a topics course). Although both Chris and George are adjuncts, their contributions to our curricular discussions have been particularly valuable given their many years of experience as active or retired public health practitioners.

The goal of our interim review was not to do an in-depth analysis and/or complete overhaul of the program: the major is simply too new for that. We went into this review with a few guiding questions, discussed below.

1. Are the current learning objectives appropriate for a major in public health at a small liberal arts institution?
2. Does the current major meet the learning objectives originally set forth for the program?
3. Do the course offerings align well with the interests of the students and the expertise of the faculty?
4. Is the size, scope and structure of the major accessible to students, especially those interested in majors or minors in complementary fields?

**Question 1.** Are the current learning objectives appropriate for a major in public health at a small liberal arts institution?

The learning objectives for the public health major are below:

SLO1: Explain the etiology and transmission of communicable and non-communicable diseases in population health case studies. (Bloom's Level of *Understanding*)

SLO2: Distinguish the sociocultural structures and processes that function as determinants of population health, through the application of fundamental social science concepts to population health case studies and practice. (Bloom's Level of *Understanding & Applying*)

SLO3: Critically appraise the different approaches to, and ethical considerations of, population health interventions. (Bloom's Level of *Applying & Evaluating*)

SLO4: Demonstrate flexibility in the ability to both analyze the health of populations simultaneously from multiple levels of analysis while incorporating the inter-connectedness of multiple variables that impact the population health issues examined. (Bloom's Level of *Applying & Analyzing*)

SLO5: Generate and analyze data using public health research in preparation for the design and presentation of a culturally appropriate population health intervention that illustrates the student's ability to successfully work with, as well as manage, teams. (Bloom's Level of *Analyzing, Evaluating, & Creating*)

There was consensus among the faculty that the SLOs are indeed appropriate for a major in public health at a small liberal arts institution, so we are not proposing any changes in the SLOs at this time.

**Question 2.** Does the current major meet the learning objectives originally set forth for the program?

The answer to this was a qualified “yes”, given that our outcomes data are limited by the number of students who have completed the program (although our three recent graduates have all had positive post-Drew outcomes). However, since the PH major is currently one of the larger BA degrees at Drew and is also larger than our peer, aspirant and competitor schools, we felt that there might be ways to meet these SLOs more efficiently. The table below provides an update of the benchmarking done during the development phase of the original major: the leftmost column highlights our proposed changes and compares them to the current major, as well as majors at peer (Agnes Scott, Augustana), aspirant (Muhlenberg) and competitor (TCNJ) schools. While Agnes Scott is not on our official list of peer institutions, it is worth noting that many of our peers do not have majors in public health (*cf.* Ursinus, Susquehanna, Eckerd, Washington & Jefferson). The data in the table reflect the current major requirements at each institution, which have changed slightly since 2018. The changes proposed herein bring the size of our major in line with all institutions except for TCNJ, which remains slightly larger.

<b>Drew – Proposed Public Health</b> <i>13 courses, 52 credits (8 core/cap + 5 elective)</i>	<b>Drew – Current Public Health</b> <i>14 courses, 56 credits (9 core/cap + 5 elective)</i>	<b>Agnes Scott Public Health</b> <i>13 courses, 52 credits (8 core + 5 elective)</i>	<b>Augustana Public Health</b> <i>8 courses, 32 credits (6 core/cap + 2 elective)</i>	<b>Muhlenberg College Public Health</b> <i>11 courses (7 core/cap + 4 elective)</i>	<b>College of NJ Public Health</b> <i>14 courses + orientation course (10 core/cap + 4 elective)</i>
Principles of Public Health	Principles of Public Health	Survey of Public Health	Introduction to Public Health	Issues in Public Health	Intro to PH (0 credits)
Global Health <b>OR</b> Health Policy	Global & Intern. Public Health	Global Health		Intro Global Health	Population Approaches to World Health
Statistics	Statistics	Biostatistics	Statistics	Statistical Analysis	Statistics
Human Health and Disease <b>OR</b> Microbes in Health and	Human Health and Disease <b>OR</b> Microbes in Health and	Integrative Biology <b>OR</b> Biology for Life	Health Behavior and Promotion		Human Biology <b>OR</b> General Biology

Disease <b>OR</b> Microbiology	Disease <b>OR</b> Microbiology				
Research Methods	Research Methods	Public Health Design and Evaluation			Research Methods
Epidemiology	Epidemiology	Prin. of Epidemiology	Epidemiology	Fund. of Epidemiology	Epidemiology
<i>[category deleted]</i>	Public Health Policy <b>OR</b> Environmental Health <b>OR</b> Nutrition	Health Policy <b>OR</b> Environmental Health		Environ. Health Public Health Policy <b>OR</b> Environ. Politics	Environmental and Occupational Health
Medical Anthropology <b>OR</b> Sociology of Health and Illness	Medical Anthropology <b>OR</b> Sociology of Health and Illness	Medical Anthropology	Anthropology of Global Health		
Elective, Bioscience and Quantitative	Elective, Bioscience	Elective, open	Elective, open	Elective, Living Systems	Elective, Health Comm.
Elective, Social Science and Humanities	Elective, Sociocultural	Elective, open	Elective, open	Elective, Soc/ Behav Health	Elective, Soc/ Behav Science
Elective, open	Elective, Sociocultural	Elective, open		Elective, Soc/ Behav Health	Elective (concentration dependent)
Elective, open	Elective, open	Elective, open		Elective, Humanities	Elective (concentration dependent)
Elective, open	Elective, open	Elective, open			
Capstone	Capstone		Senior Research Inquiry & Reflection	Culminating Undergraduate Experience (CUE) course	Internship / Capstone (2 courses)

**Question 3.** Do the course offerings align well with the interests of the students and the expertise of the faculty? *AND*

**Question 4.** Is the size, scope and structure of the major accessible to students, especially those interested in majors or minors in complementary fields?



Although the proposed changes do reduce the size of the major by 4 credits (1 course), it is important to note that we did not review the major curriculum with reducing the size of the major as the primary goal. Student experience was the paramount consideration, closely followed by the alignment of the course offerings with faculty expertise. For example, Phoebe Tang's courses in *Global Health* and *Health Policy* both take a comparative look at health outcomes and disparities in different countries, but the latter course specifically looks at the role of governmental policies as a determinant of these disparities. As a result, we propose that students can choose either one of these courses to cover this area of the curriculum. In addition to offering flexibility to students, this may also relieve enrollment pressure on *Global Health*, such that it can be offered at a smaller, more manageable size.

The course cluster that originally included *Health Policy*, *Environmental Health* and *Nutrition* was an odd mix to begin with, and we determined that, while all three topics are important to the study of public health, none of the three are absolutely essential. In addition, each is offered, at most, once per year (every other year in the case of *Environmental Health*), which can make scheduling challenging for students. As noted above, we propose *Health Policy* as an alternative to *Global Health*, while *Environmental Health* and *Nutrition* would remain as electives, but no longer be components of the core. Removing this category from the core reduces the size of the major by one course. At 52 credits, the major remains one of the larger BA majors at Drew, but we feel this is appropriate given the interdisciplinary nature of the field.

The other significant change we made to the major was done to reduce the restrictions on elective choices, thus allowing students more flexibility in choosing courses tailored to their specific interests and career goals. We updated the title of the first category of electives to "Bioscience and Quantitative" to reflect the inclusion of courses in GIS and statistics. We changed the title of the second category to "Social Science and Humanities" to reflect the importance of humanities perspectives (such as those found in Fran Bernstein's history courses) to the study of public health. While the number of elective courses remains at five, students only need to take one Bioscience and Quantitative course and one Social Science and Humanities course; the remaining three can be of their own choosing. We also removed the requirement for PH-designated electives since we feel that there are an adequate number of specialized PH courses in the core (5 plus ANTH 301/SOC 311, which would otherwise be cross-listed as PH) and removing this requirement somewhat obviates the need to cross-list *all* relevant elective courses, thus supporting the desired move away from cross-listing courses.

