

FACULTY MEETING - CLA

December 2, 2016
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.

Chris Taylor

APPROVAL OF MINUTES

Jessica Lakin ----- pp. 4-7

DEAN'S UPDATES

Chris Taylor

RECOGNITION of RETIRING FACULTY

Fred Curtis
Roxanne Friedenfels
Norman Lowery

Maliha Safri
Jonathan Reader
Leslie Sprout

ACTION ITEMS:

1. Community College Transfer Credit Policy
2. Policy on Calculating Major and Minor GPA
3. Changes to the Theatre Major
4. Nominations for Human Rights Committee Election

Debra Liebowitz ----- pp. 8-10
Jinee Lokaneeta ----- pp. 11-12
Jinee Lokaneeta ----- pp. 12-15
Caitlin Killian

REPORTS:

Curricular Report
Enrollment Management
Advancement Report
Library Report

Jinee Lokaneeta ----- pp. 8-19
Bob Massa ----- p. 20
Ken Alexo ----- pp. 21-23
Laura Martin ----- pp. 24-25

FOR DISCUSSION:

**OLD BUSINESS/
NEW BUSINESS:**

ANNOUNCEMENTS:

Choral Union Open Rehearsal and Winter Concert
Prestigious Scholarship Deadlines
CRLA Certification - Center for Academic Excellence
Student Art Show

Jason Bishop -----pp.26-27
Louis Hamilton ----- p. 28
Judy Redling ----- p. 29
Michael Peglau----- p. 30

ADJOURNMENT

ANNOUNCEMENTS AND CONGRATULATIONS

Lee Arnold: for the inclusion of his work in the exhibition “Small Works Salon Show” at Station Independent Projects on the Lower East Side of New York City on view from December 3-11, 2016.

Jim Bazewicz: for designing the *Hamlet* set for the Theatre and Dance Department, which ran in the Kean Theatre the last two weeks of October and for designing the lighting and collaborating on the gallery design for *First Folio! The Book That Gave Us Shakespeare* exhibit in Wendell room. He is currently working on the set design for *A Christmas Carol* at the Chatham Players which runs through December.

Chris Ceraso: for taking part in a "memberfest" reading of *Breathing Ash*, by playwright Thomas Minton at the Ensemble Studio Theatre, and for performing in *Hamlet* in the Department of Theatre and Dance.

Graham Cousens: for presenting a paper entitled "Correlated tuning within the olfactory tubercle" with five student co-authors at the Annual Meeting for the Society for Neuroscience. One co-author (Taylor Redmond) received an award from the neuroscience national honor society for her work on the project.

Kimani Fowlin: for choreographing and performing in #SayHerName: An Evening of Art and Action NYC performance in November. (blogger thefield.org).

Ryan Hinrichs: for publishing "Heterogeneous Reactions of Limonene on Mineral Dust: Impacts of Adsorbed Water and Nitric Acid" in the *Journal of Physical Chemistry A* with undergraduate coauthors Madeline Lederer ('16), Allison Staniec ('14) and Zoe Coates Fuentes ('18).

Sandra Jamieson: for presenting the paper “What’s in a Name? The Challenge of Identifying and Counting Writing and Rhetoric Majors.” At the Association of Rhetoric and Writing Studies Conference, El Paso, TX, in October. Sandra also co-facilitated a post-convention workshop “Lilac and Citation Project Research: Next Steps” at the Georgia International Conference on Information Literacy, in Savannah, GA.

Jason Karolak: for the inclusion of his work in the group exhibition *Dynamic*, which explored abstraction through various media, at the Steckline Gallery, Newman University, Wichita, KS, from October 28 - November 19, 2016. Also for the inclusion of his work in the group exhibition *Works on Paper*, which explores drawing processes, at McKenzie Fine Art in New York, NY, December 9 - 23, 2016.

Wendy Kolmar: for her two session presentation at the National Women's Studies Association in Montreal, Nov 10-13, "So Now You Have Learning Outcomes: Assessment at the 200-Level;" and "Program Performance Review: Advice from the Trenches II."

Christina McKittrick: for presenting a poster entitled “Behavioral, Endocrine and Physiological Effects of Maternal Separation on Sprague-Dawley Dams and Pups” at the annual meeting of the Society for Neuroscience. Two students were coauthors on the paper.

John Muccigrosso: for his presentation of the status of the on-going Digital Humanities project, “A Database of Roman Temples,” at the LAWDNY 2016 Digital Antiquity Research Workshop held at NYU’s Institute for the Study of the Ancient World. This project was part of Drew’s first summer institute in the digital humanities.

Ada Ortuzar-Young: for reading a paper entitled: “Espacios afectivos e históricos en *Memoria del silencio*, de Uva de Aragón” at the conference “Reading Cuba: An Interdisciplinary Conference on Cuban and Cuban-American Literature” in Miami, FL, in November.

Patrick Phillips: for having *Blood at the Root* named one of the Best Books of 2016 by *Publisher's Weekly*, and for being included in *The Guardian's* Best American Writing, Fall 2016.

Raúl Rosales: for organizing and serving as discussant in the authors' roundtable “Cuban-American Voices: A Reading and Discussion with Ana Menéndez, Roberto Fernández and Cecilia Rodríguez-Milanés” at “Reading Cuba: An Interdisciplinary Conference on Cuban and Cuban-American Literature” at Florida International University, Miami, FL, Nov 9-10, 2016.

Maliha Safri: for publishing “The techniques of the global household, a political economy approach” *In Reserve: The Household! Historic Models and Contemporary Positions from the Bauhaus*, edited by Regina Bittner and Elke Krasny, Spektor Books, October 2016. And for overseeing master’s student research that culminated in the publication “Towards a right to housing; preserving and expanding affordable housing in Bushwick.”

Leslie Sprout: for serving as distinguished lecturer-in-residence (in French) at the “Conférences de prestige” of the Faculté de Musique, l'Université de Montréal, 17-24 November 2016, in Montréal, Canada.

Carol Ueland: for giving an invited lecture, “Aleksandr Kushner and the Legacy of Acmeism” at the Germanic and Slavic Languages Department of the Pennsylvania State University on Oct. 27, 2016. She also was the Chair of the panel “Orthodox, Un-Orthodox, Conversion and Reconversion in Contemporary Russian Literature and Thought” at the Annual Convention of the Association for Slavic, East European and Eurasian Studies on Nov. 20th.

