

Arts & Sciences Faculty Meeting
April 24, 2020
AGENDA

CALL TO ORDER: 3:15 p.m.	Debra Liebowitz
APPROVAL OF MINUTES	Maria Masucci -----pp. 6
DEAN’S UPDATES	Debra Liebowitz
ACTION ITEMS:	
Drew Action Scholars Program	Rita Keane ----- pp. 19
Business proposals - summary of what is new in the following:	
Marketing	Rita Keane ----- pp. 55
Accounting	Rita Keane ----- pp. 34
Finance	Rita Keane ----- pp. 79
REPORTS:	
Curricular Report	Rita Keane ----- pp. 14
Committee on Faculty	Sarah Abramowitz-----
Enrollment Management	Bob Herr ----- pp.119
Drew 110 Report	Daniel Pascoe..... pp. 116
Library / Instructional Tech. Report	Andrew Bonamici -----pp. 121
DISCUSSION:	
Independent Study Policies	Juliette Lantz----- pp. 122
OLD BUSINESS/NEW BUSINESS:	
ANNOUNCEMENTS:	
Textbook orders update	Maria Masucci
Article from the Chronicle of Higher Education	
ADJOURNMENT	

Sarah Abramowitz
Mathematics

Sarah Abramowitz for publishing, with Sharon Weinberg, the second edition of their text *Statistics Using Stata: An Integrative Approach*, with Cambridge University Press.

Alex de Voogt
Business

Alex de Voogt published a co-authored a paper in the journal *Games & Culture*, a response paper in the journal *Industrial & Organizational Psychology* (in press), and a poem translation in *The Massachusetts Review* (in press).

Neil Levi
English

Neil Levi for, with Michael Rothberg, co-editing, and co-authoring an introduction to, a special issue of the journal *Studies in American Jewish Literature* on the topic "Trump and the 'Jewish Question.'" Find it here: <https://muse.jhu.edu/issue/42058>

John Lenz
Classics

John Lenz is co-organizer of the online annual meeting of the Bertrand Russell Society.

Jens Lloyd
English

Jens Lloyd for his article "Truthful Inadequacies: Teaching the Rhetorical Spark of Bashō's Travel Sketches," published in *Assay: A Journal of Nonfiction Studies* (6.2, 2020), and for his contribution to "Memory and Lost Communities: Strange Methods for Studying Place," published in *Review of Communication* (20.2, 2020).

Jinee Lokaneeta
Political Science and
International Relations

Jinee Lokaneeta for publishing her book *The Truth Machines: Policing, Violence, and Scientific Interrogations in India* (University of Michigan Press, March 2020).

Yahya M. Madra
Economics

Yahya M. Madra for publishing (with **Maliha Safri**) "Framing essay: the diversity of finance," in *The Handbook of Diverse Economies*, edited by J.K. Gibson-Graham and Kelly Dombroski, Cheltenham, UK and Northampton, MA: Edward Elgar, 2020, 332-345.

Yahya M. Madra for publishing (with Stephen Healy and Ceren Özselçuk) "Framing essay: subjectivity in a diverse economy," in *The Handbook of Diverse Economies*, edited by J.K. Gibson-Graham and Kelly Dombroski, Cheltenham, UK and Northampton, MA: Edward Elgar, 2020, 389-401.

Rosemary McLaughlin
Theatre Arts and Dance

Rosemary McLaughlin for writing "Breaking Quarantine" which was performed by The Coronavirus Plays Project and for participating in the Dramatists Guild #EndofPlay Project. Also, for being quoted in Raw Story in the article, "US Navy called a 'disgrace' for dismissing captain after letter begging for help for sick crew went public".

G. Scott Morgan
Psychology

G. Scott Morgan for his presentation, Evidence for Meta-ethical Monism: Moral Conviction Predicts Perceived Objectivity and Universality across Issues at the annual meeting of the Society for Personality and Social Psychology in New Orleans, LA (back in February before everything changed). This research was 1 of 72 single-person poster submissions (out of 2289) to be selected for a symposium talk.

Jonathan Rose
History, History and Culture

Jonathan Rose for editing (with Mary Hammond) ""The Edinburgh History of Reading"", 4 vols. (Edinburgh University Press, 2020). Jonathan specifically edited Volume 3 (Common Readers) and Volume 4 (Subversive Readers). He has also published three book reviews: Tobias Higbie, ""Labor's Mind: A History of Working-Class Intellectual Life"", in Labour History Review (December 2019); Daniel Kalder, ""The Infernal Library: On Dictators, the Books They Wrote, and Other Catastrophes of Literacy"", in Libraries: Culture, History, and Society (January 2020); and Tom Woodin, ""Working-Class Writing and Publishing in the Late Twentieth Century: Literature, Culture and Community"", in Paedagogica Historica (March 2020).

Claire Sherman
Art

Claire Sherman was included in two group exhibitions in January and February of 2020, including: "The Bottomlessness of a Pond: Transcendentalism, Nature, and Spirit" at the Sun Valley Museum of Art in Ketchum, Idaho, and "Happy Agitation" at Able Baker Contemporary in Portland, Maine.

Kristen Turner
Teacher Education

Kristen Turner for her guest post, "Taking Annotation Digital: A Strategy for Online Teaching & Learning," on W.W. Norton & Company K-12 Talk. <https://k-12talk.com/2020/04/09/taking-annotation-digital-a-strategy-for-online-teaching-learning/>

Maria Turrero-Garcia
Spanish

María Turrero-García for her co-authored publication of the article "Online Translators as a Pedagogical Tool" in FLTMag (Foreign Language Teaching Magazine)

Drew University
Minutes of Arts and Sciences Faculty Meeting
March 27, 2020

In Attendance: Name Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, Carolina Arango-Vargas, Lee Arnold, Di Bai, Alex Bajcz, Edward Baring, Brianne Barker, Timothy Barnum, Jim Bazewicz, Jeremy Blatter, Marc Boglioli, Barry Burd, Monica Cantero-Exojo, Timothy Carter, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Kimberly Choquette, Darrell R. Cole, Graham A. Cousens, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Ferdi Eruysal, Wyatt Evans, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Summer Harrison, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, George-Harold Jennings, Jason Jordan, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Bjorg Larson, John Lenz, Neil Levi, Debra Liebowitz, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Ziyuan Meng, Joanna Miller, Sangay Mishra, Scott Morgan, Rory Mulligan, Philip Mundo, Robert Murawski, Adijat Mustapha, Nancy Noguera, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Marie-Pascale Pieretti, Gerard Pinto, Muriel Placet-Kouassi, Jonathan Reader, Judy Redling, Kimberly Rhodes, Jason Roberts, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Maliha Safri, Paris Scarano, Claire Sherman, Ellie Small, Rebecca Soderholm, Leslie Sprout, Raymond Stein, Sharon Sundue, James Supplee, Phoebe Tang, Marc Tomljanovich, Kristen Turner, Maria Turrero-Garcia, Nancy Vitalone-Raccaro, Brandie Waid, Trevor Weston, Tammy Windfelder, Carlos Yordan, Courtney Zoffness

Others Attending: Margery Ashmun, Matthew Beland, Tanya Bennett, Sunita Bhargava, Andrew Bonamici, Nora Boyer, Barb Bresnahan, Jody Caldwell, Stephanie Caldwell, Chris Darrell, Stacy Fischer, Dana Giroux, Cordelza Haynes, Bob Herr, Kathy Juliano, Alex McClung, Megan McHugh, Frank Merckx, Joanne Montross, Sari Pascoe, Daniel Pascoe-Aguilar, Irina Radeva, Danielle Reay, Candace Reilly, Brian Shetler, Shawn Spaventa, Gregory Townsend, Javier Viera

The Arts & Sciences faculty meeting held on March 27, 2020 marks a historical moment in Drew University's history. Owing to the 2020 global COVID-19 pandemic, the United States took unprecedented steps to slow the spread of the virus down by issuing shelter-in-place recommendations to protect the vulnerable people around us. Drew University was ahead of these recommendations and established ***Drew Virtual Time*** approximately two weeks prior to these recommendations. On March 21, 2020, The Governor of the State of New Jersey issued two executive orders that cancelled gatherings more than 10 people "unless explicitly authorized." In addition, non-essential businesses also "must close storefront and/or brick-and-mortar premises," while "all recreational and entertainment businesses must close to the public." As a result of these new requirements for gatherings, the first remote conference faculty meeting session was held via Zoom by Debra Liebowitz, the Provost and Dean of the College of Liberal Arts and the Caspersen School of Graduate Studies at Drew University.

This virtual medium presented some interesting new aspects for the management of the meeting. Debra established some new rules of order for the Zoom conference meeting.

- Attendance was to be taken by faculty using the posted excel sheet and initialing their name.
- When voting on action items, the call was for nays or abstentions only. To have their opposing vote recorded, a voting faculty member can either say nay or abstain on the call or email the response to jmontros@drew.edu. Unless there was an overwhelming number of nays, the motion was considered approved. At the time of this formal recording of the minutes, there were no such votes cast on action items.

- If there was a question to be asked about a particular matter, it was typed into the chat room and an Associate Dean would let the speaker know there was a question to answer.
- In order to simulate the social moments of gathering prior to an in person faculty meeting, small breakout rooms were created so that people could take time to collegially chat. Groups were randomly assigned and about 4-5 minutes were spent in small exchanges with colleagues and friends prior to beginning of the formal meeting.
- Forms or handouts that were referenced in the meeting would be posted in the chat and then also delivered via email and/or posted in Moodle or the U Know website page.

The meeting was called to order at 3:15 pm.

The minutes of the February 21, 2020 Faculty Meeting were approved without revision.

Debra expressed her appreciation for the extraordinary efforts to quickly institute remote learning.

Noting special thanks to:

- Sharon Sundue for her work with International students of INTO.
- The Academic Services team under the guidance of Judy Redling.
- The Theological School for their expertise in remote learning and assisting the Arts & Sciences teams.
- The Associate Deans Ryan Hinrichs, Juliette Lantz and Maria Masucci for quickly implementing adapted Academic Policy and Procedures for the Spring 2020 semester of virtual learning.
- Shawn Spaventa and Andrew Bonamici and the entire Instructional Technology team for heroic efforts getting Drew up to speed training on technology for the classroom.
- Members of the LAUNCHpad: Daniel Pascoe Aguilar, Stacy Fisher, Amy Koritz, Greg Townsend, and Carolyn Parelli, for their essential communication with students to help with the sudden changes and issues surrounding for global travel, off-site internships and volunteer assignments.
- Gratitude to Frank Merckx, the *Changemaker of the Week* and Vice President of Campus Life and Student Affairs, for his remarkable dedication to Drew's students and their well-being.

Not all people can be named but this experience has re-enforced the belief that Drew's faculty is superb and the best for a liberal arts college like Drew University; pedagogical champions thinking through this sudden challenge to learning in the classroom. The sense of community has been strong and is vital to our University. The Student Government Association has expressed sincere appreciation to the faculty for all their efforts.

DEAN'S REPORT

1. Messages are sent via email to the Drew community every Wednesday with updates on the developments at Drew.
2. Staff has moved to working virtually with only a limited number of people permitted on campus.
3. We are trying to anticipate the need for more academic support. Judy will be sharing a document identifying resources in the chat. There is also a link to the Google form surveying needs for the transition to remote learning. This is an opportunity for faculty to express their needs that will be included in the next round of planning for the leadership team.
4. The administration has been conducting contingency planning for the implications of the restrictions placed on people because of the COVID-19 pandemic. The situation could be very

serious and we need to anticipate, act and react like these are serious matters. Currently under discussion are the refunds to students for room and board, the loss of income from auxiliary programs and events, the recruitment and retention of both domestic and INTO students and the impact on Drew's financial well-being.

5. We have asked faculty to move to synchronous classes but we realize that there may be occasions when it is better to do asynchronous. Synchronous classes and asynchronous options must be available to our students. While students appreciate the normalcy of synchronous classes, faculty must record their classes. There are a number of issues for students such as different time zones, connectivity problems or living in a household with sick family members. This may prevent them from participating in synchronous learning. There was some concern expressed by the faculty about privacy issues for the students. Suggestion to address this matter both on the conference call and in the chat include:
 - Getting a signed consent form from their students. Academic Services has an existing consent form that Dana Giroux will share this document.
 - Turning off the download option for recorded classes and allow only on-line streaming.
 - Saving the recording to your computer, then trimming it in Quicktime to exclude certain moments that students don't want recorded.
 - Pause recording during class for moments students should not be aware of such as sharing personal information.
6. The Dean requests that faculty exercise flexibility in student attendance in class.
7. Dean's Council, the Committee for Academic Policy and Curriculum and the Academic Standing Committee worked to approve the grading policy changes providing for a Pass/LowPass/Unsatisfactory option. Be sure to review the document provided in the chat. The goal is to minimize the number of Incomplete grades granted at the end of the semester. If you think an Incomplete grade should be given to a student, please contact Judy Redling for additional guidance.
8. Please be sure to issue Beacon alerts in particular for students who are not attending online classes; if you have information about advisees, please post comments in Beacon.
9. Some Higher Ed institutions have changed their incoming student admission policies for transfer of IB and AP course credit. Drew has decided to continue our same policies.
10. Since many of the end of year celebrations are not going to happen as traditionally planned, we are working on an alternative to Day of Scholars that will be an on-line event. Graduation and associated events like the awards and hooding ceremonies are all under consideration for either revised formats, combining of events or postponement for a later date when gatherings can occur. The Phi Beta Kappa award ceremony will be held in a virtual format on April 4th. Department or honor society awards can be done online in order to create the sense of community with your students.
11. In order to manage the work flow through the Registrar's office, please use the departmental email regist@drew.edu for your inquiries or requests. Do not email a particular individual in the office. They have a lot of work and are down a staff position so this is essential in order to properly manage that office.
12. The Human Resources Department will send out an email next week concerning a confidentiality agreement. Please be sure to complete this form.

13. In light of the University's financial burdens, all academic expenditures are to be centrally approved by either Jessica or Debra prior to spending money. Do not spend any money without prior approval. The uncertainty of fall enrollment necessitates the halting of all faculty searches. It is not prudent to hire at this time. Once we know the enrollment, we will make adjustments to the course offerings as appropriate. As a result of the hold on hiring faculty, contingency work and planning is underway for the rapid contraction of full-time faculty.
14. Looking to the summer programming, we are working with faculty leaders to identify what is logical for this summer. These would include: DHSI, Gov School, DSSI, AP Teacher Institute, and Summer Term. In some cases we are waiving the Off-Campus requirement as we do not want to hurt student's progress towards graduation. Maria and Judy are working on progress to degree completion on a case by case bases. They are managing cancellations and working with students as a group and issues are being addressed. There will be no need to file a ASC petition for these students. Per Stacy Fischer in the chat, contingency plans for fall NY Semesters have been included in student acceptance letters which went out this week. Students should register for their NY Semester as they normally would.

ACTION ITEMS:

1. The motion to approve the Memorandum of Understanding with Bard College was approved as presented in the faculty meeting packet.
2. An e-vote will be held for the friendly amendment changes in the faculty handbook. At the time of presentation, there were several versions of this document. The Dean's Council reviewed the changes. In addition, there was a concern expressed about missing requirements for the guarantees of reporting functions from the committee and statements on shared governance and communication. The following text represents the proposed changes for the friendly amendment e-vote to be conducted next week. The full text will be made available at the time of the vote.

FACULTY REGULATIONS, Section 3 -

3. Standing Committees

3.1 Arts and Science Representation on University Committees

Academic Computing Advisory Committee (appointed)

Membership: The Arts and Sciences faculty is represented on ACAC by three divisional representatives appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Academic Standing Committee -- Caspersen School and Drew Theological School (appointed)

Membership: The Arts and Sciences faculty is represented on the Graduate Academic Standing Committee by two faculty members appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Compensation Monitoring Committee (appointed)

Membership: The Arts and Sciences faculty is represented on the Compensation Monitoring Committee by two faculty members appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Institutional Review Board (appointed).

Membership: The Arts and Sciences faculty serving on the IRB are appointed by the Provost or Chief Academic Officer. At a minimum the committee should include two Arts and Sciences representatives, one of which will represent Caspersen faculty. Depending on need, the chair of the IRB may request that the number be increased to three.

Library Committee (appointed)

Membership: The Arts and Sciences faculty is represented on the Library Committee by three faculty members appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Risk Management Committee (appointed)

Membership: The Arts and Sciences faculty is represented on the Risk Management Committee by one faculty member appointed by the Dean in consultation with the Arts & Sciences Dean's Council.

Title IX (appointed)

Function: The Title IX committee is formally charged with advising the Title IX Coordinator on matters relating to the University's compliance with Title IX Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act, as well as, state of New Jersey civil rights laws and Drew's sexual misconduct and human rights policies and related procedures. These deal with nondiscrimination on the basis of protected classes of sex, gender, gender identity and expression, and affectional or sexual orientation in education programs and activities receiving or benefiting from federal financial assistance. While much of the committee work may be in identifying prevention and educational program and policy needs regarding sexual and relationship violence and stalking, it is also charged with monitoring, evaluating, and determining if equity exists in all areas of the university.

Membership: Representatives on this committee are appointed by the University Title IX Coordinator, from volunteers across the institution who have undergone the necessary training.

Dean's Council (elected)

Function: communicates feedback to the Dean's office from the Faculty Forums, and from members of the Arts and Sciences faculty.

Membership: Whenever possible, elections for the Dean's Council shall be held in such a way that two or three faculty members shall be in the second year of service and two or three in the first year of service in any given year and that at least one member represents the graduate school. The Dean of Arts and Sciences.

Global Education Faculty Advisory Committee (elected)

Membership: The Global Education Faculty Advisory Committee consists of: Four representatives, one from each of divisions I and II, and two from division III, elected by the entire faculty for a two-year term. Dean's Council will ensure that the two elections for Division III's members represent the disciplinary breadth of the division.

Educational Opportunities Scholars Faculty Advisory Committee (appointed)

Description of function and membership forthcoming

REPORTS

Curricular Report

No questions

Assessment Committee

A survey was sent out. Faculty should survey student to see how they are doing in their coursework. There are four questions to ask. There are links with instruction on how to use Google forms on Moodle.

Enrollment

As we deal with the need for social distancing, there is continued interest in Drew. We have over 4,000 applications and are three weeks ahead of last year with admitted students and have 130 deposits for the class of 2024. Admissions had some webcasts planned and we expanded these to offer more sessions with different programmatic topics in order to showcase our faculty. Admissions is currently working with Communications to continue the, "Expert Series." Started with Brianne Barkers talks on COVID-19 virus information. The Admissions staff is pulling out all the stops to make connections with our prospective students through email, phone calls and social media and appreciate the ability to connect them with the faculty. Debra and Bob will work on a protocol for Baldwin Scholars Admitted students so they could join an online class. There are also international student impacts. Most have been asking about if they can get their visas in time and will their country be open. Sharon Sundue has been working through many of these issues. Looking at some alternative options if they can't get here in time. Transfers as of this morning are up. We are really trying to emphasize domestic applications and transfers. Thanks to everyone.

Important dates:

- April 4th – Virtual Inside the Forest
- April 17 – Day of Scholars in which programming is still to be determined.
- May 1st remains the deadline for applications but Drew will accommodate students by offering extensions as requested. It is expected that we will receive more requests for financial aid though at the moment it is on par with previous years.
- The dates for SAT and ACT testing have been delayed and do not expect that will have an effect on recruitment for 2021.

Committee on Faculty

The CoF presented the following statement to the faculty. Based on the comments in the chat section, this statement was well received by the faculty and greatly appreciated the remarks from the Committee on faculty.

The members of COF recognize the challenges of this semester. We hear how you are treating your students with so much compassion and the flexible way that you are approaching all of their difficulties and we want to assure you that we will treat you the same way.

In addition to trying to process what is going on worldwide, we are making enormous adjustments to the way we teach. We are faced with uncertainty about the future. We are responsible for being role models to our students as we change almost everything about how we live and interact.

Rest assured that the members of the Committee on Faculty are experiencing many of the same difficulties that you are. We are making this statement to try to reduce your anxiety about what the transition to Drew Virtual Time will mean for your renewals and tenure and promotion prospects.

In terms of course evaluations, we acknowledge that the change to Drew Virtual Time is more difficult for some disciplines than for others and that course evaluations for this semester will not be readily comparable to those from other semesters. As you know, there are numerous factors that go into the evaluation process and information over a number of years is gathered and reviewed by the Committee. We want to reassure you that although student course evaluations are important and we will be collecting them again at the end of this semester, more important are the thoughtful reflections you make about them in your annual reports. We will be reading your reflections in your annual reports with understanding about what an anomalous semester this has been. We feel that the information from the student course evaluations will be essential to us in part because our summer classes will also be online. So, while we will all inevitably make some missteps, we do not want to lose the opportunity to learn from them.

Some faculty have reached out because they had not yet been observed teaching this year. We are suspending the requirement that written observations of teaching be submitted by chairs for this semester. If you feel that an observation of your teaching would be helpful at this point, please arrange it, but it will be between you and the observer and the results should not be submitted to us. We value the benefits of observations and don't want to inhibit their use when many faculty could use the additional support they provide.

Some faculty have reached out about the impact of DVT on their research agendas. According to the University COF Handbook, in Appendix 2.3, "The Committee on Faculty will consider a request by a candidate to extend tenure consideration by one year due to extraordinary circumstances." We consider these extraordinary circumstances. If you are an Assistant Professor on the tenure track and want a year-long extension on your tenure clock, you may let us know in writing by September 1, 2020 and it will be granted. Once an extension has been granted, however, it is a permanent change to your tenure clock and cannot be revoked. Non tenure track faculty and tenure track Associate Faculty with sufficient years in service seeking promotion choose when they want to be considered, so there is no formal application process for an extension.

Thank you for continuing to do your best as we all try to adjust to these extraordinary circumstances.

DISCUSSION:

Advising and Registration – A helpful document providing faculty resources for remote advising. It was posted in the chat and will be made available on the Uknow page. Key points for advising:

1. For guidance on matters not addressed in the document, please email cae-admin@drew.edu for matters related to individual students and cladean@drew.edu for matters related to academic policy, pedagogy or technology.
2. Monitor the students in your class. Take class attendance and report ongoing absences through Beacon.
3. Survey your students and gather their feedback. The formative feedback is crucial in moving forward throughout the rest of the semester, and this feedback should be collected right away. The Assessment Committee has identified four questions to gather effective formative feedback from your students. There are easy instructions for surveying your online class using Moodle or Google Form.
4. Be mindful of the need for flexibility. Submit Beacon 'Updates' (as an alternative to Alerts) for attendance/engagement issues, student communications, and performance issues.
5. All Registration Dates as established on the Academic Calendar remain in effect. Students will not need PINs for Fall 2020 Registration.
6. The deadline for dropping a semester long course with a W has been extended to Monday, March 30.
7. Discuss and clarify with your students the P/LP/U option for spring semester courses which is open to students until April 27. For guiding your students see details below.
8. Incompletes may be advisable on a case-by-case basis. Discuss with students whether or not a P/LP is a better alternative based on their personal situations.
9. Your advisees - You can pull your list from Faculty Tools but also since those lists can be confusing, the Dean's office has provided a link to a google sheet that includes all students and their academic advisors. [Spring 2020 Faculty Advisors](#). Student majors and minors are included, as well as the type of advisor (ACAD, CHR, etc.) and if you are the primary advisor for a student. This list will help you identify your advisees as we strive to address retention and reaching all students for registration. Please submit a Beacon alert - noting retention concerns - for any advisee who does not respond or meet with you for advisement by the end of the registration. We will also appreciate you taking a moment to help us in our ongoing efforts in advisor listings cleanup. If anyone is missing from your list please email: ewhiteman@drew.edu

The meeting was adjourned at 5:00 PM

Respectfully submitted,

Joanne B. Montross

Curricular Report

April 2020

For Action:

- Action Scholars Program
- Accounting Major
- Marketing Major
- Finance (B.S.) Major

For Information:

New Courses:

- CE 160/Drew Action Seminar I: Thinking through Problems
- CE 260/Drew Action Seminar II: Exploring Solutions
- ESS 315/Environmental Justice
- FREN 320/Paris: The Biography of a Capital
- FREN 326/The French Asian Connection
- FREN 332/Voices from Africa and its Diaspora
- FREN 342/Francophone Culture of/in the Americas

Changes to Existing Courses:

- FREN 101, 181, 201, 233, 235, 261, 281, 283, 300, 302, 304, 310, 334, 346, 348, 364, 368, 400
- HIST 741/Archives History and Methods
- REMOVE ESS/BIOL 215 from catalog no longer offered

Changes to Existing Major/Minor:

- Environmental Science Major
 - ENV 150/Great Challenges in Environmental Science replaces ESS 215/Environmental Science
 - Adding ENV 282/Special Topics in Environmental Science to electives list
 - Adding PH 270/Environmental Health to electives list
 - Adding DATA 200/Data Science: Introduction, History, and Case Studies and MATH 227/Intermediate Statistics to the electives list
 - Adding new course ESS 315/Environmental Justice
 - Adding CHEM 250/Organic Chemistry I to the electives list
- Environmental Studies and Sustainability Major/Minor
 - ENV 150/Great Challenges in Environmental Science replaces ESS 215/Environmental Science
 - Adding new course ESS 315/Environmental Justice
- Public Health Major/Minor
 - Adding ESS 315/Environmental Justice to elective list
- French Major/Minor

- **Change name of major to French and Francophone Studies, change distribution requirements, add new courses, remove courses that are no longer offered, clarify phrasing of the minor requirements**

Gen Ed Designations:

- **CE 260/Drew Action Scholar Seminar II: Exploring Solution [BINT]**
- **ESS 315/Environmental Justice [BINT, BSS, DVIT, DVUS, OFFC]**
- **FREN 322/My Word! Creative Writing and Translation Practice [WRIT]**
- **FREN 320/Paris: The Biography of a Capital [BHUM, BINT, DVIT]**
- **FREN 326/The French Asian Connection [BHUM, DVIT]**
- **FREN 332/Voices from Africa and its Diaspora [BHUM, DVIT]**
- **FREN 335/Algerian Film from Decolonization to Globalization (in English) [BHUM]**
- **FREN 342/Francophone Culture of/in the Americas [BHUM]**
- **Theater IMMX courses approved-**
 - THEA 301 Theatre Practice: Playwriting**
 - THEA 303 Theatre Practice: Design- Sets One or Two**
 - THEA 304 Theatre Practice: Stage Management- Sets One or Two**
 - THEA 305 Theatre Practice: Acting- Sets One or Two**
 - THEA 306 Theatre Practice: Dance**
 - THEA 307 Theatre Practice: Design for Dance**
 - THEA 308 Theatre Practice: Electrician/Technical Director- Sets One or Two**
 - THEA 309 Theatre Practice: Dramaturgy**
 - THEA 313 Theatre Practice: Design- Sets Three or Four**
 - THEA 314 Theatre Practice: Stage Management; Sets Three or Four**
 - THEA 315 Theatre Practice: Acting- Sets Three or Four**
 - THEA 318 Theatre Practice: Electrician/Technical Director- Sets Three or Four**
 - THEA 319 Theatre Practice: Dramaturgy- Sets Three or Four**

For Action:

Summary of documents for April 24, 2020 Arts & Sciences Faculty Meeting

Many of the curricular documents for the April A&S faculty meeting have previously been reviewed by faculty as part of “intent to offer” votes. This sheet summarizes the new parts of each proposal to help you focus on material that was not available earlier.

1. Proposal for Action Scholars Program -- approval of curriculum.

On May 13, 2019, the Arts & Sciences approved the intent to offer a two year Actions Scholars program to replace the Civic Scholars program starting in fall 2020. The curriculum was not approved at that meeting, and it was requested that the program consult with several key constituents to review the proposed

curriculum. A two-page summary details these discussions, which took place during the fall semester. Much of the proposal remains unchanged from May 2019. The curricular specifics can be found in Section 3 (p. 24).

2. Proposal for Marketing -- approval of curriculum.

On October 18, 2019, the Arts & Sciences approved the intent to offer a new major in marketing starting in fall 2020. The curriculum has now been approved by CAPC and is included as an action item for approval by the full faculty. The full proposal is included here, although most of it is unchanged from October 2019. The new content in this proposal includes Programmatic SLOs (p. 64) and the proposed curriculum, with benchmarking and assessment mapping. (p. 65)

3. Proposal for Accounting -- approval of curriculum.

On October 18, 2019, the Arts & Sciences approved the intent to offer a new major in accounting starting in fall 2020. The curriculum has now been approved by CAPC and is included as an action item for approval by the full faculty. The full proposal is included here, although most of it is unchanged from October 2019. The new content in this proposal includes Programmatic SLOs (p. 36) and the proposed curriculum, with benchmarking and assessment mapping (p. 42).

4. Proposal for Finance (B.S.) -- approval of a new major.

This is a new proposal to offer a new major in finance. Please review the full proposal.

- **Action Scholars Program**

Drew Action Scholars Proposal: Response to Faculty Discussion, May 2019

March 16, 2020

On May 13, 2019, the Arts & Sciences faculty approved the intent to offer a two year Action Scholars program to replace the Civic Scholars program starting in fall 2020. Several questions were raised during the faculty meeting, and it was recommended that a series of inclusive advisory meetings take place in fall 2019 to finalize the curricular structure of the Drew Action Scholars program. This summary details the questions raised during division meetings and the faculty meeting last May, along with the fall 2019 discussions in response to these questions.

1. *The current first-year fall semester Civic Seminar is 1 credit. Will increasing the first-year fall Action Scholars seminar to 2 credits be manageable for students, especially Baldwin Honors students who have to also take a 1 credit Baldwin seminar?*

The Baldwin Honors Program Director and Director of Specialized Honors were consulted, and there was general agreement that students who are both Baldwin Scholars and Action Scholars can manage this additional credit. (Currently, they typically take 18 credits their first semester. In the revised program, the typical load will be 19 credits.) There was some discussion about how this students will be advised during summer orientation, with a concern that some advisers may recommend a total load of 15 credits, which would place these high-achieving students behind. We plan to offer a special group advising session for Action Scholars during summer orientation in order to ensure that all students are informed of curricular requirements and that they know to register for four 4-credit classes, and the 2-credit Drew Action Seminar I class.