## **II. Learning Objectives**

*How has the department defined its learning objectives? How do the major revisions address these objectives and more fully implement them?*

The learning objectives are listed in Part I, above. The reduction of the size of the major should not affect the ability of students to meet the SLOs. At the same time, the revisions afford students more flexibility in choosing their electives; this and the reduced size may also allow students to combine public health with another major and/or one or more minors.

### III. Proposed Changes to the Curriculum

1. Explain each proposed change to the major individually;

#### Change #1: Overall credits

Total number of credits reduced from 56 to 52 (see rationale in sections I and II above)

#### Change #2: Core Courses

- Total credits for core reduced from 36 to 32 credits
- *PH 360/Health Policy* can be taken as an alternative to *PH 352/Global Health*
- Requirement for *PH/360 Health Policy* OR *PH 220/Environmental Health* OR *BIOL 220/Nutrition* has been removed

#### Change #3: Electives (General)

- Section title has been changed from “Foundational Electives” to “Electives”
- Explanatory text has been updated
- Requirement for “at least one elective course in the sciences category and two elective courses in the sociocultural category” has been changed to “at least one elective in the bioscience/quantitative category and at least one elective in the social science/humanities category”.
- The requirement “that PH majors must take a minimum of two elective courses that carry the PH designation” has been removed.
- All electives have been reorganized with PH courses first, in numerical order. After that, electives are listed alphabetically by department, then numerically within a department.
- Because many courses are cross-listed and the “OR” construction gets cumbersome and confusing, each course is listed in its departmental category followed by the text “(same as DEPT XXX)”.
- Prerequisites have been updated as needed. Although prerequisites are not generally part of major/minor catalog text, it helps guide student choices in an interdisciplinary major such as this. However, we consolidated the prerequisite list to indicate highest needed prerequisite (e.g. “BIOL 250” instead of “CHEM 150; CHEM 160 or 161; BIOL 160 *and* BIOL 250”)
- Updated course numbers for MATH 117, MATH 227 and ESS 215 have been added

#### Change #4: Electives (Subcategories)

- Category A title has been changed from “Biosciences Electives” to “Bioscience and Quantitative Electives”
  - The following courses have been removed from this category
    - PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
    - PH 305 - Medical Geography
  - The following courses have been added to this category

- PH 300 - Independent Study in Public Health
  - PH 396 - Immersive Research in Public Health
  - PH 410 - Specialized Honors in Public Health I
  - PH 411 - Specialized Honors in Public Health II
  - The phrase “may apply” was changed to “may be applied” in the note about BIOL 270/370
- Category B title has been changed from “Sociocultural Electives” to “Social Science and Humanities Electives”
    - The following courses have been added to this category:
      - PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
      - PH 300 - Independent Study in Public Health
      - PH 305 - Medical Geography
      - PH 396 - Immersive Research in Public Health
      - PH 410 - Specialized Honors in Public Health I
      - PH 411 - Specialized Honors in Public Health II
      - CE 260 - Drew Action Seminar II: Exploring Solutions (*Pre-req: CE 160; reserved for students in the Action Scholars program*)
      - PSYC 272 - Stress and Coping
      - REL 366 - History and Practice of Mindfulness
    - The following text was added at the end of this category: “Note: ANTH 320/ Selected Topics in Biological Anthropology and HIST 303/Selected Topics in History may be applied to the Public Health major when the topic is appropriate.

2. *Provide comparison between new major and old major;*

Please see Table in Section I for summary of comparison between new major and old major. Please see complete revised catalog copy for detailed differences.

*c. Provide complete revised catalog copy for the new major exactly as you wish it to appear in the next catalog and in the on-line catalog.*

Included in submission as separate document.

#### **IV. Impact on Other Departments**

*How will other departments be affected by the revision of this major? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments. Will the proposed major have a significant impact on enrollments in other departments/programs? Have you consulted with these departments and worked with them to ensure*

*that their programs will not be adversely affected but this major revision? Does the proposed major offer increased possibilities for interdisciplinary collaboration?*

These changes should not have any impact on other departments. Instructors of courses offered in other departments were consulted before the course was added to the electives list. While a few electives have been added, there are numerous electives available so there should not be a surge of demand for any one course.

## **V. Transition Plan**

*Provide a detailed transition plan indicating how juniors and seniors enrolled in the current major will be able to complete the requirements for the current major.*

Juniors and seniors can complete the major using the requirements in the catalog of their entry year, or may submit a request to the chair to be transitioned to the new major.

## **VI. Revision of Minor in Public Health**

*Outline any changes to minor requirements necessitated by the revision of the major.*

Although the changes to the minor are not strictly necessitated by the revision of the major, we are proposing the following changes to the minor:

### **Change #1: Core courses**

- PH 340/Epidemiology will be removed
- A course with a social science perspective will be added. Options for this course include any one of the following:
  - ANTH 301/Medical Anthropology OR
  - PH 352/Global Health OR
  - PH 360/Health Policy OR
  - SOC 311/Sociology of Health and Illness

The revised minor will have a better balance between bioscience/quantitative and social science perspectives.

### **Change #2: Electives**

The number of electives is unchanged but the options have been updated to reflect new course offerings and catalog copy has been reorganized in the same way as noted above for the major. The grammar at the top of this section has been changed slightly.

The following courses have been added to the electives list:

- PH 271 - Topics in Public Health: Social Science and Humanities
- PH 300 - Independent Study in Public Health
- PH 371 - Topics in Public Health: Social Science and Humanities

- PH 374 - Health Psychology (*Pre-req:PSYC 101*) (same as PSYC 374)
- PH 396 - Immersive Research in Public Health
- PHIL 305 - Bio-Medical Ethics (same as REL 305)
- PSYC 374 - Health Psychology (*Pre-req:PSYC 101*) (same as PH 374)
- REL 305 - Bio-Medical Ethics (same as PHIL 305)

The following course has been removed from the electives:

- ANTH 320 - Selected Topics in Biological Anthropology

The following text has been added at the end of the electives section:

“BIOL 270/BIOL 370/ANTH 320/HIST 303 - Topics in Biology, Anthropology and History may be applied to the Public Health major when the topic is appropriate.”

Revised catalog text included in submission as separate document.

## VII. Course Proposals

*Attach complete course proposal forms for each new and revised course included in the revised major.*

PH 396 course proposal form submitted as separate document. CLA-Immersive Experience form for PH 396 submitted on 3/26/21.

# Major & Minor Requirements

## Public Health Major

Requirements for the Major (~~54-56 credits~~) (52 credits)

I. Core Courses (~~34-36 credits~~) (32 credits)

- PH 101 - Principles of Public Health
- PH 201 - Public Health (Gateway Course)
- MATH 117 - Introductory Statistics

OR

OR

- STAT 207 - Introductory Statistics
- BIOL 120 - Human Health and Disease

OR

- BIOL 103 - Microbes in Health and Disease

OR

- BIOL 252 - Microbiology (*Pre-reqs: BIOL 160, BIOL 250, CHEM 150, CHEM 160*)
- ~~PH 340 - Epidemiology (*Pre-req: MATH 117*)~~
- ~~PH 341 - Research Methods in Population Health (*Pre-reqs: MATH 117, PH 101 or PH 201*)~~
- PH 352 - Global Health (*Pre-reqs: [PH 101 or PH 201]*)

OR

- PH 360 - Health Policy (*Pre-reqs: [PH 101 or PH 201]*)

- ~~PH 360 - Health Policy~~

OR

- ~~PH 220 - Environmental Health~~

OR

- ~~BIOL 220 - Nutrition (*Pre-req: BIOL 120 or BIOL 160*)~~

- ANTH 301 - Medical Anthropology (*Pre-req: ANTH 104 or PH 101 or PH 201 or permission of instructor*)

OR

- SOC 311 - Sociology of Health and Illness (*Pre-req: SOC 101 or permission of instructor*)
- PH 340 - Epidemiology (*Pre-req: MATH 117 or STAT 207*)
- PH 341 - Research Methods in Population Health (*Pre-reqs: [MATH 117 or STAT 207] and [PH 101 or PH 201]*)

- PH 400 - Capstone in Public Health (*Pre-reqs: PH 341; Co- or Pre-req: PH 340*)

OR

- ~~PH 402 - Independent Capstone Project~~

## II. Foundational Electives (20 credits)

The elective offerings provide an opportunity to explore the field of public health from a wide range of perspectives. In order to continue building upon the foundation established in the core courses, students must select at least one elective from the Bioscience/Quantitative category and at least one from the Social Science/Humanities category. The remaining coursework may be tailored to the individual's personal interests and career goals.

