

**ARTS AND SCIENCES FACULTY MEETING**

February 2, 2018  
HALL OF SCIENCES 4

**AGENDA**

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

Debra Liebowitz

**APPROVAL OF MINUTES**

Maria Masucci ----- pp. 5-10

**DEAN'S UPDATES:**

Debra Liebowitz

Introduction of Andrew Bonamici, University Librarian

**ACTION ITEMS:**

Approval of Voting List  
Elections  
Masters of Education

Maria Masucci ----- p.11  
Dean's Council  
Jinee Lokaneeta ----- pp. 12-28

**REPORTS:**

Curricular Report  
Enrollment Management  
Advancement Report  
INTO Update  
Library Report  
Campus Life and Student Affairs Update

Jinee Lokaneeta ----- pp. 12-30  
Bob Massa ----- p. 31  
Beth Kornstein ----- pp. 32-34  
Sharon Sundue ----- pp. 35-37  
Andrew Bonamici ----- pp. 38-40  
Frank Merckx ----- pp. 41-42

**FOR DISCUSSION:**

**OLD BUSINESS/NEW BUSINESS:**

**ANNOUNCEMENTS:**

Committee to Reimagine  
the Undergraduate Experience (CRUE)  
Drew Review  
Commons Con and Workshop Schedule  
Advancement- Student Philanthropy  
Faculty Research Series Announcement Sheet  
Phi Beta Kappa Visiting Scholar  
Civic Engagement Call for Awards and Classes  
Drew Teach Winter Conference  
Art Opening

Juliette Lantz ----- p. 43  
Hannah Wells & Scott Morgan -- p. 44  
Shawn Spaventa ----- pp. 45-46  
Jeramie Barletta ----- p. 47  
Maria Masucci ----- p. 48  
Maria Masucci ----- p. 49  
Amy Koritz -----pp. 50-51  
Kristen Turner  
Michael Peglau ----- pp. 52-53

**ADJOURNMENT**

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

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**Chris Andrews**  
Sociology

**Chris Andrews** for acceptance for publication of his co-authored article with Craig Lair (Gettysburg College), "Advertising a Particularly Precarious Occupation: Nanny Ads on Craigslist," in the journal *Sociological Spectrum*.

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**Edward Baring**  
History

**Edward Baring** for presenting the keynote paper, "What's Continental about Continental Philosophy?" at the Genealogies of Knowledge Conference, in Manchester UK, for giving the invited lecture "Catholicism and the Making of European Phenomenology," at the Duquesne University, Philosophy Department, both in December 2017 and for publishing "Derrida and Levinas," in Michael Morgan ed., *The Oxford Handbook of Emmanuel Levinas*, Oxford University Press, 2018.

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**Brianne Barker**  
Biology, **Stephen Dunaway**  
Biology and  
**Roger Knowles**  
Biology

**Brianne Barker, Stephen Dunaway and Roger Knowles** for receiving a \$41,100 award from Novo-Nordisk to support student research and conference travel as a part of a Research Cluster to Study Blood-related Disorders. Also, **Brianne Barker** for serving as the Project Coordinator for this group.

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**Graham Cousens**  
Psychology

**Graham Cousens** for presenting a paper, *Correlated Tuning within the Olfactory Tubercle and Corticomедial Amygdala*, at the 10th Australasian Workshop on Neuro-Engineering and Computational Neuroscience in Brisbane, QLD. The paper was co-authored by Drew students Kyla Moutenot and Valerie Savage.

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**Stephen Dunaway**  
Biology

**Stephen Dunaway** for the publication of his primary research article, featuring four Drew University undergraduate researcher co-authors entitled, "Demonstration of Translation Elongation Factor 3 Activity From a Non-Fungal Species, *Phytophthora infestans*" in the peer-reviewed journal PLoS ONE, January 4, 2018.

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**Ryan Hinrichs**  
Chemistry

**Ryan Hinrichs** for publishing "Ozone Decomposition on Kaolinite as a Function of Monoterpene Exposure and Relative Humidity" in the journal *ACS Earth and Space Chemistry* with Drew undergraduate co-authors Zoe L. Coates Fuentes and Theresa M. Kucinshi.