2. *Will the required first-year spring 4-credit seminar limit students' ability to make progress in highly constrained pathways (e.g., STEM and 3+2 engineering)?*

The first-year curriculum will not be differentiated by focus area, with the second year permitting greater flexibility for students to pursue a community/civic, global or innovation/entrepreneurship focus. This curriculum consists of two classes, with the spring class building directly on work done in the fall. We believe that the cohort-building (i.e. retention) benefits of the program will be significantly weakened if there is not a two-semester curriculum in the first year (this is one of the elements of the Civic Scholars program we think it important to preserve).

Although we feel strongly that a tight two-course sequence in the first year is the optimal model for students, we also understand that a small number of students may face obstacles to enrolling in the spring semester class. We will work with these students on a case-by-case basis to ensure that they can fulfill this requirement in their second year. We understand and endorse the need for flexibility. Because of the highly interdisciplinary nature of the Action Scholars curriculum, we anticipate that it will encourage students to explore disciplines they may not have originally considered of interest. The spring first-year course will ideally fulfill a general education requirement so that students continue to make progress toward graduation. Since revisions to the general education program are underway, any Gen Ed designation for this course will depend on the final approved curriculum. We are therefore working within the framework of the current Gen Ed, and an application requesting Breadth-Interdisciplinary has been sent to CAPC.

3. *What is the global articulation and how will "class issues" be addressed?*

The curricular and co-curricular program was reviewed and finalized with broad faculty feedback through inclusive meetings held throughout the Fall 2019 semester. We are executing a joint planning and implementation process to ensure that common themes, skills and experiences are integrated into all three program areas and that the ability for students to collaborate with or move seamlessly across focus areas as their interests evolve is central to the program model. Faculty who elected to participate in the Faculty advisory Group have contributed substantively not only to the curricular components of the program but also to the structure and content of co-curricular components important to cohort-building. As a result we have discussed workload issues with the Provost, enabling a formally recognized role for faculty participation in the program (with details to be determined). Representation from all Divisions participated actively in providing guidance and feedback during the fall 2019 planning process and those who participated in these meetings will be invited to continue their engagement through the syllabus development process, including a faculty development workshop being scheduled for summer 2020. The revised course descriptions below reflect this input. We anticipate formalizing a faculty and a student advisory structure to ensure on-going feedback and consultation moving forward.

First-Year, Fall Semester:

CE 160 Drew Action Seminar I: Thinking through Problems (2 credits)

Students will examine in-depth a few case studies of complex challenges relevant to all focus areas (civic, global, innovation), with brief introductions to three or four additional challenges. Assignments help students explore and interpret a single challenge from multiple perspectives, brainstorm and research approaches to understanding this challenge and defining a specific problem underlying it. In preparation for the spring semester, students will form teams to identify and define a challenge they would like to tackle. Examples of case study topics include specific topics within broad categories such as food, migration, water, work, disease, and energy that engage community, innovation, and global contexts.

First-Year, Spring Semester:

CE 260 Drew Action Seminar II: Exploring Solutions (4 credits)

Focusing on problems identified in the fall semester, students will work in teams to analyze and develop strategies for proposing and implementing an action plan to address their challenge. To provide context and depth to their approaches, the course will engage, through readings and critical analysis, with the ethical questions raised by how power, privilege, culture and other differences impact access to and success of real world attempts to address the identified needs and challenges. Student teams will research best practices, consult with relevant public and community groups, clients, customers, or other stakeholders, develop an action plan, take action based on that plan, and prepare to present and facilitate a dialogue on their approach for the spring Action Scholars Town Hall Dialogue and Pitch Event.

New Major / New Program Proposal Form

of Program: Drew Action Scholars: Community, Innovation, Global Impact	
Contact Person / Chair: Amy Koritz	
School: <input checked="" type="checkbox"/> CLA <input type="checkbox"/> CSGC <input type="checkbox"/> THEO	Degree(s) awarded: n/a
Anticipated start date: Fall 2020	Total credits: 6
<p>What other stakeholders / departments have been consulted about the proposed major / program?</p> <p>Civic Engagement Faculty Advisory Committee; Center on Religion, Culture, and Conflict; Innovation seminar faculty; Admissions, Communications, Assoc. Provost for Immersive Learning Education and Career Design, Civic Scholars Student Advisory Committee, Action Scholars Faculty Advisory Group</p>	
<p>-</p> <p><u>New Major / New Program Proposal Submission Checklist</u></p> <p><input type="checkbox"/> Mission Statement and Rationale</p> <p><input type="checkbox"/> Program goals, Objectives and Student Learning Outcomes</p> <p><input type="checkbox"/> Program Curriculum</p> <p><input type="checkbox"/> Attach Course Proposal Forms</p> <p><input type="checkbox"/> Impact on Other Departments</p> <p><input type="checkbox"/> Alignment of Program with Strategic Goals of University</p> <p><input type="checkbox"/> Analysis of Prospective Student Interest & Projected Enrollments</p> <p><input type="checkbox"/> Financial Analysis of Program Costs & Revenues</p> <p><input type="checkbox"/> Input and ideas pertaining to branding, messaging, marketing</p>	

Please consult with the Associate Dean for Curriculum in Arts & Science when completing this form. Relevant Admissions Directors and Institution Research may be able to provide accurate data when considering the analysis of student interest and program finances.

Submit the completed form electronically to the Associate Dean for Curriculum in Arts & Science:
 assocdean_curr@drew.edu

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

Mission

Students will engage in creative problem solving applied to implementing a response to address a real-world problem that demonstrates social impact, financial viability, and environmental sustainability. The program is grounded in interdisciplinary collaboration aimed at tackling complex problems that impact communities and transcend borders. Its students develop the knowledge, skills, values, and motivation to address the urgent challenges of our time.

This 3-year pilot program will allow Drew to test the benefits of this approach for student recruitment, retention, and learning.

Rationale

This proposal seeks to transform our existing Civic Scholars Program so as to serve more students while surfacing and strengthening the outcomes of the Civic Scholars program that meet institutional goals to increase yield, retention, and post-college preparation. The revised program will integrate existing areas of strength in civic and global education, while expanding on our 2-year-old pilot Innovation program.. Through a 3 year pilot program, we will offer access to 60 first-year students in AY 2020-21 to participate in a two-year guided pathway that will enable intentional and mentored community engagement and experiential learning, facilitate students' ability to contribute to society while clarifying their post-college directions, and allow students the opportunity to make progress on their general education requirements. A two-year program will also increase access for transfer and matriculated students.

Drew University's current Civic Engagement Scholarship program was launched in 2009 with 10 students. It currently houses 115 students in a four-year developmental program focused on connecting students' commitment to the common good with academic coursework, experiential education through service to the community (local, national, and global), and professional skill-building. This program has out-performed the overall undergraduate student body consistently and significantly in terms of its ability to yield applicants to the college and retain them from first to second year. Qualitative feedback from focus groups and student surveys suggest that Civic Scholars also feel better prepared and more supported for post-college lives. Civic Scholars form a strong cohort of students whose program readies them for leadership positions on campus and beyond. While the Civic Scholars program has been successful, it is small, enrolling 30-35 students annually. After ten years, we believe that we have sufficient insight into the components of this program that lead to successful outcomes to replicate these in new focus areas and at a larger scale while integrating new components that

will better guide students towards graduation and life after college. The creation of a new Center for Immersive Learning and Career Design, where this expanded program will reside, provides strong support to integrate curricular and co-curricular best practices for student success into its structure from the outset.

All of the focus areas proposed for development have a pre-existing group of stakeholder faculty whose teaching interests align with these areas and who will be invited to participate in an expanded working group. The umbrella structure for these programs, Drew Action Scholars; Community, Innovation, Global Impact, will provide both economies of scale for shared back-office functions and for the possibility of further expansion. Three areas of focus are proposed: Community and Civic (modifying and building on the existing program), Innovation and Entrepreneurship (building on a 2-year pilot program and reflecting the success of the Social Entrepreneurship program), and Global (an area with deep historical roots in Drew's Center for Global Education and Center on Religion, Culture, and Conflict, and their existing administrative and curricular infrastructures). This curriculum was designed with broad faculty feedback through inclusive meetings held throughout the Fall 2019 semester. We are executing a joint planning and implementation process to ensure that common themes, skills and experiences are integrated into all three program areas and that the ability for students to collaborate with or move seamlessly across areas as their interests evolve is central to the program model. The Center for Immersive Education and Career Design and the Center for Civic Engagement will provide backbone administrative support and coordination with assistance from CRCC.

Benchmarking Process/Consultation with Stakeholders

Primary benchmarking will be against Civic Scholars historical outcomes, particularly in yield and retention. Although programs with common elements to the program proposed exist in many higher education institutions, earlier benchmarking of Innovation and Entrepreneurship programs confirms that their structure, requirements, and institutional location varies widely.

Changes from current Civic Scholars and new program:

- 4 year program - revised to a required 2 year program with a possible future option for a junior/senior honors component: Not all civic scholars are motivated to complete a high quality civic senior project, and some students who did not join the program as first-year students are so motivated. The 2-year/2-year program model allows for the entrance of new students (e.g., transfers) while providing a structured exit point for others.
- Remove required DSEM: The size limitations and multiple demands of the DSEM curriculum hamper the ability to increase the size of the civic program or to add coordinated, substantive new focus areas. This change will also allow for easier access to the program for sophomores and transfer students in future iterations.
- Increase FY fall semester seminar 1 credit to 2 credits: Drew Action Seminar I: Thinking Through problems. Without the DSEM to provide grounding in research and scholarship, students will need an

additional credit's worth of work to provide a stronger academic base for the program. This also supports cohort development.

- Add FY spring semester 4 credit seminar: Drew Action Seminar II: Exploring Solutions. This shared curriculum will enable the program to sustain and strengthen an interdisciplinary cohort of students working in teams towards a public program at the end of the semester. Embedding this course in a general education requirement will help students approach their team challenges from new perspectives while adding academic substance to their approach. An application requesting Breadth-Interdisciplinary has been sent to CAPC. If approved, it will provide students with a clear benefit that moves them forward in their college program.
- 100 hours volunteering to 100 hours experiential learning: broadening the kinds of engagement that will fulfill this requirement will accommodate the broader range of interests expressed by students entering the new program while enabling it to better align with other university priorities such as career communities.
- Expand sophomore internship requirement to include other selected immersive experiences: To enable students for whom an internship is not the best option to fulfill an immersive experience requirement though options aligned with program goals
- Monthly second-year convening replaces 2 sophomore meetings and 5 required skills workshops (see Appendix I)

2. Program goals, objectives and student learning outcomes.

Student learning outcomes describe the knowledge and skills students should be able to demonstrate upon completion of the program.

Program goals for students:

- Students gain confidence and skills to identify, define and tackle complex problems that impact communities and transcend borders
- Students value empathy, understanding and responsiveness to diverse others in their work and public roles
- Students explore and take action on solutions to real-world problems that fulfill the goals of social impact, financial viability, and environmental sustainability.

Program Goals for Institution

- Meet or exceed historical data for civic scholars yield and first-to-second year retention
- Attract new applicants with an interest in global, civic/community, and innovation/entrepreneurship focus areas
- Expand and deepen partnerships across university departments/disciplines and with external organizations

Program Student Learning Outcomes

1. Students articulate social responsibility in the context of professional and personal action and goals.
2. Students work effectively in teams to plan and implement a collaborative project.
3. Students articulate the integration of academic learning with real-world action.

Outcome	Introduced	Practiced	Mastered / Assessed
1. Students articulate social responsibility in the context of professional and personal action and goals.	Thinking through problems Seminar	Exploring Solutions Seminar	Civic-Minded Graduate narrative prompt assigned in Second-year Convening.
2. Students work effectively in teams to plan and implement a collaborative project.	Thinking through problems Seminar	Exploring Solutions Seminar	Assessed at Exploring Solutions town-hall presentation and through team self-assessment. Assessed at Exploring Solutions town-hall presentation and through team self-assessment.
3. Students articulate the integration of academic learning with real-world action.	Thinking through Problems Seminar	Exploring Solutions Seminar	Second-year Convening, assessed in final reflection. Immersive experience, assessed in final IE product

Program Objectives

- Scaffolded first-year curriculum that culminates in a student-team organized and facilitated public Town Hall.
- Problem-focused first-year curriculum that engages community, global, and innovation perspectives to connect academic learning with planning and action on an issue.
- Experiential learning opportunities to help students practice skills and clarify personal and professional goals (throughout)
- Curated second-year immersive experiences aligned with student and program goals
- Second-year Convening that builds on first-year skills through workshops and reflections.

3. Program curriculum and requirements.

a. Outline the requirements for the major and provide a rationale for the proposed major structure and courses.

The Drew Action Scholars program for AY 2020-21 will focus on the following three areas:

1. Civic/Community Engagement
2. Global Impact
3. Innovation and Entrepreneurship

The first-year curriculum will not be differentiated by focus area, with the second year permitting greater flexibility for students to pursue a community/civic, global or innovation/entrepreneurship focus.

Drew Action Scholars Two-Year Curriculum

First-Year, Fall Semester:

CE 160 Drew Action Seminar I: Thinking through Problems (2 credits)

Students will examine in-depth a few case studies of complex challenges relevant to all focus areas (civic, global, innovation), with brief introductions to three or four additional challenges. Assignments help students explore and interpret a single challenge from multiple perspectives, brainstorm and research approaches to understanding this challenge and defining a specific problem underlying it. In preparation for the spring semester, students will form teams to identify and define a challenge they would like to tackle. Examples of case study topics include specific topics within broad categories such as food, migration, water, work, disease, and energy that engage community, innovation, and global contexts.

First-Year, Spring Semester:

CE 260 Drew Action Seminar II: Exploring Solutions (4 credits)

Focusing on problems identified in the fall semester, students will work in teams to analyze and develop strategies for proposing and implementing an action plan to address their challenge. To provide context and depth to their approaches, the course will engage, through readings and critical analysis, with the ethical questions raised by how power, privilege, culture and other differences impact access to and success of real world attempts to address the identified needs and challenges. Student teams will research best practices, consult with relevant public and community groups, clients, customers, or other stakeholders, develop an action plan, take action based on that plan, and prepare to present and facilitate a dialogue on their approach for the spring Action Scholars Town Hall Dialogue and Pitch Event.

The working group considered a variety of models for the first-year curriculum and settled on the first-year spring semester seminar for several reasons:

- The cohort-building (ie retention) benefits of the program will be significantly weakened if there is not a two-semester curriculum in the first year (this is one of the elements of the Civic Scholars program we think it important to preserve)
- a 2-credit add-on in both fall and the spring may not be a good choice academically for some students and others may feel that their schedule is overly fragmented with classes not fulfilling other requirements, leading them to neglect this class.
- The pedagogical goal of guiding students through the process of defining a problem and then developing ways to tackle it and taking action of these approaches (bringing to bear on them multiple disciplinary perspectives) requires a tight course sequence

Although we feel strongly that a tight two-course sequence in the first year is the optimal model for students, we also understand that a small number of students may face obstacles to enrolling in the spring semester class. We will work with these students on a case-by-case basis to ensure that they can fulfill this requirement in their second year. We understand and endorse the need for flexibility. The spring first-year course will ideally fulfill a general education requirement so that students continue to make progress toward graduation. Since revisions to the general education program are underway, any Gen Ed designation for this course will depend on the final approved curriculum. We are therefore working within the framework of the current Gen Ed, and an application requesting Breadth-Interdisciplinary has been sent to CAPC.

Second Year: The second year curriculum will have more flexibility than year one. We anticipate offering students several options, all of which will fulfill an “Immersive Experience” general education requirement.

Fall or Spring: Select from an approved list of immersive/off-campus experiences (0-4 credits), including Internships, CBL classes, select TRECs (may be completed summer of first year) and a new Innovation/Action Lab offered each semester (2-credits each) that meet program goals and contribute to learning outcomes.

Innovation Action Lab (2-credit, 200-level, offered fall and spring): Students will engage in creative problem solving applied to analyzing and developing a viable strategy to address a real-world problem that has social impact, is economically viable, and environmentally sustainable. This course will ask students to act, think and collaborate across disciplines by drawing from the arts, humanities, as well as social and natural sciences in formulating potential solutions. The course will feature opportunities to connect with innovators, entrepreneurs, and other stakeholders outside of the university setting. Permission of instructors required. (Course proposal to be submitted in fall 2020 ahead of first being offered in fall 2021)

Second-Year Convening: In addition to the required immersive experience, all second-year Action Scholars will attend a monthly 90-120 minute, 0-credit Scholars Convening consisting of an informational program, workshop, mentoring, presentation or reflection activity. Examples include:

- Skills development workshops

- Guest speakers, student pitches, issue forums
- Small group mentorship meetings
- Launch sophomore program
- Presentation on immersive experience

Skills Workshops incorporated into required classes and convenings may include:

- Planning and Project Management
- Interpersonal and Professional Communication
- Conflict resolution
- Collaboration and Teamwork
- Design thinking
- Engaging Difference: Diversity and Inclusion

Current Civic Scholars Requirements	Proposed Action Scholars Requirements
Civic Scholars DSEM (4 credits)	<i>Students complete DSEM of their choice</i>
Civic Engagement Workshop (1 credit each semester) includes first-year Civic Project	Thinking through Problems Seminar (2 credits)
	Exploring Solutions (spring, 4 credits)
100 hours community engagement	100 hours experiential learning
Civic Internship (2 credit)	Required Immersive Experience (0-4 credit) via approved TREC, internship, CBL or Innovation Action Lab
Five 2-hour Civic Skills Workshops	Integrated into 0-credit Sophomore Scholars convening
100 hours community engagement	100 hours experiential learning
Sophomore meetings	Integrated into 0-credit Sophomore Convening

CBL course recommended	
100 hours community engagement	
Senior Civic Project Class (1 credits)	
CBL/Internship credits	
100 hours community engagement	

b. Provide a complete term-by-term, 3-year projection of courses and other offerings. Be specific. Include course titles and faculty names, and indicate where new courses or hires are proposed.

Term	Course title	Instructor	Credits	Cap	New
Fall 2020	Thinking through Problems Seminar	Koritz	2	15-20	Y
	Thinking through Problems Seminar	Koritz	2	15-20	Y
	Thinking through Problems Seminar	Golden	2	15-20	Y
	Thinking through Problems Seminar	Kouh	2	15-20	Y
Sp 2021	Exploring Solutions	Koritz	4	25-34	Y
	Exploring Solutions	Jordan (Lisa)	4	25-34	Y
	Exploring Solutions	Golden	4	25-34	Y
<i>The above staffing could be repeated for future years with the inclusion of a sophomore innovation/action lab. The below model shows staffing for a program with expanded student capacity.</i>					
Fall 2021	Thinking through Problems Seminar	Koritz	2	15-20	Y

	Thinking through Problems Seminar	Koritz	2	15-20	Y
	Thinking through Problems Seminar	Golden	2	15-20	Y
	Thinking through Problems Seminar	Kouh	2	15-20	
	Sophomore Innovation/Action Lab	Rosenbloom	2	20-25	Y
	Sophomore Scholars Convening	CE Staff	0		Y
Sp 2022	Exploring Solutions	Koritz	4	25-34	Y
	Exploring Solutions	Jordan (Lisa)	4	25-34	Y
	Exploring Solutions	Golden	4	25-34	Y
	Sophomore Innovation/Action Lab	Golden	2	20-25	Y
	Sophomore Scholars Convening	CE Staff	0		Y
Fall 2022	Thinking through Problems Seminar	Koritz	2	15-20	Y
	Thinking through Problems Seminar	Koritz	2	15-20	Y
	Thinking through Problems Seminar	Golden	2	15-20	Y
	Thinking through Problems Seminar	Kouh	2	15-20	Y
	Innovation/Action Lab	Koritz	2	20-25	Y
	Sophomore Scholars Convening	CE Staff	0		

	Fall Honors Pitch Event	CRCC Staff	0		Y
Sp 2023	Exploring Solutions	Koritz	4	25-34	Y
	Exploring Solutions	Jordan (Lisa)	4	25-34	Y
	Exploring Solutions	Golden	4	25-34	Y
	Innovation/Action Lab	Golden	2	20-25	Y
	Sophomore Scholars Convening	CE Staff	0		

Table Staffing Analysis of Proposed Changes to Civic Scholars Program

Current Civic Scholars Program	Proposed Action Scholars Program
CE DSEM 1 (fall, 4 credits)	CE 160 - Thinking through Problems Seminar (2 credits)
	CE 160 -Thinking through Problems Seminar (2 credits)
CE DSEM 2 (fall, 4 credits)	CE 160 - Thinking through Problems Seminar (2 credits)
	CE 160 - Thinking through Problems Seminar (2 credits)
CE workshop 1 (fall, 1 credit)	CE 260 – Exploring Solutions (4-credits).
CE workshop 2 (spring, 1 credit)	CE 260 – Exploring Solutions (4-credits).
	CE 260 – Exploring Solutions (4-credits).
First-year total: 10 credits (with zero serving Gen Ed requirements)	First-year total: 20 credits (with 12 credits counting toward Gen Ed requirements)
Sophomore Civic Internship (0-4 credits)	Immersive experience (0-4 credits): approved TREC, internship, CBL or CE 270, 271 Innovation Action Lab

5 skills workshops + 1 small-group meeting per semester	Sophomore Scholars Convening (0 credits)
CE 301: Senior Civic Project class (1 credit). 3 sections	

c. Course Descriptions: *Attach complete course proposal forms for each new or revised course included in the major/program. List all new/revised courses below:*

- CE 160 - Drew Action Seminar I: Thinking Through Problems (2 credits)
- CE 260 – Drew Action Seminar II: Exploring Solutions (4 credits)
- CE 270 - Innovation Action Lab I (2 credits)
- CE 271 - Innovation Action Lab II (2 credits)

Please explain how any new courses will be staffed. Do they require additional staffing either to directly offer the course or replace? Will currently offered courses be cut or taught less often?

The current Civic Scholars program requires two Drew Seminars plus two 1-credit workshop classes in the First-Year Fall/Spring Semesters, which would be eliminated in the current curriculum. These students would participate in the general selection of Drew Seminars. This also allows for future consideration of transfer students and sophomore students to enter the program. Staffing resources will be available to offer the fall semester seminars (8 credits total for four sections). Spring courses require three 4-credit seminars. However, since these seminars will contribute to the General Education curriculum, the staffing requirements contribute to the overall staffing needs of the college.

4. Describe the impact on and connection with other departments and programs:

Does the proposed major/program offer possibilities for interdisciplinary collaboration? 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?

The proposed program is conceptualized as interdisciplinary--focusing on problems and their solutions as approached from community, global and innovation perspectives rather than a specific field of study. As such we anticipate it providing pathways for students into a wide variety of disciplines and opportunities for faculty from multiple disciplines to introduce their approaches to the problems studied. Since the required classes are limited to the first-year of the program, and add only 2-credits to the student's course load in the fall, while fulfilling a general education requirement in the spring, the only potential impact on enrollments in other

departments would be the exclusion of these students from courses offered at conflicting times in the student's first year. Faculty from Sociology, Political Science, English, Theater, Physics, Chemistry, Business and Economics, French, Communication, Chinese, and Computer Science have been consulted in the development of this program so far. A Faculty Advisory group has been formed that has met multiple times to review and provide feedback on the program proposal.

5. Explain how the program meets the strategic goals of the university and the school:

Drew has an urgent need to increase undergraduate enrollment and retention. The Civic Scholars program provides a tested strategy for improving Drew's ability to yield and retain students by providing a cohort-based and scaffolded program model attractive to students. The proposed new program will enable a scaling up of many aspects of the civic scholars program while expanding it into other areas of interest, increasing its integration with post-college planning, and scaffolding it onto the proposed general education structure. The addition of an Action Scholar student mentor program to support first-year Action Scholars while providing leadership and mentoring experience to these Drew juniors and seniors, will further strengthen this alignment. In addition, the inclusion of an Innovation/Entrepreneurship focus area supports and enhances the University's expansion of undergraduate programs in business and computer science. The experiential learning and immersive experience requirements reinforce the university focus on active learning, pre-professional experience, and post-college preparation by providing structured, mentored, and curated opportunities for students to practice transferable skills beyond the classroom.

6. Describe and comment on the expected market for the proposed program:

The Civic Scholars program historically attracts more applicants than it can admit and yields those admitted at a significantly higher rate than the overall pool. By (over time) admitting a larger percentage of applicants to the civic scholars program and immediately expanding the pool of students who might be attracted to a similar program with a different focus, we believe that this program will have a positive impact on Drew's admissions yield.

Year	Civic Applications	Civic Admits	Deposits	yield	percent yield
2012 (C'16)	115	86	26	26	30%
2013 (C'17)	165	107	50	48	45%
2014 (C'18)	132	91	49	47	52%
2015 (C'19)	91	62	37	37	60%
2016 (C'20)	86	67	35	33	50%

2017 (C'21)	71	60	32	32	53%
2018 (C'22)	112	68	32	31	46%

Both Innovation/Entrepreneurship and Global/International are areas of great interest to college students (see e.g. Open Doors report, personal communication Bob Massa). According to an analysis completed in fall 2017, 46% of Drew's peer institutions and 80% of our aspirant institutions offer programs focused on innovation and/or entrepreneurship (Peer group: 7 of 15 / Aspirant Group: 12 of 15). In addition, the Social Entrepreneurship NYC Semester has shown steadily increasing demand since its inception in 2017 (for 2019 there were 34 applications for 20 spaces). The proposed program will appeal to this cohort, but also expand it to students in STEM fields where innovation and entrepreneurship are becoming an increasingly important part of the professional landscape.

7. Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:

The following table shows projected numbers for the pilot project. With a two-year curriculum, the total shows the number of scholars assuming no expansion of the program. The curriculum is designed to be scalable, which means that future projections depend on the desire and capacity for growth. Additional students can easily be incorporated into this model, either in new or existing areas of focus.

Year	First year students	Second-year students	total	Junior-Senior Honors (approx. 20%+ 6-8 new entrants)*
20-21	60	N/A (28 existing civic scholars)	88	N/A
21-22	60	60	120	N/A
22-23	60	60	120	12-24

***Offered only if resources permit**

Appendix I

**Drew Action Scholars: Tentative Draft Description, non-curricular requirements
Sophomore Convening**

Month	Topic	Notes
September	Skills Workshop: Building and Working in Diverse Teams	
October	Skills Workshop: Conflict Resolution	
Nov/Dec	Immersive Experience Presentations/ Reflection Activity	
January	Skills Workshop: Planning and Project Management	Backwards planning
February	Skills Workshop: Professional Communication	Incl. e.g. mock interviews, delivering bad news, addressing values conflicts
March	Immersive Experience Presentations/ Reflection Activity	Civic Graduate Narrative Prompt
April	Town Hall Participation	All scholars attend—led by 1st yrs.

100 Hours Experiential Learning: Requirements and Options

Required: All Scholars, both years

Program Events:

Fall Retreat: 4 hours

Town Hall: 5 hours

Spring Wrap-up: 1.5 hours

University Events:

Networking event: 2 hours

Launch Expo: 2 hours

CEA Awards and Showcase: 1.5 hours

Day of Scholars: 2 hours

Other tbd: 2 hours

Total: 20 hours

Other Experiential Learning Options

- Volunteering
- Advocacy work (e.g canvassing, lobbying days, social media campaigns)
- Stakeholder and expert interviews

- Off-campus shadowing, internships, community-based learning/research and site visits
- On- or off-campus events, workshops, speakers or conferences aligned with program goals
- Specialized training (not for academic credit)
- Approved immersive experiences (e.g. TRECs, NYC programs, CBL Classes)
- Hackathons, Tech meet-ups, Pitch events
- Launch Center workshops

- **Accounting Major**

Proposal for New Major in Accounting

March 29, 2020 Version

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

The business program at Drew University has grown by leaps and bounds since its inception in the fall of 2009, with business now comprising the largest number of undergraduate majors. The success of this program and its graduates speaks to our ability to integrate what is traditionally considered to be a professional major into the liberal arts. The breadth and depth of Drew’s business curriculum combined with experiential learning and professional networking opportunities leads to strong student outcomes and differentiates us from our peer and competitor institutions. Drew’s location in the tri-state area gives students access to both New York City and a plethora of experiential learning opportunities in the towns and cities surrounding campus, plus the ability to network with alumni and professionals in myriad industries and obtain internships throughout the year. Business programming events have also served as both a valuable learning platform for undergraduates and a way in which Drew’s major further differentiates itself. This proposal seeks to retain and expand these prominent qualities of integrating “professional” majors into the liberal arts, while adding focused enhancements to students keen on diving more deeply into distinct elements of business. Such educational opportunities are ideally situated to prepare Drew graduates for successful and purposeful professions in a world in which the future of jobs is changing rapidly. Automization, big data, and artificial intelligence are impacting all professions, and we believe liberally trained graduates are optimally prepared with a strong core of transferable skills to adapt to these changes. The addition of more business-related majors will also aid our recruitment efforts for prospective students interested in gaining more skills in their particular areas of interest, while also making them more attractive to prospective employers throughout their college career as they seek internships and employment.

The benefits of adding a major in accounting are significant. This expanded offering would strengthen Drew University’s efforts to serve as a liberal arts institution that prepares students for post-graduation professional success, including key fields within business, helping to establish our brand, improving our recruiting efforts, and increasing our undergraduate class sizes. Table 1 below shows strong interest of prospective students in accounting. Other benefits emerge as well, including a synergy with Launch as we also develop a reputation for internships in these business fields, and the cultivating of Drew alumni in non-finance areas of business such as accounting who can offer their experience and expertise to programming, internships, and mentoring. Developing an accounting major from scratch in the digital era also allows us to be forward-thinking to design a curriculum for accounting jobs of the future. For instance, the International Federation of Accounts reports that:

Future accountants will increasingly need education in digital technology, globalization, and evolving regulations ... Unfortunately, at the moment, few universities have developed curriculums for accounting students in line with their future needs. Universities will need to develop or incorporate new units, such as cloud computing, big data, digital technology, integrated reporting, carbon emission accounting, and so on for accounting students.

Accounting integrated with the liberal arts is ideally suited to meet these needs.

Table 1. Overview of Program Demand by Students

Major	Prospective Students ¹	National A&S ²	% 5-year Growth ³
Accounting	14,532	1,568	19%
Finance	---	473	61%
Marketing: w/o Bus. Admin. in Bus. Admin.	16,904 72,856	433	23%

¹Number of prospective students pulled from the College Board data set. For reference, the total number of prospective students in business programs is 193,628. ²Average number of degrees conferred AY13-16 at Carnegie-classified Arts & Sciences institutions. ³Growth calculated as additional degrees conferred per year (slope) from linear fit to 2011-2016 data.

