Arts & Sciences Faculty Meeting
December 7, 2018
HALL OF SCIENCES 4
AGENDA

CALL TO ORDER: 3:15 p.m.	Debra Liebowitz
APPROVAL OF MINUTES	Maria Masucci ---------- pp. 4-8
DEAN'S UPDATES	Debra Liebowitz

ACTION ITEMS:

1) Transfer Policy	Rita Keane ---------- pp. 9-12
2) Satisfactory Academic Progress Policy	Rita Keane ---------- pp. 12-15
3) Museum Studies and Cultural Management minor	Rita Keane ---------- pp. 15-18
4) Master of Science in Data Analytics	Rita Keane ---------- pp. 18-36
5) Washington University combined degree	Rita Keane ---------- pp. 36-49

REPORTS:

Curricular Report	Rita Keane ---------- pp. 9-49
Committee on Faculty	Roger Knowles
Enrollment Management	Bob Massa ---------- p. 50
Advancement Report	pp. 51-53
Library Report	Andrew Bonamici ---------- pp. 54-57

DISCUSSION:

Launch Update	Daniel Pascoe & Julie Lantz -- pp. 58-59

OLD BUSINESS/NEW BUSINESS:

ANNOUNCEMENTS:

MLK Celebration at Drew	Amy Koritz ---------- p. 60
The Drew Review	Hannah Wells
Art Opening	Michael Pelgau---------- p. 61

ADJOURNMENT

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Chris Andrews Sociology	**Chris Andrews** for publishing his book "The Overworked Consumer: Self-Checkouts, Supermarkets, and the Do-It- Yourself Economy" with Lexington Books.
Jonathan Golden Anthropology, Comparative Religion, Center on Religion, Culture and Conflict	**Jonathan Golden** for presenting at the Interfaith Youth Core's IDEALS Symposium, "From the Ideal to the Practical: Using a Logic Model/Theory of Change". Also, for leading a team of Drew students to the Parliament of the World's Religions meeting in Toronto, where the group presented a session in the Next Generations Track called "Leading by Example; Principles into Practice."
Sandra Jamieson English	**Sandra Jamieson** for presenting the paper “Rethinking Expertise: Course-Embedded Writing Tutors & Threshold Concepts in EAC Classes,” written with student Caitlin Shannon, at the Second International Conference on English Across the Curriculum, The Hong Kong Polytechnic University, December 5th, 2018. And for election to the Executive Committee of the Association of Rhetoric and Writing Studies as Membership Officer.
Paul Kadetz Anthropology, Medical Humanities, Public Health	**Paul Kadetz** for presenting two papers at the American Public Health Association Conference and for one paper presented at the American Anthropological Association Conference, both in November 2018.
Jens Lloyd English	**Jens Lloyd** for having his article "'I Never Intended It To Become a Symbol of Resistance': An Interview with Xavier Maciel about the Sanctuary Campus Movement" accepted for publication in a forthcoming issue of Reflections: A Journal of Public Rhetoric, Civic Writing, and Service-Learning.

Jinee Lokaneeta Political Science and International Relations	**Jinee Lokaneeta** for an inviation to present her research at an International Conference on Strengthening Legal Protections Against Torture in India, October, 2018 in Delhi. Her co-authored research on Torture Prevention Initiatives in India (1985-2014) was released as a report at the Conference.
G. Scott Morgan Psychology	**G. Scott Morgan** for receiving a grant, along with his co-authors Dan Wiskneski and Brittany Hanson, from the journal, *Politics and Life Sciences*. The grant will fund a study to be published as part of a special issue on Disgust and Political Attitudes.
Jonathan Rose History, History and Culture	**Jonathan Rose** for serving as commentator for a panel on “Reading British Worlds: Global Transits of National Narratives” at the North American Conference on British Studies in Providence, RI. Also, for speaking to the Philadelphia Club about his work on the history of reading.
Kristen Turner Teacher Education	**Kristen Turner** for presenting two sessions on her research related to children, parenting, and screentime and sessions on book chapters related to the teaching of argument and young adult literature in a digital age at the National Council of Teachers of English annual meeting and the Literacy Research Association conference. Also, for facilitating a session presented by the Drew Writing Project and Digital Literacies Collaborative teachers.
Tammy Windfelder Biology, Environmental Studies and Sustainability	**Tammy Windfelder** for her presentation "Small Mammal and Plant Survey Results at the CMA" with Dr. Emile DeVito, as part of the Great Swamp Watershed Association's public talk series. Presented were results from 10 years of research focused on the small mammals inhabiting the Great Swamp Watershed Association's Conservation Management Area as well as Drew's campus.

Drew University
Minutes of Arts and Sciences Faculty Meeting
October 5, 2018

Present: Sarah Abramowitz, Christopher Andrews, Carolina Arango-Vargas, Alex Bajcz, Edward Baring, Brianne Barker, Jim Bazewicz, Jeremy Blatter, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Stephen Dunaway, Sophia Fortune, Jonathan Golden, Emily Hill, Ryan Hinrichs, Oleg Ivanets, Sandra Jamieson, Paul Kadetz, Hilary Kalagher, Jason Karolak, Steve Kass, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Minjoon Kouh, Jessica Lakin, Dan LaPenta, Debra Liebowitz, Jens Lloyd, Jinee Lokaneeta, Yi Lu, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Patrick McGuinn, Christina McKittrick, Rosemary McLaughlin, Joanna Miller, Sangay Mishra, Tomas Morin, Rory Mulligan, Philip Mundo, Sean Nevin, Nancy Noguera, Akwasi Nti-Addae, Emanuele Occhipinti, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Jonathan A. Porras, Jonathan Reader, Judy Redling, Raul Rosales, Jonathan Rose, Susan Rosenbloom, Paris Scarano, Claire Sherman, Bernard Smith, Rebecca Soderholm, Leslie Sprout, Marc Tomljanovich, Kristen Turner, Carol Ueland, Nancy Vitalone-Raccaro, Brandie Waid, Hannah Wells, Tammy Windfelder, Chenyang Xu, Carlos Yordan

Others Attending: Michelle Brisson, Stacy Fischer, Michael Fried, Loren Kleinman, Alex McClung, Frank Merckx, Candace Reilly, Brian Shetler, Shawn Spaventa, Jody Caldwell, Irina Radeva, Nora Boyer

The meeting was called to order at 3:16 pm by Debra Liebowitz.

Approval of Minutes: The minutes of the September 7th meeting were approved unanimously.

Dean's Update: Debra Liebowitz provided several short updates to the faculty:

- Brothers College will be closed on Monday the 10th, as there will be no power in the building
- A search is underway for the permanent University Registrar, with committee members who include Maria Masucci and Jinee Lokaneeta. Gratitude to Aimee Demarest for her service in taking over this role and for the tremendous progress she and her team were able to make during this interim time period.
- Line requests are due Monday, October 8th

Jill Shockley introduced the new bookstore manager, Marie Joyner. Faculty were encouraged to provide feedback to either Jill or Marie as the bookstore looks to make improvements. Toward that end, they will once again be establishing a bookstore advisory committee. Other changes will include a book adoption program, online ordering before arrival to campus with books bagged and ready for pick up, a greater number of books available on the bookshelves, a stronger buy back and used book program and more competitive book pricing. Marie encouraged faculty to come to the bookstore Oct 11th through the 17th during publicized hours for the "ABC's of the Drew Book Store" and announced the spring term adoption deadline of October 29th.

Debra asked Ryan Hinrichs to provide a program planning update. Ryan shared a presentation generated by data gathered with the assistance of Alex McClung. Highlights included:

- The over-reaching framework for developing new programs include determining:
    - External demand
    - Organizational fit
    - Detailed financial calculations
- A review of the data for peers and aspirants showed programs that might help us grow the institution. Some of these programs require minimal resources and are a strong fit, while others would be high demand programs requiring higher resources.
- Some programs for consideration include Engineering Physics, Health/Biomedical, Digital Design, Global Studies, Cybersecurity and Performing Arts Administration
- Other programs that would require more significant resources include Exercise Physiology, Musical Theatre, Accounting and Finance
- Financial analysis will take into account average faculty salaries, benefits, start-up costs, capital expenditures and a required annual budget. These total direct costs would be added to indirect costs and would then be viewed with a consideration for size of our new student population, the discount rate and anticipated tuition revenue
- Any new programs must be looked at strategically and with a long term perspective
- Graduate programs are also being evaluated with three under consideration for more analysis: Data Analytics, Accounting, and Counseling

In closing, Ryan encouraged faculty members to reach out with ideas, considerations or concerns. He said we need to make sure new programs contribute to the University's bottom line at the same time as they strengthen academic opportunities for students.

Debra thanked Ryan for the in-depth analysis. She said compared to our peers we have fewer offerings but any future decisions regarding new program offerings will be made within a framework of strategic growth.

ACTION ITEMS:

Academic Integrity Policy: Judy Redling requested faculty members look at the proposed changes to the Academic Integrity Policy summed up on page 9 and detailed through page 21. She acknowledged the hard work of the Academic Integrity Committee, which includes Michael Peglau, Seung-Kee Lee, Catherine Keyser, Steve Surace, Jim Supplee, Miao Chi, Bai Di, and Rebecca Soderholm.

Judy highlighted that the proposed updated policy does differ in terms of underlying standards, and provides clarification to certain elements of policy and reflects current practice. Additionally, she pointed to guidelines for sanctions, including an educational component in the form of an online tutorial (developed with the assistance of Loren Kleinman). The goal is for the new policy to be implemented consistently and to provide clear guidelines and expectations for

both students and faculty. Judy pointed to a proposed faculty reporting form and encouraged faculty to use this form to elaborate on details of any violations.

After some discussion, faculty asked for a change to the proposed policy that would allow students to bring in a faculty member OR a staff member for moral support. Additionally, they asked for clarity on offenses an instructor agrees are not serious (i.e., cheating on a quiz vs. a major assessment). Finally, most agreed reporting alternative resolutions on a student's record should be discontinued. Judy encouraged faculty members to reach out with any other considerations for the policy. Debra thanked Judy and Loren for their efforts to update this policy.

REPORTS:

CAPC: Rita Keane announced that English 231 should have been listed as English 233. There were no questions regarding the CAPC Report.

Launch Curriculum: Juliette Lantz provided a summary of the Launch Curriculum efforts and a preview of the Faculty Launch meeting set for October 9th. She reported that Design Teams have been meeting regularly to prepare drafts for consideration at the Launch Faculty Meeting set for 10/9, which will begin at 10:15 am in HS 4. Juliette shared a reminder once again of the reiterative process, encouraging faculty participation. She said the meeting will open with design teams introducing their drafts, followed by a feedback process and small group discussions, a presentation by Daniel Pascoe and multi-divisional team meetings. Juliette clarified that technical competence will be articulated in a broader sense after a framework is developed with CAPC, Assessment and ACAC's input.

Dean's Council - Caitlin Killian reported that Dean's Council has resolved to study how to provide a fair and equitable consideration for course load and service. They are looking at various models (i.e., a point system) and would appreciate faculty feedback throughout the fall and winter, in the hopes of presenting new guidelines in the spring. Anyone interested in participating should contact their Division Reps or Dean's Council.

Caitlin announced electronic ballots will be forthcoming for two APBC at-large committee positions and she also asked faculty to look for and participate in the Faculty Committee Survey.

No questions were raised for either the **Library or CEFAC 2017-18** reports.

For Discussion:

In introducing Daniel Pascoe, Debra said the Art and Science process clearly pointed to the need to think about the synergy between the University's curricular and co-curricular activities and offerings. While experiential education is at the center of what we do, there have been no structures around this and there have been gaps in support. In an effort to magnify resources and

strengthen what we do, Debra invited Daniel to share his vision for bringing the curricular and co-curricular components together.

Career Communities/Launch: Daniel presented a Power Point presentation (pages 62-74) where he emphasized the complexity of bringing together meaningful career choices with intelligent career strategies. He expressed his enthusiasm to prepare a new generation of students and commended Drew's bold approach, saying in his 17 years he has never come across the type of approach to education that Drew is undertaking.

Daniel shared some statistics:

- 87% of the world's (66% of the US) workforce are struggling to find meaning in what they do
- Working generations are expected to change jobs an average of 11.9 times throughout their careers and 2.85 times in their first five years after college
- The top 10 competencies employers are seeking in college graduates are all transferable skills
- Approximately 85% of jobs are filled through networking, creating the need for strategic and intentional career mentoring
- 71% to 94% of employers prefer college graduates with meaningful or professional experience
- 80% of employers prefer ePortfolios synthesizing students' experiences over academic transcripts
- 90% of repeat internships and 73% of first time internships ended in a job offer in 2015

Daniel said these statistics clearly point to the need for us to seek every connection we can for students. He shared a systemic career development facilitation model, whose goal is to involve as many stakeholders as we can who will prepare our students to be interdisciplinary thinkers who are then able to envision, make and tell their story. Toward this end, Daniel proposed Career and Identity Communities where students have access to opportunities, support, networks, programs, calendars/events, resources, communication and notification all in one place. Launch is well underway in looking at what the best distribution for these communities will be. Daniel shared that he is open to faculty suggestions and contributions for his approach, citing Tuesday's Faculty Launch Meeting as a great place to start this process. One suggestion raised at the faculty meeting was to ensure that ALL students are included in the identity communities. Another is to call the Career and Identity Communities by a different name. In response, Daniel encouraged ongoing input.

Old Business/New Business: none

Announcements and Documents:

Reimagining London Working Group: Jim Bazewicz asked faculty to consider participating in a meeting on October 17 to reimagine Drew's London Semester. Along with Jim and Stacy Fischer, a working group will look to make the program more interesting to a wider range of students.

Drew Review: Hannah Wells asked faculty to submit nominations of outstanding essays of 8 pages or more by October 29th for an opportunity to be published in the *Drew Review*. Please see the flyer on p. 56 for specifics.

Civic Engagement Film Boot 24 and Alumni Networking Flyers: Amy Koritz shared several upcoming opportunities for students. On October 11th, an Alumni Networking Event will take place and on November 16 through the 18th, a film making workshop and competition will be held. For information on both, see pages 57 and 58

Digital Humanities Faculty Workshop: Wendy Kolmar announced an October 10th deadline for faculty to apply for a Digital Humanities grant, citing appreciation to Mellon for the funding. Aside from the October 5th Workshop, Wendy said another faculty development opportunity would be offered on October 25th. Details will be forthcoming.

Critical Language Scholarships: Carol Ueland asked faculty to review the flyer at the end of the Packet publicizing opportunities for critical language scholarships. She suggested faculty members look at the list of Drew students who were selected for the programs in the past for inspiration and asked faculty to encourage students to meet with Carol. The scholarships include travel, tuition, housing and a living stipend and provide a wonderful immersion opportunity for students.

The meeting was adjourned at 4:21 p.m.

Minutes respectfully submitted by Trish Turvey

Curricular Report

November 2018

For Action:

1. **Transfer Credit Policy**
2. **Satisfactory Academic Progress Policy-Revised**
3. **Museum Studies and Cultural Management Minor-Revised**
4. **Master of Science in Data Analytics**
5. **Dual Degree Engineering Programs, 3+2 and 3+3, Drew University – Washington University in St. Louis**

For Information:

New Courses:

- **CHEM 150LA/Principles of Chemistry I-Laboratory**
- **CHEM 160LA/Principles of Chemistry II-Laboratory**
- **CHEM 250LA/Organic Chemistry I-Laboratory**
- **PSYC/PH 374/Health Psychology**

Revisions to Existing Major/Minor/Program:

- **Anthropology-Adding ANTH 210/Introduction to Museum Studies and Cultural Management**
- **Psychology Major/Minor-Adding PSYC/PH 374/Health Psychology**
- **Public Health-Adding PSYC/PH 374/Health Psychology**

The November 2018 faculty meeting did not offer an opportunity for questions about the "For Information" section of the October curricular report; it is appended at the end of this month's report in the case that there are questions about it.