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**Sandra Jamieson**  
English

**Sandra Jamieson** for presenting the paper "Writing Studies and Data: Rethinking Student Research in Light of Citation Project Data" at the *Annual Convention of the Modern Language Association (MLA)*, New York, NY. on January 6, 2018. Also for the invitation to attend the Fifth Writing Analytics Conference, January 10-13 in Clearwater, FL.

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**John Lenz**  
Classics

**John Lenz** for the publication of "Existential Violence in Greek Tragedy: Its Necessity (for Spectators)" in the edited book, *Teatro e Violência / Theater and Violence (Teatro do Mundo series, vol. 12)*, Porto, Portugal: Centre for Theater Studies, University of Porto (CETUP), 2017, pp. 35-72.

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**Jinee Lokaneeta**  
Political Science

**Jinee Lokaneeta** for the invitation to present her research at the first ever international workshop on Policing in South Asia held in School of International Studies, JNU, Delhi, India on January 6, 2018.

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**Patrick McGuinn**  
Political Science

**Patrick McGuinn** for being named for the eighth consecutive year to the 2018 Education Week/AEI Edu-Scholar Public Influence Rankings, which "identify the university-based scholars in the U.S. who are doing the most to shape educational practice and policy." Also, for being named an inaugural Richard Nathan Public Policy Fellow at the Rockefeller Institute for Government for 2018 and for the presentation of a paper at a conference in DC on January 16 at the American Enterprise Institute on "Bush-Obama School Reform: Lessons Learned."

## RECOGNITION OF DREW FACULTY ACHIEVEMENTS

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**John Muccigrosso**  
Classics

**John Muccigrosso** for giving a talk at the annual meeting of the Archaeological Institute of America in Boston on January 6, entitled "The Northern Roman-Period Burial Area at the Vicus Martis Tudertium," where he also chaired the session, "Walking through Roman Cemeteries." His photograph was chosen for the program cover.

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**Emanuele Occhipinti**  
French and Italian

**Emanuele Occhipinti** for an invitation by the Italian Department at Rutgers University to deliver the talk: "In Italia: Benefits and Challenges of Studying Abroad," November, 2017 and for the publication of his article: "Novecento and the Contemporary Period" in *The Year's Work in Modern Language Studies, Volume 77* (2017), Issue 1, pages 226-40.

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**Jonathan Rose**  
History

**Jonathan Rose** for his book *Readers' Liberation*, published by Oxford University Press. Also, for his review of David Cannadine's, *Margaret Thatcher: A Life and Legacy*, in the *Journal of British Studies* (January 2018).

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**Kristen Turner**  
MAT

**Kristen Turner** for serving as first author on the article "Developing Digital and Media Literacies in Children and Adolescents," published in *Pediatrics* November 2017, VOLUME 140 / ISSUE Supplement 2. Also for giving the keynote, "Digital is Different," at the Tri-County Literacy Council's mid-winter conference.

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**Courtney Zoffness**  
English

**Courtney Zoffness** for being nominated for the Pushcart Prize in fiction.

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**Drew University**  
**Minutes of Arts and Sciences Faculty Meeting**  
**December 1, 2017**

**Present:** Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Jim Bazewicz, Lisa Brenner, Barry Burd, James Carter, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Kimberly Choquette, Graham A. Cousens, Alex de Voogt, Sophia Fortune, Kimani Fowlin, Jonathan Golden, Summer Harrison, Emily Hill, Ryan Hinrichs, Paul Kadetz, Hilary Kalagher, Jason Karolak, Caitlin Killian, Elizabeth Kimball, Angie Kirby-Calder, Roger Knowles, Wendy Kolmar, Amy Koritz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Bjorg Larson, Seung-Kee Lee, Neil Levi, Jinee Lokaneeta, Yi Lu, Yahya Mete Madra, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher M. Medvecky, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Sean Nevin, Emanuele Occhipinti, Jennifer Olmsted, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Raul Rosales, Claire Sherman, Leslie Sprout, Sharon Sundue, Marc Tomljanovich, Kristen Turner, Nancy Vitalone-Raccar, Hannah Wells, Trevor Weston, Tammy Windfelder, Carlos Yordan, Courtney Zoffness