The current business major is general and broad, which helps students discover many different subfields that may stoke their passion. But for those students who either come to Drew wanting to study accounting, or for those who become excited by the prospects of a career in accounting, our undergraduate offerings in the field are sparse, limited to one introductory accounting course and occasional electives taught solely by adjuncts. These students are therefore at a disadvantage when applying for internships, post-graduate employment, or graduate programs in accounting. A more focused major serves to remedy this hurdle for a

subset of our business students. Furthermore, accounting is a natural addition to our existing offerings given our proximity to New York City, a major nexus of the industry that gives our university the potential for robust academic partnerships and gives our students the potential for internship and job opportunities. Expanded coursework in accounting will also support the creation of a minor in accounting, which will be attractive to students from all majors interested in strengthening their preparation for careers in businesses and not-for-profit institutions with missions aligned with their majors. For example, students majoring in theatre or the arts could expand their accounting knowledge to support future roles in small theatre companies and galleries.

Though not explicitly part of this proposal, an undergraduate major and minor in accounting gives us the experience and resources to launch a Master in Accounting in the near future. A graduate accounting degree sets students on the path towards a CPA (Certified Public Accounting) certification, which is a necessary component of becoming a certified accountant. (There are also many accounting jobs that do not require CPA certification.) The strong potential of accounting to be a significant new major on our campus also stems from data demonstrating strong external demand by prospective students (Table 1). A more detailed analysis of demand at peer and competitor institutions is provided below.

The Business Advisory Committee, which includes representatives from several departments and programs, has engaged stakeholders from across the institution, including Economics, and Math & Computer Science, in developing this proposal.

2. Program goals and Student Learning Outcomes.

Please include program goals for your new major/program.

Goals of Accounting Major.

1. Provide students with the theory and structure of accountancy and its connections with the business world

Students will gain a thorough grounding in the theory and practice of accountancy, set within the wider perspective of the principles of business and how organizations operate within a fast-changing global economy. Students will gain the skills and knowledge that will equip them to go on to advanced education like a master's degree in accounting, or the additional education and exams required to become a certified public accountant.

2. Instill an integrated understanding of accounting and ethics

Given the rapidly changing world of tax regulation, professional accountants will need to provide more all-inclusive organizational reporting, which tells less about numbers and more about the narrative of the organization. Students will learn that financial and non-financial reporting are interconnected, and that they need to collaborate with lawyers, doctors, environmental scientists, sociologists, and so on, especially as organizations (for-profit, non-profit, and governmental) face a series of challenges including corruption, tax-avoidance, environmental and social demands and regulations, and labor and shareholder demands for transparency.

3. Integrate the main principles of accounting with the tools of data analytics

Artificial Intelligence (AI) and data analytics are transforming the field of accounting, rendering basic accounting tasks obsolete while creating robust opportunities for people with multifaceted and current skill sets. We will provide our students with the quantitative knowledge and skills to collect financial information and provide nuanced data-driven analysis, along with the flexibility to communicate these insights and recommendations to a broad audience.

Student Learning Outcomes:

SLO 1. Students should be able to answer quantitative accounting questions using appropriate tools of analysis, including Excel, while defending their arguments using data.

SLO 2. Students should be able to communicate accounting topics to multiple audiences both individually and members of a team, using graphs and data as appropriate.

SLO 3. Students will be able to describe the ethical implications of various accounting activities, and reflect on the ethical implications of their own behavior.

SLO 4. Upon completion of the accounting major, our students will identify business accounting related issues, explain why/how they could be problems for an organization, and devise data-driven strategies to improve the situation.

3. Major/Program curriculum and requirements.

Rationale for curriculum design: The proposed curriculum follows broad standards constructed by many other universities to help graduates enter a career in accounting and potentially prepare to become Certified Professional Accountants (CPA). Our introductory courses serve as a base in which students learn the basic precepts of statistics and markets, and also are exposed to the broader issues and ethical dimensions of the discipline. The core classes build students' tools and intuition about financial and managerial accounting, as well as more specific accounting topics. Students are also required to take a data science course to give them acquisition and analysis tools that will soon be ubiquitous across the industry. Several accounting and data science electives, for which the courses will increase in future years, allow students to explore in greater details specific aspects of accounting. Finally, the capstone course brings seniors together to study interdisciplinary issues that the accounting field currently faces, and has them develop and present their analyses and recommendations to an external audience.

BA Accounting Curriculum: 52 credits

The accounting program takes a rigorous, integrated, analytic, and critical approach to the study and practice of accounting. The curriculum gives students the tools and skills to analyze domestic and global organizations' financial health. We stress the importance of data-informed decisions and ethical considerations across the accounting field. Our majors graduate prepared to work in a variety of accounting roles across public and private industries, while helping interested students prepare for the CPA exam and a career as a certified accountant.

<u>Level:</u>	<u>Courses:</u>	<u>Existing Courses:</u>
<i>Intro:</i>	<i>12 credits</i>	
	Accounting and Accountability	BST 105, new
	Microeconomics	ECON 101
	Statistics	MATH 117
 <i>Core:</i>	 <i>32 credits</i>	
	Financial Accounting	BST 215 (currently BST 115)
	Managerial Accounting (prerequisites: BST 215)	BST 216 (currently BST 150)
	 Intermediate Accounting I (prerequisites: BST 215)	 BST 315, new (prereq BST 215)
	 Intermediate Accounting II (prerequisites: BST 216 & 315)	 BST 316, new
	 Auditing BST 360, new (prerequisites: BST 215 and BST 216)	
	 Taxation (prerequisites: BST 215 and BST 216)	 BST 361, new
	 Data Analytics	 DATA 253

(prerequisites: MATH 117 and CSCI 149 or CSCI 150 or STAT 120)

or

Accounting Analytics BST 262, new

(prerequisites: MATH 117 and BST 215)

Accounting Theory and Practice (Capstone) BST 415, new, WRMJ

Electives: 8 credits

An accounting internship experience (INTC 200) can also count towards one of these electives.

Accounting Information Systems BST 262, new

(prerequisites: BST 215)

Nonprofit and Public Accounting BST 362, new

(prerequisites: BST 215 and BST 315)

Global Accounting BST 363, new

(prerequisites: BST 215 and BST 315)

Programming in Python CSCI 150 or

Statistical Computing in R STAT 120

New Course Descriptions

BST 105: Accounting & Accountability

This course introduces the theoretical and contextual foundation of accounting. It does not focus on technical aspects of accounting or bookkeeping, but introduces the managerial, institutional, professional, socio-political, and ideational context of accounting. The main content includes:

- Constitution of business organizations and the functions of accounting within them: historical and current frameworks.
- Accountancy as a profession: How accountancy is organized and regulated as a profession.
- The role of the state and civil society in shaping and regulating accounting systems.
- Ethical dimensions of accounting: individual and organizational decision-making.
- The increasing importance of data analysis in the industry.

BST 262: Accounting Information Systems

prerequisite: BST 215

This course will build a broad knowledge of the principles, concepts, and internal controls that support accounting information systems. The identification, collection, processing, analysis, interpretation, and communication of the accounting information needs, and requirements of an organization will be examined in relation to the roles accountants play as designers, users, evaluators, and controllers of those systems. Current issues such as electronic commerce, data security, data warehousing, and enterprise resource planning systems will be examined throughout the course.

BST 263: Accounting Analytics

prerequisite: MATH 117 and BST 215

This class covers the treatment of data used by accountants. Central topics include data acquisition and data analysis techniques for decision-making. Students will be using accounting data and software package in a variety of hands-on projects to develop skills with industry-recognized software and “big data” techniques.

BST 315: Intermediate Accounting I

prerequisite: BST 215

This course builds upon the material in **BST 215 (Financial Accounting)**. The aim of the course is to strengthen practical and analytical accounting skills through the study of accounting problems and to develop the ability to critically appraise conventional accounting practice through an understanding of alternative accounting theories and their application to topical issues in financial accounting.

BST 316: Intermediate Accounting II

prerequisite: BST 216, 315

Building upon the material in **BST 216 (Managerial Accounting)** and **BST 315 (Intermediate Accounting)**, the course examines in greater detail behavioral, managerial, and strategic aspects of management accounting and management control. The course content includes management accounting issues pertaining to strategic management accounting, operational management issues including quality management, performance evaluation and management systems, management control systems, and advanced decision-making techniques such as decision-trees, learning curves and project evaluation and review techniques.

BST 360: Auditing

prerequisites: BST 215 and BST 216

The objective of the course is to allow students to develop an understanding of financial statement audit processes and the role of auditors in society. Students will gain an understanding of the history, and legal and professional frameworks within which audit operates. They will gain an appreciation of audit techniques, the role of judgment and ethical requirements and will explore current developments in the profession. There is regular interaction with local accountancy firms. The course requires a high degree of personal study and students will be required to prepare individual and group presentations which are key audit skills.

BST 361: Taxation

prerequisites: BST 215 and BST 216

An analysis of income tax fundamentals focusing on the development of tax concepts, tax planning, the Internal Revenue Code, and rulings and decisions interpreting the code. Topics covered will include tax issues, reporting requirements, required treatments, and recent developments in taxation.

BST 362: Nonprofit and Public Accounting

prerequisite: BST 215 & BST 315

This course will address the basic accounting standards and financial reporting concepts for governmental and not-for-profit entities, including universities, NGOs, and health care organizations. Other topics will include partnerships, accounting research, and special topics.

BST 363: Global Accounting

prerequisite: BST 215 & BST 315

This course provides an overview of the accounting issues facing organizations involved in international business. This includes how accounting is practiced in countries around the world with comparison to the US. In addition, focus will also be on the evolving global rules and regulations issued by international organizations in the face of increased cross-country capital flows.

BST 415: Accounting Theory and Practice

prerequisites: BST 315 & 316. Open to seniors only

This course aims to introduce students to a number of theories of accountancy that view accounting practices from a range of economic, sociological and political perspectives. Theories behind both mandatory accounting & disclosures and voluntary disclosures (such as social and environmental accounting and disclosures) will be covered in this course. The key learning outcomes of this course are to enhance knowledge and understanding of normative, positive and critical theories of accounting. After successful completion of this course, students

are expected to gain skills of developing and presenting critical arguments associated with the motivations for accounting and reporting practices, both in written and oral form.

Benchmarking data of peer accounting majors are included in Table 2. Overall, our major maps well onto other programs. Although benchmarking data is helpful, we are also intentionally looking at the future of accounting by linking the language of business with data analytics, something that is innovative when looking at other school’s accounting curriculums. To that end, many of the electives are in data science and computer science (we will add more electives to our list as we design the curriculum later this fall), and we envision programming events that allow students to gain the perspective and skills to excel in this new data-driven accounting environment.

We also want to construct ethical considerations throughout the curriculum, starting with our innovative introductory Accounting & Accountability course. We feel strongly about giving students opportunities to use their classroom learning to help people and organizations in the local community. We will be exploring partnerships with nonprofits and cities across New Jersey, as there exist programs that allow students to help prepare tax returns for low-income households.

A minor in accounting will also be proposed using the core courses from the major. The minor will most likely be 24 credits.

Table 2. Benchmarking Data from Three Peer Institutions.

School	Drew proposal	Muhlenberg	Wash. & Jeff.	Furman
<i>Size</i>	<i>13 courses, 52 credits</i>	<i>12 courses, 48 credits</i>	<i>13 courses, 52 credits</i>	<i>13 courses, 52 credits</i>
100-level		Macroeconomics	Macroeconomics	Intro to Economics
	Microeconomics	Microeconomics	Microeconomics	
		Financial Accounting		Financial Accounting
	Statistics	Statistics	Intro Statistics	Statistics
			Calculus for Business	Calculus for Management
	Accounting & Accountability			

200-level	Financial Accounting	Accounting Info Sys	Financial Accounting	
	Managerial Accounting	Cost/Managerial Account		
	Data Analytics			
300-level			Managerial Accounting	Cost Accounting
			Principles of Finance	Intro to Finance
	Intermediate Accounting I	Intermediate Accounting I	Intermediate Accounting I	Intermediate Accounting I
	Intermediate Accounting II	Intermediate Accounting II	Intermediate Accounting II	Intermediate Accounting II
			Accounting Info Sys	Accounting Info Sys
				Adv Financial Accounting
	Taxation	Federal Taxation	Taxation of Businesses	Federal Taxation
	Auditing			Auditing
400-level	Accounting Theory & Practice	Auditing	Auditing & Assurance	
Electives	Elective	Elective	Elective	Elective
	Elective	Elective		

c. Provide a mapping of all curricular elements to the programmatic SLOs.

E = Emerging, D = Developing, M = Mastering

Course	SLO 1	SLO 2	SLO 3	SLO 4
Microeconomics	E			
Accounting & Accountability	E	E	E	E

Statistics	E			
Financial Accounting	E	E	E	E
Managerial Accounting	E	E		E
Intermediate Accounting I	D	D	D	D
Intermediate Accounting II	D	D	D	D
Auditing	D	D		D
Taxation	D	D		D
Accounting Analytics	D			D
Elective				D
Elective				D
Accounting Theory & Practice	M	M	M	M

Table: Planned Three-Year Rotation of Marketing Courses

Course	Year 1 Fall	Year 1 Spr	Year 2 Fall	Year 2 Spr	Year 3 Fall	Year 3 Spr
Accounting & Accountability	New Hire	New Hire	New Hire	New Hire	New Hire	New Hire
Financial Accounting	adjunct	adjunct	adjunct	adjunct	adjunct	adjunct
Managerial Accounting	adjunct	adjunct (Crisonino)	adjunct	adjunct (Crisonino)	adjunct	adjunct (Crisonino)
Intermediate Accounting I	adjunct (Crisonino)		adjunct (Crisonino)		adjunct (Crisonino)	
Intermediate Accounting II		adjunct (Crisonino)		adjunct (Crisonino)		adjunct (Crisonino)

Auditing		adjunct		adjunct		adjunct
Taxation	adjunct (Crisonino)		adjunct (Crisonino)		adjunct (Crisonino)	
Accounting Analytics	New Hire	New Hire	New Hire		New Hire	
Nonprofit & Public Accounting		adjunct		New Hire		New Hire
Global Accounting	adjunct		New Hire		New Hire	
Accounting Info Systems		adjunct				adjunct
Accounting Theory & Practice		New Hire		New Hire		New Hire

Note 1: ECON 101 and MATH 117 not added to the rotation as they are offered each semester.

Note 2: Our transition plan reflects the fact that some of these courses do not need to be offered in Year 1 (e.g. Accounting Theory & Practice). This table therefore represents the three-year rotation of courses once a full cohort of marketing majors have gone through the program.

Staffing implications.

Faculty: We currently do not have sufficient business faculty to handle a major in accounting. One expansion faculty line would be needed in accounting before we could offer this major, with a second hire required as the program grows. If enrollment targets are met, it is anticipated that this major would require a second full-time hire in AY2023 or AY2024. See the proposed timetable in the next section. These hires would help us to not only offer undergraduate courses in these business areas, but would also give us the expertise to move forward with the development of a graduate Masters in Accounting. The data provided below suggests that we will be able to pull in sufficient numbers of new undergraduate students in accounting to justify these new faculty expenses. It should also be stated that the goal is to use hires, whenever possible, to broaden the interdisciplinary of the program and so we might consider affiliated and / or joint hires.

We also need to be mindful of the impacts this new major will have on other departments, especially as we are emphatic about interdisciplinary ties as a key construct of the curriculum. We believe that growing the

number of business students at Drew will also require at least two more hires in the social sciences in the near term, contingent on hitting enrollment targets, to aid with both core business courses and cross-listed business electives. The following departments and programs have potential alignment with accounting and would be good partners for affiliated or joint hires: Economics, Data Analytics and Computer Science. Given the uncertainty in projecting enrollment numbers and identifying the specific impact on each area, it is essential to evaluate staffing requirements in these supporting areas annually and consider line requests through Dean’s Council processes if deemed necessary. Five-year budget models for the two new business programs being proposed (Accounting and Marketing) range from very conservative enrollment numbers, which would justify three full-time faculty hires in supporting areas, to strong enrollment estimates, which may require up to six full-time faculty hires in supporting areas.

We will develop a transition plan once the majors are offered, so that in AY2021 juniors and seniors are not eligible to declare these new majors. This keeps us from having to offer upper-level electives in Year 1 (AY2021), so we can launch these programs even in the worst-case scenario of a failed search for either position.

Staff: As we expand our business offerings, the resource shortages of the undergraduate business program will become more acute. It is safe to say that this endeavor will fail without staff who can serve as the operational linchpins of these myriad programs. We are therefore budgeting for a full-time staff member to start during summer 2020 who can help with programming, marketing, logistics, and partnerships. This person will work in close collaboration with the Center for Immersive Learning and Career Design in support of the relevant immersive experiences (i.e., nycTREC’s, internships). (Note, this is the same staff position described in the accompanying proposal for marketing.)

Our timeline is ambitious by necessity. We are looking to offer the accounting major starting in fall 2020.

Tentative Implementation Timeline for undergraduate majors in Marketing and Accounting	
Fall 2019	<ul style="list-style-type: none"> • Faculty approval of intent to offer proposals • Cabinet approval • Board approval and allocation of resources • Begin recruiting prospective undergraduate students
Spring 2020	<ul style="list-style-type: none"> • Curriculum design with full proposals submitted to CAPC • Board and faculty approval of full proposals • Faculty hiring (expansion TT position) • Fundraising (ongoing)

Summer 2020	<ul style="list-style-type: none"> • Staff hiring (1 full-time position; same position as described in marketing proposal)
Fall 2020	<ul style="list-style-type: none"> • Start of major in accounting • Begin analyzing potential new graduate programs and certificates
Spring 2021	<ul style="list-style-type: none"> • Authorization to hire positions in supporting areas for Fall AY2021 start, contingent on enrollment
AY 2021-22	<ul style="list-style-type: none"> • Faculty hiring, 1-2 positions in supporting areas, contingent on enrollment
AY 2022-23	<ul style="list-style-type: none"> • Faculty hiring in supporting areas, contingent on enrollment • Open Business Lab

4. Impact on and connection with other departments and programs.

Does the proposed major/program offer possibilities for interdisciplinary collaboration? 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?

There is a definite effect on a number of other departments and programs, not just because certain courses outside of the Economics and Business Department are required core or elective classes, but also because a large number of business majors also choose to declare an additional major or minor. Registrar's Office data from Fall 2019 shows that of the 149 declared business majors at Drew, 18 have a second major (the largest being Computer Science, Spanish, and French) while 50 have a minor (the largest being Media & Communication, Spanish, Psychology, Sociology, and Computer Science). This data is likely skewed downwards, as business has many transfer students and many students do not declare another major or minor until later in their academic career. We also expect that accounting will serve as a minor for students from across the curriculum.

We have identified the following departments and programs that will have an influx of students in their classes. We have begun preliminary talks with these departments, but much more communication needs to occur in the coming months so we can determine staffing concerns and needs and develop plans in response.

Accounting: *Business Ethics, Economics, Math & Computer Science, and Civic Engagement*

5. Information regarding business program accreditation.

Please explain how the proposed curriculum meets the goals and outcomes defined by external organizations. It may be helpful to attach any relevant documents from these organizations in an Appendix.

We are already on the road to business accreditation through ACBSP (Accreditation Council for Business Schools and Programs), with our tentative plan being to receive accreditation in AY2021. Our general business curriculum already aligns well with the mapping proposed by ACBSP (see Appendix 1), and as we put together the courses for the accounting major, we will continue to reference their recommendations. The direct integration of the accounting major within the guidelines of ACBSP is straightforward once the general business program is accredited, and does not require nearly the same time and resource investment. The accounting major would be able to become accredited once the program is in place for at least two years, and we have a set of accounting graduates from which we have assessment data, which would be AY2023 at the earliest.

NEW MAJOR/PROGRAM ANALYSIS

STUDENT INTEREST AND PROGRAM FINANCES

6. Explain how the major / program meets the strategic goals of the university and the school:

The interdisciplinary nature of Drew's business programs, including the proposed accounting major, and the inclusion of immersive experiences (e.g., NYC TRECs, internships, CBL courses) helps differentiate Drew's offerings in a crowded education space. We believe that business programs integrated into the liberal arts is ideally suited to preparing business leaders in a rapidly changing world. The addition of a major in accounting will help Drew with branding a broader collection of business programs that can pull in students with varied and creative interests. It also allows us to seriously consider an expansion of graduate degrees and certifications in business areas, which could expand enrollment in the Caspersen School of Graduate Studies and would also appeal to graduate students in Drew's Theological Seminary as well as local organizations.

Adding new high-demand programs is one key strategy for achieving institutional enrollment and revenue goals. An analysis of potential new programs conducted by the Dean's Office identified undergraduate business programs as an area that leverages our experience and geography, has significant enrollment potential, and does not require a lengthy time frame to being enrolling students.

7. Describe and comment on the expected market for the proposed major / program:

Both the demand by prospective students and employers in accounting and marketing is strong; see Tables 3, 4, and 5 for details.

8. Provide evidence of market demand, including national, state, local, disciplinary or other sources:

Data from the Bureau of Labor Statistics:

Table 3. BLS Outlook Data.

	Accountants and Auditors
Number of Jobs, 2016	1,397,700
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	139,900
2018 Median Pay	\$70,500
Typical Entry-Level Education	Bachelor's degree

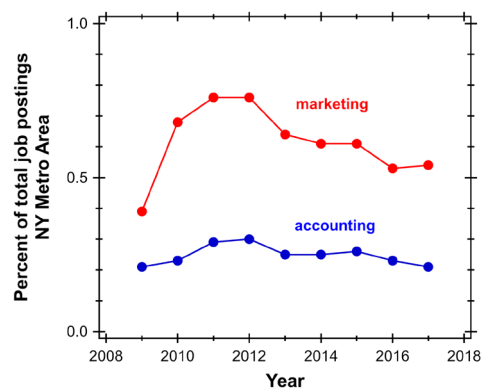
Data from Burning Glass: Number of job postings in the New York Metropolitan region in 90 day range analyzed in January 2018.

Table 4. Regional data for Job Postings

Program	Number of job postings	Ranking of area*	% of all 2017 postings
Accounting	1,629	12th	0.21%
Marketing	5,249	3rd	0.54%

*In an analysis of jobs associated with 36 high-demand areas (e.g., computer science, business, health and education related programs), including accounting and marketing, this ranking gives some reference for the relative size of these numbers. The highest ranked area was computer science with 12,942 postings.

The following chart shows trends, as the percentage of total job postings, for marketing and accounting.



9. Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:

Enrollment estimates are based on several different analyses of the number of degrees conferred annually at peer institutions. For Accounting, the average number of degrees conferred at nine institutions (Augustana, Illinois Wesleyan, Ohio Wesleyan, Juniata, Muhlenberg, Susquehanna, Washington & Jefferson, Furman, Southwestern) averaged 23. A separate analysis, which considered the percentage of students graduating at these institutions and applied that percentage to an assumed graduation class size of 420, estimates 18 Accounting majors each year. These estimates are believed to predict *additional matriculants* since many prospective students decline to apply to Drew based on not offering Accounting.

Table 5. Number of Economics & Business Degrees Conferred (Ave. 2014-16)

	Augustana	Furman	Illinois Wesleyan	Muhlenberg	Susquehanna*	Ohio Wesleyan	Average	Drew
Business	95	79	66	101	38	34	69	33
Economics	11	29	19	21	11	18	18	30
Accounting	35	22	35	32	21	15	27	
Finance			37	37	28		34	
Marketing					32		32	
Total	141	130	120	155	130	67	124	63
% of Undergrad	17.6%	17.2%	23.5%	25.6%	23.7%	13.6%	20.2%	
% Bus/Econ only	13.2%	14.3%	16.6%	16.3%	9.3%	10.5%	13.4%	15.9%
% Accounting	4.4%	2.9%	6.9%	4.3%	3.9%	2.2%	4.1%	

*Susquehanna split their Business major into different CIPs, including Marketing and several Business specializations, for degrees conferred in 2015. Business plus specialization numbers were combined to determine 2-year average

Accounting: The relative size (% of total graduates) of Business and Economics degrees conferred at Drew was 15.9%, which was comparable to the combined relative size of these majors at peer institutions (13.4%). The inclusion of additional business programs at peer institutions corresponds with a greater percentage of degrees conferred, suggesting that these programs would yield overall enrollment growth. For example, accounting majors constituted 4.1% of degrees conferred at these institutions, which would correspond to 15 degrees at Drew using the Fact Book total of 370. Given Drew's 70% retention rate for the 4th year, 15 degrees conferred would correspond to 21 first-year students. To estimate the number of new matriculants, we assume that 85% of accounting majors will be new to Drew since it is the most frequently identified program by prospective/non-applicant students as the reason for not applying.

Table 6. Accounting Target Enrollment Projections

Target Enrollment Projections						
Class	Retention	FY21	FY22	FY23	FY24	FY25
First-year		12	15	18	18	18
Sophomore	85%		10	13	15	15
Junior	75%			9	11	14
Senior	70%				8	11
Total		12	25	40	53	57

We believe *actual enrollments could be significantly larger*, especially with the creation of unique curricular programming that leverages our proximity to NYC. For example, Augustana, Illinois Wesleyan, Juniata, and Washington & Jefferson each average over 30 Accounting degrees conferred annually.

Competitor analysis: There are 15 four-year colleges in NJ offering Accounting, and some of our direct competitors in PA and NY also offer it (e.g., Muhlenberg). The good news for NJ is that we would be a stronger academic option than most others (i.e., Felician, Georgian Court, St. E's, Bloomfield, etc.), which would make our distinctive programs attractive. As an independent liberal arts university, we would provide more individualized mentoring compared to many of the remaining NJ competitors (i.e., Montclair and Rutgers).

One important question that arises is what the effect is on current business offerings. It is reasonable to wonder whether the increase in enrollments in marketing and accounting will come at the expense of students who would otherwise have declared a general business major. Our research of other liberal arts institutions with business programs suggest this is unlikely to be the case. It should be noted that the four institutions listed above also offer a degree in business administration and management, which continue to be among the largest majors on campus. For example, Accounting is a significant program at 4 out of the 6 high applicant institutions analyzed graduating an average of 28 students per institution annually. Muhlenberg graduates 37 majors in Finance annually (3-year average, 2014-16) while also graduating over 100 students in business, and Susquehanna graduates 32 in Marketing with a comparable number of business majors as Drew. The Business major also tops the list of existing Drew majors that could expand, with an average of 57 additional majors at four high app schools. The data thus shows the potential for significant enrollment increases by allowing students to specialize in distinct and recognizable business disciplines.

10. Anticipated start-up costs:

AY2020 costs include faculty and staff salary plus benefits and admissions materials. The main costs for a new major in accounting would begin in AY2021. The largest expenses would involve personnel and include one direct tenure-track hire and one full-time staff hire, which would also support existing programs, in AY2020, with a second full-time faculty hire anticipated in AY2022. Table 7 below projects hiring in business and supporting areas assuming enrollment targets are met. Both accounting and marketing are included in this projection, since hires in supporting areas are most probable if we achieve the projected enrollment growth in both programs. All faculty lines included in this proposal would be, if approved by the board, above and beyond the faculty lines approved in the current budget. Adjunct hires are already used to offer courses in accounting and digital marketing and are expected to continue supporting these programs as they become established as majors. Additional full-time personnel expenses would be evaluated annually and contingent on enrollment numbers. The budget models under consideration by the Board include projected hires in supporting areas, as described in detail above. Other expenses that will help assure the long-term viability of these new majors, including a business lab and a New York semester in marketing, are not needed initially. Furthermore, we are working on fundraising efforts for these distinctive initiatives.

11. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):

In addition to the faculty and staff costs described above, there are capital expenditures and other costs to consider, including:

- Business lab, possibly located on the second floor of the library. The capital costs (e.g., architectural renderings, construction costs, furniture, technology needs) require fundraising. Staffing could be shared with the proposed Media & Communication lab.
- Programming costs (evening events, field trips to NYC and NJ, etc.)
- Technology and supplies
- Accreditation

The true financial benefit comes from launching both accounting and marketing, as the fixed costs of the business lab and the additional staff is spread out across additional students. Furthermore, the Master in Finance program along with anticipated additional graduate business programs can be strengthened by these increased investments. Table 7 shows a five-year projection of expenses assuming target enrollment goals are met.

Table 7. Budget Projections.

	FY 21	FY 22	FY 23	FY 24	FY 25
TT Accounting Hire (salary + benefits)	Start fall 2020				
TT Accounting Hire, 2nd (salary + benefits)			Start fall 2022*		

TT Marketing Hire (salary + benefits)	Start fall 2020				
TT Marketing Hire, 2nd (salary + benefits)			Start fall 2022*		
Staff, Dir. of Experiential Business Learning	Start fall 2020				
Supporting Faculty 1 (salary + benefits)**	Start fall 2020				
Supporting Faculty 2 (salary + benefits)**		Start fall 2021*			
Supporting Faculty 3 (salary + benefits)**			Start fall 2022*		
Supporting Faculty 4 (salary + benefits)**			Start fall 2022*		
Supporting Faculty 5 (salary + benefits)**				Start fall 2023*	
Number of adjunct-taught courses	4	6	8	8	8
Adjunct (salary + benefits)	\$20,160	\$30,240	\$40,320	\$40,320	\$40,320
Business Lab Software Subscriptions		\$65,000	\$65,000	\$65,000	\$65,000
Library Materials	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
Programming	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
NYC TREC in Marketing		\$40,000	\$40,000	\$40,000	\$40,000
Supplies	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
If target enrollments for <i>new</i> students are met, revenue covers all expenses and produces a profit in every fiscal year.					

* Hires in subsequent years are contingent on hitting enrollment targets.

** “Supporting faculty” are additional lines that would be allocated through Dean’s Council’s process. Areas most likely impacted by growing enrollments in business include Media & Communications, Computer Science, Ethics, Economics, Writing, and Digital Art and Design.