For Action:

Item #1: Transfer Credit Policy:

Proposed Revisions to the Transfer Credit Policy

Vote #1. The first set of revisions updates the catalog policy to match the current practice of counting 3 credits courses towards majors, minors, intermediate and upper-level credits. Note: the inclusion of 2.5 credit courses matches the current policy for transferring credits for General Education requirements and is applicable primarily for international transfer credits.

Applicability of Transfer Credit to Majors and Minors

A student transferring credits toward a major or minor from another institution must complete at least 16 Drew credits at the intermediate- or upper-level to earn a major in that area. They must complete at least 8 intermediate- or upper-level Drew credits in order to earn a minor in that area. If Drew transfers 2.5 credits or more for courses that satisfy required or elective courses for a major or minor, that student may complete the major or minor with up to 3 fewer total credits.

Comment [1]: This addition formalizes current practice. The 2.5 credit course is relevant to international transfer credits and was copied from the General Education requirement below.

Applicability of Transfer Credit to General Education Requirements

- Transferred courses are eligible to fill general education requirements in cases where they meet the learning objectives of a specific Drew requirement.

- The Drew Seminar (DSEM) is waived if a student transfers in two semesters of college writing from a community college or one semester from a four-year college or university.
- If Drew transfers 2.5 credits or more for a course taken at another institution, that course may be used to satisfy one 4-credit Drew general education requirement.
- If Drew transfers 2.5 credits or more for courses at the intermediate or upper-level, that student may complete the 64 credit intermediate or upper-level requirement with up to 3 fewer intermediate or upper-level credits.
- If Drew transfers 2.5 credits or more for courses at the upper-level, that student may complete the 32 credit upper-level requirement with up to 3 fewer upper-level credits.

Comment [2]: These additions describe current practice.

Vote #2. Revisions to address the emergence of joint high school diplomas with Associate Degrees. Students applying to Drew as first-time college students, and not transfer students, are not eligible for the Associate Degree policy (see added text for Note 2) but rather a modified Advanced Standing policy. Other added text clarifies the implementation of the policy for intermediate and upper-level transfer credits.

Transfer Policy for Students with an Associate Degree from a New Jersey Community College

If a transfer student has completed the Associate Degree in the State of New Jersey, they will be granted junior status (64 credits, including a minimum of 8 ~~12~~ intermediate- and 4 upper-level credits) upon transfer to Drew.

Comment [3]: This language is intended to clarify that this policy does not apply to dual Associates Degree-High School diploma programs. This is more clearly stated in Note 2 below.

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

- 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. (If a student has completed more than 12 transferable intermediate and upper level credits, each additional credit may apply toward this requirement. If a student has completed more than 4 transferable upper level credits, each additional credit may apply toward this requirement.)
- 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;

Comment [4]: This language clarifies the original intent that if a transfer student has more than 12 intermediate and upper-level transfer credits, these will count toward their Drew degree.

- 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).

NOTE 1: Off-campus experiences are an integral part of Drew's General Education program and are core to the mission of the institution. This experience provides students with the opportunity to practice what they have learned outside the confines of the college campus. Transfer students are highly encouraged to talk with their advisers about how to integrate such an experience(s) into their Drew program of study. This might include an internship, a full-semester domestic or international off-campus program, a teaching or language practicum, a community-based learning course, an off-campus or immersive summer research experience, an international summer language program, a service learning program, or a community service project.

NOTE 2: Students who completed a combined High School and New Jersey Associate Degree program and who applied as a first-time student will be evaluated based on the Advanced Standing policy described below for "College Credits Earned Prior to Graduation from High School."

College Credits Earned Prior to Graduation from High School

Advanced Standing

A maximum of 32 credits may be counted toward the 128 required for ~~the~~ a Bachelor's ~~of Arts~~ degree for credits resulting from satisfactory Advanced Placement Examinations, International Baccalaureate scores, British A-Level Exams, or college-level courses including those completed as part of a combined degree program leading to a High School diploma and an Associate degree.

Comment [RZH5]: Combined Associate Degrees-High School diplomas are becoming more common in New Jersey. According to this policy, these students will be subject to our Advanced Standing policy and not the above Associates Degree policy for transfer students.

For Discussion. Current policy for IB and A-level credit is ambiguous with regard to Breadth requirements in the General Education program. Based on the recent Associates Degree policy, which essential awards credit for Breadth requirements, CAPC believes that AP, IB and A-level courses, which are also subject to strict guidelines, also count toward Breadth requirements.

Advanced Placement Credit (AP)

- Credit will be granted only for scores of 4 or 5 on Advanced Placement exams. On the Calculus BC exam a student who scores a 3 will receive 4 Drew credits. Further details of how AP credits are assigned are available online.
- ~~AP credits cannot be applied to Breadth requirements in Drew's General Education program.~~
- To Students need to have an official copy of their AP scores sent to the Registrar's Office in order to have them transferred to Drew for credit. A student can contact the College Board to request that the scores be sent.

Comment [6]: CAPC proposes allowing AP, IB and A-level courses to satisfy Gen Ed breadth requirements. (Note, the currently policy is ambiguous for IB and A-level.) The primary rationale is that we now allow community college courses to satisfy these requirements, providing uneven application of this policy. We believe the rigorous requirements for AP, IB and A-level courses with appropriate exam scores makes them equivalent to community college courses.

~~Credit for~~ International Baccalaureate Courses

- Students with an IB Diploma have the potential to enter Drew with sophomore standing (a maximum of 32 credits will be awarded).
- Higher Level IB courses (HL) – Students with a score of 5 or above will be awarded 8 Drew credits up to a maximum of 32 credits.
- Standard Level IB courses (SL) – Students with a score of 5 or above will be awarded 4 Drew credits up to a maximum of 32 credits.

Visit our website for more information on International Baccalaureate Diploma and Courses.

A-level exams

- Students who earned a grade of A*, A, or B on a British Advanced Level (A-Level) exam will be granted 4 Drew credits, up to a maximum of 32 credits.
- Students who earned a grade of a C on a British Advanced Level exam in 2010 or before will be granted 4 Drew credits, grades of C thereafter will not earn Drew credit.
- Credit is awarded for successful scores on A-Level examinations only, not on O-Levels (ordinary level) or AS-level (Advanced Subsidiary) examinations.
- No credit may be granted for English language examinations or the general paper.
- Drew departments have the discretion to grant up to 8 credits per appropriate A-level score in cases where the content coverage of the A-level exam so warrants.

College Level Examination Program (CLEP)

- Credit and exemption are also granted for appropriate CLEP subject examinations on which satisfactory scores have been earned, and for the CLEP general examination in mathematics, the only CLEP general examination for which credit is awarded. Students taking CLEP examinations must include the optional essay portion for any examination for which it is offered.
- Students must earn a minimum score of 65 and take CLEP exams before completing 16 semester hours of college credit at Drew in order to receive credit.

Comment [7]: It is not possible to enforce this requirement unless the student is already enrolled at Drew University.

Item #2: Satisfactory Academic Progress Policy-Revised:

Satisfactory Academic Progress (SAP) Policy

Policy Summary

Regularly enrolled college-classified students are expected to maintain full-time registration in the College (12 credits or more per semester). Students carrying full-time registration averaging 16 credits per semester will normally complete the degree in four academic years (8 semesters); in no case may a full-time student expect to spend more than five years (10 semesters) earning the degree unless an exception to this rule is granted by the Committee on Academic Standing. Additionally, federal regulations require that Drew University establish minimum standards of academic progress for students receiving financial aid.

In order to remain enrolled, as well as receive federal, state, or institutional financial aid, including Title IV and Higher Education Act (HEA) funds, at Drew University, students must maintain Satisfactory Academic Progress (SAP) toward their degree objective. These requirements apply to part-time as well as full-time students for all semesters of enrollment within an academic year, including those semesters for which no financial aid was granted. The Office of Academic Services and the Office of Financial Assistance conduct a review of SAP at the conclusion of each academic term once grades are posted in the university system.

Academic Year Progression by Class

- 0 - 26 credits: First Year Freshman

- 27 - 55 credits: Second Year Sophomore
- 56 - 91 credits: Third Year Junior
- 92+ credits: Fourth Year Senior

Requirements

There are three areas that are evaluated at the end of each semester: number of credit hours passed, cumulative grade point average, and maximum time frame for degree completion. Accepted transfer hours are counted as both attempted and completed hours. Both the qualitative (grade-based) and quantitative (time-related) requirements must be met, regardless of full-time or part-time attendance.

Incompletes

At the time of evaluation, Incompletes (grades of "I") do not affect a student's cumulative GPA for SAP, but count as credit hours attempted both Pace and Maximum time frame (see below). Students with grades of Incomplete which become new letter grades prior to or during a subsequent period of enrollment must contact the Office of Financial Assistance for further evaluation.

Withdrawals

The grade "W" received for a withdrawal after the add/drop period ends in the term does not affect a student's cumulative GPA for SAP, but counts as credit hours attempted towards Pace and Maximum time frame.

Course Repetition

Students are allowed to repeat a course and have it count toward enrollment for financial aid eligibility only once, unless it is a course that customarily can be repeated for credit. Each attempt at the course, however, will count towards a student's Pace, and all other attempts with lower grades will count as unsuccessful credit hours attempted.

1. Minimum Cumulative GPA earned at Drew University

Credits Attempted	Cumulative GPA	Major GPA
0 - 24	1.5	
25-48	1.8	
49-59	1.9	2.0
≥60	2.0	2.0

2. Minimum Annual Pace

A student must successfully complete at least 12 credits in each semester in which they are enrolled full-time, and at least 6 credits in each semester in which they are enrolled half-time.

In addition, full-time students must complete 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 100 credits by the end of the fourth year, and a degree by the end of the fifth year. A year

consists of a fall and spring term.

3. Maximum Time Frame

A student may attempt no more than 150% of the credit hours required by her/his degree program.

Classification	Maximum Attempted Hours Allowed
Undergraduate Programs	192 credits

Explanation of SAP (Satisfactory Academic Progress) Status Codes

Good Standing

A student who meets all of the standards for Satisfactory Academic Progress when progress is reviewed will be in Good Academic Standing and can continue to be enrolled and receive financial aid.

Good Standing ——–> Warning Warning ————–> Probation*

Students previously in Good Standing will be placed on Warning and students previously on Warning in any prior term are required will be placed on Probation for any of the following reasons: A fall or spring semester ***term grade point average*** which falls below grade point average, as reflected in chart above;

- A ***cumulative grade point average***, or a ***grade point average in all majors***, at the end of the fall or spring term below the minimum standards described in the table above.
- A failure to satisfactorily complete credits according to minimum standards for Pace: 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 100 credits by the end of the fourth year, and a degree by the end of the fifth year. A year consists of a fall and spring term.
- A withdrawal from all classes in a fall or spring semester.

Transfer students who fail to meet SAP requirements in their first semester will be placed on Probation and required to submit a Satisfactory Academic Progress appeal, subject to approval by their advisor and the Academic Standing Committee.

First-year students who fail to meet SAP requirements are required to submit an academic plan subject to approval by their advisor and the Academic Standing Committee.

The following conditions apply to students on Warning or Probation

- A student cannot enroll in more than 17 credits without the approval of the Academic Standing Committee.
- A student who at the end of a fall or spring semester has satisfactorily completed at least 12 credits, earned a term grade point average of at least 2.0, and met the minimum credit and grade point levels described above will be returned to Good Standing. A student on Warning who at the end of a fall or spring semester has not returned to Good Standing will be placed on **Probation** or, in exceptional cases, may be placed on **Required Withdrawal** (exceptional cases include students with disciplinary sanctions, two consecutive semesters of full withdrawal, or irrecoverable cumulative GPA).

A student on Warning is eligible to receive financial aid for one payment period.

Probation

A student who is allowed to enroll on **Probation**, will not be eligible to receive financial aid until they submit an appeal and that

appeal is approved by the Offices of Academic Services and Financial Assistance. The SAP Appeal Form must be submitted to the Office of Academic Services. The student may submit documentation that supports his/her appeal from medical professionals, counselors, or other third party professionals (nonfamily members) who understand the details of the situation. The student should also include an explanation of what has changed in his/her situation that will allow him/her to demonstrate satisfactory academic progress at the next evaluation. If it is not possible for the student to achieve the minimum standards of progress by the next evaluation, the student, with the assistance of the Office of Academic Services, must develop an academic plan that outlines what the student must do to achieve Satisfactory Academic Progress.

If the student's appeal is approved, the student will be placed on a **Financial Aid Probation** status for that term. This Probation status is for one term only. At the conclusion of the probationary term the student's record will be reviewed to determine whether the student has achieved SAP or, in the cases where a plan was required, has followed the requirements of the plan.

A student, who after a semester on Probation, has not returned to Good Standing and/or fulfilled the conditions of their academic plan will not be eligible for Title IV or HEA program funds and will be placed on **Required Withdrawal**. Under exceptional circumstances only, such as the death of a close relative or an injury or illness to the student, a student on Required Withdrawal may appeal to be re-admitted for the next term and have financial aid reinstated by submitting the Satisfactory Academic Progress appeal to the Office of Academic Services by the deadline indicated on the notification of Required Withdrawal. The appeal must contain information regarding why the student failed to make satisfactory academic progress and what is changed in the student's situation that would allow the student to make satisfactory academic progress going forward. The Academic Standing Committee reviews each readmission appeal received. If the appeal is approved, the student will be reinstated and placed on Probation.

Such re-admissions are granted only in unusual cases, and in no cases may a student be readmitted twice.

Item #3: Museum Studies and Cultural Management Minor-Revised:

I. Rationale

In Fall semester 2016, the Arts Administration minor (shared with Theatre) was officially split with the intention of developing two revised minors, one focusing on performing arts, and the other on visual arts and museum studies. The division was motivated by the desire to better serve the students interested in museum studies, and in response to the Art History Department external reviewers' recommendations (Feb. 2016). In addition to expressed student interest, several of our students have gone on to complete graduate degrees in Museum Studies and many currently are working in the museum field. As stated in the external review report, our proximity to New York City represents one of the most important resources for the Art History Department and that the minor, as configured at the time, "is a significant and potentially excellent program but currently under-developed. Expansion in this area seems not only sensible but also valuable… ." In addition, the report specified that a minor in Museum Studies and Arts Administration, "needs an array of courses treating, for example, the history and theory of museums, curatorial methods, collections management, exhibition design, and public education. Finally, internships play an additional and important role in preparing undergraduates for work in both fields. While internship possibilities do abound in proximity to Drew, and surely represent a strength of the minor's offerings, the current Arts Administration and Museum Studies minor generally lacks the curriculum suggested above." In response, the Art History Department has renamed and redesigned the minor to better reflect the goals of the program and address the issues outlined in our review. The new minor, Museum Studies and Cultural Management, will include 2 new courses, a foundation course (Introduction to Museum Studies and Cultural Management – 4 credits) and a 2 credit Practicum which is a co-requisite with ARTH/ANTH 375 (Museums and Society). We have also recontoured the selection of other courses required of the minor to better address the needs of the minor. The minor has a scaffolded structure and includes a new foundation courses at the introductory level, noted above, Administration and Communications courses at the intermediate level, and the Capstone course in addition to a required practicum and internship at the upper level. (Please see attached course list.)