A. Biosciences and Quantitative Electives (at least 4 credits)

- PH 220 - Environmental Health
- PH 270 - Topics in Public Health: Bioscience
- ~~PH 299 - ShortTREC Health & Human Development in Africa: Lessons from the South African Experience~~
- ~~PH 305 - Medical Geography~~
- ~~PH 220 - Environmental Health~~
- PH 300 - Independent Study in Public Health
- PH 330 - Emerging Infectious Disease, or BIOL 330 (*Pre-req: BIOL 103/ or BIOL 252; same as BIOL 330*)
- PH 370 - Advanced Topics in Public Health: Bioscience
- PH 396 - Immersive Research in Public Health
- PH 410 - Specialized Honors in Public Health I
- PH 411 - Specialized Honors in Public Health II
  
- ~~ESS 210 - Environment, Society and Sustainability~~
  
- ~~ENV 150 - Great Challenges in Environmental Science~~
- **OR**
- ~~ESS 215 - Environmental Science~~
  
- ~~ENV 302 - Geographic Information Systems~~
- **OR**
- ~~BIOL 302 - Geographic Information Systems~~
  
- ~~ENV 365 - Advanced GIS (*Pre-req: ENV 302/BIOL 302*)~~

- BIOL 120 - Human Health and Disease
- BIOL 220 - Nutrition (*Pre-req: BIOL 120 or BIOL 160*)
- BIOL 256 - Anatomy and Physiology I (*Pre-reqs: ~~BIOL 160/BIOL 250 and CHEM 150/CHEM 160~~*)
- BIOL 258 - Anatomy and Physiology II (*Pre-reqs: ~~BIOL 160/BIOL 250 and CHEM 150/CHEM 160~~*)
- BIOL 302 - Geographic Information Systems (same as ENV 302)
- BIOL 330 - Emerging Infectious Disease (*Pre-req: BIOL 103/ or BIOL 252*) (same as PH 330)
- BIOL 348 - Immunology (*Pre-reqs: ~~BIOL 160/BIOL 250 and CHEM 150/CHEM 160~~*)
- BIOL 358 - Diseases of the Brain (*Pre-reqs: ~~BIOL 160/BIOL 250 and CHEM 150/CHEM 160~~*) (same as NEUR 358)

**OR**

- ~~NEUR 358 - Diseases of the Brain (*Pre-reqs: BIOL 160/BIOL 250 and CHEM 150/CHEM 160*) (same as BIOL 358)~~
- BIOL 362 - Virology (*Pre-reqs: BIOL 160/BIOL 250/BIOL 252 and CHEM 150/CHEM 160*)

- ENV 150 - Great Challenges in Environmental Science (same as ESS 215)

**OR**

- ~~ESS 215 - Environmental Science~~
- ENV 302 - Geographic Information Systems (same as BIOL 302)
- ENV 365 - Advanced GIS (*Pre-req: ENV 302/BIOL 302*)
- ESS 215 - Environmental Science (same as (ENV 150))
- MATH 227 - Intermediate Statistics (*Pre-req: MATH 117 or STAT 217*) (same as STAT 227)
- NEUR 358 - Diseases of the Brain (*Pre-reqs: BIOL 250*) (same as BIOL 358)
- PSYC 348 - Abnormal Psychology (*Pre-req: PSYC 101*)
- STAT 120 - Statistical Computing in R
- STAT 227 - Intermediate Statistics (*Pre-req: MATH 117 or STAT 207*) (same as MATH 227)



Note: BIOL 270/BIOL 370 - Topics in Biology may be applied to the Public Health major when the topic is appropriate.

B. ~~Sociocultural~~ **Social Science and Humanities** Electives (at least 8 credits)

- PH 271 - Topics in Public Health: Social Science and Humanities
- PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
- PH 300 - Independent Study in Public Health
- PH 305 - Medical Geography
- PH 360 - Health Policy
- PH 371 - Advanced Topics in Public Health: Social Science and Humanities
- PH 374 - Health Psychology (*Pre-req: PSYC 101*) (same as PSYC 374)
- PH 396 - Immersive Research in Public Health
- PH 410 - Specialized Honors in Public Health I
- PH 411 - Specialized Honors in Public Health II
- ~~PH 374 - Health Psychology (same as PSYC 374)~~

**OR**

- ANTH 301 - Medical Anthropology (*Pre-req: ANTH 104 or PH 101 or PH 201 or permission of instructor*)
- ANTH 310 - Ethnographic Research Methods (*Pre-req: ANTH 104 or permission of instructor*)
- ~~ANTH 320 - Selected Topics in Biological Anthropology (*Pre-req: ANTH 104 or permission of instructor*)~~
- ANTH 321 - Forensic Anthropology (*Pre-req: ANTH 103*)
- ANTH 323 - Food For Thought: Nutritional Anthropology (*Pre-req: ANTH 103*)
- CE 215 - The Non-Profit Sector
- CE 250 - Leadership in Practice

**OR**

- CE 260 - Drew Action Seminar II: Exploring Solutions (*Pre-req: CE 160; reserved for students in the Action Scholars program*)

**OR**

- CE 270 - Innovation Action Lab (2 cr)
- ECON 230 - The Economics of Health and Health Care
- ECON 315 - Political Economy of Race, Class, and Gender (same as WGST 315)
- ESS 210 - Environment, Society and Sustainability
- ~~HIST 303 - Selected Topics in History: International Diversity~~
- HIST 371 - Disease in History

- PHIL 104 - Introduction to Ethics

OR

- PHIL 305 - Bio-Medical Ethics (same as REL 305)

OR

- REL 305 - Bio-Medical Ethics (same as PHIL 305)

OR

- ~~PHIL 104 - Introduction to Ethics~~

- PSCI 102 - Comparative Political Systems

OR

- PSCI 103 - American Government and Politics

OR

- PSCI 104 - International Relations

- PSCI 318 - Race and Politics

- PSYC 272 - Stress and Coping

- PSYC 374 - Health Psychology (*Pre-req: PSYC 101*) (same as PH 374)

- REL 366 - History and Practice of Mindfulness

- ~~SOC 229 - The Sociology of Aging (*Pre-req: SOC 101 or permission of instructor*)~~

- SOC 311 - Sociology of Health and Illness (*Pre-req: SOC 101 or permission of instructor*)

- SOC 320 - Sociology of Mental Health and Illness (*Pre-req: SOC 101 or-instructor permission permission of instructor*)
- SOC 324 - Sociology of Reproduction (*Pre-req: SOC 101 or permission of instructor*)
- WGST 315 - Political Economy of Race, Class, and Gender (*same as ECON 315*)

**OR**

- ~~ECON 315 - Political Economy of Race, Class, and Gender~~

Note: ANTH 320/ Selected Topics in Biological Anthropology and HIST 303/Selected Topics in History may be applied to the Public Health major when the topic is appropriate.

## **Amended Forgiveness Policy**

### **Retaking Courses/Forgiveness Policy**

#### **Retaking a course**

A student may retake a course in which he or she has earned a grade of D+, D, D- or F. For courses retaken after a first grade of F, both the original F and the grade earned when the course is retaken are calculated in the GPA. Credits are awarded for the second course enrollment, assuming the student earns a passing grade.

For courses retaken after a first grade of D+, D or D-, both the original and the subsequent grade are calculated in the GPA, but credits for the course are only awarded once. Courses transferred from other institutions are not covered by this policy.

#### **Requesting Forgiveness of an Earlier Grade**

Students who earned a grade of D+, D, D-, or F in a course may request permission to retake the course and exclude the original grade from their GPA through the grade forgiveness policy. In exceptional cases, students who earned a C- may petition the Academic Standing Committee for permission to retake the course for grade forgiveness.