**Others Attending:** Matthew Beland, Michael Fried, Jon Kettenring, Alex McClung, Frank Merckx, Margery Ashmun, Jody Caldwell, Rick Mikulski, Brian Shetler, Nora Boyer, Loren Kleinman

**The meeting was called to order at 3:18 pm by Dean Debra Liebowitz.**

**Approval of minutes:** The minutes of the November 10, 2017 faculty meeting were approved by majority with the addition of edits related to comments from Jennifer Kohn (p. 9 clarifying her statements regarding the Masters in Finance Program) and Jennifer Olmsted (p. 11 eliminating agreement of the integration and reinforcement of ethics in every business class).

**Dean's Updates:** Debra Liebowitz announced the approval of seven tenure-track line hires, including the conversion of one line, noting this is the second year in a row of adding tenure-track hires. The Dean then thanked Jennifer Olmsted and the Development Office who were recently notified that a grant of \$100,000 would be available for the semester in Social Entrepreneurship. The awarding of the grant was celebrated, especially as the pitch was made by students. On another positive note, Deb announced the University is well on its way to achieving a successful challenge (The Gilbert Challenge) for unrestricted funds. A generous donor offered one million, if Drew raised four million dollars by year end. The Dean announced that the April Faculty Meeting will be moved from April 6<sup>th</sup> to the 13<sup>th</sup> as Bob Massa and Steve Dunaway are working on an opportunity to celebrate and showcase Drew students' successful research efforts. April 6<sup>th</sup> will coincide with an Admissions' event for admitted Baldwin Honors students.

**Action Items:** Sarah Abramowitz reported that all tenure and promotion cases for the College and Caspersen School are being heard by the Arts and Sciences Committee on Faculty. Although both handbooks are very similar, there are some differences. These are presented in the packet (pp. 12-29) in order that one handbook could be voted on to apply to both schools. Sarah said a second vote would then be called regarding a requirement for department scholarship statements.

**Vote One)** Sarah pointed in the Packet to the side by side comparison of the handbooks and a summary of the changes which would create one Arts and Sciences Handbook. John Muccigrosso questioned the necessity of adding the suggested language (*“Where the College Handbook says “department”, we have added “or area.” Where the College Handbook says “chair,” we have added “or convenor”*), asking whether all faculty belong to a department or could be assigned to a department? Tina McKittrick asked how interdisciplinary hires would be evaluated. Deb responded that at some point interdisciplinary hires will need to be looked at, as well as the departmental structure and number of chairs, but these items will be looked at after other higher priority issues. She said there is a need to make sure any new faculty hire has a clear mentoring, promotion and tenure process. Toward this end, Maria Masucci is working on a new tenure-track faculty form which outlines a plan for mentoring and observations which includes timing and responsible parties for observations. This will bring interdisciplinary parties together and will create a practice for all new tenure-track hires. Maria shared that the Department chair, area or convener is the point person who takes responsibility for reviews, noting that the suggested language recognizes that it’s not always the “department chair”.

The changes to the College Handbook were called to question and passed with one opposed and no abstentions.

**Vote Two)** For the second vote, Sarah stated that COF recommends the elimination of the paragraphs requiring department statements to be regularly updated and approved. She stated these statements do not currently exist from all departments and it is impractical for Departments to regularly update and for COF to regularly approve these statements. She also said when departments write letters of support for candidates, they are able to provide disciplinary specific requirements. COF is asking for the elimination of these “problematic and unnecessary ” statements.

Caitlin Killian questioned if the Sociology Department’s well-crafted department statement could be included when writing their letters of support, to which Sarah encouraged any and every department to feel free to do so. Wendy Kolmar said the English Department found the process of composing a statement to be very valuable and beneficial to junior members of the department. Sarah agreed and said it is important for chairs to mentor junior faculty, however she said the Handbook is where the best direction may be found, as it is more comprehensive than a department statement. For example, the department statements don’t focus on peer review of scholarship, as is laid out in the Handbook.