APPENDIX 1: ACBSP UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

<p style="text-align: center;">Functional Areas</p> <p>a. Marketing</p> <p>b. Business Finance</p> <p>c. Accounting</p> <p>d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management</p>
<p style="text-align: center;">The Business Environment</p> <p>e. Legal Environment of Business</p> <p>f. Economics</p> <p>g. Business Ethics</p> <p>h. Global Dimensions of Business</p>
<p style="text-align: center;">Technical Skills</p> <p>i. Information Systems</p> <p>j. Quantitative Techniques/Statistics</p>
<p style="text-align: center;">Integrative Areas</p>

k. Business Policies or

l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically-proven coverage levels, you must explain your explicit rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

source: ACBSP.org

- **Marketing Major**

Proposal for New Major in Marketing

March 9, 2020 Version

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

The business program at Drew University has grown by leaps and bounds since its inception in the fall of 2009, with business now comprising the largest number of undergraduate majors. The success of this program and its graduates speaks to our ability to integrate what is traditionally considered to be a professional major into the liberal arts. The breadth and depth of Drew’s business curriculum, combined with experiential learning and professional networking opportunities, leads to strong student outcomes and differentiates us from our peer and competitor institutions. Drew’s location in the tri-state area gives students access to both New York City and a plethora of experiential learning opportunities in the towns and cities surrounding campus, plus the ability to network with alumni and professionals in myriad industries and obtain internships throughout the year. Business programming events have also served as both a valuable learning platform for undergraduates and a way in which Drew’s major further differentiates itself. This proposal seeks to retain and expand these prominent qualities of integrating “professional” majors into the liberal arts, while adding focused enhancements to students keen on diving more deeply into distinct elements of business. Such educational opportunities are ideally situated to prepare Drew graduates for successful and purposeful professions in a world in which the future of jobs is changing rapidly.

Automization, big data, and artificial intelligence are impacting all professions, and we believe liberally trained graduates are optimally prepared with a strong core of transferable skills to adapt to these changes. The addition of more business-related majors will also aid our recruitment efforts for prospective students interested in gaining more skills in their particular areas of interest, while also making them more attractive to prospective employers throughout their college career as they seek internships and employment.

The benefits of adding a major in marketing are significant. This expanded offering propels Drew University forward in its push to serve as a liberal arts institution that prepares students for success in multiple and key fields within business, helping to establish our brand, improving our recruiting efforts, and increasing our undergraduate class sizes. Table 1 below shows strong interest from prospective students in marketing. Other benefits emerge as well, including a synergy with Launch as we also develop a reputation for internships in these business fields, and the cultivating of Drew alumni in non-finance areas of business such as marketing who can offer their experience and expertise to programming, internships, and mentoring. We can also envision creating new NYC semester programs centering around some of these new business areas, such as a NYCtrec in Marketing, helping to develop our image further. Finally, developing a marketing major from the ground up in the digital era also allows us to be forward-thinking to design a curriculum for jobs of the future. The creative thinking, communication skills, and group learning found across our liberal arts curriculum are well suited to the strategic decisions and processes found in the marketing field.

The current business major is general and broad, which helps students discover many different subfields that may stoke their passion. But for those students who either come to Drew wanting to study marketing, or for those who become excited by the prospects of a career in marketing, our undergraduate offerings in the field are sparse, limited to a core marketing course and occasional electives taught mainly by adjuncts. These students are therefore at a disadvantage when applying for internships, post-graduate employment, or graduate programs in marketing. A more focused major serves to remedy this hurdle for a subset of our business students. Furthermore, marketing is a natural addition to our existing offerings given our proximity to New York City, a major nexus of the industry that gives our university the potential for robust academic partnerships and gives our students the potential for internship and job opportunities. Expanded coursework in marketing will also support the creation of a minor in marketing, which will be attractive to students from all majors interested in strengthening their preparation for careers in businesses and not-for-profit institutions with missions aligned with their majors. For example, students majoring in art could benefit from applying the insights and skills they gain in marketing courses to a role in a studio or museum.

The strong potential of marketing to be a significant new major on our campus also stems from data demonstrating strong external demand by prospective students (Table 1). A more detailed analysis of demand at peer and competitor institutions is provided below. A major in finance also shows strong student demand but is not included in this two-stage approval process since Drew already has a strong reputation in this area, which suggests such a major might attract fewer additional students than accounting and marketing.

Table 1. Overview of Program Demand by Students

Major	Prospective Students ¹	National A&S ²	5-year % Growth ³
Accounting	14,532	1,568	19%
Finance	---	473	61%
Marketing: w/o Bus. Admin.	16,904	433	23%
in Bus.	72,856		
Admin.			

¹Number of prospective students pulled from the College Board data set. For reference, the total number of prospective students in business programs is 193,628. ²Average number of degrees conferred AY13-16 at Carnegie-classified Arts & Sciences institutions. ³Growth calculated as additional degrees conferred per year (slope) from linear fit to 2011-2016 data.

One question that has been raised is how best to differentiate this new major from the surging Media & Communications (MCOM) major. When we compare the curriculums, MCOM includes more Humanities courses (e.g., ENGH 346, ENGH 347, HIST 317, ENG 121). Most of the people teaching courses in that program are not social scientists but in humanities (e.g., English) or the arts (e.g., documentary practice). Jeremy Blattner is perhaps the only exception; as a historian of science he somewhat straddles the boundary between the humanities and social sciences, but leans toward the social sciences (hence his location in Sociology and not English). In contrast, in the Marketing curriculum, most of the courses are taught by social scientists and data scientists. MKTG also requires more quantitative training (e.g., MATH 117, ECON 101).

The goals of our marketing majors, laid out in the next section, show that the curriculum provides students a collection of marketing skills and interdisciplinary perspectives to prepare them for a career in marketing. Marketing students will leave Drew armed with the ability to devise and communicate data-driven socially-responsible marketing strategies. This is quite different from the goals of MCOM, which are described on their website as

Our major prepares students for graduate work or further professional training, as well as for positions in media and communications industries. Courses developed by faculty in more than a dozen disciplines allow students to explore all aspects of media and communication from the theoretical to the practical, including media analysis and documentary production.

And of course there is the overt element of commercialization in Marketing that is not necessarily the case with MCOM, which dictates post-graduate career paths. MCOM is going to include students who want to work in broadcasting, film, journalism, and media. Marketing majors will likely lean toward students who want to work in advertising, sales, business consulting, etc.

The Business Committee, which includes representatives from a number of departments and programs, has engaged stakeholders across the institution, including the Media & Communications, Economics, and Math

& Computer Science departments. Several administrative offices have also been consulted, including Admissions and Finance.

2. Program goals and student learning outcomes.

Student learning outcomes describe the knowledge and skills students should be able to demonstrate upon completion of the major/program. Please consult with the Director of Student Assessment in writing SLOs for your major/program.

Goals of Marketing Major:

1. Provide students with a critical view of current marketing practices

Students are made familiar with the main principles and recent directions in marketing strategy that aim to align existing and hidden needs of the market with the possibilities of organizations to meet those demands. Academic literature and practical examples provide students with insights into the complexities of current marketing practices.

2. Offer an interdisciplinary set of research methods for market research and analysis

Market research consists of data gathering methods, including interviews, experiments, and surveys, which are informed by research methods from the social sciences, as well as by data analysis, which benefits from the study of mathematics, statistics and computer science. Students are exposed to different ways of collecting data and learn specific techniques for the analysis of the resulting datasets.

3. Prepare students for careers in marketing through exposure to current and relevant tool and experiences.

Students will be exposed to marketing data and tools gained through coursework, guest speakers, and other programming events that demonstrate the application of the discipline across many fields.

4. Instill an integrated understanding of marketing ethics

Ethics is embedded within almost every marketing decision and relates to the necessary conduct involved in implementing the various functions of marketing. Students gain an understanding of the practical implications of ethical concerns that go beyond legal obligations and organizational policies. Their understanding is informed by the discourse in organizational ethics as well as anthropology, psychology, sociology and economics.

Student Learning Outcomes:

SLO 1. Students should be able to answer quantitative marketing questions using appropriate tools of analysis, while defending their arguments using data.

SLO 2. Students should be able to communicate business topics to multiple audiences both individually and as members of a team, using graphs and models as appropriate.

SLO 3. Students will be able to describe the ethical implications of various marketing activities, and reflect on the ethical implications of their own behavior.

SLO 4. Students will be able to create a marketing strategy for an organization through multiple theoretical frameworks and research methods.

SLO 5. Upon completion of the marketing major, our students will identify historical and current issues in marketing, and explain why and how one might address these issues using multiple disciplinary perspectives.

3. Major/Program curriculum and requirements.

Rationale for curriculum design: The marketing curriculum is rooted in broad methodological training in the social sciences and data analytics, combined with applied coursework in marketing. Foundational skills and knowledge in microeconomics, statistics, and a cognate introductory social science course provide students with a broad set of tools to understand the context of the methods and strategies covered throughout the major. (The SS cognate requirement also helps students pursue the range of methodology and elective courses, many of which carry prerequisites.) The interdisciplinary methods requirements develop a strong framework in social science and data analytic methods, including survey research, interviews, and analysis of big data. This unique approach differs from many competitor programs and is intentionally designed to give students a strong understanding of the ways in which data is collected, analyzed, compared, and used to help drive strategic business decisions. Core coursework in marketing begins with an introductory course, includes the choice of several applied electives, and culminates in the capstone, Marketing Theory & Practice. This bookend approach is critical to building a major cohort and providing reflections and reinforcements to help students pull together their distinct curricular paths. The capstone also allows students to present their findings and recommendations to an external audience, using persuasive data-driven arguments that stem from the tools and techniques they learned in their previous coursework. Another innovation is the requirement that students choose electives across two broad areas of marketing. The first allows students to choose from across a broad set of interdisciplinary offerings; the second allows students to focus on field-specific topics. The limited initial offerings in this second category also provides a pragmatic rationale for the two-section electives structure. The inclusion of ethics throughout marketing courses and the ethics requirement will ensure the curriculum focuses on understanding and critiquing advertising and marketing, without training students how to manipulate consumer behavior.

BA Marketing: 52 credits

The marketing major is a liberal arts program that takes an integrated, multidisciplinary, and critical approach to the study and practice of marketing. The major encompasses courses that emphasize strategic

planning, data analysis, communication skills, and teamwork. Our graduates are prepared to work across many private and public organizations in a wide variety of marketing roles.

Level:	Courses:	Existing Courses:
<i>Intro:</i>	<i>12 credits</i>	
	Microeconomics	ECON 101
	Statistics	MATH 117
One of the following introductory social science courses:		
	Cultural Anthropology	ANTH 104 or
	Introduction to Psychology	PSYC 101 or
	Introduction to Sociology	SOC 101
<i>Core:</i>	<i>28 credits</i>	
	Introduction to Marketing	(BST 205)new
	Business Ethics	REL 214 or
	Organizational Ethics	BST 350
	Marketing Theory & Practice	(BST 405)-WRMJ new

Marketing Methods- The methods used in marketing and market research are largely rooted in the social (e.g., psychology) and physical sciences (e.g., statistics), so majors should gain some familiarity with these various research methods. Section 1 (survey research) helps students learn to access and understand previous work and discoveries in the field. Section 2 (Interactions) allows students to collect their own unique information through either interviews or experiments. Section 3 gives students the tools and techniques to analyze the information at their disposal.

Choose 4 courses from at least 2 different areas. At least one must be at the 300 level.

Section 1: Survey research

Public opinion and survey research PSCI 322

Organizational Psychology and Leadership PSYC 372

Sociological Research Methods SOC 210
(prerequisites: SOC 101 and MATH 117)

Section 2: Interactions

Anthropology of Business ANTH 209
Ethnographic Research Methods ANTH 310
(prerequisites: ANTH 104)

Research Methods of Psychology PSYC 211
(prerequisites: PSYC 101, PSYC 110, and MATH 117)

Stress and Coping PSYC 272

Social Psychology PSYC 342
(prerequisites: PSYC 101 and PSYC 211)

Cognition PSYC 353
(prerequisites: PSYC 211 or NEUR 210)

Section 3: Data analytics

Data Science DATA 200

Data Visualization DATA 251
(prerequisites: MATH 117)

Data Analysis DATA 253
(prerequisites: MATH 117 and CSCI 149 or CSCI 150 or STAT 120)

Electives: 12 credits

The two elective sections allow students to study marketing from both a multidisciplinary lens as well as focus on field-specific applications of marketing. Majors must choose at least one class from each

section. At least one course must be at the 300-level. A marketing internship experience (INTC 200) can also count toward one of these electives.

Section A: Marketing Communications

Design Thinking and Innovation ANTH 250/BST 250

Business Communications ENGH 246

Public Relations MCOM 204

Advertising in American History MCOM 317

Sensation and Perception PSYC 222

(prerequisites: PSYC 101)

Learning and Behavior PSYC 351

(prerequisites: PSYC 211 or NEUR 210)

Individual in Society SOC 253

(prerequisites: SOC 101)

Sociology of Mass Communications SOC 309

(prerequisites: SOC 101)

Section B: Applications in Marketing

BST 352: Digital Marketing new (taught by adjunct)

(prerequisite: BST 205)

BST 353: International Marketing new

(prerequisite: BST 205)

BST 354: Nonprofit Marketing new

(prerequisite: BST 205)

BST 355: Sports Marketing new (taught by adjunct)

(prerequisite: BST 205)

BST 356: Arts Marketing new

(prerequisite: BST 205)

BST 357: Consumer Behavior new

(prerequisite: BST 205)

New Course Descriptions

Design Thinking and Innovation (BST 250) 4 credits

In recent years, ethnography has become popular with designers of products and technologies as a way of learning about the experience of the users. In this course, students learn the fundamentals of the field. Since students come from a mix of anthropology, design, and other disciplinary backgrounds, they also learn to engage in cross-disciplinary collaboration. The purpose of this course is to learn and further develop a methodology for ethnographic research on design practices. Design Anthropology is a rapidly growing field, bridging academic and commercial interests in the diverse ways in which people make, circulate, and consume products. “Ethnography”—the methodological hallmark of cultural anthropology—is a major “buzzword” in corporate product-design and engineering firms, as their commercial interests demand a complex and rigorous understanding of “the user.”

Organizational Ethics (BST 350) 4 credits

In this course students are taught how to understand, criticize and apply the concepts and tools developed in the mainstream literature from industrial & organizational psychology (I-O) in the context of ethics. Central topics include corporate social responsibility, integrated concepts on organizations and their members, and ethical leadership. The possibilities and complexities of adjusting or correcting behavior are discussed using the latest literature on the subject.

Introduction to Marketing (BST 205) 4 credits

This class serves as the gateway into the marketing major, providing students with the context and history of the current marketing field and how today’s marketing professionals can contribute to the discipline. The course discusses the organization of the marketing discipline, highlighting the interdisciplinary research methods associated with marketing through exercises and case studies as well as the different branches of marketing.

Digital Marketing (BST 352) 4 credits

prerequisite: BST 205

This course will introduce students to the rapidly changing landscape of marketing through the lenses of social media, the internet of things, mobile, and wearables. It will also discuss the intertwined issues of security and privacy facing organizations that collect, analyze, and disseminate information. The course will help students learn about the similarities and differences in marketing frameworks and strategies between traditional and digital platforms.

International Marketing (BST 353) 4 credits

prerequisite: BST 205

International marketing is concerned with methods to enter markets across national borders. Problems of language, culture and general market context are discussed as well as solutions such as joint ventures and other types of collaboration between organizations across borders.

Nonprofit Marketing (BST 354) 4 credits

prerequisite: BST 205

Nonprofit marketing focuses on marketing problems specific to the nonprofit industry. Depending on the type of organization, they may include strategies related to social marketing, while in many other cases they may be translations of existing marketing techniques. Students explore these differences and concentrate on those marketing elements that need adapting.

Sports Marketing (BST 355) 4 credits

prerequisite: BST 205

Sports Marketing focuses on marketing problems specific to the sports industry. Topics include business strategy and competitive forces in sports, fan psychology, market research, technology, and ethical considerations.

Arts Marketing (BST 356) 4 credits

prerequisite: BST 205

Arts Marketing focuses on marketing problems specific to the Arts, including but not limited to galleries and art museums. The specific problem of marketing art events and presentations that have fixed locations, content and ticket price allow students to think more broadly about marketing that is not limited to promotional activities alone.

Consumer Behavior (BST 357) 4 credits

prerequisite: BST 205

Consumer Behavior applies concepts, theories, and principles from the various social (behavioral) sciences to understand factors influencing the arrangement, acquisition, and consumption of goods, services, and ideas.

Marketing Theory & Practice (BST 405) 4 credits

Open to seniors only

This capstone experience has students work together in small groups throughout the semester to design a marketing strategy for an organization. The groups will bring their experiences, skills, and perspectives gained in previous marketing and other discipline-specific classes to provide multidisciplinary and ethical solutions.

[To be designated as WRMJ - form will be submitted shortly]

Marketing Minor

A minor in marketing will also be proposed in the near future using the core courses from the major. The minor will most likely be 24 credits.

Table 2: Marketing Curriculums at Comparable Liberal Arts Institutions

School	Drew	Susquehanna	Bucknell	Berry
Major size	52 credits	19.5 courses, 78 credits	16.5 courses, 66 credits	66 credits (3 cr courses)
100-level required	Microeconomics	Microeconomics	Economic Principles	Markets & Society
	Intro Social Science course	Macroeconomics	Intro Organization & Man	
	Statistics	Statistics	Quant Reasoning for Man	Statistics
		Data Collect & Modeling	Foundations Accounting	Applied Calculus
		Prof Development (2)	Exploring Management (2)	Calculus I
200-level required	Intro to Marketing	Financial Accounting	Managerial Finance	Financial Accounting

	<i>Business Ethics</i>	<i>Legal Environment</i>		<i>Legal Environment</i>
	<i>Marketing Methods 1</i>	<i>Data-driven Decision (2)</i>		<i>Managerial Accounting</i>
	<i>Marketing Methods 2</i>	Marketing	Marketing	<i>Managerial Economics</i>
	<i>Marketing Methods 3</i>	Management		<i>Business Statistics</i>
300-level required	<i>Marketing Methods 4</i>	Digital Marketing	Markets Innovation Design	<i>Marketing</i>
		Marketing Research	Design Realization	Marketing Research
		Consumer Behavior	Understanding Consumers	Consumer Behavior
		International Market. (2)	Marketing Management	<i>Management</i>
		<i>Cost Management</i>	<i>Stakeholder Organization</i>	<i>Ethical Issues in Busin</i>
		<i>Corporate Financial Man</i>	<i>Technological Organiz.</i>	<i>Information Systems</i>
			<i>Strategic Organization</i>	<i>Finance</i>
400-level required	Marketing Theory & Practice	Strategic Marketing		Marketing Strategy
		<i>Data Insight and Visualiz.</i>		<i>Operations Manag</i>
		<i>Business Policy & Strat</i>		<i>Business Strategy</i>
	Elective	<i>Global Business Ethics</i>	Elective	Elective
Electives	Elective	Elective	Elective	Elective
	Elective		Elective	Elective

The size of the major under consideration is significantly smaller than the programs included in Table 2, since the comparison programs all include an extensive list of business foundational courses (*italics*). The curriculum was constructed in consultation with alums and industry representatives working in marketing. We are also in conversations about the creation of a NY Marketing Semester (with a plan to first launch this potentially as soon as AY2022) to give these students a truly distinctive experiential learning opportunity. We would revise the curriculum to reflect this opportunity when the NYTREC is established. This program would also link well with LAUNCH and the overarching goals of the University.

c. Provide a mapping of all curricular elements to the programmatic SLOs.

E = Emerging, D = Developing, M = Mastering

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Microeconomics		E			
Statistics	E				
Intro to Marketing	E		E	E	E
Business Ethics			D		
Marketing Methods	E			E	E
Electives- Section A	D				D
Electives- Section B		D	D	D	
Marketing Strategy	M	M	M	M	M

Table: Planned Three-Year Rotation of Marketing Courses

Course	Year 1 Fall	Year 1 Spr	Year 2 Fall	Year 2 Spr	Year 3 Fall	Year 3 Spr
Intro to Marketing	New Hire	New Hire	New Hire	New Hire	New Hire	New Hire
Ethics	Cole	de Voogt	Cole	de Voogt	Madra	Cole

Digital Marketing	adjunct (Forbes)		New Hire	adjunct (Forbes)	adjunct (Forbes)	
Int'l Marketing	New Hire			New Hire		New Hire
Nonprofit Marketing			adjunct	adjunct		
Sports Marketing		adjunct (Roche)		adjunct (Roche)		adjunct (Roche)
Arts Marketing					adjunct	adjunct
Consumer Behavior	New Hire	New Hire	New Hire	Andrews	New Hire	Andrews
Marketing Theory & Practice		New Hire/ Andrews		New Hire/ Andrews		Andrews/ Dawson

Note 1: ECON 101 and MATH 117 not added to the rotation as they are offered each semester.

Note 2: Our transition plan reflects the fact that some of these courses do not need to be offered in Year 1 (e.g. Marketing Strategy). This table therefore represents the three-year rotation of courses once a full cohort of marketing majors have gone through the program.

Note 3: This rotation does not account for the potential launching of a NYCTREC in Marketing in Year 3. It is relatively easy to incorporate this program into the new marketing faculty member's workload. But we would have to explore the longer-term resource ramifications of such a program, which we leave to a future document.

Staffing implications.

Faculty: We currently do not have sufficient business faculty to handle a major in marketing. One expansion faculty line would be needed in marketing before we could offer this major, with a second hire, which could possibly be a joint hire with Media and Communications, required as the program grows. See the proposed timetable in the next section. These hires would help us to not only offer undergraduate courses in these business areas, but would expand the number of electives in the Media and Communications major. The data provided below suggests that we will be able to pull in sufficient numbers of new undergraduate students in marketing to justify these new faculty expenses. It should also be stated that the goal is to use hires, whenever possible, to broaden the interdisciplinary of the program and so we might consider affiliated and / or joint hires. If enrollment targets are met, it is anticipated that each of these majors would require a second full-time hire in AY2023 or AY2024.

We also need to be mindful of the impacts this new major will have on other departments, especially as we are emphatic about interdisciplinary ties as a key construct of the curriculum. We believe that growing the number of business students at Drew will also require at least two more hires in the social sciences in the near term, contingent on hitting enrollment targets, to aid with both core business courses and cross-listed business electives. The following departments and programs have potential alignment with marketing and would be good partners for affiliated or joint hires: Media & Communications, Business Ethics, Writing, Digital Art & Design, and Psychology. Given the uncertainty in projecting enrollment numbers and identifying the specific impact on each area, it is essential to evaluate staffing requirements in these supporting areas annually and consider line requests through Dean’s Council processes if deemed necessary. Five-year budget models for the two new business programs being proposed (Accounting and Marketing) range from very conservative enrollment numbers, which would justify three full-time faculty hires in supporting areas, to strong enrollment estimates, which may require up to six full-time faculty hires in supporting areas.

We will develop a transition plan once the majors are offered, so that in AY2021 seniors at the very least are not eligible to declare these new majors. This keeps us from having to offer upper-level electives in Year 1 (AY2021), so we can launch these programs even in the worst-case scenario of a failed search for either position.

Staff: As we expand our business offerings, the resource shortages of the undergraduate business program will become more acute. It is safe to say that this endeavor will fail without staff who can serve as the operational linchpins of these myriad programs. We are therefore budgeting for a full-time staff member to start during summer 2020 who can help with programming, marketing, logistics, and partnerships. This person will be housed within the Center for Immersive Learning and Career Design in support of the relevant immersive experiences (i.e., nycTREC’s, internships). (Note, this is the same staff position described in the accompanying proposal for accounting.)

Our timeline is ambitious by necessity. We are looking to start the marketing major in fall 2020.

Tentative Implementation Timeline for undergraduate majors in Marketing and Accounting	
Fall 2019	<ul style="list-style-type: none"> • Faculty approval of intent to offer proposals • Cabinet approval • Board approval and allocation of resources • Begin recruiting prospective undergraduate students
Spring 2020	<ul style="list-style-type: none"> • Curriculum design with full proposals submitted to CAPC • Board and faculty approval of full proposals • Faculty hiring (expansion TT position) • Fundraising (ongoing)

Summer 2020	<ul style="list-style-type: none"> • Staff hiring (1 full-time position; same as described in accounting proposal)
Fall 2020	<ul style="list-style-type: none"> • Start major in marketing
Spring 2021	<ul style="list-style-type: none"> • Authorization to hire position in supporting areas for Fall AY2021 start, contingent on enrollment
AY 2021-22	<ul style="list-style-type: none"> • Start nycTREC in Marketing • Faculty hiring, 1-2 positions in supporting areas, contingent on enrollment
AY 2022-23	<ul style="list-style-type: none"> • Faculty hiring in supporting areas, contingent on enrollment • Open Business Lab

4. Impact on and connection with other departments and programs.

Does the proposed major/program offer possibilities for interdisciplinary collaboration? 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?

There is a definite effect on a number of other departments, not just because certain courses outside of the Economics and Business Department are required core or elective classes, but also because a large number of business majors also choose to declare an additional major or minor. Registrar’s Office data from Fall 2019 shows that of the 149 declared business majors at Drew, 18 have a second major (the largest being Computer Science, Spanish, and French) while 50 have a minor (the largest being Media & Communication, Spanish, Psychology, Sociology, and Computer Science). This data is likely skewed downwards, as business has many transfer students and many students do not declare another major or minor until later in their academic career. We also expect that accounting will serve as a minor for students from across the curriculum.

We have identified the following departments and programs that will have an influx of students in their classes. We have begun preliminary talks with these departments, but much more communication needs to occur in the coming months so we can determine staffing concerns and needs and develop plans in response.

Marketing: *Anthropology, Art, Art History, Business Ethics, Economics, Math & Computer Science, Media & Communications, Psychology, Sociology, and Civic Engagement*

5. Information regarding business program accreditation.

Explain how the proposed curriculum meets the goals defined by external organizations.

We are already on the road to business accreditation through ACBSP (Accreditation Council for Business Schools and Programs), with our tentative plan being to receive accreditation in AY2021. Our general business curriculum already aligns well with the mapping proposed by ACBSP (Appendix 1), and as we put together the courses for the marketing major, we will continue to reference their recommendations. The direct integration of the marketing major within the ACBSP guidelines is straightforward once the general business program is accredited, and does not require nearly the same time and resource investment. The marketing major would be eligible for accreditation once the program is in place for at least two years, and we have a set of marketing graduates from which we have assessment data, which would be AY2023 at the earliest.

NEW MAJOR/PROGRAM ANALYSIS

STUDENT INTEREST AND PROGRAM FINANCES

6. Explain how the major / program meets the strategic goals of the university and the school:

The interdisciplinary nature of Drew's business programs, including the proposed marketing major, and the inclusion of immersive experiences (e.g., NYC TRECs, internships, CBL courses) helps differentiate Drew's offerings in a crowded education space. We believe that business programs integrated into the liberal arts is ideally suited to preparing business leaders in a rapidly changing world. The addition of a major in marketing will help Drew with branding a broader collection of business programs that can pull in students with varied and creative interests. It also allows us to seriously consider an expansion of graduate degrees and certifications in business areas, which could expand enrollment in the Caspersen School of Graduate Studies and would also appeal to graduate students in Drew's Theological Seminary as well as local organizations.

Adding new high-demand programs is one key strategy for achieving institutional enrollment and revenue goals. An analysis of potential new programs conducted by the Dean's Office identified undergraduate business programs as an area that leverages our experience and geography, has significant enrollment potential, and does not require a lengthy time frame to being enrolling students.

7. Describe and comment on the expected market for the proposed major / program:

Both the demand by prospective students and employers in accounting and marketing is strong; see Tables 2, 3, and 4 for details.

8. Provide evidence of market demand, including national, state, local, disciplinary or other sources:

Data from the Bureau of Labor Statistics:

Table 3. BLS Outlook Data.

	Market Research Analysts	Advertising and Marketing Managers
Number of Jobs, 2016	595,400	249,600
Job Outlook, 2016-26	23% (Much faster than average)	10% (Faster than average)
Employment Change, 2016-26	138,300	23,800
2018 Median Pay	\$63,120	\$132,620
Typical Entry-Level Education	Bachelor's degree	Bachelor's degree

Market Research Analysts and Marketing Specialists, Occupational Employment and Wages, May 2017

Research market conditions in local, regional, or national areas, or gather information to determine potential sales of a product or service, or create a marketing campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution.

Table 4. Regional data for Market Research Analyst and Marketing Specialists

State	Employment	State employment rank	Salary	State salary rank
New Jersey	18,330		\$84,970	1st
New York	59,110	2nd	\$77,920	
Pennsylvania	25,610	5th	\$67,900	

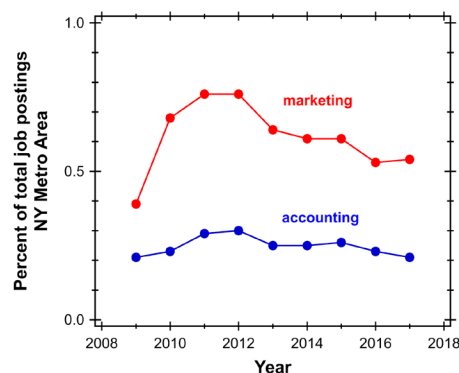
Data from Burning Glass: Number of job postings in the New York Metropolitan region in 90 day range analyzed in January 2018.

Table 5. Regional data for Job Postings

Program	Number of job postings	Ranking of area*	% of all 2017 postings
Accounting	1,629	12th	0.21%
Marketing	5,249	3rd	0.54%

*In an analysis of jobs associated with 36 high-demand areas (e.g., computer science, business, health and education related programs), including accounting and marketing, this ranking gives some reference for the relative size of these numbers. The highest ranked area was computer science with 12,942 postings.

The following chart shows trends, as the percentage of total job postings, for marketing and accounting.



9. Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:

Enrollment estimates are based on several different analyses of the number of degrees conferred annually at peer institutions. For Accounting, the average number of degrees conferred at nine institutions (Augustana, Illinois Wesleyan, Ohio Wesleyan, Juniata, Muhlenber, Susquehanna, Washington & Jefferson, Furman, Southwestern) averaged 23. A separate analysis, which considered the percentage of students graduating at these institutions and applied that percentage to an assumed graduation class size of 420, estimates 18 Accounting majors each year. These estimates are believed to predict *additional matriculants* since many prospective students decline to apply to Drew based on not offering Accounting. The same two analyses of Marketing predict 17 and 19 degrees conferred, although these numbers are much less certain since there are fewer peer and competitor institutions with such a major. It should also be noted that at Susquehanna, the one institution with a marketing major included in Table 6, there are fewer business majors.