Trevor Weston: for the performances of *Shape Shifter* and *There is a Balm* by Ensemble Pi at Roulette in Brooklyn on November 10th. In preparation for this event, Trevor appeared on Clocktower Radio and BRIC TV. Trevor has also been chosen to be a mentor-composer for the American Composer’s Orchestra annual Underwood New Music Readings & Commission competition in 2017.

Courtney Zoffness: for winning the 2016 *American Literary Review* Creative Writing Award in Fiction. She received \$1,000 and her story will appear in the spring 2017 issue. Courtney also received a fellowship to the MacDowell Colony for May 2017.

Drew University
College of Liberal Arts
Minutes of Faculty Meeting
11/4/2016

Present: Christopher Andrews, Di Bai, Susan Beddes, Jason Bishop, Marc Boglioli, Lisa Brenner, Barry Burd, Adam Cassano, Chris Ceraso, Miao Chi, Kimani Fowlin, Jonathan Golden, Deborah Hess, Sandra Jamieson, Lisa Jordan, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Margaret Kuntz, Juliette Lantz, Norman Lowrey, Lisa Lynch, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Scott Morgan, Philip Mundo, Robert Murawski, Karen Pechilis, Michael Peglau, Patrick Phillips, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Paris Scarano, Bernard Smith, Carol Ueland, Hannah Wells, Carlos Yordan, Courtney Zoffness

Others Attending: Kenneth Alexo, Chris Anderson, Sunita Bhargava, Jason Fein, Alex McClung, Frank Merckx, Jody Caldwell, Jennifer Heise, Rick Mikulski, President of the SGA

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

Approval of Minutes: The minutes of the 10/07/2016 meeting were approved.

Dean's Updates: Chris Taylor announced that the Board of Trustees had endorsed the President's recommendation for new tenure-track hires as follows: two positions in Math, a position in Media and Communication Studies, and position in Business (Marketing) and a position in Public Health (dual appointment with the Caspersen School). The Music search has been pulled because Jason Bishop has decided to stay at Drew in his current position. With respect to the interdepartmental hires, Tina McKittrick suggested an affinity group and support from senior level faculty so new hires do not feel "orphaned." Chris Taylor stated that it is his hope that departments welcome these interdepartmental hires; while an aim would be to physically locate these individuals within their affinity group, they will not count towards departmental FTE.

REPORTS:

Curricular Report: Rebecca Soderholm mentioned two changes to note in the Curricular Report. The first was that all revisions related to the theatre major will be revisited in a future Curricular Report due to further discussion surrounding the off-campus requirement. The second change related to "Electives Under the Revised English Minor," which should read 16 credits at the intermediate and upper level, at least 8 of which are upper level.

Enrollment Management: No questions were directed to Bob Massa regarding the Enrollment Management Report.

Advancement Report: The Advancement Report, as presented by Ken Alexo, was met with no questions.

Faculty Athletics Representative Report: There were no questions regarding the FAR report.

Library Report: There were no questions about the Library Report.

Library and University Technology Report: Laura Martin shared that the Library staff is eager to help faculty with projects and are looking forward to digital initiatives. She also pointed out the copyright educational materials in the packet (p. 36-40) and recommended the courses/workshops offered by the Library (p. 34).

On the Technology side, Laura announced that Gamin Bartle is the point person for all faculty questions and requests for any instructional technology issues. She will also oversee the Helpdesk, which is working to be as responsive as possible and provide updates while issues are being addressed.

Laura reported that a final decision with respect to utilizing Canvas as a course learning management platform will be made within a week. She said her initial sense is that the University will move forward with Canvas and will likely begin using the product in the spring while still using Moodle, providing an opportunity for faculty to learn the new system. She said workshops and instruction will be announced.

Laura acknowledged the departure of Axel Larson and Russell Sprague and repeated President Baenninger's announcement that several consultants are coming to campus to support the team and serve as liaisons to departments connected to Banner. She said University Technology is setting new goals and rebuilding.

FOR DISCUSSION:

Chris Taylor directed attention to a discussion item regarding providing first-year students with midterm grades. He shared that the University has made tremendous strides in retention: we've gone from 75% to 88% in the College, with a retention goal of 93% or 94%. The Retention Committee has looked at the many experiences that contribute to the retention of students (e.g., the DSEM, LLCs, Student Life, etc.). However, the Committee has some concern as to whether first-year students have a realistic sense of how they are doing academically. The Committee is seeking input on whether first-year students should be provided a report that would let them know where they stand in all their courses. This report would not be on their transcripts; it would be for internal purposes only.

Sandra Jamieson and Wendy Kolmar opened the discussion by raising their concern that a student could be doing very well mid-semester, but then later begin struggling. In those cases, students may be given a false sense of security mid-semester, making their midterm grade meaningless. Phil Mundo concurred, sharing his concern that by providing midterm grades, students would view this as “half my grade.” Michael Peglau agreed, adding that grades in certain disciplines (Humanities and the Arts) may be more heavily weighted in the latter part of a semester as students acquire skills. Many faculty members stated that when students are failing, the Beacon warning system works to raise an alert for intervention. Chris agreed that this is helpful, as long as faculty members use the Beacon warning system; without that data, the University can’t intervene and we risk losing those students.

Wendy also expressed concern about students’ tremendous grade anxiety. Would they feel they needed to drop a course at mid-term if they weren’t doing well so they wouldn’t lose a scholarship? Would a midterm report truly give students a sense of where they are, or merely serve to increase their anxiety? Wendy suggested that we figure out how to address the need for people to be informed without issuing some kind of official midterm grade.

Faculty members also expressed their concern about the administrative burden of calculating and reporting mid-term grades with our present systems. Rosemary McLaughlin shared that she has been participating in a trial of Canvas, which provides greater ease in calculating grades, and allows students to view attendance, test and participation grades. Chris replied that this could work, but again, only if faculty diligently use the system.