Students will not be permitted forgiveness for a low or failing grade in a course in which they were found guilty of an Academic Integrity violation. The Drew Seminar, College Writing, and DREW 110 are not eligible for the grade forgiveness policy. Students may not request to use the forgiveness policy when enrolling in a course at another institution.

#### **Proposed Replacement**

Students will not be permitted forgiveness for a low or failing grade in a course in which they were found guilty of an Academic Integrity violation. The Drew Seminar is not repeatable but

students who earned a grade of D+, D, D-, or F may use WRTG 120/ Academic Writing for DSEM grade forgiveness. Grade forgiveness is not needed for DREW 110 as an unsatisfactory (U) grade is not included in a student’s GPA. Students may retake Drew 110 until a grade of P is achieved.

Grade forgiveness only applies to topics courses for the same topical coverage, as determined by the department through the Academic Standing petition process.

Students may not request to use the forgiveness policy when enrolling in a course at another institution.

**For Discussion:**

**PPD & GT**

**History of Ongoing General Education Revision:**

The Drew Community endorsed the Launch Framework presented by the Committee to Reimagine the Undergraduate Experience (CRUE) in April 2018. The framework for a revised General Education curriculum was also laid out in this document, as were the goals of bringing signature high impact experiences and a career-building curriculum to students in a universal way. The explicit development of transferable skills throughout the undergraduate experience (curricular and co-curricular) is a core element of this framework, as they directly signal to students and to the larger community the value of a liberal arts education; transferable skills also connect students academic experiences with their immersive and co-curricular experiences.

Throughout the fall 2018, the transferable skills definitions were crafted by cross disciplinary teams comprised of CAPC and AEAC. SLOs and descriptions for each Gen Ed component as well as linkages to specific transferable skills were developed by multidisciplinary design teams, based on input from the entire faculty. The transferable skills are now part of the Drew catalog, and have been used to build out the immersive experiences broadly across campus.

Revised Gen Ed layout, Spring 2020

Structure Discussed by Faculty, May 9, 2019

Category	Transferable skill assessed
<b>FOUNDATION</b>	
DSEM (Drew 100) (existing)	Written and Oral Comm, Information Literacy, Interpretation
Drew 110 (Approved by Faculty, May 3, 2019)	Oral Communication, Interpersonal Communication
<b>MODES OF INQUIRY</b>	
Scientific Inquiry	Critical thinking
Quantitative Reasoning	Quantitative Reasoning

Historicizing and Interpretation	Interpretation
Creative Thinking	Creative Thinking
Foreign Language (Discussed by faculty, Dec. 2019)	Engaging Difference, Interpersonal Communication
Analyzing Privilege, Power and Difference	Engaging Difference
Global Thinking	Engaging Difference
<b>INTEGRATIVE</b>	
Navigating Complexity (Developed by Design Team, Spring 2020)	Problem solving, collaboration, oral communication, digital competency
Immersive Experiences (Approved by the Faculty, March 22, 2019)	Transferable skills
<b>WRITING</b>	
Writing Enhanced attribute	Written Communication
Writing in the major attribute	Written Communication
Summative Writing Experience	Written Communication

### TRANSFERABLE SKILLS:

1. **Interpretation** - Closely examining material to extract meaning and demonstrate comprehension
2. **Critical Thinking** - Forming an argument or reaching a conclusion supported with evidence by evaluating, analyzing, and/or synthesizing relevant information
3. **Problem Solving** - Analyzing a complex issue and developing a viable strategy to address it.
4. **Ethical Thinking** - Analyzing the ethical implications of actions or decisions, with consideration of sociocultural, professional, political, and/or philosophical perspectives
5. **Creative Thinking** - Responding to existing ideas, images, or expertise to create an innovative or imaginative product
6. **Quantitative Reasoning** - Interpreting quantitative information and critically analyzing quantitative arguments or phenomena
7. **Collaboration** - Interacting with others in a mutually supportive way and building on each other's individual contributions to a common goal
8. **Written Communication** - Conveying information and ideas to an intended audience through written materials
9. **Oral Communication** - Conveying information and ideas to an intended audience through prepared presentation

10. **Interpersonal Communication** - Exchanging information and meaning through verbal and non-verbal expression
11. **Engaging Difference** - inquiring into, analyzing, and reflecting upon one's own and others' place within social, economic, cultural, and political systems, in order to build inclusive and equitable relationships and work effectively with others of different identities and locations.

**A note about assessment of a new Gen Ed structure**

Student Learning outcomes are key.

- Each course in a gen ed category must give students opportunities to develop the knowledge and competencies housed in the SLOS, and student work that makes evident the achievement of these outcomes is assigned and collected.

-The Gen Ed can be assessed by using a hierarchy and progression of skills that allows us to consider summative moments for assessment. For instance, AEAC is now piloting a summative writing assessment effort, based on this layout:

**Cohesive Developmental Skill Mapping Proposal**

<b>Written communication</b>			
<b>Emerging</b>	<b>Developing</b>		<b>Mastery</b>
<b>DSEM</b> Currently, course goals and outcomes include written communication and information literacy, along with CT, OC and Interpretation	<b>Writing enhanced</b> revision process	<b>Writing enhanced</b> revision process	<b>Summative writing in programs</b> Assessment using common SLO & common rubric
	<b>Writing in the Major</b> disciplinary writing conventions		

In a similar way, Engaging Difference could be viewed as a skill developed across several Gen Ed components.

Engaging Difference			
Emerging	Developing		Mastery
Drew 110	<b>Priv., Power &amp; Diff.</b> Engaging Diff	<b>Global Thinking</b> Engaging Diff	Assessment will require analysis of all courses (or look at artifacts only from students who have completed all three)
	<b>Foreign Language</b> Engaging Diff		

April, 2021

Privilege, Power, and Difference (PPD) and Global Thinking (GT) remain linked to one another through the transferable skill of Engaging Difference. In the catalog this linkage should be made explicit through introductory language like the following:

Privilege, Power, and Difference (PPD) and Global Thinking (GT) familiarize students with the structural inequalities that impact people, communities and the world.

**Privilege, Power and Difference (PPD)**

**SLOs**

1. Analyze systems of power and privilege and the differential outcomes and access they create.
2. Describe one’s own relation to systems of power and privilege.

**Description**

Courses in this curricular area focus on systemic differences such as race, class, gender, sexuality, religion, ability and/or their intersections. Learning to engage difference as a resource for critical thinking and acting, students examine where these differences come from and how they shape our world.

## **Global Thinking**

### **SLOs**

1. Analyze global systems and structures and their impact on particular nations, communities, or the world.
2. Evaluate the implications of individual and institutional actions and decisions in a global context.

### **Description**

Courses in this curricular area consider global and structural inequality through analysis of interdependent global systems and legacies. Focusing on international and transnational phenomena, institutions, and processes, students learn how various parts of the world interact and assess the impact of that interaction for people and communities.

### **For Information:**

#### **Incomplete Policy:**

Draft change to catalog copy:

#### **Incomplete Grades**

Incomplete grades may be granted under extenuating circumstances that prevent students from completing coursework by the end of the term. These circumstances include cases of serious or chronic illness or other personal hardship. Incompletes must be approved by the Associate Provost; once approved, a grade “I” is posted by the Registrar at the end of the semester.

All outstanding work is due no later than six weeks after the close of the semester. For students on Academic Probation who are seeking incompletes, an earlier deadline will be imposed in accordance with the timeline for the end of term review conducted by the Academic Standing Committee. Any requests to extend the incomplete deadline must be submitted via petition, with supporting documentation, to the Academic Standing Committee; if approved, a grade of “EI” is assigned. EIs cannot be extended beyond the agreed-upon deadline.

When a final grade for an Incomplete has not been submitted **by the instructor**, four weeks after the incomplete or extended incomplete deadline, a grade of “F” will be recorded by the Registrar.