Table 6. Number of Economics & Business Degrees Conferred (Ave. 2014-16)

	Augustana	Furman	Illinois Wesleyan	Muhlenberg	Susquehanna*	Ohio Wesleyan	Average	Drew
Business	95	79	66	101	38	34	69	33
Economics	11	29	19	21	11	18	18	30

Accounting	35	22	35	32	21	15	27	
Finance			37	37	28		34	
Marketing					32		32	
Total	141	130	120	155	130	67	124	63
% of Undergrad	17.6%	17.2%	23.5%	25.6%	23.7%	13.6%	20.2%	
% Bus/Econ only	13.2%	14.3%	16.6%	16.3%	9.3%	10.5%	13.4%	15.9%
% Accounting	4.4%	2.9%	6.9%	4.3%	3.9%	2.2%	4.1%	

*Susquehanna split their Business major into different CIPs, including Marketing and several Business specializations, for degrees conferred in 2015. Business plus specialization numbers were combined to determine 2-year average

Given the limited number of marketing programs in our peer and competitor analysis group, we also analyzed all marketing programs at Carnegie-classified Arts & Sciences institutions. A total of 39 A&S institutions used the marketing CIP code (degree Classification of Institutional Programs) between 2014 and 2018 (Table 7), although at least eight of these had numbers suggesting that such a major was not officially on the books. The data also suggests that many of these institutions had added a marketing major within this timeframe (e.g., data for Bucknell, Parkside, Wittenberg, Susquehanna, Johnstown, Alma and Hillsdale had zero degrees conferred in 2014). These institutions all achieved strong enrollment numbers by 2018, providing evidence that a marketing major can be quickly established and thrive at a liberal arts institution.

Table 7. Marketing Degrees Conferred at 20 A&S Institutions.

Institution	2014	2015	2016	2017	2018
Siena College	134	136	148	151	121
Carthage College	37	43	68	62	68
Bucknell University		39	42	38	38
University of Wisconsin-Parkside		17	28	34	37
Stonehill College	30	29	42	27	43
Fort Lewis College	35	20	24	30	26
Grove City College	28	24	28	24	25

Wittenberg University		10	17	20	29
Susquehanna University		36	27	27	20
Saint Vincent College	11	18	20	21	23
University of Pittsburgh- Johnstown				11	32
Schreiner University	8	11	5	17	17
Linfield College-McMinnville	11	13	14	18	14
Alma College		1	6	15	14
Hillsdale College		22	20	14	15
Davis & Elkins College	11	12	12	12	12
Simpson College	23	8	15	17	4
Saint Norbert College	14	19	13	10	10
Claflin University	12	8	6	7	10
Juniata College	2	3	3	6	11

Marketing: Enrollment projections for Marketing were estimated using the same methodology, except the fewer number of peer institutions makes these projections less certain. The larger analysis of Carnegie-classified Arts & Sciences institutions indicates that Marketing is less common than Business and Accounting at Liberal Arts colleges. However, data for all national institutions shows much stronger student demand for Marketing. Given Drew’s proximity to NYC, we believe Marketing provides a unique opportunity to distinguish our business programs from peers and competitors.

Table 8: Marketing Target Enrollment Projections

Target Enrollment Projections						
Class	Retention	FY21	FY22	FY23	FY24	FY25
First-year		10	13	16	16	16
Sophomore	85%		9	11	14	14
Junior	75%			8	10	12

Senior	70%				7	9
Total		10	22	35	46	51

We believe *actual enrollments could be significantly larger*, especially with the creation of unique curricular programming that leverages our proximity to NYC. For example, Susquehanna graduates over 30 Marketing majors.

Competitor analysis: There are 12 four-year colleges in NJ offering marketing, and some of our direct competitors in PA and NY also offer it. The good news for NJ is that we would be a stronger academic option than most others (i.e., Felician, Georgian Court, St. E's, Bloomfield, etc.), which would make our distinctive programs attractive. As an independent liberal arts university, we would provide more individualized mentoring compared to many of the remaining NJ competitors (i.e., Montclair and Rutgers).

One important question that arises is what the effect is on current business offerings. It is reasonable to wonder whether the increase in enrollments in marketing and accounting will come at the expense of students who would otherwise have declared a general business major. Our research of other liberal arts institutions with business programs suggest this is unlikely to be the case. It should be noted that the four institutions listed above also offer a degree in business administration and management, which continue to be among the largest majors on campus. For example, Accounting is a significant program at 4 out of the 6 high applicant institutions analyzed graduating an average of 28 students per institution annually.

Muhlenberg graduates 37 majors in Finance annually (3-year average, 2014-16) while also graduating over 100 students in business, and Susquehanna graduates 32 in Marketing with a comparable number of business majors as Drew. The Business major also tops the list of existing Drew majors that could expand, with an average of 57 additional majors at four high app schools. The data thus shows the potential for significant enrollment increases by allowing students to specialize in distinct and recognizable business disciplines.

10. Anticipated start-up costs:

AY2020 costs include faculty and staff salary plus benefits and admissions materials. The main costs for a new major in marketing would begin in AY2021. The largest expenses would involve personnel and include one direct tenure-track hire in marketing and one full-time staff person, which would also support existing programs, in AY2020, with a second full-time faculty hire anticipated in AY2022. Table 7 below projects hiring in business and supporting areas assuming enrollment targets are met. Both accounting and marketing are included in this projection since hires in supporting areas are most probable if we achieve the projected enrollment growth in both programs. All faculty lines included in this proposal would be, if approved by the board, above and beyond the faculty lines approved in the current budget. Adjunct hires are already used to offer courses in digital marketing and are expected to continue supporting these programs as they become established as majors. Additional full-time personnel expenses would be evaluated annually and contingent on enrollment numbers. The budget models under consideration by the Board include projected hires in

supporting areas, as described in detail above. Other expenses that will help assure the long-term viability of these new majors, including a New York semester in marketing, are not needed initially. Furthermore, we are working on fundraising efforts for these distinctive initiatives.

11. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):

In addition to the faculty and staff costs described above, there are capital expenditures and other costs to consider, including:

- Business lab, possibly located on the second floor of the library. The capital costs (e.g., architectural renderings, construction costs, furniture, technology needs) require fundraising. Staffing could be shared with the proposed Media & Communication lab.
- Programming costs (evening events, field trips to NYC and NJ, etc.)
- Technology and supplies
- NYC TREC operational expenses
- Accreditation

The true financial benefit comes from launching both accounting and marketing, as the fixed costs of the business lab and the additional staff is spread out across additional students. Furthermore, the Master in Finance program along with anticipated additional graduate business programs can be strengthened by these increased investments. Table 9 shows a five-year projection of expenses assuming target enrollment goals are met.

Table 9. Budget projection.

	FY 21	FY 22	FY 23	FY 24	FY 25
TT Accounting Hire (salary + benefits)	Start fall 2020				
TT Accounting Hire, 2nd (salary + benefits)			Start fall 2022*		
TT Marketing Hire (salary + benefits)	Start fall 2020				
TT Marketing Hire, 2nd (salary + benefits)			Start fall 2022*		
Staff, Dir. of Experiential Business Learning	Start fall 2020				
Supporting Faculty 1 (salary + benefits)**	Start fall 2020				

Supporting Faculty 2 (salary + benefits)**		<i>Start fall 2021*</i>			
Supporting Faculty 3 (salary + benefits)**			<i>Start fall 2022*</i>		
Supporting Faculty 4 (salary + benefits)**			<i>Start fall 2022*</i>		
Supporting Faculty 5 (salary + benefits)**				<i>Start fall 2023*</i>	
Number of adjunct-taught courses	4	6	8	8	8
Adjunct (salary + benefits)	\$20,160	\$30,240	\$40,320	\$40,320	\$40,320
Business Lab Software Subscriptions		\$65,000	\$65,000	\$65,000	\$65,000
Library Materials	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
Programming	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
NYC TREC in Marketing		\$40,000	\$40,000	\$40,000	\$40,000
Supplies	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
If target enrollments for <i>new</i> students are met, revenue covers all expenses and produces a profit in every fiscal year.					

* Hires in subsequent years are contingent on hitting enrollment targets.

** “Supporting faculty” are additional lines that would be allocated through Dean’s Council’s process. Areas most likely impacted by growth in business include Media & Communications, Computer Science, Ethics, Economics, Writing, and Digital Art and Design.

APPENDIX 1: ACBSP UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas
a. Marketing
b. Business Finance
c. Accounting

d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment
e. Legal Environment of Business
f. Economics
g. Business Ethics
h. Global Dimensions of Business
Technical Skills
i. Information Systems
j. Quantitative Techniques/Statistics
Integrative Areas
k. Business Policies or
l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically-proven coverage levels, you must explain your explicit rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

source: ACBSP.org

- **Finance Major**

Proposal for a New Major in Finance

March 29, 2020 Version

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

The business program at Drew University has grown by leaps and bounds since its inception in the fall of 2009, with business now comprising the largest number of undergraduate majors. The success of this program and its graduates speaks to our ability to integrate what is traditionally considered to be a professional major into the liberal arts. The breadth and depth of Drew’s business curriculum combined with experiential learning and professional networking opportunities leads to strong student outcomes and differentiates us from our peer and competitor institutions. Drew’s location in the tri-state area gives students access to both New York City and a plethora of experiential learning opportunities in the towns and cities surrounding campus, plus the ability to network with alumni and professionals in myriad industries and obtain internships throughout the year. Business programming events have also served as both a valuable learning platform for undergraduates and a way in which Drew’s major further differentiates itself. This proposal seeks to retain and expand these prominent qualities of integrating “professional” majors into the liberal arts, while adding focused enhancements to students keen on diving more deeply into distinct elements of business. Such educational opportunities are ideally situated to prepare Drew graduates for successful and purposeful professions in a world in which the future of jobs is changing rapidly. Automization, big data, and artificial intelligence are impacting all professions, and we believe liberally trained graduates are optimally prepared with a strong core of transferable skills to adapt to these changes. The addition of more business-related majors will also aid our recruitment efforts for prospective students interested in gaining more skills in their particular areas of interest, while also making them more attractive to prospective employers throughout their college career as they seek internships and employment.

The benefits of adding a major in finance are substantial. This expanded offering would strengthen Drew University’s efforts to serve as a liberal arts institution that prepares students for post-graduation professional success, including key fields within business, helping to establish our brand, improving our recruiting efforts especially through increased yield, and increasing our undergraduate class sizes. Table 1 below shows strong interest of prospective students in finance. Other benefits emerge as well, including a synergy with Launch as we strengthen our reputation for finance internships, and the support of Drew alumni in finance who can offer their experience and expertise to programming, internships, and mentoring. And developing a finance major synchronizes with our existing Master in Finance program, allowing for shared resources and programming, while providing a smooth conduit into the graduate space for interested undergraduates.

Table 1. Overview of Program Demand by Students

Major	Prospective Students ¹	National A&S ²	% 5-year Growth ³
Accounting	14,532	1,568	19%
Finance	---	473	61%

Marketing: w/o Bus. Admin.	16,904		
in Bus. Admin.	72,856	433	23%

1Number of prospective students pulled from the College Board data set. For reference, the total number of prospective students in business programs is 193,628. 2Average number of degrees conferred AY13-16 at Carnegie-classified Arts & Sciences institutions. 3Growth calculated as additional degrees conferred per year (slope) from linear fit to 2011-2016 data.

The current business major is general and broad, which helps students discover many different subfields that may stoke their passion. But for those students who either come to Drew wanting to study finance, or for those who become excited by the prospects of a career in finance, our undergraduate offerings in the field are limited in their coverage, with more intuition at the cost of rigor. For example, students in business can graduate with only a single course in math (statistics), and no exposure to financial datasets or modeling. These students can be a disadvantage when applying for internships, post-graduate employment, or graduate programs in finance. A more focused major with greater quantitative emphasis serves to remedy this hurdle for a subset of our business students.

The Business Advisory Committee, which includes representatives from several departments and programs, has already engaged stakeholders across the institution, including Economics, and Math & Computer Science. Several administrative offices have also been consulted including Admissions, Advancement, and Finance.

2. Program goals and Student Learning Outcomes.

Please include program goals for your new major/program.

Goals of Finance Major.

1. Provide students with the theory and structure of finance and its connections with the business world

Students will gain a thorough grounding in the theory and practice of finance, set within the wider perspective of the principles of business and how organizations operate within a fast-changing global economy. Students will gain the skills and knowledge that will equip them to go on to advanced education like a master's degree in finance, or the additional education and exams required to become a certified finance accountant.

2. Instill an integrated understanding of finance and ethics

Given the rapidly changing finance industry, our graduates will need to provide more clarity about the processes that generate their decision-making and the potential impacts of these decisions on the broader community and society. Students will learn about the need to collaborate with external stakeholders, especially as organizations (for-profit, non-profit, and governmental) face a series of challenges including

corruption, tax-avoidance, environmental and social demands and regulations, and labor and shareholder demands for transparency.

3. Integrate the main principles of finance with the tools of data analytics

Data analytics is transforming the field of finance, rendering basic financial tasks, including trading, obsolete while creating robust opportunities for people with multifaceted and current skill sets. We will provide our students with the quantitative knowledge and skills to collect financial information and provide nuanced data-driven analysis, along with the flexibility to communicate these insights and recommendations to a broad audience.

SLO 1. Students will be able to quantitatively and qualitatively evaluate financial and business decisions in a historical and/or contemporary context.

SLO 2. Students will be able to explain financial issues and events using multiple models of financial pricing and risk.

SLO 3. Students will be able to communicate financial and business topics to multiple audiences both individually and members of a team, using data, graphs, and mathematical notation as appropriate.

SLO 4. Students will be able to understand and explain the ethical issues intrinsic to the financial industry, including individual versus societal tradeoffs, and topics involving equity and profitability.

3. Major/Program curriculum and requirements.

Rationale for curriculum design: The finance major brings together courses across business, economics, and math/computer science, to build a curriculum that is cohesive and gives its graduates tangible insights and skills to help them excel in the finance industry. It starts with a strong underpinning of math and market concepts, followed by core classes in economics and data analysis. Majors choose electives from two distinct areas: finance (which can include exploration of global and macro issues), and analytics (which include modeling, data science, and data visualization). The curriculum culminates in a senior capstone that has students work in small groups to tackle an open-ended finance issue using the tools and techniques gained throughout the major; students will present their findings and recommendations to a panel of experts and field their questions.

BS Finance: 60 credits

The Bachelor of Science (B.S.) Finance major is designed to appeal to students wanting to immerse themselves in financial markets and data analysis. Our rigorous and hands-on curriculum engages our students through real-world exposure to U.S. and global markets, and prepares our graduates for success in careers throughout the financial industry.

Intro: 20 credits

Principles of Microeconomics

ECON 101

Principles of Macroeconomics	ECON 102
Statistics	MATH 117
Calculus I	MATH 150 OR
Topics in single and Multivariable Calculus	MATH 200
Financial Accounting	BST 215

Core: 32 credits

Intermediate Microeconomics (prerequisites: ECON 101)	ECON 301
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Econometrics (prerequisites: ECON 301)	ECON 303
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OR

Intermediate Statistics (prerequisites: MATH 117)	MATH 227
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Finance (prerequisites: MATH 117 and BST 215)	BST 304
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Corporate Finance (prerequisites: BST 304)	BST 321
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Intro to Python Computing in R	CSCI 150 OR STAT 120
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Data Analysis (prerequisites: MATH 117 and CSCI 149 or CSCI 150 or STAT 120)	DATA 253
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Business Ethics Organizational Ethics	REL 214 OR BST 3XX
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Finance Theory and Practice -WRMJ	BST 414
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Electives: 8 credits

The two electives sections allow students to develop their skills in the areas of both business and math/computer science, giving them the appropriate insights and the tools to understand and analyze financial topics and issues. Majors must choose at least one of the following courses from each grouping. At least one course must be at the 300-level. A finance internship experience (INTC 200) can also count towards one of these electives.

1. FINANCE:

As appropriate	BST 250
As appropriate (ex: Hedge Funds and Strategies)	BST 350
International Business (prerequisites: ECON 101)	ECON 242

Wall Street semester program (prerequisites: ECON 101 and ECON 102)	ECON 281
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Money and Banking (prerequisites: ECON 302)	ECON 320
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2. ANALYTICS:

Databases and Information Management (prerequisites: CSCI 151)	CSCI 330
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Data Visualization (prerequisites: MATH 117)	DATA 251
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Modeling and Simulation (prerequisites: CSCI 149 or CSCI 150 or STAT 120)	DATA 252
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Applied Data Science	DATA 390 new
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Course Description:

BST 414: Finance Theory and Practice

prerequisites: BST 321 & DATA 253. Open to seniors only

This class gives students the opportunity to synthesize the financial models and data analysis methods they have built up in earlier classes in the major. They will use both their financial and data science skills to tackle open-ended investing questions. Students will create strategies that help fulfill the goals of their assigned or chosen organization, and in small teams they will communicate their processes and outcomes both orally and in written form to an external audience at semester’s end.

Preliminary benchmarking data of peer finance majors are included in Table 2. Although benchmarking data is helpful, we are also intentionally looking at the future of finance by deliberately integrating data analytics into the curriculum. To that end, one set of electives are in data science and computer science, and we will expand our existing programming events that allow students to gain the perspective and skills to excel in this new data-driven environment. Our Bloomberg Lab (currently located in BC-1), installed as part of the Master in Finance program, provides an attractive backdrop to consider new types of events and skills-based competitions and workshops.

We strongly advocate for this major to be a bachelor in science degree. This is a powerful signal to prospective students, freshmen, and sophomores that the curriculum will embrace quantitative elements at all course levels. It provides a clearer delineation between the finance major and the other three business majors. And it will make our students more attractive to prospective employers for the types of jobs in the industry, and more competitive with students graduating from other more well-known institutions. The curriculum that we have devised, with calculus, econometrics, coding, corporate finance, and data analysis courses, aligns well with the bachelors in science designation.

Unlike the new offerings in accounting and marketing, it is unlikely that we will be offering a minor in finance. With the large number of courses needed in the major, at this point it does not seem feasible nor warranted to construct a minor that would have to be at least 32 credits.

Table 2. Benchmarking Data from Three Peer Institutions.

School	Drew	Muhlenberg	Wash. & Jeff.	Susquehanna (B.S.)
Major size	<i>15 courses, 60 credits</i>	<i>12 courses, 48 credits</i>	<i>12 courses, 48 credits</i>	<i>20 courses, 76 credits</i>
100-level	Macroeconomics	Macroeconomics	Macroeconomics	Microeconomics
	Microeconomics	Microeconomics	Microeconomics	Macroeconomics
	Statistics	Statistics	Statistics	Statistics

	Calculus	Calculus	Calculus	
	Intro to Python or R			
200-level	Financial Accounting		Financial Accounting	Financial Accounting
	Business Ethics			Global Business Ethics
	Data Analysis			Database Information Collecting and Modeling
		Management		Management
				Marketing
				Data Driven Decision Making
				Intro to Professional Development
300-level	Intermediate Micro			Cost Management
	Econometrics			
	Finance		Principles of Finance	Investment Analysis
	Corporate Finance	Corporate Finance	Investment & Portfolio Theory	Corporate Financial Management
		Monetary Economics		
			Managerial Finance and Accounting	Financial Statement Analysis
				International Financial Management

400-level	Finance Theory & Practice	Advanced Topics in Financial Management	Security Analysis and Valuation	Business Policy & Strategy
			Finance Seminar	Data Insight & Visualization

Note: Susquehanna’s School of Business as accredited by AACSB. The finance major includes the core business curriculum (56 credits) along with the required finance classes (another 20 credits). Muhlenberg and Washington and Jefferson only offer B.A. degrees. Benchmarking of other peer institutions with Finance majors indicates the B.S. degrees are the norm.

c. Provide a mapping of all curricular elements to the programmatic SLOs.

E = Emerging, D = Developing, M = Mastering

Course	SLO 1	SLO 2	SLO 3	SLO 4
Microeconomics	E		E	
Macroeconomics	E		E	
Statistics			E	
Calculus	E			
Financial Accounting		E	E	E
Intermediate Microeconomics	D			
Econometrics	D		D	
Finance	E	E	D	E
Corporate Finance	D	D	M	D
Intro to Python/Computing in R	D			
Data Analysis	D			
Business Ethics				D

Finance Theory and Practice	M	M	M	M
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Table: Planned Three-Year Rotation of Finance Courses

Course	Year 1 Fall	Year 1 Spr	Year 2 Fall	Year 2 Spr	Year 3 Fall	Year 3 Spr
Econometrics	Chi	Ali	Chi	Ali	Chi	Ali
Ethics	Cole	de Voogt	Cole	de Voogt	Madra	Cole
Finance	Tomljanovich	Pinto	Tomljanovich	Pinto	Tomljanovich	Pinto
Corporate Finance	Anderson		Anderson		Anderson	
Finance Theory & Practice		Tomljanovich/Pinto		Tomljanovich/Pinto		Tomljanovich/Pinto

Staffing implications.

Faculty: One of the biggest attractions of this proposed major in finance is that all of the courses in the major are currently taught (with the exception of the capstone). We therefore do not need to hire any new full-time faculty in order to run this program. We do anticipate needing to hire at least one adjunct per semester for some of the BST finance electives.

However, we also need to be mindful of the impacts this new major will have on other departments, especially as we are emphatic about interdisciplinary ties as a key construct of the curriculum. We believe that growing the number of finance students at Drew may also require additional hires in at least economics and data science, contingent on hitting enrollment targets, to aid with both core finance, business, and economics courses. The following departments and programs have potential alignment with finance and would be good partners for affiliated or joint hires: Economics, Data Analytics and Computer Science. Given the uncertainty in projecting enrollment numbers and identifying the specific impact on each area, it is essential to evaluate staffing requirements in these supporting areas annually and consider line requests through Dean’s Council processes if deemed necessary. Five-year budget models for this new major being proposed range from very conservative enrollment numbers, which does not require additional resources in supporting areas, to strong enrollment estimates, which may require up to two full-time faculty hires in supporting areas.

We will develop a transition plan once the majors are offered, so that in AY2021 seniors at the very least are not eligible to declare this new major. This keeps us from having to offer the capstone in Year 1 (AY2021).

Staff: As we expand our business offerings, the resource shortages of the undergraduate business program will become more acute. It is safe to say that this endeavor will fail without staff who can serve as the operational linchpins of these myriad programs. We are therefore budgeting for a full-time staff member to start during summer 2020 who can help with programming, marketing, logistics, and partnerships. This person will work in close collaboration with the Center for Immersive Learning and Career Design in support of the relevant immersive experiences (i.e., nycTREC's, internships). (Note, this is the same staff position described in the accompanying proposals for accounting and marketing.)

Our timeline is ambitious by necessity. We are looking to offer the accounting major starting in fall 2020.

Tentative Implementation Timeline for undergraduate majors in Marketing and Accounting	
	<ul style="list-style-type: none"> •
Spring 2020	<ul style="list-style-type: none"> • Curriculum design with full proposals submitted to CAPC • Board and faculty approval of full proposals • Fundraising (ongoing)
Summer 2020	<ul style="list-style-type: none"> • Staff hiring (1 full-time position; same position as described in other proposals)
Fall 2020	<ul style="list-style-type: none"> • Start of BS major in finance
AY 2021-22	<ul style="list-style-type: none"> • Faculty hiring, 1-2 positions in supporting areas, contingent on enrollment
AY 2022-23	<ul style="list-style-type: none"> • Faculty hiring in supporting areas, contingent on enrollment • Open permanent Business Lab

4. Impact on and connection with other departments and programs.

Does the proposed major/program offer possibilities for interdisciplinary collaboration? 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?

There is a definite effect on a number of other departments and programs, not just because certain courses outside of the Economics and Business Department are required core or elective classes, but also because a

large number of business majors also choose to declare an additional major or minor. Registrar's Office data from Fall 2019 shows that of the 149 declared business majors at Drew, 18 have a second major (the largest being Computer Science, Spanish, and French) while 50 have a minor (the largest being Media & Communication, Spanish, Psychology, Sociology, and Computer Science). This data is likely skewed downwards, as business has many transfer students and many students do not declare another major or minor until later in their academic career.

We have identified the following departments and programs that will have an influx of students in their classes. We have begun preliminary talks with these departments, but much more communication needs to occur in the coming months so we can determine staffing concerns and needs and develop plans in response.

FINANCE: *Religious Studies, Economics, Math & Computer Science*

It is essential to point out that we are not allowing students to double major in two business/economics related fields. For example, a student will not be able to double in marketing and finance.

5. Information regarding business program accreditation.

Please explain how the proposed curriculum meets the goals and outcomes defined by external organizations. It may be helpful to attach any relevant documents from these organizations in an Appendix.

We are already on the road to business accreditation through ACBSP (Accreditation Council for Business Schools and Programs), with our tentative plan being to receive accreditation in AY2022. Our general business curriculum already aligns well with the mapping proposed by ACBSP (see Appendix 1), and as we put together the courses for the finance major, we will continue to reference their recommendations. The direct integration of the finance major within the guidelines of ACBSP is straightforward once the general business program is accredited, and does not require nearly the same time and resource investment. The finance major would have the ability to become accredited once the program is in place for at least two years, and we have a set of finance graduates from which we have assessment data, which would be AY2023 at the earliest.

NEW MAJOR/PROGRAM ANALYSIS

STUDENT INTEREST AND PROGRAM FINANCES

6. Explain how the major / program meets the strategic goals of the university and the school:

The interdisciplinary nature of Drew's business programs, including the proposed finance major, and the inclusion of immersive experiences (e.g., NYC TRECs, internships, CBL courses) helps differentiate Drew's offerings in a crowded education space. We believe that business programs integrated into the liberal arts is ideally suited to preparing business leaders in a rapidly changing world. The addition of a major in finance will help Drew with branding a broader collection of business programs that can pull in students with varied and creative interests. It also allows us to further strengthen our existing Master in Finance program and certifications in business areas, which could expand enrollment in the Caspersen

School of Graduate Studies and would also appeal to graduate students in Drew’s Theological Seminary as well as local organizations.

Adding new high-demand programs is one key strategy for achieving institutional enrollment and revenue goals. An analysis of potential new programs conducted by the Dean’s Office identified undergraduate business programs as an area that leverages our experience and geography, has significant enrollment potential, and does not require a lengthy time frame to being enrolling students.

7. Describe and comment on the expected market for the proposed major / program:

Demand and by employers in finance is strong, especially in the New York-New Jersey metropolitan area (see BLS data in Tables 3 and 4). Demand by prospective students is also strong. Finance is listed as the top program, as polled by Admissions, for prospective students who do not attend Drew. Table 5 demonstrates strong demand at Arts & Sciences classified institutions, including many peer and aspirant institutions.

8. Provide evidence of market demand, including national, state, local, disciplinary or other sources:

Data from the Bureau of Labor Statistics:

Table 3. BLS Outlook Data.

	Financial Manager	Personal Financial Advisor
Number of Jobs, 2018	653,600	271,700
Job Outlook, 2018-28	16% (much faster)	7% (faster)
Employment Change, 18-28	104,700	19,100
2018 Median Pay	\$127,990	\$88,890
Entry-Level Education	Bachelor’s degree	Bachelor’s degree

	Financial Analysts	Financial Examiner
Number of Jobs, 2018	329,500	60,900
Job Outlook, 2018-28	6% (average)	7% (faster)
Employment Change, 18-28	20,300	4,300
2018 Median Pay	\$85,660	\$80,180
Entry-Level Education	Bachelor’s degree	Bachelor’s degree

According to BLS, the New York-Newark-Jersey City has the highest ranked employment level for all four positions. Details for this metropolitan area are included in Table 4.

Table 4.

Position	Employment	Employment per 1000 jobs	Mean wage
Financial Manager	81,350	4.78	\$157,480
Financial Analysts	53,250	5.67	\$137,270
Personal Financial Advisor	27,570	2.90	\$163,490
Financial Examiner	9,030	0.96	\$115,980

9. Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:

Enrollment estimates are based on several different analyses of the number of degrees conferred annually at peer institutions. For Finance, the average number of degrees conferred at five institutions (Table 5) averaged 30. A separate analysis, which considered the percentage of students graduating at these institutions and applied that percentage to an assumed graduation class size of 420, estimates 20 Finance majors each year. These estimates are believed to predict *additional matriculants* since many prospective students decline to attend Drew based on not offering Finance.

Table 5. Number of Economics & Business Degrees Conferred (Ave. 2014-16)

	IL Wesleyan	Muhlenberg	Susquehanna*	Juniata	Lake Forest	Average	Drew
Business	66	101	38	21	23	50	33
Economics	19	21	11	6	35	18	30
Accounting	35	32	21	6		23	
Finance	37	37	28	9	39	30	
Marketing			32	3		18	
Total	120	155	130	45	97	109	63
% of Undergr	23.5%	25.6%	23.7%	13.3%	18.6%	20.9%	
% Bus/Econ	16.6%	16.3%	9.3%	9.1%	12.6%	12.8%	15.9%

% Finance	7.3%	5.0%	3.9%	2.1%	6.0%	4.9%	
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*Susquehanna split their Business major into different CIPs for degrees conferred in 2015. Business plus specialization were combined to determine 2-year average

Given the limited number of finance programs in our peer and competitor analysis group, we also analyzed all finance programs at Carnegie-classified Arts & Sciences institutions. A total of 42 A&S institutions used the finance CIP code (Classification of Institutional Programs) between 2014 and 2018 (Table 6), although at least four of these had numbers suggesting that such a major was not officially on the books. The data suggests that several institutions added a finance major within this timeframe (e.g., data for Susquehanna, Hillsdale, Ouachita, Austin, Wittenberg, and Concordia had zero degrees conferred in 2014). These institutions all achieved strong enrollment numbers by 2018, providing evidence that a finance major can be quickly established and thrive at a liberal arts institution.

Table 6. Finance Degrees Conferred at 20 A&S Institutions.