It should also be noted that the ARTH/ANTH 375 Museums and Society has been changed from a 4 to a 8 credit course and we have attached the new Credit Calculation Sheet demonstrating the accurate calculations. In addition, as noted we would like to change the on-campus class from a single class meeting to a double period to better accommodate the needs of the students and course (please see credit calculation sheet). The result will be that this course will absorb 8 credits of the faculty member's course load during the Spring semester when this course is offered. That said, the Art History

Department has organized its course offerings to make this possible. The department will not need additional resources, but has been able to reallocate existing courses during the Spring semester of odd-numbered years.

*Finally all of the Art History faculty are equipped and willing to teach the new Introductory course listed above. (please see course rotation plan)

II. Learning Outcomes for the Minor (designed in consultation with Mike Fried)

After completion of the minor, students should be able to:
1. Analyze how museums convey the history and interest of the objects contained in their collections to the public
2. Describe the nature of work performed in museums and arts organizations
3. Recognize the roles of museums and arts organizations in relevant larger contexts (as parts of cities, for example, or as representatives of specific cultures)
4. Evaluate museums and arts organizations in light of theoretical constructs, recognizing how museum and arts professionals address issues and solve problems
5. Articulate a career path for themselves in a museum or arts organization, indicating individual professional priorities

II. Curriculum/Minor Requirements
Museum Studies and Cultural Management (MSCM)- Fall 2017

Requirements for the Minor (26-28 credits)

At least 16 credits must be at the intermediate or upper level.

1. **Introductory (12 credits)**
   - 4 credits ANTH 104 or ARTH 101 or ARTH 102 or BIOL 150 OR BIOL 160 OR ESCI 150 (or another 100 level course in a discipline relevant to Museum Studies, with consultation with the program director).
   - 4 credits ECON 101
   - 4 credits ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management
2. **Administration and Communications (4 credits)**
   - ART 120 Digital Imaging*
   - BST 286 Social Entrepreneurs
   - BST 305 Market Strategy and Marketing
   - CE 215 The Non-Profit Sector
   - ~~CSCI 270 Computing, Technology, Society and Culture~~
   - **DATA 200** Data Science: Intro, History, and Case Studies
   - ENGH 246/BST 246 Business Communications
   - ENGH 344 Rhetorics of the Workplace/Professional Communication
   - MCOM 201 Documentary Practice
   - PHIL 214 Business Ethics
   - PSYCH 372 Organizational Psychology and Leadership
   - SOC 217 Sociology of Management

   *students who choose ART 120 as one elective must be sure that they have at least 16 additional credits at the intermediate or upper level.
3. **Internship (2-4 credits)**
   - INTC 200 Internship
4. **Capstone (8 credits)**
   - 8 credits ARTH/ANTH 375 Museums & Society
   - 0 credits Practicum ARTH/ANTH 3XX (corequisite with ARTH/ANTH 375)

     This will be a corequisite 0 credit "lab".

b. The catalog copy can appear as above.

c. The course rotation that will impact the Art History Department is the new course ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management, which will be taught every other year in the Spring semester of even-number years. This will alternate with the capstone course, 8 credits ARTH/ANTH 375

Museums & Society which will be taught in its usual rotation of every other year in the Spring semester of odd-number years. (All of the Art History faculty are equipped, willing, and ready to teach the new Introduction course noted above. Again, see the course rotation chart.)

III. Impact on and Connections with Other Departments/Programs

The minor depends on courses in other departments. Three courses from the previous minor have been substituted with new courses (see the lists below).

- ~~BST 310 - Management~~ **~~*~~**
- CSCI 270 - Computing Technology, Society and Culture
- ECON 101 - Economic Principles: Microeconomics
- ~~ENGL 215 - Writing For and About Business~~
- PHIL 214 - Business Ethics
- SOC 217 - The Sociology of Management *****
- ~~SOC 309 - Sociology of Mass Communications~~ *****

ART 120 Digital Imaging*
BST 286 Social Entrepreneurs
BST 305 Market Strategy and Marketing
ENGL 246/BST 246 Business Communications
ENGL 344 Rhetorics of the Workplace/Professional Communication
MCOM 201 Documentary Practice
CE 215 The Non-Profit Sector

-Does the proposed minor offer possibilities for interdisciplinary collaboration? Yes.
-Will the proposed minor depend on courses from other departments? Yes, as in the past.
-Will the proposed minor offer courses that might be cross-listed by other departments? One cross listed course is already part of the minor and in the catalogue (ARTH/ANTH 375 Museums and Society). The new course, ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management, will be cross listed with Anthropology. The Anthropology faculty have reviewed this proposal and enthusiastically endorse the revision.
-Will the proposed minor have a significant impact on enrollments in other departments/programs? No. The number of students taking the courses in other departments will remain the same as most of the students are already taking several of these courses for other majors, minors, and gen.ed.

IV. Effective Date/Transition Plan

The Art History Department would like to implement the changes for Spring 2019. The new minor builds on the previous minor as outlined above, and can be implemented very easily. Students who have already declared the minor may complete the old minor or, if they choose to, can complete the new minor.

VI. Course Descriptions.

ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management

This course will introduce the fundamentals of Museum Studies. Students will gain an understanding of the museum as a cultural organization, the various departments, and its inner workings. For example, students will be required to design an exhibition and work through all phases of creating and mounting an exhibition from its inception to funding, programing, installation, and final stage of de-installation etc. A virtual experience of the intricacies and the complexities of this process will allow students to not only explore the various challenges, but better understand the various departments that make up a museum.

Museums are major repositories for cultural objects and cultural heritage. The course will also explore the fundamental question of “What is heritage?”, how is it produced and to what extent does it (re)arrange relationships between time, memory and identity? How do some heritages come to be memorialized and institutionalized and others excluded? This portion of the course will explore the historical development of the concept of heritage and what role museums play in this development as well as the genesis of international heritage administration. Emerging trends, best practices, and national heritage laws will also be discussed. Case studies from different regions and social contexts will be the lens through which these issues are examined.

Additional Information Requested by CAPC in May 2017

Requested by CAPC: Rationale for more than 4 courses at the Introductory level:

Our understanding is that minors must have at least 16 credits at the intermediate and upper level. The new minor as we have designed it fulfills this requirement. We have added 100 level courses and it is for this reason, the minor is relatively large in number of credits (to accommodate 12 credits at the introductory level). The size of the minor has always been 26-28 credits; the size is not new, nor is the number of 100 level credits (the vast majority of students who have completed the minor have done 12 credits at the 100 level).

Requested by CAPC: "Comparison Chart for the Drew minor with a peer and aspirant school to get a sense of how they structure it."

Requested by CAPC: "Comparison Chart for the Drew minor with a peer and aspirant school to get a sense of how they structure it."

Curriculum Comparison with two peer/aspirant institutions

Drew- proposed MSCM minor (6 courses, 26-28 credits)	**Skidmore Arts Administration minor (9 courses, minimum 27 credits)**	**Ursinus Museum Studies minor (6 courses, 19-20 credits)**
Introductory ARTH or ANTH (4 credits)	3 courses required in one of following fields: Art, Art History, Dance, Theatre, or Music (9 credits)	(May choose Art History or Anthropology for 2 of the electives)
Introductory Business Studies: ECON 101 (4 credits)	Foundations of Marketing (3 credits); Foundations of Financial Accounting (3 credits)	
ARTH/ANTH 2XX Intro to Museum Studies (4 credits)	Foundation of Arts Administration (3 credits)	Intro to Museum Studies (4 credits)
Elective in art, administration, and/or communication (4 credits)	Philanthrophy and the Arts (3 credits)	2 elective courses in Art History, Anthropology, Business & Economics, Education, Environmental Studies, History, or Media/Communications (8 credits)
Internship (2-4 credits)	Internship (3 credits)	Internship (3-4 credits)
Capstone: ARTH/ANTH 375 Museums & Society (on campus & experiential course + practicum) (8 credits)		2 courses in Curatorial Practice (2 credits each=4 credits); Oral presentation (zero credit)

Item #4: Master of Science in Data Analytics:

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 digitization of information, including archives and library collections, business transactions, healthcare records, and social networks, just to name a few, has transformed the world. The exponential growth of digital information leading to big data sets necessitates a new set of digital skills and technologies in order to extract and make meaning from these data. Data management, extraction, analysis, communication, visualization, computer simulation, and modeling are increasingly used for research and inquiry across all academic disciplines and are used in an array of industries. In many areas the change has been revolutionary, transforming the nature of knowledge itself. For example, without computing technology, we simply could not know what we do today about genomics, neuroscience, or geography. Further from traditional science disciplines, data, supported by tools that access, process, summarize, and visualize it, have given us Google Translate, GPS, instant access to centuries' worth of music and art, and much more. Data science has arguably democratized knowledge and information (if sometimes imperfectly). With this digital transformation of academia and the workforce, it is not surprising that data science and data analytics jobs are projected to grow at some of the fastest rates in the near future. Table 1 shows projections from Burning Glass Technologies based on an analysis of jobs posting data.

Job Title	Average Salary	Projected 5-yr growth
All data science and analytics jobs	*$80,265*	*15%*
Analytics managers	$105,909	15
Data scientists & advanced analysts	$94,576	28
Data-driven decision makers	$91,467	14
Data systems developers	$78,553	15
Data analysts	$69,949	16
Functional analysts	$69,162	17

The training of data scientists and advanced analysts is lagging behind this growing demand as many in-demand positions in Silicon Valley remain vacant. There is also strong student demand, as evidenced by the success of Drew's recently created minors in Data Science and Statistics, which already have 9 and 15 declared minors, respectively, in their first year of being offered. Building on the success of these minors, we propose the creation of a graduate program in Data Analytics with an emphasis on broadly applicable digital skills and technologies. This graduate program, with both a 12-credit certificate curriculum and a 30-36 credit Master's of Science degree that can be completed in one or two years, will prepare graduates as advanced analysts able to not only create and develop data sets and analytic protocols to make meaning from big data sets, but also to communicate their analytic findings to leaders and general audiences and participate in data-driven decision making. While many graduate programs in the competitor market focus on business analytics, we propose a curriculum designed to train graduates from a range of majors and industries in the skills and

methodologies of analytics for a broad array of applications. This focus is consistent with the American Statistical Association's statement on the role of statistics in data science: "Certainly, data science intersects with numerous other disciplines and areas of research. Indeed, it is difficult to think of an area of science, industry, commerce, or government that is not in some way involved in the data revolution. But it is databases, statistics, and distributed systems that provide the core pipeline. At its most fundamental level, we view data science as a mutually beneficial collaboration among these three professional communities, complemented with significant interactions with numerous related disciplines. For data science to fully realize its potential requires maximum and multifaceted collaboration among these groups."

The Master's of Science in Data Analytics is structured to focus on the intersection of statistics and computer science (seven core courses) with content knowledge from another discipline or industry (one topics or MFin course) and an emphasis on applying skills and technologies in case studies and internships aligned with a student's interests (introductory case studies course, internship, and capstone). Experiential learning is a critical component of this curriculum, in line with Drew University's mission across all three schools.

Goals

1. Learn how to obtain, prepare, and manage data from a wide variety of sources. Students work with big data scraped from the web and from social media.
2. Gain mastery of data analytical techniques. Students apply data analytics to various disciplines, through data analysis, visualization, computer simulation, and computer modeling. Students learn the uses, potential, and limitations of the tools of computing technology as a foundation for research and knowledge acquisition in disciplines and in society.
3. Students work collaboratively. Applied data science is multidisciplinary involving the interplay between statistics, computer science, and different disciplines. The focus of all classwork is on practical applications and the communication of results, with an emphasis on data visualization. Students leave the program with a portfolio of project work and with work experience from their internships.

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 major/program. Please consult with the Director of Student Assessment in writing SLOs for your major/program.

Upon completion of the Master of Science in Data Analytics, students should be able to:

SLO1. Implement data management plan(s) for the collection, cleaning, and storage of real-world data.

SLO2. Align analytic methodologies with specific data sets and research questions.

SLO3. Analyze authentic big data sets to support data-driven decision-making.

SLO4. Communicate data-driven conclusions based on an analysis of real-world data to a non-technical audience.

Upon completion of a Graduate Certificate in Data Analytics, students should be able to:

SLO1. Implement data management plan(s) for the collection, cleaning, and storage of real-world data.

SLO2. Analyze authentic big data sets to support data-driven decision-making.

SLO3. Communicate data-driven conclusions based on an analysis of real-world data to a non-technical audience.

3. Major/Program curriculum and requirements.

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

The Master's of Science in Data Analytics is structured to focus on the intersection of statistics and computer science with content knowledge from another discipline or industry and an emphasis on applying skills and technologies in case studies and internships aligned with a student's interests. The curriculum is designed in the following areas:

Foundational/prerequisite courses: students must demonstrate proficiency in statistics and computer science prior to taking core courses in this program. These foundational courses will most likely be taken prior to applying to this program, but may also be complete as part of the program as long as they are completed prior to enrolling in core courses. The inclusion of these courses as part of the curriculum is required for international student visas.

Core courses: Seven required core courses advance student knowledge in applied data analytics (Data Analytics: Intro, History, and Case Studies), statistics (Applied Regression Analysis, Modeling and Simulations, Statistical Machine Learning), programming (Network and Text Mining, SQL for Big Data), and communication (Data Visualization and Communication).

Elective course: Student may select one course to advance content knowledge in an area of specialization, completed as an elective or independent study. Students interested in business analytics may also substitute an additional MFin course for one of the core courses.

Internship and Capstone: In accord with American Statistical Association guidelines and with Drew's mission, a required internship experience is central to this program, along with a capstone seminar focusing on interdisciplinary case studies.

b. *Provide complete catalog copy for the major/program as you want it to appear in the online catalog and the next print catalog. For CLA majors, please clearly indicate the Writing in the Major (WMJR) course(s).*

Master of Science in Data Analytics (30-36 credits)

The Master of Science in Data Analytics program is an applied program that teaches students how to draw information from data. The curriculum involves courses in statistics, data science, and programming, as well as applied data analytics projects and internship opportunities across many different disciplines and industries. The program also emphasizes data visualization and communication. Students complete the program with a portfolio of data analytics projects highlighting the application of their skills to internship and case study projects. One year full-time and two year part-time pathways available.

Foundational Courses (6 credits)

Must be taken prior to enrolling in Data Analytics Core Courses

- DATA 117 - Introductory Statistics (*or equivalent*)
- DATA 149 - Introduction to Programming (*or equivalent*)

Required Courses (30 credits)

I. Core Courses (21 credits)

- DATA 501 - Data Analytics: Introduction, History, and Case Studies
- DATA 502 - Data Visualization and Communication
- DATA 503 - Applied Regression Analysis
- DATA 504 - Network and Text Mining

- DATA 551 - Modeling and Simulation
- DATA 552 - SQL for Big Data **OR** FIN 622 - Computational Finance and Large Data Analysis
- DATA 601 - Statistical Machine Learning

II. Required Capstone Courses (6 credits)

- DATA 680 - Data Analytics Internship
- DATA 688 - Capstone: Case studies in Data Analytics

III. Elective Course (3 credits)

- DATA 602 - Topics in Data Analytics
- DATA 610 - Independent Study in Data Analytics
- FIN 504 - Financial Quantitative Analysis
- FIN 622 - Computational Finance and Large Data Analysis

Graduate Certificates in Data Analytics

The Graduate Certificate in Data Analytics program enhances core skills required to draw information from data. The curriculum introduces the use of analytics including concepts in statistics, data analytics, and programming, applied to real-world data sets from a variety of disciplines and industries. Students are encouraged to select one of three emphases: Statistics, Data Science, or Business Analytics. Students may also design their own program in consultation with the program director. Students who complete a graduate certificate in data analytics may apply these credits to the Master's of Data Analytics.