Several faculty members asked if there is data suggesting that students leave Drew because they don’t know how they are doing academically. Several suggested that their experience is that students leave Drew for financial reasons. On another note, Sara Webb told of students who are worried about grades because they fear they will lose scholarships if their grade point average isn’t high enough. Bob Massa said that the University works very hard to retain students who might be struggling financially, as it is more expensive to lose a student than to assist them with staying. He reported that Financial Aid will always work with students who may be on the GPA borderline for keeping awards. He did note that keeping students informed about how they are performing academically allows for intervention and reminded the faculty that U.S. News uses retention rates and projected graduation rates as a big part of their ranking score.

Faculty members encouraged targeted warnings rather than midterm grades; warnings could detail specific interventions (e.g., time management, study skills, etc.). This is less cumbersome than calculating grades, although we do need to be mindful of too many reporting requirements if we want people to participate. Faculty members agreed that students should know how they are doing in their courses, and it would be great to have technology that assisted with this. There is some hope that Canvas can function in this way.

Chris thanked everyone for the helpful discussion. He reminded faculty members to use Beacon as a tool for alerting students about anything that could be affecting their grade negatively. Tina

McKittrick mentioned that we should not be absolving students of the responsibility of speaking with their professors. Chris recognized this concern, but shared that we have to help bridge the transition between late adolescence and adulthood. Bob Massa shared statistics from Alex McClung: Students with a GPA of 2.5 or lower were retained at 75%, while those with 2.51 or greater were retained at 88%.

There was no old business or new business.

ANNOUNCEMENTS:

Faculty Research Series: Chris Taylor announced Maria Mascucci's talk on Thursday November 17th – Tombs and Tails – at noon in Brothers College 117.

Prestigious Scholarship Deadlines: In Louis's absence, Chris reminded faculty to urge qualified students to apply for the scholarships outlined on page 45 in the packet. He said that Drew students have been successful in receiving these scholarships, which helps with Drew's reputation.

Norman Lowrey's Retirement Party: Chris Taylor invited community members to Norman's retirement party on November 11th in the Rotunda of the Dorothy Young Center.

Phi Beta Kappa: Maria Masucci asked faculty members to look at the PBK website so they are familiar with the math requirement, and other requirements, when advising students. She said it is not too late for second semester seniors to qualify as long as they meet the qualifications.

Critical Language Scholarship Applications: Carol Ueland reported that 6 or 7 students were planning on applying for the Critical Language Scholarships. She noted the importance of faculty members' recommendations.

Folio: Chris Taylor again thank Chris Ceraso, Kim Rhodes. Louis Hamilton and Cassie Brand for the enormous success of the Folio Exhibit. He said estimates are that approximately 4,000 people viewed Shakespeare's Folio.

Art Opening: Michael Pelgau announced Norman Lowrey's Singing Masks exhibit through November 18th and invited faculty and staff to the art opening immediately following the faculty meeting.

The meeting was adjourned at 4:10.

Curricular Report

December 2016

For Action:

- Community College Transfer Policy
- Policy on Calculating Major and Minor GPA
- Changes to the Theatre Arts Major

For Information:

Revisions to Existing Courses:

- THEA 400/Theatre Arts Capstone Fall Semester
 - Title change
 - Description change
 - Change in number of credits
 - Change enrollment limit
- THEA 401/Theatre Arts Capstone Spring Semester
 - Title change
 - Description change
 - Change in number of credits
 - Change enrollment limit
- NEUR 270/Topics in Neuroscience
 - Change in number of credits from 4 to 2-4
- ENGL 311, 312, 313, 314, 315, 316
 - Change in restrictions on courses ENGL 311, 312, 313, 314, 315, 316
 - Change in description for ENGL 314/Creative Writing Workshop Poetry
 - Change in frequency

Revisions to Existing Major/Minor:

- Theatre Arts Major

General Education Designations:

- REL 240/ Dante: Hell, Heaven & Florence [WRMJ]

For Action:

- Community College Transfer Policy

Additions to Current CLA Transfer Policy for Students with a New Jersey Associate Degree

Proposed Policy – Issue 1: Issues 1 and 2 will be voted on separately.

If a student has completed the Associate Degree in the State of New Jersey, they will be granted junior status (64 credits, including a minimum of 12 intermediate level credits) upon transfer to Drew.

If a student has completed the Associate Degree in the State of New Jersey, they must complete the following general education requirements:

Comment [1]: NOTES in the following comment boxes indicate the current general education requirement. These are listed so that faculty are clear about how this policy proposed policy differs from current policy.

- 64 credits of which at least 48 must be earned at Drew University.
 - If a student has completed more than 64 transferable credits up to 80 transfer credits could be awarded;
- 52 intermediate and upper level credits, of which at least 28 must be at the upper level;
- A major area of study;
- The equivalent of one four credit course in the following course categories:
 - Writing Intensive course (unless student has taken two equivalent courses in their Associate Degree);
 - Quantitative course (unless student has taken two equivalent courses in their Associate Degree);
 - Diversity course (unless student has taken two equivalent courses in their Associate Degree).
- Students are required to complete three semesters of foreign language between their Associate and Drew degrees. If they have not completed three semesters of language upon transfer to Drew, a placement test will determine the appropriate course level for completion of the remaining semester(s) at Drew. Students may also complete the language requirement for their Drew degree in one of the following ways:
 - if their application to Drew requires them to submit a TOEFL score;
 - by providing documentation to the Office of Academic Services that they attended school taught in a language other than English up through at least the 6th grade;
 - by demonstrating proficiency equal to Drew’s language requirement on a Drew placement test;
 - by demonstrating proficiency equal to Drew’s language requirement on a placement test administered through the Office of Academic Services in a language not offered at Drew;
 - by scoring 680 or higher on an appropriate SAT II exam;
 - by scoring a 4 or 5 on an appropriate Advanced Placement (AP) exam;
 - by scoring a 5 or higher in an appropriate IB language course (SL or HL).

Comment [2]: 128 credits total credits is required for degree.

Comment [3]: Drew requirement is now 64 credits.

Comment [4]: Drew requirement is now 32 credits.

Comment [5]: Note: Most students who have completed the Associate Degree have two semesters of foreign language training. The two semesters would count towards the language requirement at Drew as transfer credits. In this case, a student would have to complete only one semester towards fulfilling the language requirement. This third semester course would be based on the student’s competency, which could be either at the 100 level or 200 level. Upon placement and during the first week of classes, a student, with the instructor’s approval, can ask to move to another level if he or she thinks the level was placed in is too easy or difficult.