## **Procedures**



1. Student-Faculty meeting: The student who has missing coursework is expected to first meet with the faculty member of the course and determine together if the work can realistically be completed within 6 weeks. (If the student is on probation, the timeline may be shorter as determined by the Associate Provost). The faculty member may request that documentation verifying the circumstances prompting the incomplete be submitted to the Associate Provost. The faculty member reserves the right to deny requests, especially in cases where the student is not likely to pass the course based on their attendance record and the extent of outstanding work.
2. Faculty Incomplete request: If the incomplete is deemed appropriate by the faculty member, the faculty member submits the incomplete grade form before the last day of final exams.
3. The Associate Provost reviews all incomplete requests and may confer with the faculty member in cases where the student is not in Good Academic Standing. The Associate Provost may deny requests that are not in the best interest of student success. In the case of multiple incomplete requests, before making a decision the Associate Provost may request to meet with the student and their academic adviser and the instructors to determine the best course of action. The Associate Provost may also request additional documentation from the student. Students and faculty are notified of the incomplete decisions by email; note that for laboratory courses the instructor of record will be included in the email notification.
4. If incompletes are approved, the faculty member should not enter any grade for the student. The Associate Provost will submit the grade of "I" to the Registrar.
5. Under exceptional circumstances where students are unable to make an incomplete request on their own behalf (e.g. the student is hospitalized) the Associate Provost may request that the faculty submit a request for an incomplete.
6. Once work is received and graded by the instructor, a final grade should be entered via the Faculty Request for Change of Grade form for processing by the Registrar's Office.

## Current Catalog Copy to be replaced

### Incomplete Grades

With the approval of the Associate Dean for Academic Services, the mark "I" may be given at the end of a semester in cases of serious or chronic illness or urgent personal circumstances that, in the judgment of the Associate Dean for Academic Services, justify its use. When the Associate Dean permits a student to receive a mark of "I", the Associate Dean and the instructor of the course determine the time and the conditions under which the mark may be removed. Work must be completed no later than six weeks after the close of the semester, unless a later date is approved by the Committee on Academic Standing. Final grades are

due within four weeks after the submitted work deadline. If a final grade for an Incomplete has not been submitted by the agreed-upon deadline, a grade of “F” will be recorded by the Registrar.

### **New Courses:**

#### **BST 390/Introduction to Portfolio Management**

This course is designed as a practical introduction to the capital markets, financial securities, and portfolio management. The course consists of lectures designed to apply elements of statistics and financial economics to understand the asset allocation and security selection techniques for portfolios. The focus of this course is on the financial theory and empirical evidence that are useful for real-world investment decisions.

### **Change to Existing Courses:**

#### **BIOL 102/Biological Basis of Human Sexuality**

**Current: BIOL 102/Biological Basis of Human Sexuality**

**Proposed: Make course title and description hidden in online catalog. Since this course does not count for any major or minor, not other catalog changes are required.**

#### **BIOL 120/Human Health and Disease**

**Current:**

##### **BIOL 120/Human Health and Disease**

In this course, students will learn about the basic biological functioning of the human body, and how various factors can influence health, wellness and disease. After a brief overview of human anatomy, physiology and pathology, we will explore biological and nonbiological determinants of human health in both individuals and communities. Emphasis will be placed on conditions that are of particular concern to the public health community, such as diabetes, communicable disease, and maternal-fetal health. Students will learn to identify and critically assess risk factors for disease and develop strategies for the promotion of health and wellness. CLA-Breadth/Natural Science.

**Proposed:**

##### **BIOL 120/Human Health and Disease**

Introduction to the basic biological functioning of the human body, and how various factors can influence health, wellness and disease. Includes an overview of human anatomy, physiology and pathology, as well as discussion of biological and nonbiological determinants of human health in both individuals and communities. Emphasis will be placed on conditions that are of particular concern to public health, such as diabetes, communicable disease, and maternal-fetal health. Does not meet requirements for major or minor in biology. CLA-Breadth/Natural Science.

## **BST 310/Management**

### **Current:**

This course explores theories and practices in the fields of management and organizational behavior. The course will explore how businesses, the government, and non-profit groups are organized, and why. The course will also examine the behavior of firms concerning issues of governance. Examining the relationship between strategy, market structure and the corporate environment, the course will enhance the knowledge of students of how managers function in both the domestic and global business environments. Prerequisite: ECON 301 or permission of instructor. Offered every semester. CLA-Writing Intensive, CLA-Writing in the Major.

### **Proposed:**

Presents major topics in management and provides tools for understanding, analyzing and critiquing the management structures and practices of organizations. Emphasizes contemporary issues in management, including--but not limited to—environmental and social concerns. Students will have the opportunity to learn and apply fundamental concepts from management practice and research through diverse materials such as case studies, movies, podcasts and readings. Class discussions focus on the role of business in shaping the world the role managers play in that process. Assignments encourage teamwork as well as reflective skills. Prerequisite: BST 215 or permission of instructor. Offered every semester. CLA-Writing Intensive, CLA-Writing in the Major.

## **PH 352/Global Health**

- **Cross-listing with PSCI-See catalog copy**

### **Changes to Existing Major/Minor/Program:**

- **PSCI Major/Minor (updating courses in catalog)**

## **D. Political Theory**

- [PSCI 233 - Policing and the Rule of Law: Gender, Race, and Citizenship](#)
- [PSCI 255 - Classics in Political Theory](#)
- 
- [PSCI 305 - Political Sociology](#)
- **OR**
- [SOC 315 - Political Sociology](#)
- 
- [PSCI 307 - Research Methods in Political Science](#)
- [PSCI 312 - Democratic Theory](#)
- [PSCI 315 - Contemporary Theories of Liberalism and Conservatism](#)
- [\*\*PSCI 330/PHIL 330: Philosophy of Law\*\*](#)
- [PSCI 332 - Advanced Topics in Political Theory](#)
- [PSCI 333 - International Human Rights](#)
- [PSCI 334 - Cultural Diversity and the Law](#)
- [PSCI 344 - Torture: Pain, Body, and Truth](#)
- [\*\*PSCI 349: Global Discourses on Human Rights\*\*](#)

## Adding PSCI 352/Global Health to Political Science and International Relations Majors

### C. International Relations

- [PSCI 240 - United States Foreign Policy](#)
- [PSCI 241 - Transnational Feminisms](#)
- [PSCI 242 - International Organizations](#)
- [PSCI 243 - Terrorism](#)
- [PSCI 245 - International Relations Theory](#)
- [PSCI 246 - The Political Economy of Development](#)
- [PSCI 247 - International Security](#)
- [PSCI 248 - Special Topics in Human Rights](#)
- [PSCI 249 - Refugees and Migrants: The Global Crisis of Immigration](#)
- [PSCI 257 - Muslims and the West](#)
- [PSCI 259 - Global Governance and Counter-Terrorism](#)
- [PSCI 283 - UN Community Internship](#)
- [PSCI 321 - International Environmental Policy and Politics](#)
- [PSCI 329 - Principles of International Law](#)
- [PSCI 333 - International Human Rights](#)
- [PSCI 343 - Comparative Political Parties](#)
- [PSCI 344 - Torture: Pain, Body, and Truth](#)
- [PSCI 345 - War and Peace in the Middle East](#)
- [PSCI 346 - Comparative Political Economy](#)
- [PSCI 349 - Global Discourse on Human Rights](#) or [WGST 349](#)
- **[PSCI 352/Global Health](#)**
- [PSCI 360 - Selected Studies in International Politics](#)
- [PSCI 361 - Latin America and U.S. Foreign Policy](#)
- [PSCI 362 - International Political Economy](#)
- [PSCI 363 - The National Security Council](#)
- [PSCI 364 - Collective Conflict Management](#)
- [PSCI 367 - Seminar on Gender and International Politics](#)
- [PSCI 369 - Strategies of War and Peace](#)
- [PSCI 371 - Peacemaking and Peacekeeping in the 21st Century](#)
- [PSCI 383 - The United Nations System and the International Community](#)
- [PSCI 384 - Research Seminar on the United Nations](#)
- [PSCI 387 - Social Entrepreneurship: Theorizing Global](#)

### International Relations Major

III. Intermediate or Upper-Level (24 credits)

- [PSCI 200 - Internship in Political Science](#)
- [PSCI 220 - Quantitative Approaches to Political Science](#)
- [PSCI 225 - European Politics](#)
- [PSCI 226 - Russian Politics](#)
- [PSCI 228 - Chinese Politics](#)