Prerequisites (Must be taken prior to enrolling in a Data Analytics Certificate program)

- DATA 117 - Introductory Statistics (*or equivalent*)
- DATA 149 - Introduction to Programming (*or equivalent*)

Data Analytics Certificate: Statistics (12 credits)

- DATA 501 - Data Analytics: Introduction, History, and Case Studies
- DATA 503 - Applied Regression Analysis
- DATA 551 - Modeling and Simulation
- DATA 601 - Statistical Machine Learning

Data Analytics Certificate: Data Science (12 credits)

- DATA 501 - Data Analytics: Introduction, History, and Case Studies
- DATA 504 - Network and Text Mining
- DATA 551 - Modeling and Simulation
- DATA 552 - SQL for Big Data

Data Analytics Certificate: Business Analytics (12 credits)

- DATA 501 - Data Analytics: Introduction, History, and Case Studies
- DATA 503 - Applied Regression Analysis
- FIN 504 - Financial Quantitative Analysis
- FIN 622 - Computational Finance and Large Data Analysis

c. *Provide an Assessment Map showing where each SLO is Introduced, Practiced, and Mastered in the curriculum.*

Upon completion of the Master of Science in Data Analytics, students should be able to:

SLO1. Implement data management plan(s) for the collection, cleaning, and storage of real-world data.

SLO2. Align analytic methodologies with specific data sets and research questions.

SLO3. Analyze authentic big data sets to support data-driven decision-making.

SLO4. Communicate data-driven conclusions based on an analysis of real-world data to a non-technical audience.

Course	SLO 1	SLO 2	SLO 3	SLO 4
Data Analytics: Intro, Hist	I	I	I	I
Data Visual & Communic	I		I	I, P
Applied Regression Analy		P	P	P
Network and Text Mining	P	P		
Modeling and Simulation		P	P	P
SQL for Big Data	P			
Stat Machine Learning		P	P	P
Elective	P	P	P	P
Internship	M	M	M	M
Capstone: Case Studies	M	M	M	M

Upon completion of a Graduate Certificate in Data Analytics, students should be able to:

SLO1. Implement data management plan(s) for the collection, cleaning, and storage of real-world data.

SLO2. Analyze authentic big data sets to support data-driven decision-making.

SLO3. Communicate data-driven conclusions based on an analysis of real-world data to a non-technical audience.

Course	SLO 1	SLO 2	SLO 3
Data Analytics: Intro, Hist	I	I	I
Applied Regression Analy		P	P
Modeling and Simulation		P	P
Stat Machine Learning		P	P
Data Analytics: Intro, Hist	I	I	I
Network and Text Mining	P		
Modeling and Simulation		P	P
SQL for Big Data	P		
Data Analytics: Intro, Hist	I	I	I
Applied Regression Analy		P	P
Financial Quant Analysis		P	P
Computational Analysis		P	P

d. *Provide a table showing a course-by-course comparison with similar programs at other institution. For CLA, please use Peer, Aspirant and Competitor schools if possible.*

Drew University MS Data Analytics	Carnegie Mellon MS Business Analytics	Fordham MS Data Analytics	St Elizabeth MS Data Analytics
30 credits	*108 units (? credits)*	*30 credits*	*32-36 credits*
Intro to Comp Sci	*Programing*	*Programing*	*No prerequisites*

Statistics	*Statistics*	*Applied Statistics*	
	Calculus	*Discrete Mathematics*	
	Linear Algebra		
Data Analytics: Intro, Hist		Tools & Scripting	Found. of Analytics (4)
	Programming in R/Pyth	Algorithms for big data	
Visualization & Communication	Data Visualization Business Communication		Analy. & Visualization (4) Tech. Communication (1)
Network & Text Mining		Data Mining	Data Mining (4)
Applied Regression Analy	Intro to Prob & Stats		Statistical Methods (4)
	Business Fund for Analt		
Stat Machine Learn	Machine Learning 1	Machine Learning	
	Machine Learning 2		Cryptography (4)
	Integrative Analytics	Information Fusion	
Modeling & Simulation	Optimization for Prescriptive Analytics		Time Ser & Forecasting (4)
SQL for Big Data	Modern Data Manag.		Database Design (4)
	Managing Teams		Ethical Issues (3)
Elective	Elective	Elective (in cluster)*	
	Elective	Elective (in cluster)*	
	Elective	Elective (in cluster)*	
	Elective	Elective (in cluster)*	Elective (4)
Internship	Capstone	Internship / or thesis	
Capstone	Capstone	Capstone / or thesis	Capstone (0)

*Fordham Data Analytics clusters include Big Data and Cloud Computing, Cybersecurity, Bioinfomatics and Health, Financial, Urban and City, Election and Government, Behavior, and Media Infomatics.

Provide an explanation for major differences between proposed curriculum and comparison institutions.

Data Analytics graduate programs included in the benchmarking table were intentionally selected as more applied analytics programs, as opposed to business analytics programs. We have used these models to ensure that we have the appropriate balance between data acquisition and data analysis. Our program differs from these others in that our program has internships in a variety of industries and a project-based focus for every course so that students finish with a portfolio of work and work experience to help them find employment.

e. *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**	**New course**	**New hire**

Fall 2019	Data Analytics: Intro, Hist, & C.S.	new hire	Y	Y
Fall 2019	Data Visualization & Communic.	new hire	Y	Y
Fall 2019	Applied Regression Analysis	Chris Casement	Y	N
Fall 2019	Data and Text Mining	adjunct	Y	Y
Spring 2020	Modeling and Simulation	Yi Lu	Y	N
Spring 2020	Database Design for Big Data	new hire	Y	Y
Spring 2020	Statistical Machine Learning	new hire	Y	Y
Spring 2020	Topics in Data Analytics	adjunct	Y	Y
Summer 2020	Capstone: Case Studies	new hire	Y	Y
Fall 2020	Data Analytics: Intro, Hist, & C.S.	new hire	Y	Y
Fall 2020	Data Visualization & Communic.	new hire	Y	Y
Fall 2020	Applied Regression Analysis	Chris Casement	Y	N
Fall 2020	Data and Text Mining	adjunct	Y	Y
Spring 2021	Modeling and Simulation	Yi Lu	Y	N
Spring 2021	Database Design for Big Data	new hire	Y	Y
Spring 2021	Statistical Machine Learning	new hire	Y	Y
Spring 2021	Topics in Data Analytics	adjunct	Y	Y
Summer 2021	Capstone: Case Studies	new hire	Y	Y
	Repeat cycle for AY 21-22			

f. Course Descriptions: *Information regarding all proposed courses are included in the accompanying spreadsheet. New courses include:*

See accompanying spreadsheet "Data Analytics Course Proposals"

- DATA 501 - Data Analytics: Introduction, History, and Case Studies
- DATA 502 - Data Visualization and Communication
- DATA 503 - Applied Regression Analysis
- DATA 504 - Network and Text Mining
- DATA 551 - Modeling and Simulation
- DATA 552 - SQL for Big Data
- DATA 601 - Statistical Machine Learning
- DATA 602 - Topics in Data Analytics
- DATA 610 - Independent Study in Data Analytics
- DATA 680 - Data Analytics Internship
- DATA 688 - Capstone: Case studies in Data Analytics

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?

Core Courses (7 courses)
The launch of this program in Fall 2019 will require one 12-month tenure-track line for AY 2019-20 to teach four core courses and supervise summer work and teach the capstone as detailed in the table above. One core course will be taught by Casement, one by Lu, and two by adjunct hires in the first year of the program.

Elective Course (1 course; will vary with student interest)
Elective offerings in this initial year must also be covered. Staffing options include (1) MFin analytics courses, which will be offered in support of that graduate program; (2) hiring adjunct faculty with

specialized interest in key areas (e.g., healthcare informatics); and/or (3) special topics/independent studies in which students may work with a Drew faculty (supported via a stipend) or attend an existing undergraduate content course with additional graduate data analytics assignments.

Summer Capstone and Internship Oversight (2 course equivalents)
The hire of a tenure-track position will be advertised as a 12-month position such that the summer capstone and oversight of the internships, which also happen over the summer, will be on-load. Staff support for internships from the Center for Experiential Education and Professional Development will also be critical. In addition, we will need to compensate faculty on a per-student basis for overseeing internships and ensuring that they result in projects suitable for the portfolio.

It is essential that staffing graduate offerings do not impact the undergraduate offerings. As the MS in Data Analytics program grows and shows sustainable enrollment numbers, an additional full-time hire will be necessary to staff this program and expand elective offerings, although such a hire will also support expanded opportunities for the undergraduate curriculum as well.

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?

As was done with the Master of Finance program, the prerequisite courses can be built into the Master of Science in Data Analytics program, with the requirement that these courses be complete prior to taking data analytics courses. This arrangement could increase enrollment in these undergraduate courses, however, we do not expect that this will be the typical pathway for the program. It would also be recommended that students pursue such prerequisite courses during summer session for both alignment with enrollment in the fall semester and to manage capacity issues.

A major goal of the data analytics program is to support students with a broad array of interests, which means we hope to facilitate many collaborations. One critical area for collaboration is between data analytics and business graduate programs such as the Master in Finance. As detailed above, MFin courses may serve as electives for data analytics, and vice versa data analytics courses may also serve as electives for the MFin degree. Such synergies are a primary reason for creating a cluster of graduate programs in quantitative and financial analysis. Another target area for growth in the graduate school are programs around healthcare, to build on and support our existing program in Medical Humanities. As healthcare programs are explored, consideration for synergies involving coursework in healthcare records and policy will be important.

There are also a variety of undergraduate faculty interests and existing courses that align well with data analytics, including analysis of social media and census data, geographical analysis using GIS, and digital humanities research projects. As described above, opportunities for other faculty to direct independent studies and/or special topics related to their area will be available. The multi-disciplinary group of faculty consulted for this proposed curriculum includes Carlos Yordan, Jon Kettenring, Lisa Jordan, Marc Tomljanovich, and Minjoon Kouh.

As we begin to build out graduate programs with offerings at the 500-level, we can imagine policies that allow CLA undergraduates at the advanced level to register for such graduate courses. Such policies are common at larger institutions and could provide expanded curricular offerings in support

of CLA programs. We are also interested in developing dual degree pathways (e.g., 4+1) for Drew undergraduates to progress directly to the Master's degree.

5. **Provide the names of any relevant certifying or disciplinary/interdisciplinary organizations, along with links to relevant information from them.**

Please explain how the proposed curriculum meets the goals and outcomes defined by external organizations

The American Statistical Association has articulated guidelines for data analytics programs, to which the proposed curriculum conforms. Key elements are summarized below:

Recommendation 1: Graduates should have a solid foundation in statistical theory and methods.
Recommendation 2: Programming skills are critical and should be infused throughout the graduate student experience.
Recommendation 3: Communication skills are critical and should be developed and practiced throughout graduate programs.
Recommendation 4: Collaboration, teamwork, and leadership development should be part of graduate education.
Recommendation 5: Students should encounter non-routine, real problems throughout their graduate education.
Recommendation 6: Internships, co-ops or other significant immersive work experiences should be integrated into graduate education.
Recommendation 7: Programs should be encouraged to periodically survey recent graduates and employers of their recent graduates as a means of evaluating the success of their programs and to examine if other programmatic changes are warranted.

6. **Program-specific admissions requirements including degrees, test scores, specific courses, etc. (for CSGS & THEO Programs):**

Bachelor degree required

Prerequisites: Introduction to Computer Science (CSCI 149, 150 or equivalent) and Statistics (MATH 117 or equivalent). Prerequisite courses taken as part of the program must be completed prior to taking any core or elective data analytics courses.

Bachelor GPA: 3.00

For International Students Direct Entry:

GMAT: 510 for direct entry

TOEFL: 80 with 18 sub scores OR 6.5 IELTS with 6.0 sub scores

For INTO Pathway Students:

GPA: 2.5

TOEFL: 65 with 14 sub scores OR 5.5 IELTS with 5.0 sub scores

Progression: 3.0 GPA; No grades below B

7. **List at least five similar programs at other institutions, including ones expected to be direct competitors. Provide the program titles, website links, degree(s) offered, short descriptions (from the program's information), tuition, and enrollments. (for CSGS & THEO Programs):**

Full analysis of competitor programs in the NY/NJ Metropolitan Area are included Q 11.

Fordham University, Master of Science in Data Analytics

https://www.fordham.edu/info/25661/master_of_science_in_data_analytics

Tuition: $1,261 per credit; 30 credits

Average Degrees conferred ('15-'17): 62

Growth ('15-'17): +15 degrees/year

Effectively analyzing big data helps agencies and organizations become better, smarter, and faster—which is why experts in data analytics are in great demand. Fordham's master's degree in data analytics will prepare you for a career in this fast-growing field by giving you the tools to find the story behind vast amounts of data. You'll develop the technical abilities and the communication skills to analyze and interpret data in real time. You'll also benefit from our small class sizes where you'll have the chance to interact with faculty members who have expertise both in the field and in the classroom.

Rutgers University, Master of Science in Data Science

https://www.cs.rutgers.edu/highlight/new-ms-program-in-data-science

Tuition: $1,005 per credit (in-state); 36 credits

Average Degrees conferred ('15-'17): 32

Growth ('15-'17): +3 degrees/year

While other analytical degree programs adapt to the advent of Big Data, the MSDS program within the Computer Science department is designed from the ground up to focus on the latest systems, tools, and algorithms to store, retrieve, process, analyze, visualize, and synthesize large data.This special two years MSDS professional program consists of 6 foundational classes and 6 Elective Classes. Every student is required to complete before graduation a competitive one semester Capstone Project. A central goal of the program is to build systems that integrate in a coherent manner the full data cycle- from data gathering to data visualization and data synthesis aided by computer-human interaction. The six foundational classes expose students to the identification of questions whose answers can be aided by data retrieval, data cleaning and data modeling tools, plus specialized algorithmic and statistical processing, machine learning, pattern recognition and interactive visualization tools. A faculty supervised CapStone class is dedicated to building a prototype system where students exercise the skill set acquired in the other foundational classes.

Hofstra University, Master of Science in Business Analytics

https://www.hofstra.edu/academics/colleges/zarb/isba/business-analytics-degree-master-ms.html

Tuition: $1,375 per credit; 30 credits

Average Degrees conferred ('15-'17): 28

Growth ('15-'17): +10 degrees/year

The arrival of the Big Data Era has created a significant demand for people who are well - educated in business analytics. The Department of Information Systems and Business Analytics is well - positioned to deliver this program with many faculty members who are scholars and/or have experience in this area. The program will prepare students for business analytics careers in industry, government, health care and non - profit organizations. This program enhances the students' critical thinking, analytical skills, and practical experience in this field.