Comment [6]: These are copied from our current policy and restated here.

Proposed Policy – Issue 2:

- Drew’s current transfer policy states that to be granted Drew credit a course “must be a course that would or could be offered at a liberal arts college.” We will make an exception to this policy by granting general transfer credit (would provide only 3 credits but will not fulfill a major, minor or general education requirement) for technological literacy course that is required for the Associate Degree.
- While each community college titles the course differently, the gist of what is covered is the same. Below are the course descriptions for the versions of the course that are offered at CCM, Hudson, Raritan, and Union.

- **CCM | CMP101 Computer Information Literacy**

No credit earned if CMP 110, CMP 126, CMP 203, or BUS 119 has already been taken. This general education course provides students with an introduction to basic computer concepts that include learning the fundamentals of Windows, accessing the World Wide Web, and using Microsoft Word. Not for Computer Information Systems majors.

- **HUDSON | CSC100 Introduction to Computers and Computing**

The objective of this course is to introduce students to the modern world of computers. A brief introduction to the history of computers, computer hardware and software and the World Wide

Web (WWW) is covered. Students will learn how to use microcomputer applications such as Microsoft Office Word 2003, Microsoft Office Excel 2003, Microsoft Office Access 2003, Microsoft Office PowerPoint 2003, and Microsoft Office Outlook 2003). Student will also learn the importance of computers in their lives in particular and in the world in general.

- **RARITAN | CISY102 COMPUTER LITERACY**

This introductory course focuses on how productivity software (word processing, spreadsheet, presentation, and data base management) can be used efficiently and effectively to gather, analyze, organize, and present information. The social, ethical, and privacy related aspects of computing are deliberated. Students will also learn how to develop effective online research techniques and will develop the skills required to successfully purchase a personal computer.

- **UNION | CIS 100 Introduction to Computer Applications**

This course introduces students to basic computer concepts. The course also focuses on a current version of Microsoft Office Professional. Students experience hands-on instruction in word processing, spreadsheets, databases, and professional presentations. This course prepares students to succeed in both college and the business world by enabling them to write reports, analyze and chart data, and prepare presentations.

NJ State Requirements for the Associate Degree:

General Education Goal(s) addressed									Course Categories (Goal Categories)	AA credits	AS credits
1								9	Communication (Written and Oral Com.)	9	6
	2							9	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency or Information Literacy 0-4 cr.	12	9
				5				9	Social Science (Society and Human Behavior)	6	3
					6			9	Humanities (Humanistic Perspective)	9	3
						7		9	History (Historical Perspective)	6	
							8	Diversity courses (Global & Cult. Awans.)	3		
									Unassigned general education credit		6
									<i>General education foundation total</i>	45	30

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the NJCC GE Course Criteria (August 15, 2007).
1 Communication	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 Mathematics	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 Science	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 Technology	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 Social Science	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 Humanities	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater, literature, foreign language, history, philosophy and/or religious studies.
7 History	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8	8	Any course whose primary purpose is to expose students to a multicultural society or people.

- **Policy on Calculating Major and Minor GPA**

VOTE 1 - POLICY ON CALCULATING MAJOR AND MINOR GPA

NOTE: The following are two policy options detailing methods for calculating the major and minor GPA. After reviewing, the pros and cons of each option, CAPC recommends to the faculty Option 1. The rationale is detailed below for information purposes only. It is also important to note that major and minor GPAs are not listed on Drew transcripts.

CAPC Recommended Policy -- Option 1 (This is Drew's current practice):

Major GPA calculations include all courses specifically identified in the CLA Catalog as being eligible for the Major regardless of whether the course is being used to satisfy a Major requirement. It also includes those courses that carry the subject code associated with the major.

Minor GPA calculations will include only those courses being used to complete the program of study.

Pros

Core courses have to be taken and if students perform badly, they can take additional courses and improve their GPA.

Good for honors students if they need to raise their GPA.

Consistent across all majors.

Cons

Penalizes students who do badly in the electives.

Option 2

Major and Minor GPA calculations will include only those courses being used to complete the program of study.

Pros

Doesn't penalize students who takes risks.

Benefits students who do badly in the electives because DegreeWorks will optimize the best grade if there are multiple courses that could satisfy the particular requirement.

Cons

No option to improve GPA if they do badly in the core requirements for the major.

Relatively speaking this will disadvantage students in highly structured majors that have few electives.

VOTE 2: CODIFYING CURRENT PRACTICE--MINIMUM GPA TO COMPLETE A MINOR

Explanation:

The current catalog says that a student must have a 2.0 GPA to successfully complete a major, it does not say the same with regard to completion of a minor. In practice, however, the 2.0 rule has been applied to minors, as well. CAPC proposes that we codify existing practice by voting on the below proposed text.

Current catalog text:

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0.

Proposed new catalog text:

To complete the Drew Bachelor of Arts degree, a student's cumulative grade point average, both overall and in the major, must be at least 2.0. To successfully complete any optional minor, a 2.0 GPA in that area is also required.

• Changes to Theatre Arts Major:

Theatre Arts Major:

Requirements for the Major (~~51-53 credits~~) (49-53)

I. Core (30 credits)

- THEA 101 - The Art of the Play
- THEA 120 - Theatre Technology
- THEA 135 - Acting and Directing
- THEA 210 - Theatre History I: Origins to the Renaissance
- THEA 220 - Theatre Design
- THEA 255 - Playwriting
- THEA 310 - Theatre History II: Restoration Through World War I
- THEA 366 - Dramaturgy

II. Dramatic Literature (4 credits)

- THEA 264 - Show: Business
- THEA 265 - Women in Theatre
- THEA 268 - Special Topics in Dramatic Literature
- THEA 311 - Contemporary Performance and Critical Theory
- THEA 362 - African-American Theatre
- THEA 365 - Selected Topics in Dramatic Literature
- THEA 367 - Enter Laughing: On Women, Men and Comedy
- THEA 383 - British Political Drama (London)

III. Dance (2 credits)

- DANC 101 - Beginning Movement Studies
- DANC 201 - Intermediate Movement Studies
- DANC 220 - Movement for the Musical Stage

- DANC 250 - Special Topics in Dance
- DANC 322 - Choreography and Performance Studies
- DANC 350 - Special Topics in Dance

IV. Practical Application (3 credits)

All students must complete THEA 302 or two credits (in any combination) of THEA 301-309 and/or THEA 313, 314, 315, 318, 319, with any combination of the following for a total of three credits.