Institution	2014	2015	2016	2017	2018
Siena College	54	59	51	60	69
Wofford College	51	53	54	58	52
Lake Forest College	23	23	39	52	54
Muhlenberg College	39	38	35	48	53
Carthage College	24	22	42	45	46
Saint Anselm College	11	17	35	39	45
Susquehanna University	0	25	30	38	38
Stonehill College	28	29	28	27	44
Grove City College	21	27	28	32	38
Hillsdale College	0	24	30	24	28
Linfield College-McMinnville Campus	26	26	22	23	23
Gordon College	9	10	17	18	25
Ouachita Baptist University	0	7	17	10	32
Illinois College	10	7	20	16	19
Saint Norbert College	17	19	21	19	14
Austin College	0	1	9	12	30
Albion College	2	2	12	13	20

Saint Vincent College	16	14	17	11	16
Wittenberg University	0	7	11	12	19
Concordia College at Moorhead	0	0	6	11	10

Finance: The relative size (% of total graduates) of Business and Economics degrees conferred at Drew was 15.9%, which was comparable to the combined relative size of these majors at peer institutions (12.8%). The inclusion of additional business programs at peer institutions corresponds with a greater percentage of degrees conferred, suggesting that these programs would yield overall enrollment growth. For example, finance majors constituted 4.9% of degrees conferred at these institutions, which would correspond to 18 degrees at Drew using the Fact Book total of 370. Given Drew's 70% retention rate for the 4th year, 18 degrees conferred would correspond to 25 first-year students. To estimate the number of new matriculants, we assume that 75% of finance majors will be new to Drew since it is one of the most frequently identified program by prospective/non-applicant students as the reason for not applying. Although this program would begin in Fall 2020, enrollment projections do not begin until AY 2021-22 since a spring 2020 approval of the program would not impact recruitment for fall 2020.

Table 7. Finance Target Enrollment Projections

Target Enrollment Projections						
Class	Retention	FY22	FY23	FY24	FY25	FY26
First-year		12	15	18	18	18
Sophomore	85%		10	13	15	15
Junior	75%			9	11	14
Senior	70%				8	11
Total		12	25	40	53	57

Competitor analysis: There are 15 four-year colleges in NJ offering Finance, and some of our direct competitors in PA and NY also offer it (e.g., Muhlenberg). The good news for NJ is that we would be a stronger academic option than most others (i.e., Felician, Georgian Court, St. E's, Bloomfield, etc.), which would make our distinctive programs attractive. As an independent liberal arts university, we would provide more individualized mentoring compared to many of the remaining NJ competitors (i.e., Montclair and Rutgers).

One important question that arises is what the effect is on current business offerings. It is reasonable to wonder whether the increase in enrollments in marketing, accounting, and finance will come at the expense of students who would otherwise have declared a general business major. Our research of other liberal arts institutions with business programs suggest this is unlikely to be the case. It should be noted that the four

institutions listed above also offer a degree in business administration and management, which continue to be among the largest majors on campus. For example, Muhlenberg graduates 37 majors in Finance annually (3-year average, 2014-16) while also graduating over 100 students in business. The Business major also tops the list of existing Drew majors that could expand, with an average of 57 additional majors at four high app schools. The data thus shows the potential for significant enrollment increases by allowing students to specialize in distinct and recognizable business disciplines.

10. Anticipated start-up costs:

There are no new start-up costs anticipated for the finance major since it relies essentially on existing courses and infrastructure.

11. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart):

In addition to the faculty and staff costs described above, there are capital expenditures and other costs to consider, including:

- Business lab, possibly located on the second floor of the library. The capital costs (e.g., architectural renderings, construction costs, furniture, technology needs) require fundraising. Staffing could be shared with the proposed Media & Communication lab.
- Programming costs (evening events, field trips to NYC and NJ, etc.)
- Technology and supplies
- Accreditation

The true financial benefit comes from launching both accounting and marketing, as the fixed costs of the business lab and the additional staff is spread out across additional students. Furthermore, the Master in Finance program along with anticipated additional graduate business programs can be strengthened by these increased investments. Table 8 shows a five-year projection of expenses for all new business programs, including accounting and marketing, assuming target enrollment goals are met. Additional faculty lines are not necessary for the new major in finance.

Table 8. Budget Projections.

	FY 21	FY 22	FY 23	FY 24	FY 25
TT Accounting Hire (salary + benefits)		Start fall 2021			
TT Accounting Hire, 2nd (salary + benefits)			Start fall 2022*		

TT Marketing Hire (salary + benefits)	Start fall 2020				
TT Marketing Hire, 2nd (salary + benefits)			Start fall 2022*		
Staff, Dir. of Experiential Business Learning	Start fall 2020				
Supporting Faculty 1 (salary + benefits)**	Start fall 2020				
Supporting Faculty 2 (salary + benefits)**		Start fall 2021*			
Supporting Faculty 3 (salary + benefits)**			Start fall 2022*		
Supporting Faculty 4 (salary + benefits)**			Start fall 2022*		
Supporting Faculty 5 (salary + benefits)**				Start fall 2023*	
Number of adjunct-taught courses	4	6	8	8	8
Adjunct (salary + benefits)	\$20,160	\$30,240	\$40,320	\$40,320	\$40,320
Business Lab Software Subscriptions		\$65,000	\$65,000	\$65,000	\$65,000
Library Materials	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
Programming	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
NYC TREC in Marketing		\$40,000	\$40,000	\$40,000	\$40,000
Supplies	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
If target enrollments for <i>new</i> students are met, revenue covers all expenses and produces a profit in every fiscal year.					

* Hires in subsequent years are contingent on hitting enrollment targets.

** “Supporting faculty” are additional lines that would be allocated through Dean’s Council’s process. Areas most likely impacted by growing enrollments in business include Media & Communications, Computer Science, Ethics, Economics, Writing, and Digital Art and Design.

APPENDIX 1: ACBSP UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas
a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment
e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business
Technical Skills
i. Information Systems j. Quantitative Techniques/Statistics
Integrative Areas
k. Business Policies or l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically-proven coverage levels, you must explain your explicit rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

source: ACBSP.org

For Information:

New Courses:

CE 160/Drew Action Seminar I: Thinking through Problems

Students will examine in-depth a few case studies of complex challenges relevant to all focus areas (civic, global, innovation), with brief introductions to three or four additional challenges. Assignments help students explore and interpret a single challenge from multiple perspectives, brainstorm and research approaches to

understanding this challenge and defining a specific problem underlying it. In preparation for the spring semester, students will form teams to identify and define a challenge they would like to tackle. Examples of case study topics include specific topics within broad categories such as food, migration, water, work, disease, and energy that engage community, innovation, and global contexts.

CE 260/Drew Action Seminar II: Exploring Solutions

Focusing on problems identified in the fall semester, students will work in teams to analyze and develop strategies for proposing and implementing an action plan to address their challenge. To provide context and depth to their approaches, the course will engage, through readings and critical analysis, with the ethical questions raised by how power, privilege, culture and other differences impact access to and success of real world attempts to address the identified needs and challenges. Student teams will research best practices, consult with relevant public and community groups, clients, customers, or other stakeholders, develop an action plan, take action based on that plan, and prepare to present and facilitate a dialogue on their approach for the spring Action Scholars Town Hall Dialogue and Pitch Event.

ESS 315/Environmental Justice

Environmental Justice explores the relationship between human identity and the environment. Emerging from civil rights activism of the 1960s, environmental justice as a movement originally sought to bring to light the unequal burden of exposure to toxics in minority communities and among farmworkers. Since that time, environmental justice has diversified into inter- and cross-disciplinary academic inquiry, legal and institutional protections, and an expanded international human rights agenda. This course surveys the history of environmental justice, and investigates both academic and activist techniques aimed at eliminating persistent, structural inequalities in access to safe and healthy environments for all. In order to link theory and practice, this course builds on both the Community Based Learning (CBL) and Freedom Schools curricula by connecting students to community partners that work locally, and whose missions are to protect and promote human health and wellbeing. Student coursework in Environmental Justice over the semester includes a minimum 18-20 hours of work that directly supports our community partners, which also involves some participation in off-campus activities.

FREN 320/Paris: The Biography of a Capital

Paris, “the City of Lights,” “the city of love,” “the capital of the world”. This interdisciplinary seminar explores the imaginative representations of the French capital from the French Enlightenment through the 21st century. Based on novels, short stories, poetry and film, the course will discuss such questions as: When and how have representations of and ideas about Paris changed over time? How do individuals and groups relate to and respond to the City of Lights? How do gender, race and class affect Parisians’, Provincials’, immigrants’ and tourists’ experience of this city? Historical and cultural material, art and photographic images, and city maps will be used to contextualize the literary and film texts. Pre-requisite: FREN 310 or instructor’s approval. CLA-Breadth/Humanities, CLA-Breadth/Interdisciplinary, CLA-Diversity International.

FREN 326/The French Asian Connection

This seminar focuses both on the presence of Chinese, Vietnamese, Korean and Japanese writers who established themselves in France and Canada from the 1980’s on, and on authors who reside in their country of origin but write in French. A theoretical framework and historical and cultural contexts provide the analytical tools to discuss representative narratives and poetry, with a focus on the following topics among others: love, food, cultural dialogues, gender, sexuality, otherness, identity, memory, exile, and the influence

of Confucianism, Buddhism and Daoism on some of these works. Pre-requisite: FREN 310 or instructor's approval. CLA-Breadth/Humanities, CLA-Diversity International.

FREN 332/Voices from Africa and its Diaspora

This course explores French-speaking Africa through the discussion of topics that include women's condition, social and geo-political issues and the African Diaspora. Through African literature, theater, graphic novels, films, speeches, media coverage, and various art forms, students learn to recognize the discrepancies between what they (may) think of Africa, its people, its cultures, its realities, and what Africa is today (mainly Senegal, Burkina Faso, Mali, Niger, Ivory Coast). Students listen to and read what Africans have to say for themselves and to the world. The discovery of francophone African culture(s) and communities in New York City (field trip to The Africa Center and Little Senegal neighborhood in NYC) enhance experiential learning. Prerequisite: FREN 310 or instructor's permission. CLA-Breadth/Humanities, CLA-Diversity International.

FREN 342/Francophone Culture of/in the Americas

This course explores the multiple facets and layers of Francophone cultures and heritage, old and new, in the Western Hemisphere with a special focus on the presence of French in the Americas, covering Québec, Acadia, Louisiana, Haiti and creole cultures. Any student in this course is de facto a member of the Francophonie des Amériques, thus belonging to a huge community of over 33 million of French speakers (in the U.S., Canada, the Caribbean islands, Central and South America). Topics covered include: the origin of French in the Americas, language practices of Francophone communities, linguistic characteristics of the varieties of French, the effect of language contact on language behavior and identity issues. Connections between Francophone cultures and the Americas are analyzed through authentic materials (texts, articles, graphic novels, films, music, visuals, interviews). Prerequisite: FREN 310 or instructor's approval. CLA-Breadth/Humanities.

Changes to Existing Courses:

FREN 101/Fundamentals of Oral and Written French I

◆ Description change

Current:

FREN 101/Fundamentals of Oral and Written French I

An introduction to the French spoken and written language. Covers the basics of the French language through videos, readings, and realia from Francophone cultures. Interactive practice in the classroom and use of multimedia lab, oral, written, and computer-assisted activities. Offered fall semester.

Proposed:

FREN 101/Fundamentals of Oral and Written French I

An introduction to the French spoken and written language. Covers the basics of the French language through videos, readings, and realia from Francophone cultures. Interactive practice in the classroom and use of multimedia lab, oral, written, and computer-assisted activities. Offered every semester.

FREN 181/Fundamentals of Oral French I in Paris

◆ Title Change

Current:

FREN 181/Fundamentals of Oral French I in Paris

Proposed:

FREN 181/Fundamentals of French in Paris

FREN 201/Intermediate French

◆ Description and prerequisite change

Current:

FREN 201/Intermediate French

A continuation of FREN 102. Review of basic grammar; development of speaking, listening, reading, and writing skills through films, discussion, Francophone articles and literary texts, compositions, and computer-assisted activities. A prerequisite for FREN 302 and FREN 304. Prerequisite: FREN 102 or FREN 182. Offered every semester. CLA-Foreign Language

Proposed:

A continuation of FREN 102. Review of basic grammar; development of speaking, listening, reading, and writing skills through films, discussion, Francophone articles and literary texts, compositions, and computer-assisted activities. A prerequisite for FREN 302 and FREN 304. Prerequisite: FREN 102 or FREN 181. Offered every semester. CLA-Foreign Language.

FREN 233/Is Another World Possible? Globalization in the Francophone World (in English)

◆ Title, number, description and restriction change

Current:

FREN 233/Is Another World Possible? Globalization in the Francophone World (in English)

This interdisciplinary course draws from fiction and documentary films, critical essays, literary texts, manifestoes, as well as various forms of documentations of local and international street protests. It seeks to account for, and question, the specificities of anti-globalization reactions expressed in the Francophone world, particularly France, Quebec and West African countries. The current focus on “globalization” as an economic moment will thus be examined in relation to broader historical and intellectual debates. No Prerequisite. Taught in English. Offered triennially. CLA-Breadth/Humanities, CLA-Breadth/Interdisciplinary, CLA-Diversity International.

Proposed:

FREN 233/Is Another World Possible? Francophone Perspectives (in English)

This interdisciplinary course explores past and present social activism by looking at environmental and humanitarian crises in France and Francophone countries raising questions such as global health, climate change and sustainability. It also aims to explore movements for social justice that change French and Francophone institutions to include marginalized communities such as women, LGBTQ+ or the illegal immigrants sans-papiers. Students explore manifestoes, activists’ pamphlets and posters, political speeches, critical essays, literary texts fiction and documentary films. Through experiential learning (ex: visits of organizations off-campus), students familiarize themselves with the structure and mission of not- for-profit and for-profit organizations and conduct a semester-long hands-on problem-solving project. Instructor’s Approval. CLA-Breadth/Humanities, CLA-Diversity International.

FREN 235/Women’s Voices through the Ages (in English)

◆ Title, number, description and restriction change

Current:

FREN 235/Women’s Voices through the Ages (in English)

A critical reading of novels written in French by women from the late 17th through the 20th centuries. The study of 20th-century authors also includes women writers from the Francophone world (Quebec, Africa, and the Caribbean). Course may be repeated. Offered in 2008-2009. CLA-Breadth/Humanities, CLA-Diversity International.

Proposed:

Gender, Sexuality and the Power of Language in French Texts (in English)

This seminar discusses prose narratives and critical texts written in French from the late 17th through the 21st centuries analyzing among others, the representation of gender, masculinity, femininity, gender fluidity and sexuality. It also examines different waves of French feminism, and the study of 20th and 21st century authors includes writers from Quebec, Francophone Africa, and the French Caribbean. Cultural and historical contexts as well as the study of a few theoretical concepts provide the tools to develop critical readings and oral presentations on the material covered in class. Instructor's Approval. CLA-Breadth/Humanities, CLA-Diversity International.

FREN 261/Selected Topics in French and Francophone Literature

◆ **Title change**

Current:

FREN 261/Selected Topics in French and Francophone Literature

Proposed:

FREN 261/Selected Topics in French and Francophone Cultures (in English)

FREN 281/Intermediate French in Paris

◆ **Description, restriction and prerequisite change**

Current:

FREN 281/Intermediate French in Paris

Review of basic grammar; development of speaking, listening, reading, and writing skills through films, discussion, Francophone articles and literary texts, compositions, multimedia lab and computer-assisted activities. Offered in Paris. Prerequisite: FREN 102 or FREN 182. Summer only. CLA-Foreign Language.

Proposed:

FREN 281/Intermediate French in Paris

Review of basic grammar; development of speaking, listening, reading, and writing skills through films, discussion, Francophone articles and literary texts, compositions, multimedia computer-assisted activities. Offered in Paris. Prerequisite: FREN 102 or instructor's approval. Summer only. CLA-Foreign Language.

FREN 283/Intermediate Intensive Conversation in Paris

◆ **Description and prerequisite change**

Current:

FREN 283/Intermediate Intensive Conversation in Paris

Provides intensive practice in oral communication and emphasizes development of oral competence in everyday situations and current contemporary topics in France. Prerequisite: FREN 102 or FREN 182 or instructor's signature. Offered in Paris. Summer only. Taught in French.

Proposed:

FREN 283/Intermediate Intensive Conversation in Paris

Provides intensive practice in oral communication and emphasizes development of oral competence in everyday situations and current contemporary topics in France. Prerequisite: FREN 102 or instructor's signature. Offered in Paris. Summer only. CLA-Foreign Language.

FREN 300 /Independent Study: French

◆ **Title change**

Current:

FREN 300 /Independent Study: French

Proposed:

FREN 300/Independent Study in French and Francophone Studies

FREN 302/Contemporary French Society and Cross-Cultural Perspectives

◆ **Description and prerequisite change**

Current:

FREN 302/Contemporary French Society and Cross-Cultural Perspectives

A conversation and composition class on current events and contemporary themes in France and the Francophone world. The course seeks to enhance oral fluency through class discussions, debates, oral presentations on recent topics in the French media. Written practice through media analysis, press reviews, and short papers. With a community-based-learning component, students, paired with a student from a local educational institution, are also able to exchange their views, from their own cultural perspectives, on different contemporary themes (media, immigration, family, education, etc.) covered in class. Exposed to larger linguistic and cultural issues from our global world, students are able to develop an intercultural communicative competency in a cross-cultural community-based-learning context while growing a greater awareness and deeper appreciation of linguistic and cultural diversity. Prerequisite: FREN 201, FREN 281 or equivalent. Offered Fall semester. CLA-Diversity International, CLA-Writing Intensive, CLA-Civic Engagement.

Proposed:

FREN 302/Contemporary French Society and Cross-Cultural Perspectives

A conversation and composition class on contemporary themes (such as family, education and food) in France and the Francophone world. In addition, the course includes a community-based component where students compare and contrast French and Francophone non-profit organizations with non-profit organizations around Drew, such after-school programs for children, food banks, etc. This aspect of the course helps students to get a better understanding of the social, and economic challenges that communities face in the United States. Students also develop an intercultural literacy for diversity. Oral and written fluency is enhanced through frequent written assignments, class discussions, debates and presentations. Prerequisite: FREN 201 or FREN 281 or FREN 283. Offered Fall semester. CLA-Diversity International, CLA-Writing Intensive, CLA-Civic Engagement.

FREN 304/Contemporary Francophone Cinema

◆ **Description and prerequisite change**

Current:

FREN 304/Contemporary Francophone Cinema

Through weekly screenings of recent films (released in the last decade or so), this course introduces students to current social, cultural and narrative concerns in Francophone cinema. Intensive conversational and writing practice, along with regular language review and creative assignments provide students with numerous opportunities to acquire basic vocabulary and analytical tools that are specific to the study of audiovisual documents in French. May be taken concurrently with FREN 302 or FREN 306. Conducted in French. Prerequisite: FREN 201, FREN 281 or equivalent. Offered spring semester. CLA-Diversity International, CLA-Breadth/Humanities.

Proposed:

FREN 304/Contemporary Francophone Cinema

Through weekly screenings of recent films (released in the last decade or so), this course introduces students to current social, cultural and narrative concerns in Francophone cinema. Oral and written fluency is enhanced through written assignments, class discussions, debates and presentations. In addition, this class emphasizes the acquisition of vocabulary specific to film and an awareness of cinematographic approaches.

Prerequisite: FREN 201 or FREN 281 or FREN 283. Offered spring semester. CLA-Diversity International, CLA-Breadth/Humanities.

FREN 310/Introduction to Literature and Culture Studies

◆ Title, description and prerequisite change

Current:

FREN 310/Introduction to Literature and Culture Studies

A gateway course developing reading fluency and oral practice through a study of selected themes drawn from plays, poetry and fiction in the French literary traditions. This course is required for French majors and for more advanced electives. Offered ONLY each Fall. Prerequisites: FREN 302, FREN 304 or FREN 306. CLA-Breadth/Humanities, CLA-Diversity International, CLA-Writing in the Major.

Proposed:

FREN 310/Francophone Literatures and Cultures

This course teaches students research methods and hones critical skills that will be required in more advanced courses. It develops reading fluency and oral practice through key plays, poetry and fiction discussed in their cultural and historical contexts spanning from the Middle Ages to the 21st century. Students learn how to recognize key evidence in class readings to develop their own cohesive argument that they integrate in an academic research paper. Paper revisions allow self-reflection and enhance their linguistic skills. Prerequisites: FREN 302 or FREN 304. Offered every Fall semester. CLA-Breadth/Humanities, CLA-Diversity International, CLA-Writing in the Major.

FREN 334/International Business French

◆ Title and description change

Current:

FREN 334/International Business French

France is the second largest economy in the European Union which is the most important trading block of the United States. Given this context and the use of French in various other business situations in Francophone countries, this course aims at enhancing French oral and written skills related to the world of business, economics and finance. A cross-cultural training prepares students for a week-long mid-semester trip to Québec where they practice their French and meet with representatives of the French-speaking Canadian business community. (Extra-costs borne by the students are room and board at off-campus site). Assignments include oral presentations of articles and short response papers on topics discussed in class. Final projects include the simulation of a French job interview and case studies of social entrepreneurship in French-speaking Africa. Prerequisite FREN 310 [old FREN 104a/b] or Instructor's Signature. CLA-Off Campus Experience.

Proposed:

FREN 334/International Business in French

France is the second largest economy in the European Union which is the most important trading block of the United States. Given this context and the use of French in various other business situations in Francophone countries, this course aims at enhancing French oral and written skills related to the world of business, economics and finance. A cross-cultural training prepares students for a week-long mid-semester ShortTrek to Québec where they practice their French and meet with representatives of the French-speaking Canadian business community. Assignments include oral presentations of articles and short response papers on topics discussed in class. Final projects include the simulation of a French job interview and case studies of social entrepreneurship in French-speaking Africa. CLA-Breadth/Humanities. Prerequisite: FREN 310 or instructor's permission. CLA-Off Campus Experience.

FREN 346/A Children's World: From Wonder to Terror

◆ Description change

Current:

FREN 346/A Children's World: From Wonder to Terror

This course provides a broad introduction to the rich traditions of texts written for children in French. Materials covered in class include picture books, fables, folklore, fantasy and realistic fiction from the classics to the most innovative texts. How do these texts represent the world of adults and the world of children? What cultural norms and values do they seek to reflect, promote or challenge? In particular, how do attitudes towards gender, class and race shift through the ages and across Francophone cultures? Oral and written assignments enhance student's creativity and sharpen analytical skills. Prerequisite: FREN 310. Offered triennially. CLA-Breadth/Humanities.

Proposed:

FREN 346/A Children's World: From Wonder to Terror

This course provides a broad introduction to the rich traditions of texts written for children in French. Materials covered in class include picture books, fables, folklore, fantasy and realistic fiction from the classics to the most innovative texts. What cultural norms and values do they seek to reflect, promote or challenge? What do we learn about children's experience and psychology through these texts? In particular, how do attitudes towards gender, class and race shift through the ages and across Francophone cultures? Prerequisite: FREN 310. CLA-Breadth/Humanities.

FREN 348/The French Enlightenment: Culture and Society

◆ Title and description change

Current:

FREN 348/The French Enlightenment: Culture and Society

The 18th century in France was a period of major political, cultural, and ideological transformations, culminating in the French Revolution. The course examines how the printed word itself becomes a major weapon in the hands of the philosophers, women, and others to challenge the legitimacy of the established political and ideological order of the ancient régime. Written assignments include the publication of students' contributions to the Encyclopedia of Diderot & D'Alembert Collaborative Translation Project <http://quod.lib.umich.edu/d/did/>. Prerequisite: FREN 310 (old FREN 104a/b). Offered triennially. Fulfills: BH Prerequisite: FREN+104. CLA-Breadth/Humanities.

Proposed:

FREN 348/The French Enlightenment Today

The 18th century in France was a period of major political, cultural, and ideological transformations, culminating in the French Revolution. It challenged the legitimacy of the established order imposed by the ancient regime by promoting new ideas in particular on religiosity vs secularity, status quo vs progress; by connecting the concepts of virtue, citizenship and democracy; and by introducing the ideas of universalism and the possibility for all to be equal. This course explores the contradictions and paradoxes of the Enlightenment and examines the possible impact of its ideas and values that continue to have on today's French society. In particular, it takes a look at the so-called "veil issue," the concept of "laïcité" and the debates on cultural identity, nationalism and on equality in a pluralistic society. Prerequisite: FREN 310. CLA-Breadth/Humanities.

FREN 364/Staging the Self and the Other

◆ Title and description change

Current:

FREN 364/Staging the Self and the Other

This course examines works representative of the dramatic tradition spanning from the French classical stage to contemporary works written by authors of French expression. The construction of personal or social or national identity is central to our study and our exploration of the complex dynamic that exists between the spaces of performance, reception, and imagination. Some written assignments but emphasis put on oral expression, diction, articulation. Students perform parts of a play as part of their oral exam. Offered triennially. Prerequisite: FREN 310. Offered triennially. CLA-Breadth/Humanities.

Proposed:

FREN 364/Theater: Staging the Self and the Other

This course examines works representative of the dramatic tradition spanning from the French classical stage to contemporary works written by authors of French expression. The construction of personal or social or national identity is central to our study and our exploration of the complex dynamic that exists between the spaces of performance, reception, and imagination. Some written assignments but emphasis put on oral expression, diction, articulation. Students perform parts of a play as part of their oral exam. Prerequisite: FREN 310. CLA-Breadth/Humanities.

FREN 368/Selected Topics in French and Francophone Studies (in French)

◆ Title change

Current:

FREN 368/Selected Topics in French and Francophone Studies (in French)

Proposed:

FREN 368/Selected Topics in French and Francophone Cultures (in French)

FREN 400/Capstone Seminar

◆ Title and description change

Current:

FREN 400/Capstone Seminar

The theme of “Revolt, Rebellion and Revolution” lies at the basis of most literary and cultural movements in modern France, modern being defined in a historical sense as events following the French Revolution in 1789. This capstone course designated for senior French majors is to explore how various texts of French expression represent and/or impact the radical literary and cultural shifts that have occurred from the French Enlightenment to today. While the analysis of primary and secondary literary sources deepens students’ knowledge of French literature, other texts (films and archival material) broaden and contextualize their understanding of French society. Students exchange ideas and discuss all texts in class conversations and in senior project. CLA-Capstone.

Proposed:

FREN 400/Capstone Experience

Students have two options to satisfy this last requirement for their major: 1) The Capstone Experience course is concurrent with an advanced topic course that inspires the research project; 2) The Capstone Experience course emerges from a previous class, but is completed by the last semester. Guided by a faculty member, students choose a topic and complete a cohesive research paper by: formulating a clear thesis and its implications; presenting their methodology; consulting academic database to identify appropriate primary and secondary sources to demonstrate information literacy; and placing an analytical and convincing argumentation in the relevant cultural, historical or social context following the MLA format and academic conventions. Several drafts allow students to reflect and revise on the substance as well as the linguistic accuracy of this project. The final phase of this semester-long experience is the oral presentation of this

research project in front of peers and French faculty. Traditionally this project is completed in the Senior year but exceptionally, and with the approval of the Program Director, students may consider completing this Capstone experience in their Junior year. CLA-Capstone.

HIST 741/Archives History and Methods

◆ Description change

Current:

HIST 741/Archives History and Methods

A study of the theory and practice of archival management, arranging, describing, evaluating, and using primary source documents in the collections of the United Methodist Archives and History Center. Focuses on the place of archives in the history of institutions along with such issues as preservation and description.

Proposed:

HIST 741/Archives History and Methods

This course will offer a study in the history, theory, and practice of archives, special collections, and rare book libraries. Students will be introduced to archival management including arranging, describing, evaluating, and processing of archival materials. The course will also focus on the practice of rare book librarianship and hands-on work with rare books and manuscripts in a special collections setting. Students will learn about the history of libraries and archives and how that history informs today's professional practices. This course will involve the study of theories and methods related to rare books and archives and allow students the opportunity to work directly with rare materials. Topics to be covered in the course include appraisal, acquisitions, collection development, cataloging & bibliographic description, preservation & conservation, security, exhibitions, outreach, and digitization. The course will be centered around the holdings of Drew University's Special Collections & Archives and the United Methodist Archives.

Changes to Existing Major/Minor:

Environmental Science Major

- ◆ **ENV 150/Great Challenges in Environmental Science replaces ESS 215/Environmental Science**
- ◆ **Adding ENV 282/Special Topics in Environmental Science to electives list**
- ◆ **Adding PH 270/Environmental Health to electives list**
- ◆ **Adding DATA 200/Data Science: Introduction, History, and Case Studies and MAT 227/Intermediate Statistics to the electives list**
- ◆ **Adding new course ESS 315/Environmental Justice**

Requirements for the Major (56 credits)

I. Core Required Courses (40 credits)

ENV 150 - Great Challenges in Environmental Science

ENV 160 - Principles of Physical Geology

BIOL 150 - Ecology and Evolution

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

MATH 117 - Introductory Statistics
ENV 350 - Advanced Environmental Science [WRMJ]
ESS 210 - Environment, Society and Sustainability
ENV 302 - Geographic Information Systems
ENV 400 - Environmental Studies and Sustainability Capstone Seminar

II. Environmental Science Electives (12 credits)

At least 8 credits at the upper level

ENV 265 - Energy and Environment

[ENV 282/Topics in Environmental Science to the list of electives in Environmental Science](#)

ENV 382 - Advanced Topics in Environmental Science

ENV 365 - Advanced GIS

ENV 395 - Research in Environmental Science

ENV 410 - Specialized Honors I in Environmental Science

ENV 411 - Specialized Honors II in Environmental Science

BIOL 308 - Conservation Biology

BIOL 314 - Animal Behavior (Pre-req: BIOL 160)

BIOL 318 - Freshwater Ecology (Pre-req: BIOL 160)

BIOL 320 - Tropical Marine Ecology (Pre-req: BIOL 160)

BIOL 324 - Forest Ecology

BIOL 338 – Ornithology (Pre-req: BIOL 160)

[CHEM 250/Organic Chemistry I](#)

CHEM 320 - Fundamentals of Analytical Chemistry

CHEM 321 - Advanced Analytical Chemistry (Pre-req: CHEM 320)

CHEM 325 - Environmental Chemistry (Pre-req: CHEM 250)

[DATA 200/Data Science: Introduction, History, and Case Studies](#)

[MATH 227/Intermediate Statistics](#)

~~PH 320 – Environmental Health~~

[PH 220 – Environmental Health](#)

III. Environmental Studies Elective (4 credits)

Choose one of the following:

ESS 107 - Indigenous Environments: Literature and Film

ESS 204 - Environmental Writing and Eco-Criticism

ESS 206 - Nature Writing

ESS 271 - Environmental History

ESS 281 - Topics in Environmental Humanities

ESS 283 - Topics: Environment & Society

ESS 300 - Research in Environmental Studies

ESS 307 - Environmental Justice Literature

ESS 309 - Food, Justice, and U.S. Literature

[ESS 315 – Environmental Justice](#)

ESS 330 - Topics in Economics and the Environment

ESS 331 - Archaeology and Sustainable Culture

ESS 332 - Wildlife and Culture

ESS 344 - Environmental Aesthetics

ESS 381 - Advanced Topics in Environmental Humanities

ESS 383 - Advanced Topics: Environment and Society
ECON 245 - Environmental Economics
ECON 247 - Economics of Business and Sustainability
HIST 217 - U.S. Food Cultures
PSCI 320 - Environmental Policy and Politics
PSCI 321 - International Environmental Policy and Politics
REL 218 - Environmental Ethics
SPAN 326 - Self, Place and the Environment in the Hispanic World

Environmental Studies and Sustainability Major/Minor

- ◆ ENV 150/Great Challenges in Environmental Science replaces ESS 215/Environmental Science
- ◆ Adding new course ESS 315/Environmental Justice

Requirements for the Major (48 credits)

I. Core (16 credits)

ENV 150 - Great Challenges in Environmental Science
ENV 160 - Principles of Physical Geology
OR
BIOL 150 - Ecology and Evolution
ESS 210 - Environment, Society and Sustainability
ENV 302 - Geographic Information Systems

II. Electives (28 credits)

28 credits of Electives (listed below) and including at least 16 upper-level credits (300 or 400 level).