Fairleigh Dickinson Univ. - Metro Campus, M.S. in Management Information Systems

(not a direct competitor based on content but uses same CIP code)

https://view2.fdu.edu/academics/university-college/school-of-computer-sciences-and-engineering/academic-programs/management-information-systems-ms/

Tuition: $1,334 per credit; 30 credits

Average Degrees conferred ('15-'17): 22

Growth ('15-'17): +14 degrees/year

The graduate program in Management Information Systems is designed for present and future managers and developers of organizational information systems. Relying on computers and telecommunications networks, these systems are a source of operational efficiency, managerial effectiveness and corporate strategic advantage. The program combines learning how to use and develop information system technology with instruction in business, management and organizations. Classes normally are scheduled during the late afternoon and evening in order to meet the needs of currently employed students. Selected courses offered for credit toward the M.S. in Management Information Systems also are available on the College at Florham, Madison, New Jersey campus.

College of St. Elizabeth, Master of Science in Data Analytics

https://www.cse.edu/academics/aas/data-analytics/ms-in-data-analytics

Tuition: $1,001 per credit; 30 credits

Average Degrees conferred ('15-'17): New program; no data available

Growth ('15-'17): New program; no data available

Data Analytics is an exciting area that has gained a lot of attention. The U.S. Department of Labor's Bureau of Labor Statistics (BLS) reports that jobs in data analytics are one of the fastest growing in the United States. According to a report by the McKinsey Global Institute, by 2018 the US is expected to have a short fall of 140,000-190,000 people with data analysis skills. Our new M.S. program is developed to meet the need in NJ and the tri-state area. The Master of Science in Data Analytics Program at CSE will prepare graduates with the knowledge and skill set necessary to become analytics and data science professionals. The program will explore the intricacies of data analytics and expose students to various topics related to data collection, manipulation, processing, analysis, and visualization. Along with probability theory and statistical analysis methods and computing tools, students will learn how to solve crucial data-driven problems and assist with analytics-driven decision making that are needed in the workforce as the progression of big data jobs continues to grow. Our program emphasizes not only on data analytics theories but also data analytics skills and techniques with both a mathematics and computer science focus.

8. Explain how this program will be competitive with other, similar programs in the New York metropolitan region.

Designed as an applied data analytics program for students interested in a variety of disciplines, fields, and industries, the Drew data analytics curriculum emphasizes projects and case studies, in courses that bookend the program, and internships to practice and apply foundational skills in statistics, data analytics, and programing. This structure facilitates the creation of a portfolio to showcase a student's work associated with the capstone and internship projects. This emphasis on real-world applications culminating in the creation of a professional portfolio distinguishes Drew's program from regional competitors. While there are a few competitor institutions in the NY/NJ metropolitan region with a similar emphasis on applied analytics (e.g., Fordham & St. Elizabeth's), none actively promote the use of case studies and a portfolio system and St. Elizabeth's does not even include an internship opportunity. The remaining competitor programs in northern New Jersey either focus on business analytics (e.g., FDU-Metro campus, Stevens) or have a strong computer science emphasis (e.g., Rutgers, Stevens). As described above, the

proposed curriculum builds on the successful launch of the Data Science and Statistics minors and continues Drew's liberal arts tradition of combining foundational courses in statistics, analytics, and computer science, with an emphasis on communication and applications across the curriculum.

Appendix 1. Draft Course Description (under review by CAPC on 12/6/2018)

DATA 501 - Data Analytics: Introduction, History, and Case Studies
An introduction to data analytics centered around small projects and case studies. Basic techniques for data acquisition, public data sources, privacy and security, and ethical and legal issues. Case studies will include uses of data and data analytics in industry and public policy and examples of data journalism.

DATA 502 - Data Visualization and Communication
A survey of techniques and tools for effectively visualizing and communicating small and large data sets in informative ways for a variety of audiences. Applications include ggplot, Tableau, Excel, and interactive visualizations using R shiny.

DATA 503 - Applied Regression Analysis
This course covers methods of regression analysis including simple, multiple, and logistic regression, explanation, prediction, diagnostics, model selection, and models with categorical predictors.

DATA 504 - Network and Text Mining
This course will cover the data analytic aspects of three closely related topics: Web search, recommendation systems, and social network analysis. The emphasis is on data acquisition, probabilistic and statistical methods, user behavior modeling, and dynamic behavior and structure co-evolution in social networks.

DATA 551 - Modeling and Simulation
This course covers methods for modeling and simulating systems using a variety of techniques, including statistical models, Monte Carlo simulations, agent-based models, and machine learning. Students will also be introduced to the basics of Bayesian analysis and Markov Chain Monte Carlo (MCMC) techniques

DATA 552 - SQL for Big Data
This course will cover the use of SQL databases and the SQL language to manage and query big data. Students will also learn to use Unix and other tools to prepare data.

DATA 601 - Statistical Machine Learning
This course provides students with an introduction to statistical machine learning techniques for analyzing data using the statistical programming language R. Emphasis will be on supervised learning methods such as regression, k-nearest neighbors, discriminant analysis, naive Bayes, decision trees, network analysis, as well as model assessment tools such as cross-validation.

DATA 602 - Topics in Data Analytics
Depending on instructor availability and interest. Potential topics include Business Analytics, Time Series Analysis, Spatial Analysis of Data using GIS, Generalized Linear Model and Categorical Data Analysis, Computational modeling of neural systems

DATA 680 - Data Analytics Internship
Industry internship or research project with faculty supervision from relevant discipline

DATA 688 - Capstone: Case studies in Data Analytics
In this course, students will explore data analytic case studies from diverse industries with attention to project goals, method selection, ethical considerations, and data privacy.

Appendix 2 One-year and two-year curriculum sequencing.

One year full-time course sequence.

Fall.

DATA 501 - Data Analytics: Introduction, History, and Case Studies
DATA 502 - Data Visualization and Communication
DATA 503 - Applied Regression Analysis
DATA 504 - Network and Text Mining

Spring.

DATA 551 - Modeling and Simulation
DATA 552 - SQL for Big Data
DATA 601 - Statistical Machine Learning
Elective

Summer.

DATA 680 - Data Analytics Internship
DATA 688 - Capstone: Case studies in Data Analytics

Two year part-time course sequence.

Fall 1.

DATA 501 - Data Analytics: Introduction, History, and Case Studies
DATA 502 - Data Visualization and Communication

Spring 1.

DATA 551 - Modeling and Simulation
DATA 552 - SQL for Big Data

Fall 2.

DATA 503 - Applied Regression Analysis
DATA 504 - Network and Text Mining

Spring 2.

DATA 601 - Statistical Machine Learning
Elective

Summer 2.

DATA 680 - Data Analytics Internship
DATA 688 - Capstone: Case studies in Data Analytics

NEW MAJOR/PROGRAM ANALYSIS

STUDENT INTEREST AND PROGRAM FINANCES

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

The Master of Science in Data Analytics program will meet the strategic goals of the University by leveraging the strength of Drew's undergraduate data science and statistics programs and complementing the recent creation of Master of Finance graduate business program. Expanding Drew's graduate offerings in high-growth areas such as data analytics will support the strategic goal of increasing enrollment in the Caspersen School of Graduate Studies and will also strengthen Drew's position at the undergraduate level. For instance, the potential for a BA/MS combination will further attract prospective undergraduates to Drew – both among domestic and international prospects. Furthermore, both the BA/MS combination and the standalone MS in Data Analytics will enhance our revenue stream considerably by offering a highly sought after graduate degree; and one in which, it should be noted, prospective students and their families would have little expectation of tuition discounting. A MS in Data Analytics program also builds synergy between the undergraduate and graduate program in Arts and Sciences that will provide both undergraduates and graduate students enhanced resources. As described above, the proposed curriculum will further strengthen our liberal arts reputation by establishing an data analytics program that emphasizes the application of statistics and analysis to a wide array of disciplines and industries. Finally, through developing and leveraging connections to industries in northern New Jersey and New York City, the program would, both in curricular and co-curricular ways, meet another strategic objective by capitalizing on our proximity to New York City.

10. Proposed tuition and discount rate (for CSGS & THEO Programs):

Please contact the Associate Vice President for Graduate Enrollment for this information.

Tuition: $1,200 per credit, 30 credits

F'19 Discount Rate: 25% (based on rate for Drew undergraduates entering MFin in F'18)

Target Discount Rate: 20%

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

The data below shows the number of degrees conferred annually for several Classification of Institutions Programs (CIP) codes related to data analytics. This table includes all Master-level programs in the NY metropolitan region with graduates between 2015 and 2017. The applied Data Analytics program proposed here aligns most closely with the Information Science/Studies designation, highlighted in blue. Collectively, this data shows strong student demand in our region with strong growth in the total number of degrees conferred: +239 degrees/year.

Table 11-1. Degrees conferred by competitor institutions in the NY metro region.

Institution	CIP	Program Area	2015	2016	2017	3 yr ave	Slope
Fairleigh Dickinson Metro	**11.0401**	**Information Science/Studies.**	**12**	**14**	**40**	**22**	**14**
New Jersey Institute of Tech	11.0401	Information Science/Studies.	119	132	179	**143**	30
Rutgers Univ New Brunswick	**11.0401**	**Information Science/Studies.**	**24**	**41**	**30**	**32**	**3**
CUNY Baruch College	11.0401	Information Science/Studies.	45	44	26	**38**	-10
CUNY Brooklyn College	11.0401	Information Science/Studies.	17	13	8	**13**	-5

CUNY City College	11.0401	Information Science/Studies.	14	18	9	**14**	-3
Fordham University	**11.0401**	**Information Science/Studies.**	**51**	**55**	**81**	**62**	**15**
LIU Post	11.0401	Information Science/Studies.	8	4	35	**16**	14
New York University	11.0401	Information Science/Studies.	31	29	44	**35**	7
Pace University-New York	11.0401	Information Science/Studies.	66	83	159	**103**	47
LIU Post	11.9999	Comp and Info Sci/Support	1	0	0	**0**	-1
New York University	11.9999	Comp and Info Sci/Support	11	1	1	**4**	-5
New York University	30.3001	Computational Science.	4	2	3	**3**	-1
Rutgers University-Newark	52.1301	Management Science.			2	**2**	
St John's University-New York	52.1301	Management Science.	0	14	17	**10**	9
Rutgers University-Newark	52.1302	Business Statistics.	28	42	44	**38**	8
Stevens Institute of Tech	52.1302	Business Statistics.	32	67	57	**52**	13
Columbia University	52.1302	Business Statistics.			13	**13**	
CUNY Baruch College	52.1302	Business Statistics.	13	10	2	**8**	-6
Fordham University	52.1302	Business Statistics.			1	**1**	
Hofstra University	**52.1302**	**Business Statistics.**	**14**	**36**	**34**	**28**	**10**
Fairleigh Dickinson Metro	52.1399	Management Sci & Quant			5	**5**	
Fairleigh Dickinson Florham	52.1399	Management Sci & Quant			11	**11**	
Rutgers University-Newark	52.1399	Management Sci & Quant	40	56	58	**51**	9
Stevens Institute of Tech	52.1399	Management Sci & Quant			12	**12**	
Columbia University	52.1399	Management Sci & Quant			1	**1**	
Fordham University	52.1399	Management Sci & Quant	153	193	273	**206**	60
Hofstra University	52.1399	Management Sci & Quant	24	26	27	**26**	2
St John's University-New York	52.1399	Management Sci & Quant	1	4	13	**6**	6
		Totals	**708**	**884**	**1185**	**926**	**239**

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

Job postings data and future projections show strong growth in the near future and high average salaries for occupations related to data analytics and data science. Table 1-1, which was shown in Q1,

shows national job growth projections from Burning Glass Technologies based on an analysis of jobs posting data.

Job Title	Average Salary	Projected 5-yr growth
All data science and analytics jobs	*$80,265*	*15%*
Analytics managers	$105,909	15
Data scientists & advanced analysts	$94,576	28
Data-driven decision makers	$91,467	14
Data systems developers	$78,553	15
Data analysts	$69,949	16
Functional analysts	$69,162	17

The Bureau of Labor Statistics includes several fields related to data analytics in its "Fastest Growing Occupations" analysis (https://www.bls.gov/ooh/mobile/fastest-growing.htm). The note that data analytics is relatively new and does not appear as a separate category.

Occupation	Average Salary	Growth
Statisticians	$84,060	34%
Mathematicians	$103,010	30
Operations Research Analyst	$81,390	27

Regional analysis of job postings data compiled by Drew's Institutional Research also shows strong demand. Burning Glass Data analysis of job postings in the NY metropolitan area for a 90 day period in 2017 found **6,974 postings**, which **increased by 7.7%** compared to 2016. To put this in perspective, this **ranked 2nd** of the 26 potential graduate programs analyzed as part of the Simpson-Scarborough report. Computer and information sciences (4,002), which is included separately, ranked 6th. The highest number of job postings was 12,942 for computer science. Job postings for data analytics out-ranked marketing (5,249), cybersecurity (5,181), public health (4,302), healthcare administration (3,600), management sciences (2,730), and the remaining 18 programs included in this report.

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

For all enrollment projections, AY 19-20 is estimated at 40-50% total enrollment due to a challenging recruitment cycle with a launch in December/January. Total tuition revenue assumes conservative estimate of 25% discount for all years with no increase in tuition. Table 1 shows target enrollment estimates, which are conservatively based on an analysis of competitor programs (see data in Q 11) and reviewed by the Associate Vice President for Graduate Enrollment. Table 2 shows a low-end conservative enrollment estimates, while Table 3 shows strong enrollment estimates.

Table 13-1. Target Enrollment Estimates.

Year	Full-time	Part-time y1	Part-time y2	Total Tuition Revenue
AY 19-20	6	1		$175,500
AY 20-21	10	2	1	$310,500
AY 21-22	15	3	2	$472,500
AY 22-23	16	4	3	$526,500

Table 13-2. Conservative Enrollment Estimates.

Year	Full-time	Part-time y1	Part-time y2	Total Tuition Revenue
AY 19-20	4	1		$121,500
AY 20-21	6	1	1	$189,000
AY 21-22	7	1	1	$216,000
AY 22-23	9	2	1	$283,500

Table 13-3. Strong Enrollment Estimates.

Year	Full-time	Part-time y1	Part-time y2	Total Tuition Revenue
AY 19-20	10	1		$283,500
AY 20-21	15	2	1	$445,500
AY 21-22	20	3	2	$607,500
AY 22-23	23	4	3	$715,500

14. Anticipated start-up costs:

A successful launch of this program requires a tenure-track hire starting fall 2019. Since this is an ongoing expense, the salary for such a hire is included in the annual program costs detailed below. Start-up funds for a tenure-track hire will include research start-up funds, estimated at $10,000. There is also the need to find an office for the TT hire on the third floor of the Hall of Sciences.

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

Table 15-1. Staffing for target enrollment

Expense Category	Annual Cost
Full-time TT salaries	$141,950
Full-time TT benefits	$52,522
Annual budget	$10,000
Total Direct Costs	**$204,472**

Staffing for target enrollment. Running at capacity, the program requires at least nine courses to be offered each year (this assumes all students take the same electives and that these electives do not overlap with other graduate programs). The summer capstone in this model is included on-load. The remaining "course" is an internship, which itself does not require an instructor, but the overall program requires one course release for the summer capstone instructor to direct and oversee internships. In the first two years, the program director also requires a course release to establish industry partners to serve as internship hosts. This staffing model therefore requires ten course equivalents, which corresponds to 1 ⅔ full-time tenure-track faculty. Total instructional salary estimated above is based on an average full-time tenure-track salary of $85,000 plus 37% benefits. An annual budget of $10,000 is estimated to cover software upgrades and programming.