- THEA 301 - Theatre Practice: Playwriting
- THEA 302 - Theatre Practice: Shop Technician
- 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 - THEA Practice: Dramaturgy - Sets Three or Four

V. Electives (6-8 credits)

Six to eight credits from two different areas in the theatre and dance curriculum with a minimum of four credits at the upper level. To be selected in consultation with and approved by the major advisor in preparation for the senior capstone.

~~Note: Students fulfilling their capstone requirement with THEA 400A + 401 must complete six credits. Students fulfilling their capstone requirement with THEA 400bB + THEA 402 must complete eight credits.~~ Students fulfilling their capstone requirement with THEA 400 + 401 OR THEA 410 and THEA 411 must complete six credits. Students fulfilling their capstone requirement with THEA 402 must complete eight credits.

Acting:

- SPCH 301 - Advanced Speech
- THEA 232 - Actor's Lab: Monologues I
- THEA 233 - Actors' Lab: Scenes I
- THEA 235 - Movement for the Actor
- THEA 330 - Advanced Acting: Technique
- THEA 333 - Actors' Lab: Scenes II
- THEA 236 - The Actor's Voice
- THEA 338 - Advanced Acting: Special Topics

Dance:

Note: Up to four credits of dance electives, above the two credits of required Dance, may be applied to the Theatre Arts Major.

- DANC 201 - Intermediate Movement Studies
- DANC 220 - Movement for the Musical Stage
- DANC 250 - Special Topics in Dance

- DANC 300 - Independent Study in Dance
- DANC 322 - Choreography and Performance Studies
- DANC 350 - Special Topics in Dance

Design and Tech:

- THEA 225 - Scene Painting
- THEA 320 - Advanced Theatre Technology
- THEA 321 - Historic Research for Theatrical Production
- THEA 322 - Creative Collaboration
- THEA 323 - Graphic Communication for the Theatre
- THEA 324 - Sound Design for the Theatre Arts
- THEA 325 - Advanced Set Design
- THEA 326 - Advanced Lighting Design
- THEA 327 - Advanced Costume Design

Directing:

- THEA 245 - Intermediate Directing
- THEA 345 - Problems in Directing

Dramatic Literature, History, and Criticism:

- THEA 264 - Show: Business
- THEA 265 - Women in Theatre
- THEA 268 - Special Topics in Dramatic Literature
- THEA 269 - Special Topics in Dramatic Literature
- THEA 311 - Contemporary Performance and Critical Theory
- THEA 362 - African-American Theatre
- THEA 365 - Selected Topics in Dramatic Literature
- THEA 367 - Enter Laughing: On Women, Men and Comedy
- THEA 383 - British Political Drama

Playwriting:

- THEA 355 - Advanced Playwriting

Off-campus learning:

- THEA 200- The Shakespeare Theatre of New Jersey Apprenticeship/Internship
- THEA 270- Introduction to Arts Administration
- THEA 380 - London Semester Interdisciplinary Colloquium
- THEA 385- Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance
- THEA 386- Theatre in the Community: The Newark Collaboration
- THEA 387- Theatre Semester Internship
- THEA 388-Theatre Semester: Independent Study
- THEA 389- Special Topics in Applied Performance

VII. Capstone (4-8 credits) (2-8 credits)

All students must complete either THEA 401 or THEA 402 in their senior year

- ~~THEA 400 – Theatre Arts Capstone Fall: New York City Colloquium~~
- ~~THEA 401 – Theatre Arts Capstone Spring: New York City Performance and Residency~~
- ~~THEA 402 – Independent Capstone Project~~

~~Note: Students taking THEA 401 must first complete THEA 400 section A. Students taking THEA 402 must have completed or be concurrently enrolled in THEA 400 section B.~~

~~Note: In consultation with the department, students may choose to fulfill their Capstone requirement by completing an eight credit honors thesis.~~

- ~~THEA 410 – Specialized Honors I~~
- ~~THEA 411 – Specialized Honors II~~

Students can fulfill the capstone requirement by taking

- THEA 402 - Independent Capstone Project

OR

Students may also fulfill this requirement by completing the following two course sequence:

- THEA 400- Theatre Arts Fall: New York City Colloquium
- THEA 401 - Theatre Arts Spring: New York City Performance and Residency

OR

In consultation with the department, students may choose to fulfill their capstone requirement by completing an eight credit honors thesis.

- THEA 410- Specialized Honors I
- THEA 411- Specialized Honors II

VIII. Departmental Events

Majors are expected to support all department events, but are required to attend designated strikes, majors' meetings, special events and workshops.

IX. Departmental Productions

Majors are also required to attend opening nights of all major departmental productions, and are expected to attend all workshops, Plays in Process reading, and all special departmental meetings and functions.

Changes to Existing Courses:

THEA 400/Theatre Arts Capstone Fall Semester

Current:

THEA 400/ Theatre Arts Capstone Fall: New York City Colloquium (2-4 credits)

Research the major American theatre organizations and institutions. Attend cutting-edge live performances. Hear from notable theatre guest speakers. Attend intensive workshops with a professional theatre company. Reflect on these experiences to create your personal theatre manifesto and work with your peers to develop a concept for an original ensemble piece that will be produced in the spring. Section A meets for the entire semester for 4 credits. Section B meets for the first half of the semester only for 2 credits. CLA-Capstone Enrollment limited to Senior Theatre Arts Majors and approved Minors only. CLA-Capstone

Proposed:

THEA 400 /Theatre Arts Fall: New York City Colloquium (4 credits)

Research the major American theatre organizations and institutions. Attend cutting-edge live performances. Hear from notable theatre guest speakers. Attend intensive workshops with a professional theatre company. Reflect on these experiences to create your personal theatre manifesto and work with your peers to develop a concept for an original ensemble piece that will be produced in the spring. Enrollment limited to approved juniors and seniors only, with priority given to seniors. Student must have completed a minimum of eight credits in the Department of Theatre and Dance.