ENV 265 - Energy and Environment
ENV 282 - Topics in Environmental Science:
ENV 350 - Advanced Environmental Science
ENV 365 - Advanced GIS
ENV 382 - Advanced Topics in Environmental Science
ENV 395 - Research in Environmental Science
ESS 107 - Indigenous Environments: Literature and Film
ESS 204 - Environmental Writing and Eco-Criticism
ESS 206 - Nature Writing
ESS 271 - Environmental History
ESS 281 - Topics in Environmental Humanities
ESS 283 - Topics: Environment & Society
ESS 300 - Research in Environmental Studies
ESS 305 - Medical Geography
ESS 307 - Environmental Justice Literature
ESS 309 - Food, Justice, and U.S. Literature
[ESS 315 – Environmental Justice](#)
ESS 330 - Topics in Economics and the Environment
ESS 331 - Archaeology and Sustainable Culture
ESS 332 - Wildlife and Culture
ESS 333 - Inuit Environmental Dilemmas

ESS 344 - Environmental Aesthetics
ESS 381 - Advanced Topics in Environmental Humanities
ESS 383 - Advanced Topics: Environment and Society
ESS 410 - Specialized Honors I
ESS 411 - Specialized Honors II
ANTH 202 - Ecological Anthropology
ANTH 322 - Primatology
BIOL 150 - Ecology and Evolution
BIOL 308 - Conservation Biology
BIOL 314 - Animal Behavior (Pre-req: BIOL 160)
BIOL 318 - Freshwater Ecology (Pre-req: BIOL 160)
BIOL 320 - Tropical Marine Ecology (Pre-req: BIOL 160)
BIOL 324 - Forest Ecology
BIOL 338 – Ornithology (Pre-req: BIOL 160)
CHEM 103 - Turning Green: An Introduction to Green Materials & Alternatives
CHEM 150 - Principles of Chemistry I
CHEM 320 - Fundamentals of Analytical Chemistry
CHEM 321 - Advanced Analytical Chemistry (Pre-req: CHEM 320)
CHEM 325 - Environmental Chemistry (Pre-req: CHEM 320)
ECON 245 - Environmental Economics
ECON 247 - Economics of Business and Sustainability
HIST 217 - U.S. Food Cultures
PSCI 320 - Environmental Policy and Politics
PSCI 321 - International Environmental Policy and Politics
REL 218 - Environmental Ethics
SPAN 326 - Self, Place and the Environment in the Hispanic World

III. Experiential (0 credits)

Majors must acquire hands-on experience related to environmental concerns. This requirement may be met through relevant Academic Internships, Drew International Seminars, other study abroad programs with environmental or sustainability components, civic engagement and volunteer experiences, and appropriate independent research at Drew or elsewhere (excluding literature research projects). Must be completed before the start of the final semester; must be approved in advance by the ESS Program Director.

IV. Capstone (4 credits)

ESS 400 - Environmental Studies and Sustainability Capstone Seminar

Requirements for the Minor (24 credits)

I. Core (12 credits)

~~ESS 215 – Environmental Science~~

[ENV 150/Great Challenges in Environmental Science](#)

ESS 210 - Environment, Society and Sustainability

ESS 400 - Environmental Studies and Sustainability Capstone Seminar

II. Electives (12 credits)

12 credits from the ESS course lists, with no more than 4 credits from the student's Major field of study. Normally ESS 300 - Research in Environmental Studies does not count toward the Minor.

Public Health Major/Minor

◆ Adding ESS 315/Environmental Justice to elective list

Requirements for the Major (54-56 credits)

B. Sociocultural Electives (at least 8 credits)

PH 271 - Topics in Public Health: Social Sciences

PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience

PH 360 - Health Policy

PH 371 - Advanced Topics in Public Health: Social Sciences

PH 374 - Health Psychology

OR

PSYC 374 - Health Psychology

ANTH 301 - Medical Anthropology(Pre-req: ANTH 104 or PH 201 or PH 101 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 323 - Food For Thought: Nutritional Anthropology (Pre-req: ANTH 103)

CE 215 - The Non-Profit Sector

CE 250 - Leadership in Practice

ECON 230 - The Economics of Health and Health Care

[ESS 315 – Environmental Justice](#)

HIST 303 - Selected Topics in History: International Diversity

HIST 371 - Disease in History

PHIL 216 - Bio-Medical Ethics

OR

REL 216 - Bio-Medical Ethics

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

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)

SOC 324 - Sociology of Reproduction (Pre-req: SOC 101 or permission of instructor)

WGST 315 - Political Economy of Race, Class, and Gender

OR

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

Requirements for the Minor (24 credits)

I. Electives (8 credits)

4 credits must be from the PH designation.

PH 270 - Topics in Public Health: Biosciences

PH 271 - Topics in Public Health: Social Sciences

PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience

PH 320 - Environmental Health

PH 341 - Research Methods in Population Health (Pre-req: MATH 117, PH 101 or PH 201)

PH 352 - Global and International Health

PH 360 - Health Policy

PH 370 - Advanced Topics in Public Health: Biosciences

PH 371 - Advanced Topics in Public Health: Social Sciences

ANTH 301 - Medical Anthropology (Pre-req: ANTH 104 or PH 201 or PH 101 or permission from Instructor)

ANTH 320 - Selected Topics in Biological Anthropology(Pre-req: ANTH 104 or permission fromInstructor)

BIOL 120 - Human Health and Disease

BIOL 220 – Nutrition (Pre-req: One course in BIOL, CHEM, PH, or NEUR)

BIOL 330 - Emerging Infectious Disease (Pre-req: BIOL 103/BIOL 252)

BIOL 362 – Virology (Pre-reqs: BIOL 160/BIOL 250/BIOL 252 and CHEM 150/CHEM 160)

ECON 230 - The Economics of Health and Health Care

[ESS 315 – Environmental Justice](#)

HIST 303 - Selected Topics in History: International Diversity

HIST 371 - Disease in History

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

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

SOC 320 - Sociology of Mental Health and Illness (Pre-req: SOC 101 or permission from instructor)

SOC 324 - Sociology of Reproduction (Pre-req: SOC 101 or permission from instructor)

French Major/Minor

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 will be called French and Francophone Studies, replacing the prior title of French. French and Francophone Studies is appropriate for a major that is interdisciplinary and has courses in English.

The department intends to increase the flexibility of the major by relaxing credit requirements in each area. Due to retirement and attrition the department cannot offer the range of courses that were previously in each area (for example, in north Africa). We have reduced the three areas to two. An external review in 2010 recommended a focus on cultural studies rather than primarily literary studies. The department revised the curriculum at that time and this revision adds more cultural studies courses.

This new curriculum is also more interdisciplinary and more connected with the rest of the curriculum (Women's and Gender Studies, Film Studies, Linguistics, Middle East Studies, Business Studies and Panafrikan Studies). Some of these interdisciplinary classes are taught in English.

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 department has engaged in a continuous cycle of assessment and revision based on that assessment but these curricular changes are not a result of assessment. The most up-to-date learning objectives of our program are:

- *Communicate in writing in the French Language at least at the 'advanced-low' linguistic proficiency level as defined by ACTFL proficiency guidelines*
- *Read in the French Language at least at the "advanced low" linguistic proficiency level as defined by ACTFL proficiency guidelines*
- *Communicate in speaking in the French Language at least at the "advanced low" linguistic proficiency level as defined by ACTFL proficiency guidelines*
- *Comprehend French spoken language at least at the "advanced low" linguistic proficiency level as defined by ACTFL proficiency guidelines*
- *Contextualize topics and questions related to Francophone cultures at a level appropriate to an undergraduate education*

All courses (old and new) enhance linguistic proficiency and implement the first four learning goals. Learning about Francophone cultures starts in French 101 and contextualizing topics and questions related to Francophone cultures expands starting at the 201 level.

III. Proposed Changes to the Curriculum

a. Explain each proposed change to the major individually;

Reduce number of areas, reduce credit restrictions in each area.

We used to require that students take at least 4 credits in three areas: "Global Perspectives"; "Literary and Cultural Studies" and "Performance Arts." With the shifting of offerings, only two categories are needed: "Literature, Culture and Current Issues" and "Intensive Language Practice" to reflect topics our program offers and to make our regular ShortTrecs more visible.

Students should now take at least twenty credits from the list of topics listed under the headings "Literature, Culture and Current Issues" and "Intensive Language Practice." A maximum of 4 credits in English (FREN 233; FREN 235; FREN 335) is permitted. Students may substitute a relevant course on French history or culture from another department with permission of the department chair; this course will count toward the four credits permitted in English.

In the category of “Literature, Culture and Current Issues,” students study Francophone cultures through literature, history, film and current issues. The “Intensive Language Practice” category focuses on sharpening and enhancing students’ language proficiency through the practice of creative writing and translation or through on-site language practice in ShortTrecs embedded or not in a course.

Not requiring a minimum number of credits in one or the other category gives each student the possibility to connect our major with other academic interests and to move freely throughout the program. That flexibility is especially desirable for students who spend a semester abroad but also a plus for double majors (majority of our majors are double majors).

Final Revised Catalog Copy for French major/minor revision (showing additions in red and deletions)

French and Francophone Studies (FREN) major and minor requirements

Requirements for the Major (34-38 credits)

I. Prerequisites (Do not count towards Major) (8 credits)

By placement exam or the following courses:

- [FREN 101 - Fundamentals of Oral and Written French I](#)
- [FREN 102 - Fundamentals of Oral and Written French II](#)
- OR
- ~~[FREN 182 – Fundamentals of Oral French II in Paris](#)~~ [FREN 181 Fundamentals of French in Paris](#)
- OR
- ~~[FREN 183 – Beginning Intensive Conversation in Paris](#)~~

II. Intermediate French (4 credits)

- [FREN 201 - Intermediate French](#) or placement in upper-level French courses by examination, or through receiving a score of 4 or 5 on the AP exam. *Students who place out of FREN 201 may complete the major with 34 credits.*
- ~~[FREN 280 – DIS On-site Seminar: French Culture](#)~~
- [FREN 281 - Intermediate French in Paris](#)
- [FREN 283 - Intermediate Intensive Conversation in France](#)

III. Advanced Intermediate French Language and Culture (814 credits)

- [FREN 302 - Contemporary French Society and Cross-Cultural Perspectives](#)
- [FREN 304 - Contemporary Francophone Cinema](#)
- ~~[FREN 306 – From Word to Text](#)~~
- ~~[FREN 381 – Advanced Conversation in Paris: Contemporary Topics](#)~~
- ~~[FREN 383 – Advanced Intensive Conversation in Paris](#)~~

IV. Gateway (4 credits)

- [FREN 310 - Introduction to Literature and Culture](#) [Francophone Literature and Culture](#)
- [FREN 400 - Capstone](#)

IV. Electives (20 credits)

Students should take at least twenty credits from the list below. A maximum of 4 credits in English (FREN 233; FREN 235; FREN 335) is permitted. Students may substitute a relevant course on French history or culture from another department with permission of the department chair; this course will count toward the four credits permitted in English. In the category of “Literature, Culture and Current Issues”, students study Francophone cultures through literature, history, film and current issues. The “Intensive Language Practice” category focuses on sharpening and enhancing students’ language proficiency through the practice of creative writing and translation or through on-site language practice in ShortTrecs embedded or not in a course.

A. Literature, Culture and Current Issues ~~Global Perspectives (4-8 credits)~~

- [FREN 233 - Is Another World Possible? ~~Globalization in the Francophone World~~ \[Francophone Perspectives \\(in English\\)\]\(#\)](#)
- [FREN 235 - ~~Women’s Voices through the Ages~~ \[Gender, Sexuality, and the Power of Language \\(in English\\)\]\(#\)](#)
- ~~FREN 336 – Protest in the North African Tradition: From Colonization to the Arab Spring~~
- ~~FREN 338 – The Caribbean Triangle~~
- ~~FREN 339 – Paris, Dakar, and Port-au-Prince (in English)~~
- ~~FREN 340 – France in the 21st Century~~
- ~~FREN 380 – DIS On-site Seminar: French Culture~~
- [FREN 261 Selected Topics in French and Francophone Studies \(in English\)](#)
- [FREN 300 Independent Studies in French and Francophone Studies](#)
- [FREN 320 Paris: The Biography of a Capital](#)
- [FREN 326 The French Asian Connection](#)
- [FREN 332 Voices from Africa and its Diaspora](#)
- [FREN 335 Algerian Film from Decolonization to Globalization \(in English\)](#)
- [FREN 346 - A Children’s World: Wonder and Terror](#)
- ~~FREN 348 - The French Enlightenment: [Culture and Society Today](#)~~
- ~~FREN 350 – Reading and Writing French Poetry~~
- ~~FREN 352 – Poetry and Culture~~
- ~~FREN 354 – From World War II to 9/11: The Contemporary Novel~~
- [FREN 364 - \[French Theatre: Staging the Self and the Other\]\(#\)](#)
- [FREN 368 - Selected Topics in French and Francophone \[Studies Literatures \\(in French\\)\]\(#\)](#)
- [FREN 410 Specialized Honors](#)
- [FREN 411 Specialized Honors](#)

B. Intensive Language Practice ~~(4-8 credits)~~

- [FREN 199 ShortTREC at the introductory level](#)
- [FREN 299 ShortTREC at the Intermediate Level](#)
- [FREN 300 Independent Study in French and Francophone Studies](#)
- [FREN 322 My word! Creative Writing and Translation Practice](#)

- [FREN 334 - International Business in French](#)
- [FREN 342 Francophone Culture of/in the Americas](#)
- [FREN 381 - Advanced Conversation in Paris: Contemporary Topics](#)
- [FREN 383 - Advanced Intensive Conversation in Paris](#)
- [FREN 399 ShortTREC at the Upper Level](#)
- [FREN 410 Specialized Honors](#)
- [FREN 411 Specialized Honors](#)

C. Visual and Performing Arts (4-8 credits)

D. English Language (0-4 credits)

Note:

It is strongly recommended that all French majors spend time studying in France or in a French-speaking country. Students considering graduate studies in French language, civilization, and/or literature should take general-education requirements in a cognate field and additional courses in French and Francophone literature and culture. Students interested in careers in international affairs, business, or law should take courses in the relevant disciplines and programs.

French and Francophone Studies minor requirements

Requirements for the Minor (20 credits)

The minor requires 20 credits; students who place out of 102 and/or 201 should take 20 credits at the upper level. Courses taught in English may not be used toward the minor.

I. Core (8 credits)

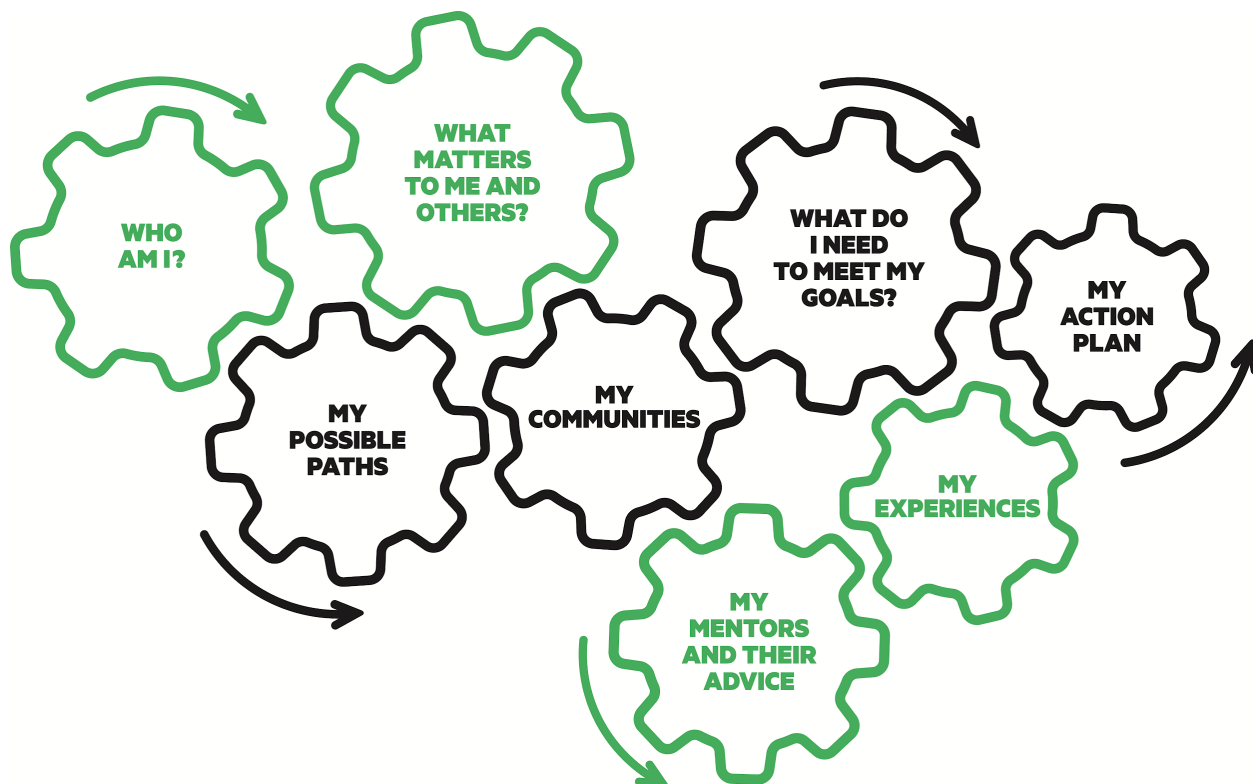
- ~~[FREN 102 - Fundamentals of Oral and Written French II](#)~~
- ~~OR~~
- ~~[FREN 182 - Fundamentals of Oral French II in Paris](#)~~ ~~[FREN 181 - Fundamentals of French in Paris](#)~~
- ~~OR~~
- ~~[FREN 183 - Beginning Intensive Conversation in Paris](#)~~
- ~~OR~~
- ~~[FREN 201 - Intermediate French](#)~~
- ~~OR~~
- ~~[FREN 280 - DIS On-site Seminar: French Culture](#)~~
- ~~OR~~
- ~~[FREN 281 - Intermediate French in Paris](#)~~
- ~~OR~~
- ~~[FREN 283 - Intermediate Intensive Conversation in France](#)~~

DREW

LAUNCH YOUR LIFE

April 2020 Drew 110 Report Launch Workshop: Preparation for Career and Academic Success

Drew 110 had a series of seven sessions on the themes shown in the gears below; each student generated a Launch Plan (in their own ePortfolio) throughout the semester. Here's the graphic that guided students through Drew 110 and their Launch Plan:



During DVT, Drew 110 was facilitated through centralized instruction by Daniel Pascoe; students participated in key in-class exercises and selected out-of-class assignments.

Session 6 focused on what is expected from aspirants in students' paths of choice through a practice interview and an effective communication, interviewing, and résumé conversation.

Session 7 consisted of students' presentations of their Launch Plan Synthesis in small breakouts for alum, faculty, peer, and instructor feedback on their self/needs-assessment, their paths of choice, their paths' expectations, and their action plans to prepare for them.

SESSION 6

What do I need to meet my goals?

Students are guided through an inductive practice interview exercise they self-evaluate. This experience is followed by a deductive presentation on effective interviewing by Daniel Pascoe and a Drew alum, concluding with an open Q/A session. Daniel and the guest alum finish the session with an effective communication and résumé writing presentation followed by an open Q/A session.

In a virtual, facilitated session, students:

- Practice responding common, key interview questions as if there were doing so in front of a recruiter or potential client/market in one of their paths of choice
- Explore tips and recommendations on effective interviewing facilitated by Drew staff and alumnx
- Learn about effective communication and résumé design facilitated by Drew staff and alumnx
- Prepare for their final assignments: their Launch Plan Synthesis (LPS) document and their LPS video presentation

Students enter their findings in their Launch Plan within their ePortfolio

SESSION 7

My action plan

Students present summaries of their Launch Plan Synthesis live or in a video they share; they receive feedback from an alum, faculty member, instructor, and/or peers. Presentations are followed by an encouraging synthesis of the course as a critical foundation Launch is helping students develop in preparation for our rapidly evolving world.

Through Zoom breakouts and a joint session, students:

- Present their Launch Plan Synthesis, including what they've learned about themselves, the needs of their community or the world that matter to them, the aligning paths they want to explore or pursue, what these paths expect from candidates, and their action plan to prepare for their paths of choice
- Receive feedback from an alum, faculty member, instructor, and/or peers in their breakout rooms, including reactions to either the focus, accuracy, alignment, logic, persuasiveness, thoughtfulness or thoroughness of their presentation, or other observations that apply
- Are encouraged to think of the content and practices they've learned in Drew 110 as a muscle they need to continue developing in preparation for their navigation of and impact in a rapidly evolving world and job market.

Students enter their findings in their Launch Plan within their ePortfolio

Here are some talking points you can use to engage with first year / emerging sophomore students about what they have discovering in Drew 110.

- What component(s) of Launch or Drew 110 have captured your attention? How will these help you succeed at Drew or prepare for your life after Drew?
- As part of your Drew 110 exploration, what have you learned about yourself, about what matters to you and others, or about the aligning paths you are considering?
- How are you preparing for your paths of choice? What are key action items and next steps of your Launch Plan?

Here's how the Drew 110 unfolds for students throughout the spring semester:

Session	Month	Activity
Session 1	January	Who am I? (Dependable Strengths exercise)
Session 2	January	Who am I? (Purpose & Strategy Development exercise)
Session 3	February	Who am I? (Social Identity) What matters to me and others? (Community needs exercise)
Session 4	February	My Communities, My Experiences, What do I Need to Meet my Goals (Academic, Student Engagement, Career Community Opportunities)
Session 5	March	My Possible Paths (Self-Synthesis from “Who Am I” and “What Matters To Me & Others”)
Session 6	April	What do I Need to Meet my Goals and My Mentors & their Advice (Practice Interviews, action planning, résumé development)
Session 7	April	My Action Plan and My Mentors & their Advice (Video Presentations of Launch Plan Synthesis, feedback session)
Launch Plan Synthesis		A Launch Plan now appears in every student's ePortfolio, along with a Launch Plan Synthesis Video. Ask a student to share these with you!

Career Center remote services and support to students.

The Career Center is committed to serving our students during this time of uncharted territory and we are prepared to provide many of our services remotely:

- Résumé/Cover Letter review
- Interview coaching
- Internship or job search
- Networking

Sign up today on [Handshake](#) for a virtual appointment! Information on [setting up a virtual appointment](#).

Don't forget to visit the Career Center for a variety of [online resources](#).

Any questions please contact career@drew.edu

Bob Herr
Vice President for Enrollment Management &
Dean of College Admission

Upcoming Admissions events:

Webcasts:

- Drew YOUiversity Webcast - Educational Opportunity Scholars
Monday, April 20 at 7:00 PM
- Drew YOUiversity Webcast - Parent to Parent
Thursday, April 23 at 7:00 PM
- Drew YOUiversity Webcast - Discover the Forest: Student to Student
Monday, April 27 at 7:00 PM

Virtual Discover Drew Day: May 17, 2020

2020 Admissions Update:

Below is a chart with the current Fall 2020 admissions numbers for applications, admitted students, and deposited students as of April 20.

1st year	Fall 2018	Fall 2019	Fall 2020
Applications	3812	3981	4041
Admits	2593	2770	2818
Deposits	226	201	195

Transfers	Fall 2018	Fall 2019	Fall 2020
Applications	147	100	99
Admits	83	58	68
Deposits	10	14	10

There are several items to share with you about the changes in the first year admissions numbers since the March meeting. First, our deposits have been steadily coming in, but without the ability for students to visit campus and attend our on-campus yield events we are not seeing the increases we typically experience following those events. Subsequently, last week we went from being +14 to -6 in a week's time. The affects of the COVID19 situation on student decision making and what families are experiencing is impacting our timeline to yield the class. On April 17th, in respond to numerous requests for deposit extensions and an increase in financial aid appeals, we decided to join over 300 colleges/universities in extending our deposit deadline to June 1st. While this will give students more time to finalize their decisions, it will mean our comparative numbers will be askew for the coming weeks, and we won't have a clear gauge of the size of the incoming class until later in May this year.

On a positive note, we have already exceeded last year's final totals in both applications and admitted students. We have reviewed the wait list twice and have already admitted some additional students. For yield, we completed two Inside the Forest virtual events (3/22 and 4/4) and 11 targeted yield webcasts since starting DVT. We are also offering virtual information sessions several times a week, as well as daily individual Zoom appointments with admissions and financial aid counselors. Furthermore, we are offering a dozen classes for admitted students to virtually attend a Zoom class with our professors this week. The number of opportunities we have presented to students, as well as their level of engagement continue to be encouraging.

Thanks to all of the professors who offered up their classes for “virtual classroom visits”, as well as all of those who have assisted on our webcasts and who have answered student questions the past few weeks. I appreciate all of your support and efforts to help yield this class.

UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of April 24, 2020

Dear Colleagues:

For this month, here is a one-page list for quick access to the library and instructional tech services you need during DVT:

GET LIBRARY HELP

- [Library subject liaisons](#) and [Special Collections archivists](#) are available to you and your students for in-depth consultation on sources and research strategies. Contact us for Zoom office hours or to make an appointment.
- **Instructional Support:** Library liaisons and staff from Special Collections are here to help you integrate digital sources into remote courses, plan library assignments designed for remote learners, build [custom course guides](#) to link from your syllabus and Moodle site, and schedule visits and instruction sessions with your remote classes.
- **General Questions:** Start with the [Ask a Librarian](#) page to ask a question by e-mail or chat. During DVT, we have expanded chat hours to 9 am – 9 pm Mon-Thurs, 9am – 5pm Friday, and 7-9pm Sunday. If chat is offline, send an e-mail and we will respond within one business day.

GET LIBRARY RESOURCES

- [Library Subject Guides](#): Curated, targeted, top-rated information resources selected for Drew's undergraduate and graduate subject areas.
- [Full Text and Other Resources during Drew Virtual Time](#): A concise guide to locating books and journal articles, scanning items only available in print, and requesting items not currently owned or licensed by Drew.
- [DVT and COVID-19 Resources](#): Newly available resources, either by trial or offered by vendors to aid in remote and online teaching and learning. The Educational Resources tab is now broken out by subject area to save time in searching.
- [Primary Sources Online](#): A guide to primary source databases that are available online while Drew's physical collections are not accessible.
- [Request for Scanning](#): complete this form to request a scan from Drew-owned books or periodicals. If you are requesting a scan of an entire work, please use the [Library Resource Request Form](#).

GET TECH HELP

- **During a Class:** If you are having trouble during a live class, call **973-408-3001**. This is the same number used for on-campus classroom technology help
- **For Upcoming Classes:** To arrange for a consultation or direct assistance with an upcoming class session, send e-mail to the Instructional Tech team via helpdesk@drew.edu
- **Moodle Site for all Instructors:** The most comprehensive source for tech support is the [Remote Instruction Resources Moodle Site](#) (requires login). Please explore this site thoroughly, bookmark it, and check back often. This is where you will find tech support contacts, help resources, recorded training sessions, a schedule for live workshops, and more.

See <https://www.drew.edu/library/coronavirus-covid-19-library-services> for further information and updates.

With all best wishes,

Andrew Bonamici, University Librarian

Independent Study and Individualized Instruction

I. Overview

Need to standardize the process of students requesting independent study/individualized instruction across all subject codes as they are not currently handled consistently and account for individualized experiences that are immersive experiences.

II. What we need from CAPC

Review the proposal to determine if it is viable across all departments.

Review the course descriptions for 300/396 and make any suggested edits.

Review the student submission form and make any suggested edits.

III. Proposal

1. Modify all existing independent studies (300) to be set up the same across all subject codes at the course level with a standard title, description, and variable credits.
2. Change the registration process for students taking an existing course as individualized instruction. They will be registered into the existing course with modifications to the section and schedule type to reflect individualized instruction and will not be registered as an independent study. We need to reflect the actual class taken on the transcript and be able to track how many of these we have a term.
3. Create a new course, Immersive Research/Creative Projects (396), that will carry an immersive experience course attribute. It would have a standard title, description, and variable credits for the departments that opt to offer a version.

Note: The above are for the requests that go through the Registrar's Office for manual registration. If a department wants to offer a different version of independent study or research to be scheduled during the call for classes, they can create a new course, have it approved through CAPC, and schedule it on the schedule where students register directly and there is a generic class description.

Individual Instruction Overview:

Independent Study (300)

Course description: Individualized instruction, topic chosen by student and faculty member.

Process:

- Students are registered for *Subject Code 300*.
- Section X
- Schedule Type: INS (Independent Study)
- If a department does not have a 300 level, they will need to request creation of one through CAPC.

Taking an Existing Course as Individualized Instruction

A student receiving the same content and learning outcomes of a course that exists in the catalog and may not be offered in the term or at a time the student can take it.

Process:

- Students provide the subject code and course number of the existing course.
- Students are registered for the existing course
- Section: X
- Schedule Type: IND (Individual Instruction)

Immersive Research/Creative Projects (396)

Course description: Mentored research, scholarship, or creative projects beyond the traditional classroom experience in which the student defines the question and approach of the topic to be studied.

Process:

- Students are registered for *Subject Code 396*.
- Section X
- Schedule Type: INS (Independent Study)
- If a department does not have a 396 level, they will need to request creation of one through CAPC and meet the requirements for the immersive attribute.