Table 15-2. Staffing for conservative enrollment

Expense Category	Annual Cost

Full-time TT salary	$99,167
Full-time TT benefits	$36,692
Summer Capstone	$6,000
Adjunct	$6,000
Independent studies	$3,500
Annual budget	$5,000
Total Direct Costs	**$156,358**

Staffing for conservative enrollment. Staffing for year 1 and as a contingency plan for low enrollments could assume that the six core courses are taught on-load by a full-time tenure-track faculty. With one course release for the director, this staffing model therefore requires seven course equivalents corresponding to 1 ⅙ average TT salary ($85,000 + 37%). The summer capstone course would be taught using the summer school stipend model ($6,000). The remaining two electives could be offered via a combination of MFin courses (not included), one adjunct course ($6,000), and faculty directed independent studies ($500/project). The annual budget is reduced by 50%.

Table 15-3. Staffing for strong enrollment

Expense Category	Annual Cost
Full-time TT salary	$170,000
Full-time TT benefits	$62,900
Adjuncts	$12,000
Independent studies	$7,000
Annual budget	$10,000
Total Direct Costs	**$261,900**

Staffing for strong enrollment. If strong enrollment estimates are realized, the program should offer a vibrant array of elective. This staffing estimates two full-time tenure-track faculty line on-load ($85,000 + 37%) plus two adjunct courses using a pipeline model where industry partners teach focused electives. This staffing model covers six core courses, one course release, summer capstone on-load, and allows for six electives. The model also include stipends to direct independent studies ($500/project).

Item #5: 1.Dual Degree Engineering Programs, 3+2 and 3+3, Drew University – Washington University in St. Louis

Dual Degree Engineering Programs, 3+2 and 3+3
Drew University – Washington University in St. Louis

This program is for students who want a liberal arts education and an engineering degree. Students in this program will earn, in five years, a B.A. or B.S. degree from Drew, and a B.S. degree from Washington University in St. Louis in engineering. Students will spend three years at Drew and then enroll at Washington at the end of their junior year for two additional years of study. A minimum 3.25 GPA both overall and in math and science coursework is expected. Options exist for a 4+2 schedule that allows students to be considered for admission to Washington after their fourth year at Drew, which gives students greater flexibility in course planning. Students may also earn an engineering master's degree in addition to the undergraduate engineering and liberal arts degrees by enrolling in a graduate 3-year option.

The Dual Degree program is an attractive alternative to traditional engineering curricula, which are highly structured. Program graduates are "liberally educated engineers" possessing strong communications and problem-solving skills, and a broad background in the humanities and social sciences, as well as a high-quality technical education. They are well-prepared to advance in technical management and to play major roles in solving increasingly complex societal problems.

In Washington University's program, students choose one of the following engineering majors:

- Biomedical Engineering
- Chemical Engineering

- Computer Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Systems Science and Engineering

Prerequisites for Entering the Dual Degree Engineering Program
To be eligible to enter Washington's Combined Program in Engineering after three years of undergraduate study at Drew, students must have taken:

- Mathematics: (4 semesters) Calculus I, II and III, and Differential Equations
  MATH-150, MATH-151, MATH-250, MATH-315
  (Linear Algebra, MATH-303, is strongly recommended)
- Physics: (2 semesters with lab) Calculus-based physics
  PHYS-150 and PHYS-160
- Chemistry: (1 semester with lab)
  CHEM-150 or CHEM-151
- Computer Science: (1 semester)
  CSCI-149 or CSCI-150
- English composition: satisfied by DSEM-100, WRTG-120, or WRTG-101
- Humanities and Social Sciences: (4 courses, with at least 2 courses in Humanities and 1 course in Social Sciences) This requirement is satisfied by any Drew courses identified as Breadth-Humanities (BHUM) and Breadth-Social Sciences (BSS); ECON-101 recommended as BSS.

Note: Biomedical Engineering, Chemical Engineering, Computer Science, and Computer Engineering majors have additional prerequisites. You are advised to read the combined plan curriculum guide and meet with the 3+2 Program Adviser for the most up-to-date information about the requirements for all programs.

Successfully completing all engineering prerequisites in addition to Drew's General Education and major requirements takes careful planning. All students intending to participate in this program should contact the 3+2 Program Adviser, Prof. Robert Murawski, during their first semester at Drew for an advising appointment. Students need strong math skills to succeed in this program. First-year student registration: Students should take Math 150 (or a higher level math if placed at that level), PHYS 150 and PHYS 113 in the fall semester. While students can pursue any major at Drew, the Physics major provides the best alignment with the Washington University Combined Plan. Chemistry, Computer Science and Mathematics majors can also provide foundational knowledge aligned with the engineering coursework.

Eligibility and Application Criteria
Students who meet the following criteria will be accepted to this program:

- Be enrolled full-time at Drew for at least three years
- Achieve an overall GPA of 3.25 or higher
- Achieve a GPA of 3.25 or higher in science and math coursework
- Provide a letter of institutional endorsement from the Dual Degree liaison officer.
- Complete (before entering Washington) 90 total credits, including all general education requirements, at Drew
- Complete most of the major requirements at Drew. Students may transfer up to 10 credits taken during their first year at Washington University as electives toward their Drew major. Students pursuing this option must:
  a) Complete the Pre-Approval for Study Elsewhere form to have their Washington courses approved as electives for their major before beginning their final semester at Drew.
  b) Talk to the program chair and their major adviser about how they will fulfill Drew's major capstone requirement.
- Demonstrate English Language proficiency as decided by Washington University
- Be in good standing, including but not limited to confirmation that the student is free of any disciplinary/student conduct record with no unresolved or pending disciplinary/student conduct issues at Drew.

Upon successful completion of two years at Washington, students in the 3+2 program will be awarded a bachelor's degree from Drew University and a B.S. from Washington. A student who, for any reason, does not complete their studies at Washington may return to Drew to complete the bachelor's degree requirements. In such a case, Drew will allow the transfer up to 24 credits from Washington toward Drew's degree requirements. Transfer credit will be given for courses satisfactorily completed at Washington with a grade of C- or higher.

For more information about the Drew-Washington 3+2 program, contact Professor Robert Murawski.

New Courses Descriptions:

CHEM 150LA/Principles of Chemistry I-Laboratory*
CHEM 160LA/Principles of Chemistry II-Laboratory*
CHEM 250LA/Organic Chemistry I-Laboratory*

****These courses are intended for students who have successfully completed the coursework for CHEM 150, 160, and/or 250 at another institution but who still need to take the lab. Students may take the lab only on the recommendation of the department and the courses should not be listed in the catalog.***

PSYC 374/Health Psychology
This course examines psychological factors that affect physical health. Issues discussed include: health-promoting and health-compromising behaviors; patient-provider interaction; psychological factors that affect use of health services; resilience and coping with stress, pain, and chronic disease; psychoneuroimmunology.

Revisions to Existing Major/Minor/Program:

- **Anthropology-Adding ANTH 210/Introduction to Museum Studies and Cultural Management**

Anthropology

Requirements for the Major (44 credits)

I. Core (24 credits)

- ANTH 102 - Science and the Human Past: Introduction to Archaeology
- ANTH 103 - Human Evolution: Biological Anthropology
- ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics
- ANTH 201 - History of Anthropological Theory

- ANTH 310 - Ethnographic Research Methods **OR**
- ANTH 311 - Archaeological Method and Theory **OR**
- ANTH 312 - Human Osteology

- ANTH 400 - Senior Seminar in Anthropology

II. Electives (20 credits)

20 credits selected from the following:

A. Biological Anthropology

- ANTH 213 - Bioarchaeology
- ANTH 220 - Human Evolutionary Biology +ANTH 220Lab
- ANTH 300 - Independent Study in Anthropology

- ANTH 312 - Human Osteology +ANTH 312Lab
- ANTH 320 - Selected Topics in Biological Anthropology
- ANTH 321 - Forensic Anthropology +ANTH 321Lab
- ANTH 322 - Primatology
- ANTH 323 - Food For Thought: Nutritional Anthropology
- ANTH 326 - Evolution and Human Behavior
- ANTH 327 - Human Evolutionary Genetics

B. Archaeology

- **ANTH 210 Introduction to Museum Studies and Cultural Management**
- ANTH 230 - Ancient Societies
- ANTH 231 - Native Arts and Archaeology of Latin America
- ANTH 232 - Regional Archaeology
- ANTH 300 - Independent Study in Anthropology
- ANTH 311 - Archaeological Method and Theory +ANTH 311L
- ANTH 330 - Selected Topics in Archaeological Method and Theory
- ANTH 331 - Archaeology and Sustainable Culture
- ANTH 375 - Museums and Society
- ANTH 380 - Archaeological Field Study

C. Socio-Cultural Anthropology

- ANTH 202 - Ecological Anthropology
- ANTH 203 - Cultures, Economies, and Globalization
- ANTH 204 - Society and Social Change in Sub-Saharan Africa
- ANTH 205 - Native North American Cultures
- ANTH 206 - Topics in Cultural Anthropology
- ANTH 207 - Regional Ethnography
- ANTH 208 - Religions of Africa
- ANTH 209 - Anthropology of Business
- ANTH 300 - Independent Study in Anthropology
- ANTH 301 - Medical Anthropology
- ANTH 302 - Anthropology of Religion
- ANTH 303 - Gender and Culture
- ANTH 304 - Selected Topics in Cultural Anthropology
- ANTH 310 - Ethnographic Research Methods
- ANTH 332 - Wildlife and Culture
- HIST 217 - U.S. Food Cultures

D. Linguistics

- LING 101 - Language, Communication, and Culture
- LING 300 - Independent Study in Linguistic Studies
- LING 302 - Sociolinguistic Theory and Method

Psychology Major/Minor-Adding PSYC/PH 374/Health Psychology

Psychology Major

Requirements for the Major (48 credits)

I. Core (24 credits)

- PSYC 101 - Introduction to Psychology
- MATH 117 - Introductory Statistics C- or higher.
- PSYC 110 - Psychology Preceptorial
- PSYC 211 - Research Methods in Psychology
- PSYC 220 - Biological Psychology
- PSYC 342 - Social Psychology

II. Electives I (8 credits)

- PSYC 231 - Infancy, Childhood and Adolescence OR
- PSYC 232 - Adulthood
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology

III. Electives II (8 credits)

- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 354 - Cognitive Neuroscience

IV. Seminar (4 credits)

- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 361 - Gender Violence and Women's Resistance
- PSYC 362 - Seminar in the Psychology of Women
- PSYC 363 - Seminar in Developmental Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 365 - Seminar in Social Psychology
- PSYC 366 - Seminar in Cognition
- PSYC 367 - Seminar in Social Issues of Psychology
- PSYC 368 - Seminar in Psychotherapy
- PSYC 369 - Seminar in Industrial Organizational Psychology

V. Additional (2 credits)

Students must complete an additional course or laboratory experience in Psychology, excluding PSYC 394, PSYC 396, PSYC 410, PSYC 411.

PSYC 270 – Selected Topics in Psychology
PSYC 272 – Stress and Coping
PSYC 333 – Aviation Psychology and Management
PSYC 370 – Advanced Topics in Psychology
PSYC 372 – Organizational Psychology and Leadership
PSYC 374 – Health Psychology

VI. Capstone (2 credits)

- PSYC 400 - Capstone Experience in Psychology

Note

The following courses are recommended:

- PSYC 312 - Advanced Research Project in Psychology
- INTC 200 - Internship project in Psychology

Psychology Minor

Requirements for the Minor (26 credits)

I. Core (16 credits)

- PSYC 101 - Introduction to Psychology
- MATH 117 - Introductory Statistics C- or higher.
- PSYC 110 - Psychology Preceptorial
- PSYC 211 - Research Methods in Psychology

II. Electives (8 credits)

- PSYC 231 - Infancy, Childhood and Adolescence OR
- PSYC 232 - Adulthood
- PSYC 220 - Biological Psychology
- PSYC 270 – Selected Topics in Psychology
- PSYC 272 – Stress and Coping
- PSYC 333 – Aviation Psychology and Management
- PSYC 345 - Theories of Personality
- PSYC 348 - Abnormal Psychology
- PSYC 342 - Social Psychology
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 354 - Cognitive Neuroscience
- PSYC 370 – Advanced Topics in Psychology
- PSYC 372 – Organizational Psychology and Leadership
- PSYC 374 – Health Psychology

III. Additional (2 credits)

Students must complete an additional course or laboratory experience in Psychology, excluding PSYC 394 and PSYC 396.

Public Health Major-Adding PSYC/PH 374/Health Psychology

Public Health Major

Requirement for the Major (56 credits)

I. Core Courses (36 credits)

PH 101 - Principles of Public Health OR
PH 201 - Public Health (Gateway Course)
MATH 117 - Introductory Statistics
BIOL 120 - Human Health and Disease OR
BIOL 103 - Microbes in Health and Disease OR
BIOL 252 - Microbiology (prereq: BIOL 160, BIOL 250, CHEM 150, CHEM 160)
PH 340 - Epidemiology (prereq MATH 117)
PH 341 - Research Methods in Population Health (prereq. MATH 117, PH 101 or PH 201)
PH 352 - Global and International Health
PH 360 - Health Policy OR
PH 320 - Environmental Health OR
BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)
ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor) OR
SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)
PH 400 - Capstone in Public Health

II. Foundational Electives (20 credits)

Proper training in population health necessitates a broad understanding of the life and social sciences. Public Health majors must, therefore, choose from 20 elective credits. These courses will provide them with foundational knowledge about the biophysical environment and the sociocultural environment. Specifically, PH majors are required to take at least one elective course in the sciences category and two elective courses in the sociocultural category. An additional requirement is that PH majors must take a minimum of two elective courses that carry the PH designation. These two PH elective courses may be taken from either biosceinces category or the sociocultural category.

A. Biosciences Electives (at least 4 credits)

PH 299 - ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience
PH 305 - Medical Geography
PH 320 - Environmental Health
PH 370 - Topics in Public Health, Biosciences
ESS 210 - Environment, Society and Sustainability
ENV 150 - Great Challenges in Environmental Science OR
ESS 215 - Environmental Science
ENV 302 - Geographic Information Systems OR
BIOL 302 - Geographic Information Systems
ENV 365 - Advanced GIS (prereq ENV 302/BIOL 302)
BIOL 120 - Human Health and Disease
BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)
BIOL 256 - Anatomy and Physiology I (prereq: BIOL 160, CHEM 150/CHEM 160)
BIOL 258 - Anatomy and Physiology II (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
BIOL 330 - Emerging Infectious Disease (prereq: BIOL 103/BIOL 252)
BIOL 348 - Immunology (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
BIOL 358 - Diseases of the Brain OR (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
NEUR 358 - Diseases of the Brain (prereq: BIOL 160/BIOL 250, CHEM 150/CHEM 160)
BIOL 362 - Virology (prereq: BIOL 160/BIOL 250/BIOL 252, CHEM 150/CHEM 160)
MATH 227 - Intermediate Statistics (prereq: MATH 117)
PSYC 348 - Abnormal Psychology (prereq: PSYC 101)
STAT 120 - Statistical Computing in R

Note:

BIOL 270/BIOL 370 - Topics in Biology may apply to the Public Health major when the topic is appropriate.