THEA 401 /Theatre Arts Capstone Spring Semester

Current:

THEA 401 /Theatre Arts Capstone Spring: New York City Performance and Residency (4 credits)

Learn the play development process working with mentors from a professional theatre company. Attend professional performances and rehearsals that will inform the writing, staging and rehearsing leading up to a New York City premiere of an ensemble work you created with your class. Then, take feedback and make adjustments to bring the production back to share with the Drew community. CLA-Capstone Graded Pass/Fail. Enrollment limited to Senior Theatre Arts Majors and approved Minors only. CLA-Capstone. Prerequisite: THEA 400.

Proposed:

THEA 401 /Theatre Arts Spring: New York City Performance and Residency (4 credits)

Learn the play development process working with mentors from a professional theatre company. Attend professional performances and rehearsals that will inform the writing, staging and rehearsing leading up to a New York City premiere of an ensemble work you created with your class. Then, take feedback and make adjustments to bring the production back to share with the Drew community. Prerequisite: THEA 400. Enrollment limited to approved juniors and seniors only, with priority given to seniors. Student must have completed a minimum of eight credits in the Department of Theatre and Dance. CLA- Off Campus Experience.

NEUR 270/Topics in Neuroscience

Current:

Course cannot be repeated for degree credit. Course is a 4-credit course

Proposed:

Course repeatable for degree credit and credit in the neuroscience major or minor, with approved topics. Variable credit, 2-4.

ENGL 311/Nonfiction Writing

Current:

ENGL 311/Nonfiction Writing (4 credits)

Workshops with weekly round-table editing sessions, offering writing and reading assignments in established and innovative nonfiction forms. Emphasizes expressive writing-the personal and informal essay, autobiography and biography, the character sketch, vignette, narrative, and prose lyric. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement. Signature of instructor required for registration. Offered annually. CLA-Breadth/Arts, CLA-Writing Intensive.

Proposed:

ENGL 311/Nonfiction Writing (4 credits)

Workshops with weekly round-table editing sessions, offering writing and reading assignments in established and innovative nonfiction forms. Emphasizes expressive writing-the personal and informal essay, autobiography and biography, the character sketch, vignette, narrative, and prose lyric. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement. Offered annually. CLA-Breadth/Arts, CLA-Writing Intensive.

ENGL 312/Nonfiction Writing: Articles

Current:

ENGL 312/Nonfiction Writing: Articles (4 credits)

Workshops with weekly round-table editing sessions, offering writing and reading assignments in established and innovative nonfiction forms. Emphasizes the factual article as a literary form-practice in assembling facts (research and interviewing procedures) and in shaping the informative, lively article, editorial, and critical review. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement. Signature of instructor required for registration. Offered annually. CLA-Writing Intensive.

Proposed:

ENGL 312/Nonfiction Writing: Articles (4 credits)

Workshops with weekly round-table editing sessions, offering writing and reading assignments in established and innovative nonfiction forms. Emphasizes the factual article as a literary form-practice in assembling facts (research and interviewing procedures) and in shaping the informative, lively article, editorial, and critical review. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement. Offered annually. CLA-Writing Intensive.

ENGL 313/Creative Writing Workshop: Short Fiction

Current:

ENGL 313 /Creative Writing Workshop: Short Fiction (4 credits)

Exercises in characterization, setting, dialogue, and narration. Incorporates these elements of fiction into complete stories. Class discussion of manuscripts. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement and submission of appropriate writing sample. Signature of instructor required for registration. Offered annually. CLA-Breadth/Arts, CLA-Writing Intensive.

Proposed:

ENGL 313 /Creative Writing Workshop: Short Fiction (4 credits)

Exercises in characterization, setting, dialogue, and narration. Incorporates these elements of fiction into complete stories. Class discussion of manuscripts. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement. Offered annually. CLA-Breadth/Arts, CLA-Writing Intensive.

ENGL 314/ Creative Writing Workshop Poetry

Current:

ENGL 314/ Creative Writing Workshop Poetry (4 credits)

Practice in elements of the poet's craft, focusing particularly on the language of emotion and the uses of metaphor. Explores traditional verse patterns and encourages the development of one's own imaginative perception and style. At the discretion of the department, may be taken twice for credit. Prerequisite: Satisfaction of the College writing requirement. and submission of appropriate writing sample. Signature of instructor required for registration. Offered annually. CLA-Breadth/Arts, CLA-Writing Intensive.

Proposed:

ENGL 314/ Creative Writing Workshop Poetry (4 credits)

This course asks students to spend a semester reading poems from throughout the traditions of poetry in English, while drafting a new poem each week. Writing prompts encourage class members to experiment with a range of traditional and invented forms. Above all, we will focus on the art of serious revision, and discuss strategies for getting from a blurry first draft to a vital, vivid poem. Prerequisite: Satisfaction of the College writing requirement. Offered annually. CLA-Breadth/Arts, CLA-Writing Intensive.

ENGL 315/Creative Writing Workshop: Advanced Fiction

Current:

ENGL 315/Creative Writing Workshop: Advanced Fiction (4 credits)

This course is a workshop for students wishing to develop a sophisticated fiction writing vocabulary and a vigorous exploration of literature via the study and creation of it. The course will be made up of creation classes on specific issues of craft, such as point of view, character development, and dialogue. Students will read full novels and story collections and be expected to use skills gleaned from these texts in their own work. The course will push students past the "write what you know" paradigm; key to this course will be developing research and observational skills in order to create and appreciate literature beyond your own experience. Course may be repeated twice for credit. Enrollment priority: writing minors. Prerequisite: ENGL 311, ENGL 312, ENGL 313 or ENGL 314, submission of writing sample and application. Offered fall semester. CLA-Breadth/Arts, CLA-Writing Intensive.

Proposed:

ENGL 315/Creative Writing Workshop: Advanced Fiction (4 credits)

This course is a workshop for students wishing to develop a sophisticated fiction writing vocabulary and a vigorous exploration of literature via the study and creation of it. The course will be made up of creation classes on specific issues of craft, such as point of view, character development, and dialogue. Students will read full novels and story collections and be expected to use skills gleaned from these texts in their own work. The course will push students past the "write what you know" paradigm; key to this course will be developing research and observational skills in order to create and appreciate literature beyond your own experience. Course may be repeated twice for credit. Enrollment priority: writing minors. Prerequisite: ENGL 311, ENGL 312, ENGL 313 or ENGL 314. CLA-Breadth/Arts, CLA-Writing Intensive.