- [PSCI 229 - Middle East Politics](#)
- [PSCI 230 - East Asian Politics](#)
- [PSCI 240 - United States Foreign Policy](#)
- [PSCI 241 - Transnational Feminisms](#)
- [PSCI 242 - International Organizations](#)
- [PSCI 243 - Terrorism](#)
- [PSCI 246 - The Political Economy of Development](#)
- [PSCI 247 - International Security](#)
- [PSCI 248 - Special Topics in Human Rights](#)
- [PSCI 249 - Refugees and Migrants: The Global Crisis of Immigration](#)
- [PSCI 256 - Selected Studies in Political Science](#)
- [PSCI 257 - Muslims and the West](#)
- [PSCI 259 - Global Governance and Counter-Terrorism](#)
- [PSCI 283 - UN Community Internship](#)
- [PSCI 285 - Internship Project in Washington](#)
- [PSCI 307 - Research Methods in Political Science](#)
- [PSCI 314 - American Political Economy](#)
- [PSCI 321 - International Environmental Policy and Politics](#)
- [PSCI 329 - Principles of International Law](#)
- [PSCI 333 - International Human Rights](#)
- [PSCI 341 - Selected Topics: Comparative Politics](#)
- [PSCI 344 - Torture: Pain, Body, and Truth](#)
- [PSCI 345 - War and Peace in the Middle East](#)
- [PSCI 346 - Comparative Political Economy](#)
- [PSCI 347 - Seminar in Comparative Revolutions](#)
- [PSCI 349 - Global Discourse on Human Rights](#) or [WGST 349](#)
- [\*\*PSCI 352/Global Health\*\*](#)
- [PSCI 360 - Selected Studies in International Politics](#)
- [PSCI 361 - Latin America and U.S. Foreign Policy](#)
- [PSCI 362 - International Political Economy](#)
- [PSCI 363 - The National Security Council](#)
- [PSCI 364 - Collective Conflict Management](#)
- [PSCI 365 - Seminar on Human Rights](#)
- [PSCI 367 - Seminar on Gender and International Politics](#)
- [PSCI 369 - Strategies of War and Peace](#)
- [PSCI 371 - Peacemaking and Peacekeeping in the 21st Century](#)
- [PSCI 380 - London Semester Interdisciplinary Colloquium](#)
- [PSCI 381 - Contemporary British Politics](#)
- [PSCI 382 - The History of Modern Britain](#)
- [PSCI 383 - The United Nations System and the International Community](#)
- [PSCI 384 - Research Seminar on the United Nations](#)
- [PSCI 385 - Elections and Policy Making in Washington](#)
- [PSCI 386 - Research Practicum in Washington](#)
- [PSCI 387 - Social Entrepreneurship: Theorizing Global Trends](#)

Adding PSCI 352/Global Health Political Science and International Minor  
Electives list



## LAUNCH UPDATES - April, 2021

### Please help us ask seniors to complete their Drew First Destination Survey:

We have begun collecting career outcomes data from 2021 seniors through the Drew First Destination Survey. Through Handshake, we will continue collecting data from recent alumx 3, 6 and 12 months out, making this first data gathering instance the most important for our effective customized follow up. **Please help us distribute the First Destination Survey to seniors in your departments. To access the survey, students will need to go to <https://drew.joinhandshake.com/schools/880> and click on the First Destination Survey button** to complete the survey.

### Launch Preliminary Outcomes

1. Completion of a mostly **FY Launch guiding course** and a **Senior Launch Intensive** by **750 students**:
  - Creation/presentation of a Launch e-portfolio to alums and faculty
  - Identification/articulation of transferable skills, purpose, and community/world needs
  - Research, prioritization and articulation of aligning academic, career or service paths
  - Meaning-making synthesis/evidence of immersive experiences, interaction with mentors, and engagement in Communities
  - Identification of experiences and training to prepare for specific career or service paths
2. Based on preliminary data, over **550 students** are expected to complete **Immersive Experiences** by the end of the fall semester, including the infrastructural development of 5 types of IEs:
  - Off and Internships
  - Domestic/international TRECs
  - Community-based learning
  - Student leadership, peer mentoring
  - Student research
3. Approximately **800 mentor participation instances** in Launch programming:
  - 350 targeted mentors rotate through the 18 Launch Community pages
  - 250+ on/off-campus community members participated in student Launch e-portfolio presentations
  - 200+ on/off-campus community members joined the Launch Communities Panel Series, the Launch Expo Communities Fair or the Launch Networking Event
4. Development of integrated, curated website (**Launchpad**: launch.drew.edu):
  - Development of integrated/curated web pages for each of 10 Career Communities and 8 Identity/Affinity Communities
  - Development of Launchpad's integrated Immersive Experiences page, Mentors page, and Employer/Jobs page
  - **4,681 alert subscribers, 42% open rate** (over double 19% industry avg.)

## UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of April 30, 2021

Your colleagues in the library, archives, and instructional technology continue to support both on-campus and remote teaching and learning during the spring semester. Watch the [Library Services in DVT page](#) for updates.

**Printing Service for On-Campus Students.** As noted in *Drew Today* and *Drew This Week*, the University Library and University Technology are now providing a networked printing solution for on-campus students. Up-to-date instructions and access information is available on U-Know at <https://uknow.drew.edu/confluence/display/Library/Printing+in+the+Library>. Please keep in mind that most assignments should still be collected electronically.

### LIBRARY SERVICES (with [YELLOW COVID ALERT LEVEL](#))

- **Interlibrary Loan (ILL):** We continue to prioritize borrowing ebooks, but are once again offering physical lending on a limited scale. If you are interested in borrowing physical items, please review the following information:
  1. We will only request a physical book if you specify that physical loans are acceptable in the notes field of the ILL Book Request form.
  2. We will always try to acquire the eBook before the physical book.
  3. Due to a book quarantine period, limited lenders and staffing, plan for longer turnaround times.
  4. We may limit the number of loans that we will request per patron per week.
- **Building Access:** To comply with COVID protocols, access to the main library building will be limited for Spring 2021. Hours of operation are M-Th between 9AM-8PM and Fridays from 9AM-5PM. A Drew ID is required.
- **Information Access and Consultations:** Remote access to library services and information resources remains available for faculty and students working from a distance as well as on campus. These services include but are not limited to consultations (email, chat, Zoom), remote office hours for drop-in research help (Zoom), and help identifying and acquiring digital resources (articles, e-books, films, Open Educational Resources, open access collections, etc.).
- **Contact-Free Checkout:** For Drew-owned materials not already available in digital form, the library will continue to offer scans or retrieval of items from the stacks for [contact-free pickup by appointment](#). ([bitly.com/drewbookrequest](https://bitly.com/drewbookrequest))
- **Study Tables by Appointment:** A limited number of main floor tables are now available for Drew on-campus and commuter students to reserve for individual study. For availability and booking, visit [drew.mywconline.com](https://drew.mywconline.com) and select the schedule called "Library Study Tables – Spring 2021." Instructions and policies are outlined on the WCOonline reservation page and include an agreement to adhere to all campus health and safety protocols – check in with LiveSafe, maintain physical distance, wear a face covering (mask) at all times, bring their own computer devices, and clean work surfaces with sanitizing wipes (provided) before and after use. Study tables are in open areas, so students are requested to use headphones if connecting to a remote class or watching a video.
- The **Archives** building remains closed, with all services delivered remotely, including scanning and remote consultations.

**Contacts for Spring:** Refer to the [Ask A Librarian page](#) for current points of contact:

- Margery Ashmun: Sciences, Public Health and Education
- Matthew Beland: University Archives, History
- Andrew Bonamici: Launch, Media and Communications
- Guy Dobson: Computer Science, Math, Music



- Kathy Juliano: Library databases and media; general reference
- Jesse Mann: Theology, Classical Studies, Philosophy, Romance Languages, and Medieval Studies
- Irina Radeva: Anthropology, Business, Economics, International Relations, Performing Arts, Political Science, Psychology, Sociology
- Danielle Reay: Art, Art History, Digital Humanities
- Candace Reilly: Special Collections, Methodist Collections

For research help on other subjects, please enter your research needs into the form [HERE](#) and a librarian will respond to your request. You may also email the Research Help Desk at [reference@drew.edu](mailto:reference@drew.edu) with questions or concerns.