Deb shared her concern of the danger of interpretation if the Handbook and a department statement aren’t perfectly aligned. She said the department statements are the appropriate guidance for junior faculty, but they become complicated if there is no real consistency across departments. She said there is a big difference between departmental documents and COF documents, creating the risk of the application of unclear and uneven standards. Sarah concurred, adding that the external reviewers get the scholarship statement of the Handbook NOT a department statement, making the Handbook the best resource for junior faculty in guiding them through the promotion and/or tenure process. Deb confirmed to Chris Andrews that the COF is not using the department statements and there are no other sections not being enforced as written. Amy Koritz said Civic Engagement created a document useful for guiding faculty interested in civic engagement scholarship, asking if the document should be used and questioning how to advise faculty doing civic scholarship? Deb responded that it is likely that faculty members

involved in civic engagement are likely to ask for advice and/or a letter from Amy, and as such Amy should feel comfortable sharing her document. Sarah agreed, but said the document should not get overstated in its importance and should be used in conjunction with the Handbook, especially since excerpts from the Handbook are what the external reviewers see. Maria Masucci followed up stating that department statements appear under the definition of scholarship in the Handbook and **inform** the COF on its promotion decisions, but the department statements do not supersede the Handbook. She cautioned against Junior faculty using departmental statements as a standard for tenure.

Further discussion raised the question of how other Universities handle department statements and whether it was worth putting out another call for statements in order to clarify and provide guidance to those outside the department, as well as to educate the COF evaluators. The question of standardizing forms was also raised, as well as the challenge of judging faculty who are interdisciplinary educators. The positive value of the statements was highlighted due to their ability to assist with the different interpretations of the guidelines across disciplines and to explain what's important to each department.

Ryan Hinrichs voiced a concern for standardizing forms as this would require an intense and rigorous process in order to ensure consistency across departments. He questioned whether there was time and energy for such a process to which others questioned should it be a priority given other challenges. Emily Hill suggested the focus should be on the best and most meaningful way to advise junior faculty on scholarship, in a personalized and individual way. Deb and Maria both reiterated the value of the Handbook as a primary source for guiding faculty evenly, protecting the faculty in terms of academic freedom and protecting the diversity of differences in departments. The guidelines in the Handbook provide the ability for there to be individualized assessment to the kind of scholarship each individual does.

A vote calling for a close of discussion was approved with one abstention and one opposed. A vote to delete the 2 passages from the COF handbook carried with 7 opposed and 9 abstentions.

## **Reports:**

**Curricular Report** - No questions were raised.

**Enrollment Management** - Bob Massa directed attention to his report on page 37, stating that overall, Admissions is pleased with performance indicators to date. Sarah Abramowitz asked if athletes represent a significant portion of ED applicants. Bob said the coaches do recruit the ED class, but due to turnover in two key coaching positions, there was a slight delay in getting the ED applications in. He said the coaches are careful not to over-recruit, as it is not their goal to have athletes sitting on the bench who ultimately become dissatisfied and then transfer out. He said fewer athletes applied ED this year as compared to last, but the athletes still represent a larger portion of the ED pool.

No questions were raised regarding the **Advancement or Faculty Athletics Representative Reports**.

**Library Report:** Deb Liebowitz reported that the new librarian, Andrew Bonamici, would begin his new role on January 2<sup>nd</sup>. Andrew comes from the University of Oregon with tremendous experience across a wide range of administrative library functions and will be introduced at the February Faculty Meeting.

**For Discussion:**

**General Education Outcomes:** Juliette Lantz announced that there is an effort underway by the Assessment Committee to look at the current Gen Ed requirements. She said they have discovered that the Drew Gen Ed requirements exist in 4 different places: 1) on the hard drives of the various faculty members who had been involved in looking at the requirements for the 2009 vote, 2) on CAPC forms, 3) in the online catalog and 4) in the coding in Treehouse.

Assessment's goal is to create one, centralized place where the Gen Ed requirements can reside to assure consistency and coherence. She also reported that the Student Learning Outcomes (SLOs) need to be written in a way which can demonstrate what students can do once they have gone through the requirements of a program. As they are written now, the outcomes are not observable through student work, which creates a problem in assessing the curriculum.

Juliette shared that, with the help of Mike Fried (Director of Student Learning/Assessment), the Assessment Committee proposes to craft an updated version of SLOs that maintain the essence and intent of Gen Ed requirements, but provide a mechanism by which student behavior and student products can be observed to see if outcomes are met.