IV. Proposed Implementation

- Share the definition of a topics course and the requirements (not always gen ed bearing, repeatable)
- At the section level, titles will begin with the subject matter then the word topic
 - i.e. Topics in Public Health at the course level, becomes Public Health Topics (unless another section title is provided)
- Existing 300s will be updated with the new generic description, course title, and variable credit.
- If a department does not have an existing 300, they will need to submit a course proposal from for 300 to be created
- 396 - BIOL/NEUR/PSYC will need to be reviewed if they meet the requirements of 396 and be updated with the standard description.
- 394/395/200-level versions - will need to be reviewed to see if they should be renumbered to 396 or stay at the existing number as it does not meet the immersive requirement.

V. Included Documents

- Course proposal form for Independent Study 300
- Course proposal form for Immersive Research/Creative Projects (396)
- Independent Study/individualized Instruction student request form

Complete and submit an electronic version of this form for new courses and revisions of existing courses.

Select one: NEW COURSE CHANGES TO AN EXISTING COURSE

Effective Term: Fall January Spring Summer **Year:** 2020

Subject Code: (VARIES) **Course Number:** 300

College: CLA CSGS THEO **Department:** _____

Credits: Fixed: _____ OR Variable: 1 To/Or 4 **Anticipated Instructor:** _____

Repeatable: YES NO If yes, Max # of Times Allowed for Repeat: _____ OR Max # of Credits Allowed for Repeat: _____

Course Format:	Student Level:	Grade Mode:												
<p>Select all that may apply to the course.</p> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Recitation/Precept <input type="checkbox"/> Hybrid <input type="checkbox"/> Studio <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Independent Study <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Online <input type="checkbox"/> Chapel <input type="checkbox"/> Off Campus <input type="checkbox"/> Other: _____	<p>Select all student levels that may be able to take the course. This should include any student level that could possibly take the course as an exception and receive credit. You may restrict it to a certain population later in the form.</p> <input checked="" type="checkbox"/> Undergraduate (UG) <input type="checkbox"/> Graduate Master's CSGS (GM) <input type="checkbox"/> Graduate Doctoral CSGS (GD) <input type="checkbox"/> Professional Master's Theo (PM) <input type="checkbox"/> Professional Doctoral Theo (PD) <input type="checkbox"/> Academic Master's Theo (TM) <input type="checkbox"/> GDR Ph.D (TP)	<p>Select all that may apply to the course. You only need to indicate one as a default.</p> <table border="0"> <tr> <td></td> <td style="text-align: right;">Default?</td> </tr> <tr> <td><input type="checkbox"/> Regular</td> <td style="text-align: right;"><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Pass/Fail</td> <td style="text-align: right;"><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> DMIN</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Audit</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> No Grade</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </table> <p>Language:</p> <input type="checkbox"/> English <input type="checkbox"/> Other: _____		Default?	<input type="checkbox"/> Regular	<input checked="" type="checkbox"/>	<input type="checkbox"/> Pass/Fail	<input checked="" type="checkbox"/>	<input type="checkbox"/> DMIN	<input type="checkbox"/>	<input type="checkbox"/> Audit	<input type="checkbox"/>	<input type="checkbox"/> No Grade	<input type="checkbox"/>
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<input type="checkbox"/> Regular	<input checked="" type="checkbox"/>													
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<input type="checkbox"/> DMIN	<input type="checkbox"/>													
<input type="checkbox"/> Audit	<input type="checkbox"/>													
<input type="checkbox"/> No Grade	<input type="checkbox"/>													

Title: Independent Study

Short Title (30 character limit and no '&'): Independent Study

Course Description (125 word limit):
*A course description informs a student of the subject matter, approach, applicability, and highlights topics. It should **not** include deliverables (e.g. "Students will..."), begin with "This course...", or include syllabus-related content (assignments, structure, software that will change term by term, etc.). Course descriptions may be edited for length or content to meet these requirements.*

Individualized instruction, topic chosen by student and faculty member.

- Process**
- Students submit an Independent Study/Individualize Instruction form that requires instructor approval for registration
 - Students are registered for *Subject Code* 300.
 - Section: X
 - Schedule Type: INS (Independent Study)
 - If a department does not have a 300 level, they will need to request creation of one through CAPC.

Complete and submit an electronic version of this form for new courses and revisions of existing courses.

Select one: NEW COURSE CHANGES TO AN EXISTING COURSE

Effective Term: Fall January Spring Summer **Year:** 2020

Subject Code: (VARIES) **Course Number:** 396
 CLA CSGS

College: THEO **Department:** _____

Credits: Fixed: OR Variable: 1 To/Or 4 **Anticipated Instructor:** _____

Repeatable: YES NO If yes, Max # of Times Allowed for Repeat: OR Max # of Credits Allowed for Repeat:

<p><u>Course Format:</u> <i>Select all that may apply to the course.</i></p> <p><input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Recitation/Precept <input type="checkbox"/> Hybrid <input type="checkbox"/> Studio <input type="checkbox"/> Internship <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Individual Instruction <input type="checkbox"/> Online <input type="checkbox"/> Chapel <input type="checkbox"/> Off Campus <input type="checkbox"/> Other:</p>	<p><u>Student Level:</u> <i>Select all student levels that may be able to take the course. This should include any student level that could possibly take the course as an exception and receive credit. You may restrict it to a certain population later in the form.</i></p> <p><input checked="" type="checkbox"/> Undergraduate (UG) <input type="checkbox"/> Graduate Master's CSGS (GM) <input type="checkbox"/> Graduate Doctoral CSGS (GD) <input type="checkbox"/> Professional Master's Theo (PM) <input type="checkbox"/> Professional Doctoral Theo (PD) <input type="checkbox"/> Academic Master's Theo (TM) <input type="checkbox"/> GDR Ph.D (TP)</p>	<p><u>Grade Mode:</u> <i>Select all that may apply to the course. You only need to indicate one as a default.</i></p> <table style="width: 100%;"> <tr> <td></td> <td style="text-align: right;">Default?</td> </tr> <tr> <td><input type="checkbox"/> Regular</td> <td style="text-align: right;"><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Pass/Fail</td> <td style="text-align: right;"><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> DMIN</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Audit</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> No Grade</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </table> <p><u>Language:</u></p> <p><input type="checkbox"/> English <input type="checkbox"/> Other:</p>		Default?	<input type="checkbox"/> Regular	<input checked="" type="checkbox"/>	<input type="checkbox"/> Pass/Fail	<input checked="" type="checkbox"/>	<input type="checkbox"/> DMIN	<input type="checkbox"/>	<input type="checkbox"/> Audit	<input type="checkbox"/>	<input type="checkbox"/> No Grade	<input type="checkbox"/>
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<input type="checkbox"/> DMIN	<input type="checkbox"/>													
<input type="checkbox"/> Audit	<input type="checkbox"/>													
<input type="checkbox"/> No Grade	<input type="checkbox"/>													

Title: Immersive Research/Creative Projects

Short Title (30 character limit and no '&'): Immersive Research/Creative Projects

Course Description (125 word limit):
*A course description informs a student of the subject matter, approach, applicability, and highlights topics. It should **not** include deliverables (e.g. "Students will..."), begin with "This course...", or include syllabus-related content (assignments, structure, software that will change term by term, etc.). Course descriptions may be edited for length or content to meet these requirements.*

Mentored research, scholarship, or creative projects beyond the traditional classroom experience in which the student defines the question and approach of the topic to be studied.

- Process**
- Students submit an Independent Study/Individualize Instruction form that requires instructor approval for registration
 - Students are registered for *Subject Code* 396.
 - Section X
 - Schedule Type: INS (Independent Study)
 - If a department does not have a 396 level, they will need to request creation of one through CAPC and meet the requirements for the immersive attribute.

CLA Independent Study & Individualized Instruction Registration Form 2020

Please complete all fields

Students may use this form to register for one of the following:

Independent Study: individualized instruction where the class topic is chosen by the student and faculty member. Designated with 300 as the course number.

Taking an Existing Course as Individualized Instruction: a student who is receiving the same content and learning outcomes of a course that exists in the catalog and may not be offered in the term or at a time the student can take it. Students should provide the subject code and course number of the existing course in the form.

Immersive Research/Creative Project: mentored research, scholarship, or creative projects beyond the traditional classroom experience in which the student defines the question and approach of the topic to be studied. Designated with 396 as the course number.

Student Name (First and Last) *

I.D. Number *

Your Drew University Email Address *

Requested Registration

- Independent Study (300)
- Taking an Existing Course as Individualized Instruction
- Immersive Research/Creative Projects (396)

Department of Study (CLA students) *

Please note: If your desired area of study does not appear on this list, please select the "Other" field.

Only if a student selects "Taking an Existing Course as Individualized Instruction" they will see the course number box:

Requested Registration

- Independent Study (300)
- Taking an Existing Course as Individualized Instruction
- Immersive Research/Creative Projects (396)

Department of Study (CLA students) *

Please note: If your desired area of study does not appear on this list, please select the "Other" field.

Course Number of Existing Course *

Please provide the course number of the existing course you are taking as individualized instruction. View the catalog if you do not know the number: <http://catalog.drew.edu/>

Calendar Year *

Select the Term and Part of Term for Registration *

- Fall – Full Term
- Fall – First Half of Term
- Fall – Second Half of Term
- Jan Term – If a student is attempting to earn 3 or 4 credits in Jan Term, they must begin work prior to Jan Term in order to meet the credit hour requirement.
- Spring – Full Term
- Spring – First Half of Term
- Spring – Second Half of Term
- Summer – Full Term
- Summer – First Half of Term
- Summer – Second Half of Term

Please select the term in which the work will be completed.

Number of Credits – Full Term *

✓ 1 Credit Hour (45 Learning Hours) ▾

2 Credit Hours (90 Learning Hours)

3 Credit Hours (135 Learning Hours)

4 Credit Hours (180 Learning Hours)

of learning hours to earn the selected number of credits. If a student is
t. Please ensure the Start and End dates reflect the true start date of the

If a student selects half term, they will receive a different credit drop-down with only two options:

Select the Term and Part of Term for Registration *

- Fall – Full Term
- Fall – First Half of Term
- Fall – Second Half of Term
- Jan Term – If a student is attempting to earn 3 or 4 credits in Jan Term, they must begin work prior to Jan Term in order to meet the credit hour requirement.
- Spring – Full Term
- Spring – First Half of Term
- Spring – Second Half of Term
- Summer – Full Term
- Summer – First Half of Term
- Summer – Second Half of Term

Please select the term in which the work will be completed.

Number of Credits – Half Term *

✓ 1 Credit Hour (45 Learning Hours) ▾

2 Credit Hours (90 Learning Hours)

Start and End dates reflect the true start date of the work.

of learning hours to earn the selected number of credits. Please ensure the

Instructor's Name (First and Last) *

Instructor's Email *

Advisor's Name (First and Last) *

Advisor's Email *

Please use only "@drew.edu" email accounts. Instructors will not receive emails at non-Drew email addresses.

Only students who select "Independent Study (300)" or "Immersive Research/Creative Projects (396)" will see the following two boxes as students taking an existing course will have the existing course title on their transcript and should have established learning outcomes.

Title/Topic of Independent Study *

Please enter the title or topic of the requested registration. This will display on your transcript once the registration has been graded.

Anticipated Assignments, Deliverables, and Learning Outcomes *

Please describe the work expected to be completed, including: readings, homework assignments, finals papers/projects, etc.

Start Date *

Please provide the date work will start for the requested registration.

End Date *

Please provide the date work is due for the requested registration. This date should fall within the academic term and not extend past the last day of the term.

Anticipated Number of Meetings with Instructor *

Please provide the anticipated number of times you will meet with your instructor for the requested registration.

I understand, I will be manually registered for the above request upon approval from the instructor and advisor listed on this application. If I do not want to be registered, I must contact the Registrar's Office directly to cancel this request. *

I understand.

I understand, I am responsible for reviewing my schedule to ensure I have enough space available for the requested registration. If the registration results in an overload of credits, I must submit a petition to the academic standing committee to approve the increase in hours for the term and understand the financial implications of the overload before I can be registered. *

I understand.

I understand, I am responsible for payment of fees associated with my enrollment which must be paid prior to the start of the semester. Any balance that becomes due after the semester billing (e.g. late registrations, changes to a schedule) are due immediately. *

I understand.

I understand, I will not be registered if I have a registration-blocking hold on my account. I will need to clear the hold then inform the Registrar's Office in order to be registered. *

I understand.

I understand, this request will have to be approved by the instructor on record or an associate dean. It is my responsibility to follow up with the instructor/dean upon submission of this form to ensure they reply to the email copy of this request they receive to approve or deny and "sign" their name. *

I understand.

Please E-Sign to approve registration of this request if all conditions stated above are appropriately met. *

Example: Jane F. Doe



Spring Break 2021

Migration and Mobility in Morocco

Jennifer Olmsted | Morocco

Banking & Finance in Switzerland

Alex deVoogt & Marc Tomljanovich |
Switzerland

Summer 2021

**Culture as a Spectacle: Commodifying
Confucius**

Bai Di | China

Environment, Behavior and the Brain

Graham Cousens | Australia

French Language and Culture in Paris

Muriel Placet-Kouassi | France

Literary Island: Writing Workshops in Greece

Courtney Zoffness | Greece

Musical Theatre in Ireland

Rosemary McLaughlin & Kimani Fowlin |
Republic of Ireland & Northern Ireland

Food and Philosophy in Cilento

Eric Anderson | Italy

**Health Care and Human Development in
South Africa**

Brianne Barker | South Africa

**Psychology of Group Conflict and
Reconciliation in South Africa**

Scott Morgan | South Africa

Spanish Language and Culture in Barcelona

Monica Cantero | Spain



The Next Casualty of the Coronavirus Crisis May Be the Academic Calendar

By Beth McMurtrie April 16, 2020 PREMIUM



As the novel coronavirus rolled across the country in early March, Beloit

College scrambled to keep up. Like virtually every other campus in the United States, it sent students home and moved instruction online. But what about the future?

“All we were doing was triage,” says Eric Boynton, provost of the small liberal-arts college in Wisconsin, remembering the days after Covid-19 hit. “I had this sinking feeling that this wasn’t enough.”

So Boynton brought an idea to a committee at Beloit that had spent nearly eight months crafting a new [academic plan](#) to differentiate itself from its peers: What if, come fall, Beloit broke the semester into 3.5-week increments, so students and professors could focus on one course at a time? That, he argued, would allow for greater flexibility to respond to what many public-health experts anticipate will be a flare-up in infections in the coming months if social-distancing orders are lifted too soon. And it would, he said, give “solidity” to the fall calendar.

The committee rejected that idea but two days later suggested another: a later start date and two seven-week modules instead of a full semester. That way, if the college needed to move everyone online either early or late in the fall, it could do so with fewer disruptions. The deal was ratified and publicly rolled out within two weeks, giving Beloit a leg up at a time when families are struggling to make sense of what the next academic year will look like.



Cm300883 at English Wikipedia via [Creative Commons license](#)

Middle College at Beloit College

Beloit is one of the first colleges to lay out a new course schedule for the fall, but every institution will face the same quandary. Even if the coronavirus wanes over the summer, public-health officials say, it is likely to resurface once large groups of people — say, students in lecture halls or dormitories — begin to congregate. The solutions will depend on whether a campus is large or small, residential or commuter, mainly undergraduate or with extensive graduate programs. But all are weighing a collection of options and interlocking scenarios, each of which will force a reconsideration of bedrock assumptions about the academic calendar, and of the shape and trajectory of college life.

Should colleges split the semester into smaller parts, as Beloit did? Keep dormitories shuttered in the fall and put courses entirely online? Create hybrids so that students come to campus less frequently and convene in smaller groups? Delay the start of the

semester to allow some international students to return or the virus to die down? Push the start of the fall semester to the spring of 2021? Offer fewer courses, to create a more nimble teaching environment, or explore partnerships with other institutions?

W

hatever happens, it looks increasingly unlikely that the fall semester will

assume traditional form. A recent [survey](#) by the American Association of Collegiate Registrars and Admissions Officers found that more than half of colleges are considering remaining fully online or are considering cutting the number of in-person courses in the fall. And 65 percent are considering increasing the number of online or remote courses (some have already made those changes).

Another, more-recent [survey](#) by the association suggests, though, that the vast majority of colleges are not yet considering altering the calendar itself. Just 21 percent of respondents using the semester system said they may delay, or have delayed, the start of the term. And fewer than 20 percent said they have added or may add sessions shorter than 16 weeks.

As they decide what to do, colleges have to factor in accreditation and other regulations, which so far have been flexible but may not remain so. State budget cuts could force public colleges to scale back course offerings. And if fall courses are taught online, students will expect instruction of much higher quality than the emergency strategies professors are employing to get through the spring term. That means colleges need to start figuring out how to redesign hundreds of courses to be taught online — assuming they think that will be necessary.

“The hard part is that no one knows what to plan for, because you have too many variables.”

“The hard part is that no one knows what to plan for, because you have too many variables,” says Frank Dooley, senior vice provost for teaching and learning at Purdue University, where a Covid-19 task force for fall planning includes people from 12 divisions, alongside three scientific advisers.

If the typical disaster-planning scenario aims to handle tornadoes and hurricanes, “this is more like the Australian brush fires,” says Dooley. “You don’t know when it’s going to end or where it’s going next. This thing is touching everything.”

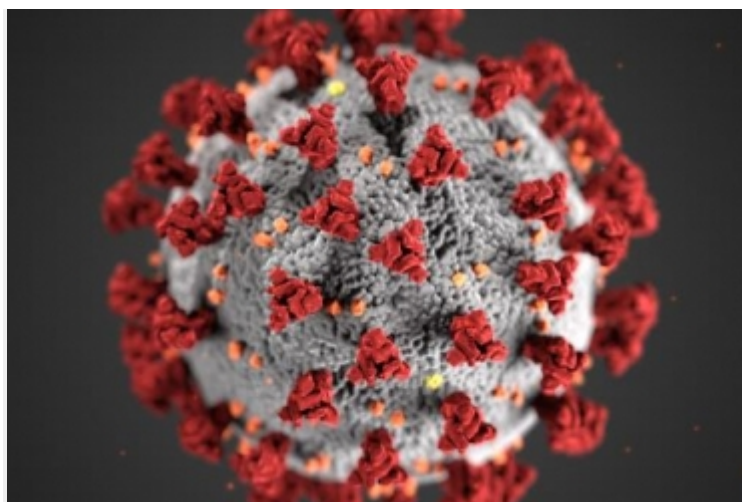
Purdue’s task force has been asked to return next week with three or four scenarios it thinks are most likely. In the meantime, Dooley and his colleagues have been mapping out what it would take to shift online a core set of courses for the fall.

At a university that offered 2,000 courses last fall, not including independent study, that’s no small task. While Purdue already offers about 200 courses online — mainly to meet general-education requirements — Dooley estimates that it will need to design 150 more courses to cover freshman year. Some 250 more courses could cover sophomores.

“My challenge then gets to be my juniors and seniors,” he says. “And so much of what they’re doing is experiential.”

On a STEM-heavy campus, he also wonders how to handle lab-based courses. Purdue has spent the last eight years integrating lectures and labs. Now, Dooley says, it will probably have to undo all that. One scenario has instructors offering the lecture part of STEM courses during the first half of the semester, possibly online, and deferring the hands-on part. But that scenario assumes Purdue will have enough capacity to cycle small groups of students through laboratories in person. Purdue is also looking into creating virtual labs that students could take online.

Dooley assumes most international students — certainly those from China — won’t show up in the fall because of logistical challenges surrounding student visas and travel. But they could still take classes remotely. That’s all the more reason, he says, to design a cohort of online courses that can be rolled out in late August.



[Coronavirus Hits Campus](#)

As colleges and universities have struggled to devise policies to respond to the quickly evolving situation, here are links to *The Chronicle*'s key coverage of how this worldwide health crisis is affecting campuses.

- [How Colleges That Serve More Part-Timers Ended Up With Less Coronavirus-Relief Aid](#)
- [Colleges Are Handing Out Billions in Coronavirus Stimulus Funding to Students. Can They Do It Fairly?](#)
- [In Pandemic, Some Students Turn to Crowdfunding for Help](#)

Many colleges are wondering what accreditors and the federal government will allow this fall. So far, the Department of Education, from which accreditors seek guidance, has [given colleges flexibility](#) to cover Covid-related emergency teaching through June 1. Jamiene S. Studley, president of the WASC Senior College and University Commission, a regional accreditor for Western states, says she and other accreditors will be asking the department to extend that forbearance through the fall.

She and others note that some specialized accreditors have struggled with lifting or altering requirements related to accruing clinical or hands-on training, such as with nursing. And unless the Education Department continues to allow Covid-related accommodations, colleges would need to seek accreditor approval if they offered more than 50 percent of a degree program online, something that could happen to shorter programs if the fall semester goes entirely online.

Still, she says, “the accreditors I’ve listened to are trying to be as responsive and as practical as possible.”

Two competing tensions are playing out now, says Bryan Alexander, a researcher and consultant who focuses on the future of higher education. On the one hand, the pandemic could be a catalyst for the kinds of “bold, persistent experimentation” needed in higher education, particularly those that could shake up entrenched ways of teaching and course delivery. On the other, people are operating in a climate of fear, panic, and diminishing budgets. He notes, for example, that adjuncts are some of the most adaptable teachers around. “But the problem is that a lot of them are going to be gone, because that’s the easiest way for a department to save money.” Will established, tenured professors be willing to redesign their courses and perhaps move them entirely online, he wonders,

especially when they may be facing pay cuts or increased workloads? “There’s a lot of micro-politics ahead,” he says.

On the macro level, Alexander wonders how colleges can position themselves in a way that makes sense to parents and students. “Is it a good move for a university to say, ‘We’re making this up as we go along. We don’t know what November is going to look like for you all’? That’s risky as hell from a marketing perspective,” he says.

Alexander and others say it may be time for more colleges to collaborate and share courses, whether informally or through a consortium, especially if they need to strip down their own offerings in the fall because of tight finances. That would require overcoming a widespread bias in academe, says Alexander, namely “if we didn’t make it, it can’t be any good.”

Russell Poulin, executive director of the Wiche Cooperative for Educational Technologies, which has members across the country, says he’s already hearing talk of such collaboration, and advocates it himself. “If you have something that’s difficult to put online, like labs, maybe you can lean on another college for a term,” he says. “You lose the tuition, but you keep the student.”

“Is it a good move for a university to say, ‘We’re making this up as we go along’?”

Another idea, he says, is to “backfill” some commonly taught courses by allowing students to take them from an online provider in the state, such as the University of Maryland Global Campus or Colorado State University Global.

Otherwise, he says, colleges face the prospect of having to spend the summer creating hundreds of high-quality, fully online courses for the fall, in case the pandemic is not over. That would require an enormous amount of time by instructors, plus instructional designers, technologists, and other staff members to guide them in that work. “For the vast majority of campuses,” he says, “the capacity is not there.”

W

hen it comes to adaptability, community colleges are often ahead of the curve. Accustomed to teaching a variety of students with different interests and needs,

they have been early adopters of flexible scheduling, says Karen A. Stout, president and chief executive of the nonprofit organization Achieving the Dream.

Many of her member colleges have been moving toward eight-week terms, a trend that the coronavirus is likely to accelerate, she says. Some are talking about moving the first term fully online, while others are determining, program by program, which can be taught remotely and which require hands-on work. For the latter group, Stout says, colleges are considering social-distancing methods, such as allowing only three students at a time into a welding class, spread out among 15 bays.

Community colleges also face greater challenges than do many four-year institutions, Stout notes. They enroll a high percentage of lower-income students, people who may not have reliable Wi-Fi access or laptops. And while some two-year colleges were ramping up online instruction before the pandemic, others have few resources to move online quickly. “Those colleges,” she says, “are struggling.”

By fall, community colleges may also find themselves serving a very different mix of students. “More traditional, residential college-bound students may decide to stay in the local community as a precaution,” she says. “Do we have the courses and programs at the scale we need?”

And, as a sector whose enrollment waxes as economic cycles wane, community colleges may also draw more adult students, given that so many have been laid off from service-industry jobs.

At Northeast Wisconsin Technical College, H. Jeffrey Rafn is grateful that his institution already planned to shift this summer to an eight-week term. The challenge revolves mainly around lab-based courses, which make up a good portion of the curriculum. “We teach about 400 nurses a year,” says the college’s president. “Any clinical spots are already closed up.”

For the short term, the college is rolling out a number of online simulations and video demonstrations in nursing and other skills-based courses. Starting in the fall, he says, the college will encourage new students to take more of their general-education requirements first, since those classes are more easily taught online. Still, he says, “we have a lot of students who, frankly, they want to get their hands dirty.”

In addition to gaming out which courses they could teach remotely, Rafn says, the college is considering which programs to suspend. He came out of a budget meeting last week “a combination of depressed and alarmed.” An intensive English program had already been cut, before the Covid-19 outbreak, he says. Another one, in fire-protection technologies, may also go by the wayside. “We might normally keep them,” says Rafn. “But we can’t afford those that have 5, 6, or 7 students.”

The college had hired more instructional designers to help with the shift to an eight-week term, so they will now also help with the transition to online teaching. The college also needs to think holistically, he says, about everything from providing laptops and Wi-Fi hotspots to needy students to offering advising, mental-health counseling, and other supports.

“A lot of our services are outside the classroom,” he says. “We’ve had to think about how to deliver them in a distance-learning environment. If we don’t do that, we’re going to lose a lot of students.”

Janet Simon Schreck has heard reports that some universities are considering pushing their fall semesters to the spring, but to her that makes little sense. “I don’t hear public-health experts say, ‘Just hang on until spring, and everything will be fine,’” says Schreck, associate vice provost for education at the Johns Hopkins University. “That’s also not who Hopkins is. I just don’t see us hitting pause.” But she’s also not sure what the path forward is likely to be. As she puts it: “Who the heck knows?” Going entirely online presents an enormous challenge. So does breaking up the semester into shorter terms. Both would require significant investments to restructure courses. And, she notes, that would not solve the problems inherent in bringing thousands of students together in residence halls this fall. Add student-support services, research, graduate education, laboratory work, and regulatory issues into the mix, and things can get overwhelming.

“It’s almost like you need all of those groups thinking about the possible pros and cons,” she says, “but you can’t come up with an answer because it requires everybody thinking about the pros and cons at once.”

Hopkins has just begun the planning process for the fall, gathering stakeholders and decision makers from across the university. She is part of two groups, one thinking about undergraduate education, the other about undergraduate student life.

Hopkins is sure to go through a slower process than did Beloit, which landed within days on the idea of dividing the fall semester into two seven-week modules. Quick action was possible there, says Boynton, the provost, both because it’s a small institution and because faculty members had spent months designing a new academic program. Even though the goals of that program — offering intensive mentoring and career development to students — had nothing to do with remote learning or

pandemic preparedness, the process of developing it provided Beloit with the infrastructure and relationships it needed to act quickly.

“No matter how fast you have to move,” he says, “I just don’t think this can be a top-down decision.” So far, the response has been positive, from current and future students as well as alumni.

“At this moment of uncertainty,” says Boynton, “change seems normal.”

Beth McMurtrie writes about technology’s influence on teaching and the future of learning. Follow her on Twitter [@bethmcmurtrie](https://twitter.com/bethmcmurtrie), or email her at beth.mcmurtrie@chronicle.com.

Sturgis Standard Code of Parliamentary Procedure

Summary:

Basic Rules of Precedence:

1. When a motion is being considered, any motion of higher precedence may be proposed, but no motion of lower precedence may be proposed.
2. Motions are considered and voted on in reverse order to their proposal. The motion last proposed is considered and disposed of first:

Common Motions in Order of Precedence:

LANGUAGE		Interrupt Speaker?	Second Needed?	Motion Debatable?	Vote Needed?
Privileged Motions: Motions of urgency entitled to immediate consideration.					
1. *Adjourn the meeting.	I move that we adjourn.	NO	YES	YES**	MAJORITY
2. *Recess the meeting.	I move that we recess until...	NO	YES	YES**	MAJORITY
3. Questions of Privilege (Noise, temperature, etc.)	I raise the question of privilege....	YES	NO	NO	Decided by presiding officer
Subsidiary Motion: Motions which alter the main motion, or delay or hasten its consideration.					
4. Postpone temporarily	I move we table the motion..	NO	YES	NO	MAJORITY
5. Close debate	I move to close debate and vote immediately.	NO	YES	NO	TWO THIRDS
6. *Limit or extend debate	I move that the debate on this question be limited to...	NO	YES	YES**	TWO THIRDS
7. *Postpone to a certain time	I move we postpone this matter until...	NO	YES	YES**	MAJORITY
8. *Refer to committee	I move we refer this matter to committee.	NO	YES	YES**	MAJORITY
9. *Amend	I move that we amend this motion by...	NO	YES	YES**	MAJORITY
Main Motions: Motions bringing substantive proposals before the assembly for consideration and action.					
10. * Main motions and restorative main motions	I move that....	NO	YES	YES	MAJORITY

The following motions can be offered whenever they are needed and have no order of precedence. They should be handled as soon as they arise.

LANGUAGE		Interrupt Speaker?	Second Needed?	Motion Debatable?	Vote Needed?
Incidental Motions: Motions that arise incidentally out of the business at hand. They relate to matters incidental to the conduct of the meeting.					
1. Appeal a decision of the chair	I appeal the chair's decision.	YES	YES	YES	MAJORITY
2. Suspend the rules	I move to suspend the rules and...	NO	YES	NO	TWO THIRDS
3. Point of Order	I rise to a point of order	YES	NO	NO	Decided by presiding officer
4. Raise a question relating to procedure.	I rise to a parliamentary inquiry.	YES	NO	NO	Decided by presiding officer
5. Withdrawal of a motion	I move to withdraw my motion.	YES	NO	NO	MAJORITY
6. Separate a multi-part question for voting purposes	I move division on the question.	NO	NO	NO	MAJORITY

*Can be amended

**Debatable if no other motion is pending.

Note: General Consent is a way of saving time by avoiding votes on routine or non controversial matters. After a motions has been moved and seconded the presiding officer may ask if there are any objections. If anyone objects, a vote must be taken on the action. If there are no objections, the matter has been decided by general consent. The presiding officer may also propose actions by general consent without any motion. If anyone immediately objects, the question must be stated and voted on in the usual way