**Library Reserves:** To support remote as well as on-campus students with access to course materials, all reserves for Spring 2021 are digital. This also aligns with COVID-19 protocols and guidance on handling and quarantine of physical materials. Should the protocols change, we will notify you. We ask faculty to provide the library with the following:

1. Use the [book purchase request form](#) to request eBook equivalents of any print books you would normally put on reserve. Indicate on the form that the book is being used by an entire class.
2. Alternatively, [request scans](#) of particular chapters of a library book that you can place on Moodle.

**Media and eBook Requests:** For films and videos, please refer to the [Media Request page](#) for search tips and instructions for any additional Spring 2021 media requests.

For questions about reserves or scanning, contact Judy Ahlers, [jahlers@drew.edu](mailto:jahlers@drew.edu). For questions about media and eBooks, contact Kathy Juliano, [kjuliano@drew.edu](mailto:kjuliano@drew.edu).

**Collection Development:** The Library encourages faculty to submit book purchase requests using this [form](#) or by contacting your subject Librarian or [Kathy Juliano](#). In keeping current policy, we are purchasing books only upon the recommendation of faculty. All book selections should be made to support the current and future curriculum. We have also implemented evidence-based and demand-driven e-book purchase programs, with e-books discoverable in the catalog and purchased based on actual usage. Contact your subject librarian or Kathy Juliano with any questions, or to arrange a time to visit with your department to review current resources and anticipated needs.

**Books by Faculty and Alumni Authors:** Please let us know of recent publications, and consider donating an extra copy for the permanent collection of faculty and alumni works in the University Archives.

## Instructional Technology

### Moodle Course Shells

The Summer 2021 and Fall 2021 course shells in Moodle have been created. In order to ensure that your Fall Moodle classes will be ready to go for the first day of classes, we are asking that all requests be made no later than July 30th.

If you're interested in getting started early and you are reusing content from a previous semester please fill out a [Course Restore](#) ticket.

If you're teaching multiple sections of the same course and wish to have them combined so you will only need to maintain one page for all sections, please fill out a [Combine Course](#) ticket.

### Instructional Tech Newsletter

Bookmark our new [TechAssist Newsletter](#) for current information, with service descriptions and contacts in the [What We Do](#) section.

As always, if you have any technology or Moodle related questions please contact the Service Center at 973-408-4357, create a support ticket at [help.drew.edu](http://help.drew.edu) or email [helpdesk@drew.edu](mailto:helpdesk@drew.edu)

With all best wishes,

Andrew Bonamici, University Librarian  
107 Library, x3322  
[abonamici@drew.edu](mailto:abonamici@drew.edu)

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## E-Resource News

Go to <https://libguides.drew.edu/az.php> to access these resources, and contact your subject librarian or [Kathy Juliano](mailto:Kathy Juliano) with questions and feedback.

### New & Recent:

#### [Africa Knowledge Project](#)

Africa Knowledge Project, known as AKP, promotes Critical African Studies. It disseminates Africa-centered, evidence-based knowledge on Africa and African Diaspora. Includes subscriptions to the several journals, archives and databases

#### [Academic Video Online \(AVON\) by Alexander Street](#)

Academic Video Online delivers more than 71,000 titles spanning a range of subject areas including anthropology, business, counseling, film, health, history, music, and more. Highlighted publishers include CNN, BBC, PBS, Sony Pictures Classics, BroadwayHD, Royal Shakespeare Company, and National Geographic.

**JSTOR:** We now have access to all [JSTOR Archive Collections](#), with full text of over 1,600 journals. Although most titles lack the last several years, holdings are very deep, with many journals running back more than a hundred years.

**NYT Academic Pass:** Please remind your students to take advantage of the [New York Times Academic Pass](#), an online subscription with full access to NYTimes.com, NYTimes mobile apps, and international editions. Individual registration and account activation is required for access - go to <https://libguides.drew.edu/newyorktimes> and follow the directions under How To Register.

#### **Open Access Videos**

Check out [Open Access Video](#) sites on our [Media LibGuide](#).

#### **Additional Open Access Resources**

Recently added to the *New/Trial Databases* section of the [A-Z page](#):

#### [Library of Congress Open Access Ebook collection](#)

Anyone anywhere can now access a growing online collection of contemporary open access eBooks from the Library of Congress website.

(continued)

#### [Newspaper Images Navigator](#)

Search 1.56 million historic newspaper photos using Newspaper Navigator! The Library of Congress mined 1.5 million historical newspaper records, extracted images and image markup

### **Nuremberg Trials - Film recordings of the War Crimes Proceedings**

The United States Holocaust Memorial Museum has made available online the full sound recordings of the War Crimes Proceedings of the International Military Tribunal (IMT) established in Nuremberg, Germany, commonly referred to as the Nuremberg Trials. This link leads to film recordings. Additionally, the film evidence presented by the World War II Allied prosecutors at the trial is now available for online viewing. The collection consists of 1,942 gramophone discs holding 775 hours of hearings and 37 reels of film used as evidence in the trials.

### **Nuremberg Trials - Full sound recordings of the War Crimes Proceedings**

The United States Holocaust Memorial Museum has made available online the full sound recordings of the War Crimes Proceedings of the International Military Tribunal (IMT) established in Nuremberg, Germany, commonly referred to as the Nuremberg Trials. This link is to sound recordings only.

### **Open Library**

Read or borrow books! Open Library is an open, editable library catalog, building towards a web page for every book ever published. To date, we have gathered over 20 million records from a variety of large catalogs as well as single contributions, with more on the way.

### **Open Research Library**

Open Research Library is planned to include all Open Access book content worldwide on one platform for user-friendly discovery, offering a seamless experience navigating more than 20,000 Open Access books.

### **Smithsonian Open Access**

You can download, share, and reuse millions of the Smithsonian's images—right now, without asking. With new platforms and tools, you have easier access to more than 3 million 2D and 3D digital items from our collections—with many more to come. This includes images and data from across the Smithsonian's 19 museums, nine research centers, libraries, archives, and the National Zoo.

### **Standard E-books**

The Standard Ebooks project is a volunteer driven, not-for-profit effort to produce a collection of high quality, carefully formatted, accessible, open source, and free public domain ebooks that meet or exceed the quality of commercially produced ebooks. The text and cover art in our ebooks is already believed to be in the public domain, and Standard Ebooks dedicates its own work to the public domain, thus releasing the entirety of each eBook file into the public domain. All the ebooks we produce are distributed free of cost and free of U.S. copyright restrictions.

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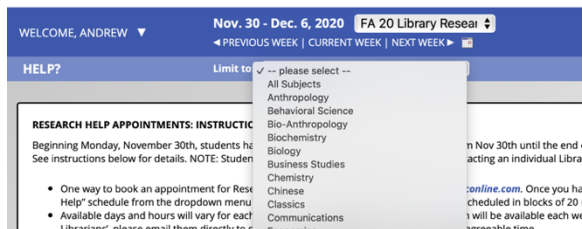
# REMIND YOUR STUDENTS!

## Schedule Library Research Help and Study Tables through WOnline

### RESEARCH HELP

ACCESS TEXT-ONLY & MOBILE

DREW  
UNIVERSITY



In addition to Library CHAT and email, students may now use the CAE's [WOnline](#) scheduling system to reserve a Research Help session via Zoom. It's simple: log onto [WOnline](#) (you'll need to create an account if you don't have one), select **FA20 Research Help** from the drop-down menu, find a day and time that works for you, and reserve that time slot. Your schedule doesn't sync with the posted times? Email the Library at [reference@drew.edu](mailto:reference@drew.edu) to find a time for Research Help "off schedule."