ENGL 316/Creative Writing Workshop: Advanced Poetry

Current:

ENGL 316 /Creative Writing Workshop: Advanced Poetry (4 credits)

An advanced course in the art of poetry for students who have completed an introductory creative writing workshop. Focused on advanced strategies for developing poets, including metrics, prosody, traditional formal schemes, imitations, radical revisions, experimental poetry, sequences, and the longer lyric. Course may be repeated twice for credit. Enrollment priority: writing minors. Prerequisite: ENGL 311, ENGL 312, ENGL 313 or ENGL 314, submission of writing sample and application. Offered fall semester. CLA-Breadth/Arts, CLA-Writing Intensive.

Proposed:

ENGL 316 /Creative Writing Workshop: Advanced Poetry (4 credits)

An advanced course in the art of poetry for students who have completed an introductory creative writing workshop. Focused on advanced strategies for developing poets, including metrics, prosody, traditional formal schemes, imitations, radical revisions, experimental poetry, sequences, and the longer lyric. Course may be repeated twice for credit. Enrollment priority: writing minors. Prerequisite: ENGL 311, ENGL 312, ENGL 313 or ENGL 314. CLA-Breadth/Arts, CLA-Writing Intensive.

Revisions to an Existing Major/Minor:

Theatre Arts Major-See above

.....
Corrections to November's Curricular Report

Changes to English Minor should read:

Proposed English Minor: Requirements (20 credits)

- ENGL 150 - Literary Analysis
- 16 credits at the intermediate and upper-level, at least 8 of which are at the upper-level

**COLLEGE ADMISSIONS & ENROLLMENT
REPORT TO FACULTY
DECEMBER 2, 2016**

**Robert J. Massa
Senior Vice President**

The College admissions staff is now back from fall travel and is turning their attention to maximizing applications, reviewing Early Decision applicants, interviewing prospects, and staying in contact with students they met on campus and on the road. We remain focused on our goal of enrolling a first year class of 385 students and 70 transfers at a 57% discount rate. We are up in all of our recruitment activity and are doing more than ever before with our colleagues in communications on digital advertising and social media marketing. In spite of those efforts, applications have taken a downswing since the election. While we are ahead of two years ago, it is disappointing that our numbers this year are not – at this point – continuing the upward trend. We are doing everything possible to reverse this in the coming weeks leading up to the new year.

In order to keep our acceptance rate in the mid-50s and hit our enrollment goals, we would need an increase of 10% in applications, on top of our 15% increase last year. Here is where we stand versus this time last year:

	2016	2015	%
Applications	1000	1097	- 8.8%*
Early Decision	83	88	- 5.7%
Interviews	146	55	+165%
Campus Visits	490	245	+100%
Open House Events	301	282	+ 6.7%
Fall HS Visits	724	555	+ 30.5%
College Fairs	175	129	+ 35.7%

At the next Enrollment Faculty Advisory Committee meeting, we will be discussing changes to the Experiential Learning Fellowship and the Baldwin Honors Scholarship among other items and will keep you posted. As always, thanks for all you have done and continue to do to help get the next generation of Drew students to the Forest.

*Note: there were 930 applications two years ago on this date. 2016 apps represent a 7.5% increase from 2014.



**Drew University Fundraising Reports
FY2017**

FY16 - FY17 Comparison
July 1, 2016 to October 31, 2016

	<u>FY17</u>			<u>FY16</u>			<u>FY16 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$5,862,118	\$11,000,000	53%	\$1,987,679	\$12,000,000	17%	\$12,599,203
Total Cash & Irrevocable Deferred Gifts	\$1,110,401	\$8,000,000	14%	\$885,198	\$9,000,000	10%	\$5,643,199

Drew University Fundraising Reports

FY2017

FY17 By Purpose and Source

July 1, 2016 to October 31, 2016

Giving by Purpose

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
Capital	\$3,541,553	\$27,053
Endowment	\$296,782	\$288,349
Restricted	\$1,689,074	\$440,745
Unrestricted	\$334,709	\$354,254
• <i>Annual Fund</i>	\$100,407	\$119,952
• <i>MEF</i>	\$234,302	\$234,302
Giving by Purpose Total	\$5,862,118	\$1,110,401

Giving by Source

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
Trustees	\$2,707	\$41,975
Alumni	\$5,164,460	\$255,729
Friends	\$285,688	\$270,376
Corporations	\$40,517	\$66,588
Foundations	\$17,000	\$156,612
Other Organizations	\$351,746	\$319,121
Giving by Source Total	\$5,862,118	\$1,110,401

Drew University Fundraising Reports

FY2017

Annual Fund Report

July 1, 2016 to October 31, 2016

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY17	\$120,194	\$78,844	\$199,038	\$1,300,000	15%	\$397
FY16	\$142,082	\$178,203	\$320,285	\$1,300,000	25%	\$428
Increase (Decrease) from FY16	(\$21,888)	(\$99,359)	(\$121,247)			(\$31)
Increase (Decrease) Percentage	(15%)		(38%)			(7%)

Participation (All Funds)

	FY17				FY16			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	3%	386	26%	2,980	4%	490	26%	n/a
DTS	3%	97	19%	591	3%	125	18%	n/a
CSGS	2%	47	14%	250	3%	67	13%	n/a

News from the University Library

CLA Faculty Meeting

December 2, 2016

Reference and Research Services Department

LibGuides

Beginning in January, all Library subject guides will be moving to a new and improved site called LibGuides. Updated course guides will also be available at your request. Please contact your librarian for updated links before you include them in your syllabus. We're very excited about the possibilities the new software will open up, and we hope to hear from you.

Research Instruction

Reading course papers for this semester? Did your student choose reliable sources? We can help! Students who have multiple library research instruction sessions are more likely to use the databases in your disciplines. Check with the Reference and Research Services Department (jcaldwel@drew.edu), or a librarian listed below to learn how we can assist your students.