B. Sociocultural Electives (at least 8 credits)

PH 299 - ShortTrec in Public Health
PH/ PSYC 374 - Health Psychology
PH 360 - Health Policy
PH 371 - Topics in Public Health: Social Sciences
ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor)
ANTH 310 - Ethnographic Research Methods (prereq: ANTH 104 or permission of instructor)
ANTH 320 - Selected Topics in Biological Anthropology (prereq: ANTH 104 or permission of instructor)
ANTH 321 - Forensic Anthropology (prereq: ANTH 103)
ANTH 323 - Food For Thought: Nutritional Anthropology (prereq: ANTH 103)
CE 215 - The Non-Profit Sector
CE 250 - Leadership in Practice
ECON 230 - The Economics of Health and Health Care
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 (prereq: SOC 101 or permission of instructor)
SOC 311 - Sociology of Health and Illness (prereq: SOC 101 or permission of instructor)
SOC 320 - Sociology of Mental Health and Illness (prereq: SOC 101 or instr. permission)
SOC 324 - Sociology of Reproduction (prereq: 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

October 2018 Curricular Report

For Information:

New Courses CLA:

- **ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management [BHUM]**

Revisions to Existing Courses CLA:

- **ANTH/ARTH 375/Museums and Society**
  - **Title change to Museum Studies and Cultural Management Practicum**
  - **Credit Change from 4 to 8**
- **ANTH/ARTH 375L/Museums and Society**
  - **Dissolving Course Number**
- **DANC 322/DANC 322L/Choreography and Performance Studies**
  - **Add prerequisite of DANC 155**
- **PHYS 304/Advanced Laboratory I**
  - **Change in frequency**
- **PHYS 305/Advanced Laboratory II**
  - **Change in frequency and prerequisites**
  - **Adding Gen Ed designation [WRMJ]**
- **MUS 232/232R/Music and the Soundscape of Film**
  - **Description and co-requisite change**
  - **Dissolving course number 232R**

Changes to Existing Major/Minor:

- **Archaeology Minor-adding ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management**
- **Music Major/Minor-Removing MUS 232R/ Music and the Soundscape of Film**

General Education Designations:

- **ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management [BHUM]**
- **PHYS 305/Advanced Laboratory II [WRMJ]**

New Course Descriptions CLA:

ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management

This course will introduce the fundamentals of Museum Studies and Cultural Management. Students will gain an understanding of the museum as a cultural organization, the various departments, and its inner workings. For example, students will be required to design an exhibition and work through all phases of creating and mounting an exhibition from its inception to funding, programing, installation, and final stage of de-installation etc. A virtual experience of the intricacies and the complexities of this process will allow students to not only explore the various challenges, but better understand the various departments that make up a museum.

Museums are major repositories for cultural objects and cultural heritage. The course will also explore the fundamental question of "What is heritage?", how is it produced and to what extent does it (re)arrange relationships between time, memory and identity?

How do some heritages come to be memorialized and institutionalized and others excluded? This portion of the course will explore the historical development of the concept of heritage and what role museums play in this development as well as the genesis of international heritage administration. Emerging trends, best practices, and national heritage laws will also be discussed. Case studies from different regions and social contexts will be the lens through which these issues are examined. CLA-Breadth/Humanities.

Revisions to Existing Courses CLA:

ANTH/ARTH 375/Museums and Society

Current:
ANTH/ARTH 375/Museums and Society
This course explores the intersection of the museum and its public with a focus on the rise of the museum in the late eighteenth century and its development up to the present day. Why were museums created, and what purposes do these institutions serve? What values do they project? Such questions are addressed through selected case studies and readings of key theoretical texts in the field. Analysis of current museum and gallery exhibitions, discussion of such issues as the role of government, the interdependence of museums and the art market, and debates over repatriation, restitution and looting or theft will also be addressed. Corequisite: Must register for ARTH 375L. Same as: ANTH 375. Offered spring semester in even-numbered years. CLA-Breadth/Interdisciplinary, CLA-Off Campus Experience. (4 credits).

Proposed:
ANTH/ARTH 375/Museum Studies and Cultural Management Practicum
This course explores the intersection of the museum and its public with a focus on the rise of the museum in the late eighteenth century and its development up to the present day. Why were museums created, and what purposes do these institutions serve? What values do they project? Such questions are addressed through selected case studies and readings of key theoretical texts in the field. Analysis of current museum and gallery exhibitions, discussion of such issues as the role of government, the interdependence of museums and the art market, and debates over repatriation, restitution and looting or theft will also be addressed. Same as: ANTH 375. Offered spring semester in even-numbered years. CLA-Breadth/Interdisciplinary, CLA-Off Campus Experience. (8 credits).

ANTH/ARTH 375L/Museums and Society
Current:
ANTH/ARTH 375L/Museums and Society
Corequisite: ANTH/ARTH 375
Proposed:
Dissolving Course

DANC 322/Choreography and Performance Studies
Current:
DANC 322
Advanced technical composition and theoretical exploration through the preparation and performance of several choreographed pieces. Requires extensive pre-production research and performance preparation. Students interested in choreographing for the Theatre and Dance Department's dance concert must concurrently enroll in DANC 322L. May be repeated for credit. Prerequisite: DANC 101, DANC 220 or instructor approval CLA-Breadth/Arts.

Proposed:
Advanced technical composition and theoretical exploration through the preparation and performance of several choreographed pieces. Requires extensive pre-production research and performance preparation. Students interested in choreographing for the Theatre and Dance Department's dance concert must concurrently enroll in DANC 322L. May be repeated for credit. Prerequisite: DANC 101, or DANC 155, or DANC 220, or instructor approval CLA-Breadth/Arts.

DANC 322L/Choreography and Performance Studies
Current:
DANC 322L/Choreography and Performance Studies
Laboratory section taken concurrently with DANC322. For those students interested in Choreographing for the Theatre and Dance Department's dance concert. Requires extensive pre-production research and performance preparation including production meetings, consulting with designers, and performing showings of choreographed pieces in process to

be included in the concert. May be repeated for credit. Prerequisite: DANC 101, DANC 220 or instructor approval CLA-Breadth/Arts.

Proposed:

DANC 322L/Choreography and Performance Studies

Laboratory section taken concurrently with DANC322. For those students interested in Choreographing for the Theatre and Dance Department's dance concert. Requires extensive pre-production research and performance preparation including production meetings, consulting with designers, and performing showings of choreographed pieces in process to be included in the concert. May be repeated for credit. Prerequisite: DANC 101, or DANC 155, or DANC 220, or instructor approval CLA-Breadth/Arts.

PHYS 304/Advanced Physics Laboratory I

Current:

Advanced Physics Laboratory I

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in PHYS 300. Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 150, PHYS 160, PHYS 255, PHYS 250 and MATH 250. Offered spring semester in even-numbered years. CLA-Writing in the Major

Proposed:

Advanced Physics Laboratory I

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in PHYS 300. Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 150, PHYS 160, PHYS 255, PHYS 250 and MATH 250. CLA-Writing in the Major.

PHYS 305/Advanced Laboratory II

Current:

PHYS 305/Advanced Laboratory II

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in PHYS 300. Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 304. Offered fall semester in even-numbered years.

Proposed:

PHYS 305/Advanced Laboratory II

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in PHYS 300. Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 304 or permission of instructor. CLA-Writing in the Major.

MUS 232: Music and the Soundscape of Film

Current:

MUS 232: Music and the Soundscape of Film

In the words of American film director David Lynch, "half the film is picture, the other half is sound;… they've got to work together." In this course we will explore the soundscape of film and the role that music plays within that soundscape. The goal is to analyze how what we hear interacts with what we see when we watch a film. Students will learn basic listening/viewing skills by exploring the relationship between music and sound, sound and narrative, music and film form, and music and film style. Then, to understand how technology has influenced the role of sound in film, we will survey the most prominent technological developments from the early years of the twentieth century to the current day. Course

work consists of a class presentation, quizzes on readings/viewings, and writing assignments building to a final paper based on a specific film soundscape. The lab is for the screening of films. No prior knowledge of music or film is necessary.

Proposed:
MUS 232 - Music and the Soundscape of Film
In this course we study the soundscape of film and the role that music plays within that soundscape. The goal is to analyze how what we hear interacts with what we see when we watch a film. To understand how technology has influenced the role of sound in film, we survey technological developments from the early years of the twentieth century to the current day. Students acquire listening and viewing skills by exploring the relationship between music and sound, sound and narrative, music and film form, and music and film style. No prior knowledge of music or film is necessary.

MUS 232R: Music and the Soundscape of Film Recitation

Current:
MUS 232R: Music and the Soundscape of Film Recitation
Corequisite: MUS 232

Proposed:
Dissolving Course

Changes to Existing Major/Minor:

Adding ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management to the electives list in the Archaeology minor.

II. Topics in Archaeology (4 credits

One regional or topical archaeology, classics, or art history course emphasizing the analysis of the material record for prehistoric or historic synthesis, selected from the following:

- ANTH 231 - Native Arts and Archaeology of Latin America **OR**
- ARTH 231 - Native Arts and Archaeology of Latin America
-
- ANTH 232 - Regional Archaeology
- ANTH 312 - Human Osteology
- ANTH 331 - Archaeology and Sustainable Culture
- ARTH 101 - Survey of Western Art: Ancient and Medieval
- **ARTH-210 Introduction to Museum Studies and Cultural Management OR**
- **ANTH 210 -Introduction to Museum Studies and Cultural Management**
- ARTH 256 - The Art of Ancient Egypt: History and Modern Myth
- ARTH 383 - Art and Architecture in London
- CLAS 215 - Classical Mythology
- CLAS 230 - History of Ancient Greece
- CLAS 232 - History of Ancient Rome
- CLAS 240 - Archaeology of Greece and Rome
- CLAS 260 - Classical Civilization: Selected Topics
- CLAS 270 - Society and Family in Ancient Greece and Rome
- HUM 211 - Classical Antiquity

Change to Course MUS 232/232R/Music and the Soundscape of Film

Music Major

Requirements for the Major (46-52 credits)

I. Required Courses (18-24 credits)

- MUS 102 - Music Fundamentals or pass placement test
- MUS 103 - Music in Context
- MUS 227 - Music Theory I
- MUS 228 - Music Theory II
- MUS 252 - Keyboard Studies or pass placement test
- MUS 400 - Music Capstone Fall Semester
- MUS 401 - Music Capstone Spring Semester

II. Music and Culture (8 credits)

- MUS 231 - History of Opera
- MUS 232 - Music and the Soundscape of Film
- ~~MUS 232R - Music and the Soundscape of Film Recitation~~
- MUS 233 - Music of the Whole Earth
- MUS 234 - History of Jazz
- MUS 236 - Women and Music
- MUS 238 - African American Music History
- MUS 240 - Music in the American Century

III. Western Music History (8 credits)

- MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras
- MUS 303 - Music of the Classic and Romantic Ears
- MUS 311 - Music of the Twentieth and Twenty-First Centuries
- MUS 341 - Topics in Music History

IV. Composition/Theory (8 credits)

- MUS 101 - Music: Imagination and Technique
- MUS 223 - Introduction to Conducting
- MUS 246 - Counterpoint
- MUS 260 - Music Composition (may be repeated for credit)
- MUS 324 - Techniques of 20th- and 21st-Century Composition
- MUS 334 - Orchestration
- MUS 337 - Electronic Music Composition

V. At least four semesters of private lessons at the introductory or advanced level

- MUS 109 - Introductory Vocal Instruction
- MUS 111 - Introductory Keyboard Instruction
- MUS 112 - Introductory Guitar Instruction
- MUS 113 - Introductory Strings Instruction
- MUS 114 - Introductory Woodwinds Instruction
- MUS 115 - Introductory Brass Instruction
- MUS 116 - Instrumental Percussion Instruction
- MUS 325 - Advanced Vocal Instruction
- MUS 326 - Advanced Keyboard Instruction
- MUS 327 - Advanced Guitar Instruction
- MUS 328 - Advanced Strings Instruction
- MUS 329 - Advanced Woodwinds Instruction
- MUS 330 - Advanced Brass Instruction
- MUS 331 - Advanced Percussion Instruction

VI. Membership in at least one ensemble for at least four semesters

- MUS 105 - Improvisation Ensemble

- MUS 110 - Choral Union
- MUS 215 - Chorale
- MUS 217 - Madrigal Singers
- MUS 220 - Pan-African Choral Performance
- MUS 222 - University Orchestra
- MUS 224 - Wind Ensemble
- MUS 225 - Flute Ensemble
- MUS 226 - Jazz Ensemble
- MUS 229 - Chamber Music

VII. Meeting/Concert Attendance

Music Minor

Requirements for the Minor (21-25 credits)

I. Required Courses (9-13 credits)

- MUS 102 - Music Fundamentals
- MUS 103 - Music in Context
- MUS 227 - Music Theory I

II. Music and Culture (4 credits)

- MUS 231 - History of Opera
- MUS 232 - Music and the Soundscape of Film (~~co-requisite, MUS 232R~~)
- MUS 233 - Music of the Whole Earth
- MUS 234 - History of Jazz
- MUS 236 - Women and Music
- MUS 238 - African American Music History
- MUS 240 - Music in the American Century

III. Western Music History (4 credits)

- MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras
- MUS 303 - Music of the Classic and Romantic Eras
- MUS 311 - Music of the Twentieth and Twenty-First Centuries
- MUS 341 - Topics in Music History

IV. Composition/Theory (4 credits)

- MUS 101 - Music: Imagination and Technique
- MUS 223 - Introduction to Conducting
- MUS 246 - Counterpoint
- MUS 260 - Music Composition
- MUS 324 - Techniques of 20th- and 21st-Century Composition
- MUS 334 - Orchestration
- MUS 337 - Electronic Music Composition

V. Membership in at least one ensemble for at least two semesters

- MUS 105 - Improvisation Ensemble
- MUS 110 - Choral Union
- MUS 215 - Chorale
- MUS 217 - Madrigal Singers
- MUS 220 - Pan-African Choral Performance
- MUS 222 - University Orchestra
- MUS 224 - Wind Ensemble

- MUS 225 - Flute Ensemble
- MUS 226 - Jazz Ensemble
- MUS 229 - Chamber Music

VI. Meeting/Concert Attendance

****Corrections from the September 2018 Curricular Report**

ENGH 231/WLIT 260/Literary Translation -Is now ENGH 233/WLIT 260/Literary Translation

DREW UNIVERSITY
COLLEGE ADMISSIONS REPORT TO FACULTY

Robert J. Massa
Senior Vice President for Enrollment
December 7, 2018

With the fall admissions travel season now behind us, the College admissions staff has settled into the process of evaluating candidates for admission, contacting the prospects they met on the road in the fall to encourage them to apply, hosting a record number of campus visitors and scheduling and conducting interviews in-person and via the web. One admission deadline has come and gone (Early Decision), while another looms ahead of us (Early Action- December 15) and applications continue to arrive in our in-box.

In order for us to enroll 470 first year students and 105 Transfers (65 regular; 40 Pathway "grads") we must generate 500 more first-year applications than we did last year (about 4300 total), and about 30 more transfer candidates (about 240 total). We have been tracking a little short of where we need to be over the past several weeks, which means that we will have to step up our yield tactics in order to meet our goals. To that end, I have asked two staff members to co-lead an effort to develop an executable plan to increase our yield from 16% this past year back to over 18% for the incoming first-year class. They will have this plan to me by December 15.

In my last report, I mentioned three things that we must do better than our peers: building relationships with prospective students, their parents and their counselors; using technology to identify and communicate with those students who are most likely to be receptive to our messages; and connecting our programs to outcomes in direct and tangible ways. We must also be best in class in our efforts to yield those students we admit through targeted outreach by faculty, staff and current students. You will hear more about this as our plans develop by the next faculty meeting.

The following will provide a sense of our progress this year over last – which was a banner year with an 18% application increase! Applications are as of December 2; all other data as of November 30.