### STUDY TABLES BY APPOINTMENT (WITH YELLOW COVID ALERT LEVEL)

A limited number of main floor tables are available for Drew on-campus and commuter students to reserve for individual study. For availability and booking, visit [drew.mywonline.com](http://drew.mywonline.com) and select the schedule called "**Library Study Tables – Spring 2021.**" Instructions and policies are outlined on the WOnline reservation page and include an agreement to adhere to all campus health and safety protocols – check in with LiveSafe, maintain physical distance, wear a face covering (mask) at all times, bring their own computer devices (shared workstations and printers are currently offline), and clean work surfaces with sanitizing wipes (provided) before and after use. Study tables are in open areas, so students are requested to use headphones if connecting to a remote class or watching a video.

## **Student Academic Support Survey**

**Link:** <https://forms.gle/3VgaKezo3cBRuN8A9>

The purpose of this survey is to solicit feedback from Arts & Sciences faculty on academic support resources, including those managed by the Center for Academic Excellence (CAE). Your input is essential to improve support resources at the CAE as we plan for the next Academic Year. We are mindful of the fact that teaching and learning during the pandemic have been met with extraordinary challenges for students and faculty; we ask that your responses reflect (1) your experience this past academic year and (2) your anticipated academic support needs for the next academic year.

The purpose of this survey is as follows:

- 1) To identify academic resources available to students outside of those managed by the CAE in order to create greater synergy in terms of referrals, training, and best practices.
- 2) To identify challenges which students may face in acquiring and/or developing skills in your classes.
- 3) To identify ways that the Center for Academic Excellence (CAE) may best support students in acquiring and/or developing these skills and practices.
- 4) To identify opportunities for collaboration between faculty and the CAE.

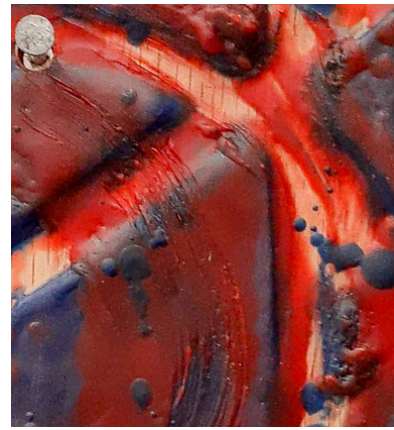
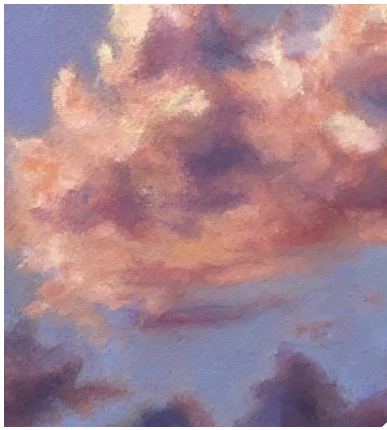
This is an anonymous survey administered by the CAE. If you have any questions regarding this survey, please contact [cae@drew.edu](mailto:cae@drew.edu).

**Results will be shared at the May 13th, 2021 A&S Faculty meeting**

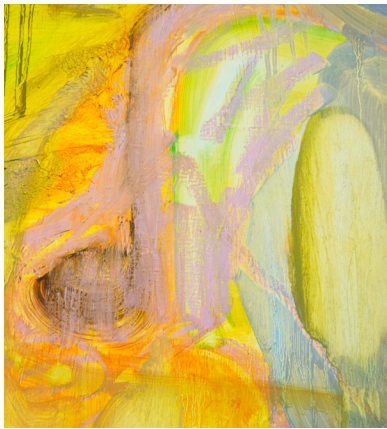




# SENIOR EXHIBITION 2021



APRIL 30th - MAY 15th



**Gallery Hours:**  
Thursday, Friday, Saturday  
1:00 - 4:00 pm  
& by appointment  
contact: [ndescognets@drew.edu](mailto:ndescognets@drew.edu)

Learn more about the artists and thier work at:  
[drewseniorstudio.com](http://drewseniorstudio.com)



Korn Gallery &  
Room 207  
Dorothy Young  
Center for the Arts  
36 Madison Ave.  
Madison, NJ 07940  
[drew.edu/korngallery](http://drew.edu/korngallery)  
(973)408-3758



## **Global Education Faculty Advisory Committee (GEFAC) Announcement**

04.30.21 Arts & Sciences Faculty Meeting

The Global Education Faculty Advisory Committee (GEFAC) requests your participation in a survey we will send to the faculty in the first week of May to help us understand the impact of leading off-campus study programs on faculty leaders' teaching, research, and service. The survey will remain open until May 31, 2021.

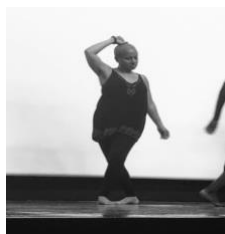
We anticipate that the results of this survey will help GEFAC and the Center for Global Education identify ways Drew can more effectively achieve its strategic goals for students' immersive experiences by intentionally anticipating and supporting the needs of faculty post COVID when we can safely resume international travel.



## 2021 Civic Engagement Award Winners

Strong and vibrant communities depend on the contributions of individuals and groups committed to improving the world around them. The Civic Engagement Awards recognize and honor the contributions of the Drew community to the world beyond the university. A way of recognizing these inspiring individuals and groups who work to make the world a better place. Congratulations to this year's winners!

### Faculty Leadership Award



The **Faculty Leadership Award** is awarded to a full-time faculty member in any school of Drew University who has demonstrated commitment to civic engagement through advocacy, teaching, or project development.

**Award Recipient: Kimani Fowlin, Visiting Assistant Professor of Dance**

### Staff Leadership Award

The **Staff Leadership Award** is awarded to a full-time staff member who has developed or supported opportunities for the Drew community to participate in activities that benefit others.

**Award Recipient: Dan Loughrey, Logistics Manager for the Launch Center**



### Collaborative Action Award



The **Collaborative Action Award** is awarded annually to a student organization or community partner that leads an effective collaboration with the university to accomplish a community service project outside the university.

**Award Recipient: Drew Roosevelt Network (DRN)**

The Drew Roosevelt Network (DRN) is a political advocacy club and public policy think tank led by undergraduates at Drew. The Drew Roosevelt Network has brought critical conversations about abolition, transformative justice, and advocacy to campus, even during virtual learning. The need to strengthen our democracy through civic engagement and advocacy is imperative, and Drew is fortunate to have the DRN and its leaders.

### Graduate Student Community Action Award

The **Graduate Student Community Action Award** is given to a student enrolled in the Theological School or the Caspersen School of Graduate studies who has benefited a community outside of Drew by integrating an academic or creative endeavor with community engagement

**Award Recipient: Mohammed Alotaibi, Caspersen School of Graduate Studies**





## Ben Salmon Service Recognition Award



The **Ben Salmon Service Recognition Award** was created by the Volunteers Without Borders (formerly the Volunteer Resource Center) to honor students who enhance the campus through volunteerism, extra-curricular involvement and off-campus service. The award's standards were set to reflect those of the VRC's student founder, Ben Salmon (CLA '03).

**Award Recipient: Skylar Colarusso, C22**

## Thomas D. Sayles Jr. Student Award for Outstanding Service to the Community

The **Thomas D. Sayles Jr. Student Award for Outstanding Service to the Community** is awarded annually to up to two junior undergraduate students, who, like the award's namesake, have demonstrated an exceptional commitment and unselfish dedication to Drew and to the larger community through exemplary service.

**Award Recipients:**

**Gabrielle Rooks, C'22**



**Alyssa Sileo, C'22**



## Class of 1985 Senior Gift Award Prize

The **Class of 1985 Senior Gift Award Prize** is awarded to a college student with financial need whose academic promise and vision for a more just community are strong.

**Award Recipient: Gabriella Ramirez, C'23**



## Changebuilder's Scholarship Award



The **Changebuilder's Scholarship Award** is awarded to a student involved with the Changebuilders Program at Drew, who has demonstrated commitment to the highest values of ethical and impactful engagement with community partners. Changebuilders is a statewide program of New Jersey Campus Compact that cultivates graduates who possess 21st century career skills and are committed to the prosperity of local communities through civic engagement. This year, we celebrate

two winners of the award.

**Award Recipient: Vanessa Raab, C'21**