- Humanities:
Jody Caldwell (jcaldwel@drew.edu)
Bruce Lancaster (blancast@drew.edu)
Rick Mikulski (rmikulski@drew.edu)
- Social Sciences:
Jody Caldwell (jcaldwel@drew.edu)
Rick Mikulski (rmikulski@drew.edu)
- Sciences:
Margery Ashmun (mashmun@drew.edu)

Workshop Slam Week for Drew Faculty and Graduate Students

The following workshops will be available for Drew Faculty and Graduate Students in the Academic Commons during the Winter Intersession (January 9 through 13, 2017). If you have questions, or to reserve a seat, contact Jennifer Heise, Reference Librarian and Coordinator of Digital Services (jheise@drew.edu)

Know Your Copy Rights

Learn how to protect the rights to your own work & how to use other people's work fairly. The session also discusses what Open Access means for you and examines Creative Commons and how to use it for your work.

Monday January 9, 1-2pm & Thursday, January 12, 4-5 pm

Academic Network Profiles

Learn more about Google Scholar Profile, Academia.edu, Researchgate.net and other tools for identifying yourself as an author and communicating with other authors.

Tuesday, January 10, 4-5 pm

Scholarly Googling: Google Scholar and Other Tools

Learn how to get the best use out of Google Scholar, Worldcat & Worldcat.org, Academia.edu, and Internet Archive.

Wednesday January 11, 1-2 pm

Endnote Online Citation Manager:

Learn about the free online version of the classic citation collection, storage and formatting tool.

Tuesday, January 10, 1-2 pm & Wednesday, January 11, 4-5 pm

Zotero Citation Manager:

Learn more about this free, open source citation collection, storage and formatting tool.

Monday, January 9, 4-5 pm & Thursday January 12, 1-2 pm

Using EasyBib to help Students Construct Citations

Friday, January 13, 1-2 pm

Special Collections and University Archives Department

Exhibit: *Books in the Time of Shakespeare*

Curated by Cassie Brand, Interim Head of Special Collections, Archives and Methodist Librarian
Dates: October 6 through December 31

Location: Lobby, United Methodist Archives and History Center

Shakespeare's *First Folio*, the 1623 first edition of his collected works, has been studied extensively for the clues it holds about which works the Bard actually wrote. Part of this study entails understanding how books of the time were made and how this text came to be. Learn about papermaking, typography, typesetting and binding in the early modern era.

Special Collections and University Archives Materials for your Courses

During the Fall 2016 semester the Drew Library hosted 23 class sessions integrating Special Collections and University Archives resources into courses from all three schools. This service will continue to be provided throughout the Spring 2017 semester. We invite professors interested in incorporating Special Collections and University Archives materials into their classes to contact Cassie Brand, Interim Head of Special Collections, Archives and Methodist Librarian (cbrand@drew.edu).

Late Night at the Archive:

On Tuesdays this fall the Wilson Reading Room of the United Methodist Archives and History Center will remain open for special late night hours. The Reading Room is a quiet place to study and has wireless Internet access and printing/scanning services. Reference services for special collections and archival materials will be available until 9pm.

Respectfully submitted,
Christopher J. Anderson
Associate Dean of Libraries



Ever been interested in singing in
choir? Come to our open rehearsal
and see what we're all about!



CHORAL UNION

OPEN

REHEARSAL

Wednesday, December 7th

7:00pm at Crawford Hall at the EC
There will be snacks!



Sign up for auditions at:
drew.edu/choralaudition

Vivaldi Magnificat
Drew University Chorale & Choral Union

Vivaldi "Winter" from Four Seasons
(Concerto No 4 in F minor)

Michael Avagliano, violin

D. Fason Bishop, conductor

Program will also include works for
chorus by Palestrina, Parker, Gjeilo,
Eriksson, Lourey, and others

Saturday, December 3, 2016

8:00 pm

\$5 general admission / students admitted free

DREW



Prestigious Scholarship Deadlines

Barry M. Goldwater Scholarship: December 14, 2016

Sophomores and juniors who have outstanding potential and intend to pursue careers in mathematics, the natural sciences, or engineering.

Boren Awards for International Study: January 20, 2017

All class years, commitment to work in Federal Government after graduation: funding U.S. undergraduate students to study less commonly taught languages in world regions critical to U.S. interests, and underrepresented in study abroad, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East.

Beinecke Scholarships: Feb 1, 2017

Juniors interested in graduate school in arts, humanities, or social sciences with a history of need-based financial

Please direct interested students to the Dean's Office Prestigious Scholarships Webpage for more information and have them contact Louis Hamilton (lhamilto@drew.edu). All applicants will work with a member of the Honors Faculty Advisory Committee in addition to their regular advisors and be reviewed by an internal committee.

CRLA CERTIFICATION - CENTER FOR ACADEMIC EXCELLENCE

The Center for Academic Excellence (CAE) has received International Tutor Training Program Certification through CRLA, the College Readiness and Learning Association.

CRLA is a professional organization known worldwide. Its mission is to provide college reading and learning professionals with an open forum to discover and exchange the leading tools and techniques to enhance student learning and academic success.

The purpose of this certification program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. Second, CRLA's tutor certification process sets an internationally accepted standard of skills and training for tutors, offering three Levels of tutor certification (Level 1, 2, 3).

This fall, the CAE employs and trains 83 students as peer subject tutors and writing specialists who are in the following stages of certification:

Level 3 (highest level): 4 students

Level 2: 13

Level 1: 30

Achieving progress toward Level 1: 36

For more information, please contact the CAE directors:

Nora Boyer nboyer@drew.edu

Loren Kleinman lkleinman@drew.edu

Korn Gallery, Senior Studio and Art Hallways
Dorothy Young Center for the Arts
Drew University
Madison, New Jersey 07940

The Art Department Proudly Presents

The Student Show

Drawing, Painting
Ceramic Sculpture, Printmaking,
Digital Video, Digital Imaging, Digital Video,
Photography (digital and film)
Senior Studio Projects

Opening Reception:
December 2, 2016, 5:30 - 7:30 PM

Refreshments will be served in the Rotunda
of the Dorothy Young Center for the Arts

For more information please call: (973) 408 - 3758
Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940
www.drew.edu/korngallery

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