Juliette shared a schematic which showed that in 2009 the faculty voted on Gen Ed Requirements which are currently in place. The Assessment Committee plans to begin with them and then rework the requirements so they are more measurable. She said they will work with faculty, CAPC and Divisions to provide feedback to the Assessment Committee, who will bring them to the faculty for a vote during the spring semester.

The hope is that faculty will:

- 1) Contribute to the process
- 2) Participate in the vote
- 3) Think about how SLOs will be realized in courses tagged for Gen Ed, and be sure that SLO's appear on syllabi in courses that carry Gen Ed tags
- 4) Participate in the assessment of Gen Ed areas to be sure students produce something which makes evident the Student Learning Outcomes
- 5) Engage in feedback from the assessment process

Various questions/considerations which were raised by faculty members included:

- How will departmental assessment be reconciled to avoid duplication of what is already being done at the departmental level?
- How will the SLO's of the arts be handled as they are diverse, without a lot of commonality?
- Are the current 2009 Gen Ed requirements doing what we want them to do (specifically with quantitative and language)? Did a holistic approach of courses working together succeed?
- Should SLO work come first or Gen Ed requirements?
- Do we have the mechanism to assess requirements?
- How do we fulfill the diversity requirement? Do we need to reassess this requirement?
- Every Gen Ed is not assessed every year. There is a 5-year cycle for review.
- Can we piggyback off data that has already been collected?
- Faculty need to be informed how classes are tagged with SLO's
- Can Gen Ed requirements be reduced?
- Where is the rubric for assessing the SLO's?
- Multiple SLO's make it hard to distinguish one from another
- SLO's need to be on syllabus, assignments need to address course level SLO's. In past there was a lack of clarity in SLO's

Deb Liebowitz reported that the assessment data collected thus far has been uneven. She said faculty reported it was very difficult to score outcomes and said it was hard to measure SLO's and challenging to evaluate student work. This raised the question of whether SLO's were unclear or were the wrong courses tagged. Deb said the process would play an important part in the research and efforts of the Arts and Science consultant group and will contribute to the kind of changes we want to make to the undergraduate program.

**Announcements: Upcoming Meeting on Arts and Science Project:** Jessica Lakin reported that on December 8<sup>th</sup>, a preliminary meeting of the Arts & Science (A & S) working group would set the stage for the presentation of data on December 13<sup>th</sup> by the A & S consultants. She recommended faculty attend or review the materials of the meeting on the 8<sup>th</sup> to be prepared for the 3- hour presentation on the 13<sup>th</sup>.

Jessica said the consultants will share a lot of interesting data and have many broad recommendations for the University. She said these recommendations will result in multiple suggestions of work to be done, in a short period of time. They will present an exciting opportunity to rethink the things we do. As the meeting on the 13<sup>th</sup> will be lengthy, with little time for discussion, an Open Community Conversation was scheduled for December 18<sup>th</sup>. She encouraged all to attend.

**Mellon Grant:** Wendy Kolmar thanked the 30 plus faculty members who had responded to the survey she and John Muccigrosso had sent out. She encouraged colleagues to continue to provide feedback as the information will assist in bringing in the right consultants and programming. Deb Liebowitz extended her thanks to Wendy and John for their leadership, as well as to the committee members for their efforts.

**Civic Engagement:** Amy Koritz reminded faculty members of the donation drive underway to collect supplies or funds to be used to create hygiene kits for communities still suffering from the natural disasters in Puerto Rico, Florida, Texas and the Virgin Islands. She asked that a reminder announcement be made to students. Kits will be put together on the MLK Day of Service. In addition, Amy reported there is still time for students to register for off campus service trips on the 16<sup>th</sup>.

**Art Opening;** Michael Peglau announced the opening of the Student Show and Reception in the Do Yo immediately following the faculty meeting. Kimani Fowlin invited faculty to the dance show being held later in the evening and again the next day.