	Fall '19	Fall'18	% difference
First Year Applications	1740	1605	8.5%
Early Decision	77	70	10%
Hard Inquiries	17,218	10,471	64.4%
All Campus Visits (July-Nov)	986	912	8.1%
Interviews (July-Nov)	174	170	--

I'd like to thank you for helping us enroll a strong class by attending our opening sessions at Discover Drew Days, speaking on panels, inviting students into your classes and responding to prospective student inquiries. We could not do this without your participation.

With all good wishes for the holiday season,

Bob Massa

Drew University Fundraising Reports
FY2019

FY18 - FY19 Comparison

July 1, 2018 to October 31, 2018

	FY19			FY18			FY18 Final
	YTD Received	Goal	% to Goal	YTD Received	Goal	% to Goal	
Total Philanthropic Commitments	$1,107,383	$12,000,000	9%	$1,555,233	$12,000,000	13%	$10,349,308
Total Cash & Irrevocable Deferred Gifts	$1,339,780	$8,000,000	17%	$1,426,524	$8,000,000	18%	$8,507,241

Drew University Fundraising Reports
FY2019
FY19 By Purpose and Source
July 1, 2018 to October 31, 2018

Giving by Purpose

	Total Philanthropic Commitments	Cash and Irrevocable Deferred
Capital	$0	$107,051
Endowment	$348,672	$324,838
Restricted	$303,595	$456,346
Unrestricted	$455,116	$451,545
• *Annual Fund*	*$215,002*	*$211,431*
• *MEF*	*$240,114*	*$240,114*
Giving by Purpose Total	**$1,107,383**	**$1,339,780**

Giving by Source

	Total Philanthropic Commitments	Cash and Irrevocable Deferred
Trustees	$138,138	$223,888
Alumni	$285,779	$273,187
Friends	$281,448	$286,865
Corporations	$55,339	$39,161
Foundations	$29,612	$199,612
Other Organizations	$317,067	$317,067
Giving by Source Total	**$1,107,383**	**$1,339,780**

Annual Fund Report
July 1, 2018 to October 31, 2018

	Cash	Pledge Balance	Total	Goal	% to Goal	Average Gift
FY19	$225,117	$331,156	$556,273	$1,650,000	34%	$702
FY18	$155,641	$125,168	$280,809	$1,300,000	22%	$427
Increase (Decrease) from FY16	$69,476	$205,988	$275,464			$276
Increase (Decrease) Percentage	45%		98%			65%

Participation (All Funds)

	FY19				FY18			
	Percentage	**# of Donors**	**Goal**	**Donors Needed**	**Percentage**	**# of Donors**	**Result**	**Donors Needed**
CLA	3%	468	26%	2,898	4%	507	18%	n/a
DTS	5%	190	19%	498	4%	141	15%	n/a
CSGS	2%	53	14%	244	2%	45	10%	n/a

UNIVERSITY LIBRARIAN'S REPORT
For CLA Meeting of December 7, 2018

The Libraries and Instructional Technology are in the process of restructuring several services, and some of your contacts may change as a result. To the extent we can, we will reach out to individuals and groups to keep you apprised of these changes. In the meantime, please check our websites for current contact information:
Library Staff overview: http://www.drew.edu/library/about/staff/
Subject Librarians: http://libguides.drew.edu/librarians/major-program

Please share this information with other colleagues as appropriate, and don't hesitate to contact me with any questions. With all best wishes,

Andrew Bonamici, University Librarian
107 Library
abonamici@drew.edu
x3322

NEW RESOURCES
We encourage you to look over the new and trial databases listed on the library website at http://libguides.drew.edu/az.php

Current Trials
Very Short Introductions
Offers concise introductions to a diverse range of subject areas. A bridge between reference content and higher academic work, the introductions are written by experts in the field who combine facts, analysis, new ideas, to make challenging topics highly readable.

HeinOnline
HeinOnline is a fully searchable, image-based government document and legal research database. It contains comprehensive coverage from inception of both U.S. statutory materials, U.S. Congressional Documents and more than 2,500 scholarly journals, all of the world's constitutions, all U.S. treaties, collections of classic treatises and presidential documents, and access to the full text of state and federal case law powered by Fastcase. This Government, Politics & Law HeinOnline's database package includes, among other things, special collections on Criminal Justice, History, Foreign Relations, Religion and the Law and Women and the Law.

INSTRUCTIONAL TECHNOLOGY

Welcome to Jenna Corraro, Instructional Designer, who started her Drew appointment on November 26. Ms. Corraro comes to Drew from Seton Hall and New Jersey Institute of Technology. In addition to providing instructional design services, she has taught classes at NJIT. At Drew, she will be focusing initially on hybrid and online graduate courses in the Theological School. Many thanks to Margery Ashmun, Melanie Johnson-DeBaufre, Kristen Turner, Minjoon Kouh, and Shawn Spaventa for their dedicated service on the search committee for this new strategic position. Jenna jcorraro@drew.edu

The Spring 2019 course shells in Moodle have been created. In order to ensure that your Spring Moodle classes will be ready to go for the first day of classes, we are asking that all requests be made no later than January 7th.

If you're interested in getting started early and you're reusing content from a previous semester please fill out a Course Restore ticket.

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

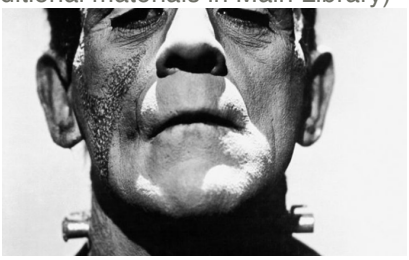
As always, if you have any technology or Moodle related questions please contact the Service Center at **973-408-4357** or create a support ticket at help.drew.edu.

EXHIBITS AND EVENTS

Continuing through January 7, 2019

Frankenstein Anniversary Exhibit

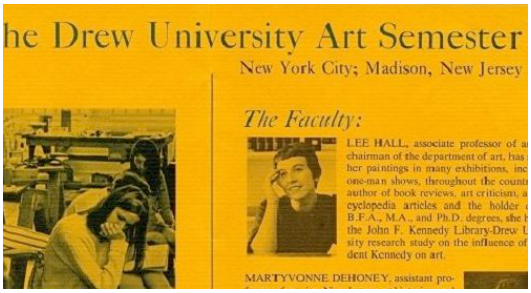
United Methodist Archives and History Center
(with additional materials in Main Library)



Why has Mary Shelley's novel about the reanimation of the dead become a cultural phenomenon? This exhibit curated by Head of Special Collections Brian Shetler and Special Collections Associate Candace Reilly highlights the impact Shelley's novel has made on literature, society, and culture. Featuring materials from Drew University's Special Collection such as comic books, rare books, manuscripts, and objects that were inspired by Frankenstein's monster this exhibit brings to life Shelley's novel in a haunting and riveting way!

January 14, 2019 – March 15, 2019

New York Semester on Contemporary Art: The First Decade, 1967-1977



January 31, 2019 | 5 p.m.

Opening Reception for New York Art Semester Exhibit

United Methodist Archives and History Center

Speakers: Kim Rhodes and Shayna Miller
The exhibit curators will discuss their process of putting together the exhibit and share their insights about the importance of New York Art Semester on Contemporary Art

February 19, 2019 | 6pm
LECTURE, SPRING 2019

"Drag is so much more than gay men dressing up as women. It's about creating space and creating validity for people who want to express gender differently and by their own rules." – Sasha Velour (NPR)

Drag as an Art Form: Panel Discussion by Drag Queen Pissi Myles and Photographer David Ayllon

United Methodist Archives and History Center

Pissi Myles (Joseph D'Angio) has been noted as one of the most talented drag queens in the NY area by fans, critics, and peers. She's been featured in Cosmopolitan Magazine, Mic, RuPaul's What's the T Podcast, and more! Photographer David Ayllon's work has been featured in the Huffington Post, NEXT Magazine (cover), and Rangefinder Magazine. Some of his clients include Rupaul's Drag Race contestants Katya, Monet Xchange, Miz Cracker, Shea Coulee, as well as Drag Race winners Bob The Drag Queen, Alaska, Trixie Mattel, and Sasha Velour. The discussion will focus on the history and culture of drag, and how it is (and should be) recognized as an art form. Co-sponsored by The Sexuality and Gender Alliance, WoCo, The History Club, the Art Club, and the Art History Club.

Performance to Follow

George and Alicia Karpati Lecture

March 14, 2019 8:00 p.m.
Dorothy Young Concert Hall

Dr. Omer Bartov, the John P. Birkelund Distinguished Professor of European History and a professor of German Studies at Brown University, will be the guest speaker for Drew's 2019 George and Alicia Karpati Lecture. A book signing will follow Dr. Bartov's talk. The program was established in 2005 by Michael and Noemi Neidorff in honor of Noemi's parents, bringing outstanding authors and scholars to Drew in the fields of Jewish/holocaust studies and Eastern European history. Prior speakers have included Elie Wiesel, Daniel Mendelsohn and Robert Fisch. Proceeds benefit the library's book endowment fund.

CommonsCon 2019
March 15th 11am-3 pm
Academic Commons (Main Floor Library)

Interested in finding new ways to enhance your courses and engage students? Come check out Instructional Technology's yearly event, where faculty, students and staff show the community the most innovative ways they have been using technology on campus. Talk with Instructional Technology staff about different classroom strategies and demos on how you can use technology in your courses.

OUT OF THE VAULT SERIES, SPRING 2019

The Out of the Vault series is sponsored by the Department of Special Collections and University Archives of the Drew University Library. Each interactive session introduces participants to a particular collection or set of materials while providing opportunities for engagement with the materials. The sessions take place in the Wilson Reading Room of the United Methodist Archives and History Center and are free and open to the Drew community and general public. For additional information please email speccol@drew.edu or call 973-408-3590.

Tuesday, February, 5 2019 | 4 pm

Valentines and Adoration in the Archives

United Methodist Archives and History Center

Hosted by Drew Library staff, this event showcases letters and documents of love, adoration, and affection from Abelard and Heloise to present day. The event will include a brief history of the valentine and discussion of its popularity.

Tuesday, March 5, 2019 | 4 pm

Folklore and Superstition in the Archives

United Methodist Archives and History Center

Did you know the Drew University Special Collections houses a collection of books on witchcraft? Books concerning folklore, superstition, and magic are shelved throughout the collections including prayers to ward off the plague, a book owned by a cannibalistic witch doctor, and a book of ancient charms. Come and see what these mysterious volumes have to offer!

Tuesday, April 2, 2019 | 4 pm

DC VERSUS MARVEL!

United Methodist Archives and History Center

Come explore one of the greatest rivalries in comic book history: DC vs. Marvel! This tumultuous competition goes back 80 years, and has played itself out in the pages of comics and graphic novels. Fans of both publishers will find lots to fight over at this event! On display will be new donations of comic books accompanied by a discussion of comic adaptations and an exploration of the worlds of Marvel and DC!!

LAUNCH UPDATE, December, 2018

We've made great progress this semester on the LAUNCH curriculum design project:

- Established, with the Assessment Committee and CAPC, twelve transferable skills that are at the core of a liberal arts experience.
- Developed operational definitions for these transferable skills using multidivisional teams; these definitions cut across both curricular and co-curricular experiences.
- Established a distribution of these skills throughout the seven categories of the curriculum, such that students explicitly develop these skills in the Launch general education curriculum.
- Established fundamental principles for the Launch gen ed curriculum, including issues about how the foundational Gen Ed categories relate to each other, to courses in the major, and to the Complex Problems experience.These principles have been reviewed by faculty.
- Using multidivisional, faculty-led design teams, category descriptions were constructed, along with skill-based student learning outcomes for each of the seven foundational categories.
- Feedback was gathered from all faculty on these seven sets of category drafts.
- Revisions of the initial four categories were prepared, which were reviewed by CAPC, the Assessment Committee, and CRUE.
- Draft strategies for incorporating writing and reflection in the LAUNCH curriculum are being developed by an additional design team.
- An initial set of principles and parameters were developed for Immersive Experiences, through CRUE and the Assessment Committee.
- A plan was formulated for building out a comprehensive Digital Competency platform at Drew, and developing segments of these competencies through the Launch Gen Ed curriculum.

Several aspects of the LAUNCH experience are also progressing rapidly through the design phase:

- A Career Purpose and Strategy Development Program to facilitate a further informed and focused yet transferable student college experience.
- An Experiential Learning Interface and an ePortfolio system to collect and synthesize (e.g., dashboard and/or transcript) student experiences, reflections, student artifacts. etc.
- Career Communities are being developed to provide focus through customized networks, opportunities, support, resources and programs to students and the Drew community based on their career interests and/or identity affinities.
    - Career interest communities: Arts, Entertainment & Communications; Business, Finance & Entrepreneurship; Exploratory; Health Professions, Life and Environmental Sciences; Science, Technology, Engineering & Sustainability, Social Impact, Education, Law & Government; Theology, Religion & Ministry.
    - Identity Affinity Career Communities: Commuter/Non-traditional, First Generation, International, Gender & Sexuality, Low Income, Ethnic Heritage, Sophomore, Visible & Invisible Disabilities
- Integration of our many Drew software systems through uConnect that will provide a comprehensive and manageable student and other user experience.

- Incorporation of Identity & Intercultural Development as part of the Drew Career Development Co-Curriculum.
- The Celebration of Academic Achievement/Day of Scholars is being expanded.
- The Launch Pad (a.k.a. Center for Experiential Education & Career Development) is under development, including:
    - The Center's organizational structure to strategically join the efforts of the Career Center, Civic Engagement, Global Education and Undergraduate Research
    - The Center's new place: a centrally located, highly visible, strategically dynamic space designed for student success and our collective facilitation of students Experiential Education & Career Development

Next steps in the design process for the spring semester:

- Complete a final review of foundational categories and skill distributions, revising in response to feedback.
- Complete revisions of seven category descriptions and SLOS.
- Complete strategy for writing in gen ed curriculum
- Complete strategy for reflection in gen ed curriculum
- Continue drafting the Digital Competencies platform.
- Build out a transition plan from the current gen ed curriculum to LAUNCH curriculum.
- Develop a strategy for transfer students for the LAUNCH curriculum.
- Build out an approval process for new courses for the LAUNCH curriculum
- Establish topics and timing for faculty development
- Establish principles for credentials as part of the undergraduate experience

Bringing on the Launch curriculum:

AY19-20 Curricular Pilots:

- Eportfolio and reflections (in targeted areas)
- Complex Problems - one or two sections (perhaps to count as interdisciplinary courses in current gen ed)
- Collection of co-curricular student experiences and skill building (in targeted areas)
- Career Expo Day, Fall 2019

Discussion items

AY 2019-20: Implement Immersive Experience.
Vote: January 25, 2019 faculty meeting
Proposal: Replace the current Off-Campus Experience with Immersive Experiences
Current Status: Immersive Experience document has been drafted and this draft is being discussed by committees in December and January.

AY 2020-21: Implement the full Launch general education curriculum
Vote: February 22 and/or March 22, 2019 faculty meetings

MLK CELEBRATION AT DREW

SIGN UP NOW FOR SERVICE SATURDAY

Build houses! Pack food! Sort donations!
Help our community in honor of
Rev. Dr. Martin Luther King, Jr.
on Saturday January 19

Registration and more info at drew.edu/cce

Save the date for Drew's MLK Day Celebration on Monday January 21

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

December 7 - 13, 2018

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

Opening Reception:
December 7, 2018, 5:00 - 7:00 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