**The meeting was adjourned at 4:58 pm.**

Minutes respectfully submitted,

Trish Turvey

## VOTING LIST SPRING 2018

Abramowitz, Sarah	Golden, Jonathan	Lenz, John	Rhodes, Kimberly
Anderson, Erik	Hala, Jim	Levi, Neil	Rooney, Carolyn
Andrews, Christopher	Harris, Seth	Liebowitz, Debra	Rosales, Raul
Apelian, Christopher	Harrison, Summer	Lokaneeta, Jinee	Rosan, Alan
Arnold, Lee	Hill, Emily	Lu, Yi	Rose, Jonathan
Baenninger, MaryAnn	Hinrichs, Ryan	Lynch, Lisa	Rosenbloom, Susan
Bai, Di	Jaising, Shakti	Madra, Yahya	Russo, Anthony
Baring, Ed	Jamieson, Sandra#	Maier, Caroline	Safri, Maliha
Barker, Brienne	Jennings, George-Harold	Masucci, Maria	Sarolli, Gian Domenico#
Bazewicz, Jim	Jordan, Jason	McGuinn, Patrick#	Scarano, Paris
Bernstein, Frances	Jordan, Lisa Marie	McKittrick, Christina	Sherman, Claire
Boglioli, Marc	Kadetz, Paul	McLaughlin, Rosemary	Smith, Bernard
Brenner, Lisa	Kalagher, Hilary	Medvecky, Christopher	Soderholm, Rebecca
Burd, Barry	Karolak, Jason	Mercuri, Rebecca	Sprout, Leslie
Cantero-Exojo, Monica	Kass, Steve#	Miller, Joanna	Stein, Raymond
Carter, James	Kavaloski, Joshua	Mishra, Sangay	Sundue, Sharon
Carter Timothy	Keane, Marguerite	Moore, Kesha	Supplee, James
Cassano, Adam	Keyser, Catherine	Morgan, G. Scott	Surace, Steve
Casement, Christopher	Keyser, Sandra	Muccigrosso, John	Swerdlow, Linda
Ceraso, Chris	Khadraoui, Sophia	Mundo, Philip	Taylor, Christopher#
Cermele, Jill	Killian, Caitlin	Murawski, Robert	Tomljanovich, Marc
Chi, Maio	Kimball, Elizabeth	Nevin, Sean	Turreo-Garcia, Maria
Choquette, Kimberly	Kirby-Calder, Angie	Noguera, Nancy	Turner, Kristen
Cole, Darrell R.	Knowles, Roger	Occhipinti, Emanuele	Ueland, Carol
Cousens, Graham A.	Kohn, Jennifer	Olmsted, Jennifer	Vitalone-Raccaro, Nancy
Crowther, Molly	Kolmar, Wendy	Ortega-Aponte, Elias%	Wells, Hannah
Dawson, Allan	Kolysh, Simone	Ostrega, Jennifer	Weston, Trevor
de Voogt, Alex	Koritz, Amy	Pearsall, Mary-Ann	Windfelder, Tammy
De Barra, Caoimhin	Kouh, Minjoon	Pechilis, Karen	Winer, Marti
Dolan, Patrick	Kuntz, Margaret	Peglau, Michael	Xu, Chenyang
Dunaway, Stephen	Lakin, Jessica	Pieretti, Marie-Pascale	Yordan, Carlos
Elliott, Andrew	Lantz, Juliette	Placet-Kouassi, Muriel	Zoffness, Courtney
Evans, Wyatt	LaPenta, Dan	Porras, Jonathan	
Fowlin, Kimani	Larson, Bjorg	Reader, Jonathan	
	Lee, Seung-Kee	Redling, Judith	

#Sabbatical or Leave AY 2017-18

\*Sabbatical or Leave Spring 2018

% Joint appt with Theo School

**Updated 1/26/18**

## Curricular Report

December 2017

### For Action:

- Master of Education

### For Information:

#### New Courses:

- EDUC 605/Internship in Education
- EDUC 634/Inquiry in Literacy Instruction (National Writing Program Summer Institute)
- EDUC 635/Special Topics in Literacy Instruction
- EDUC 636/Teachers as Writers
- EDUC 640/Proseminar in Education Theory and Practice
- EDUC 641/Teaching as Inquiry and Advocacy
- EDUC 642/Master's Thesis in Education
- EAP 501/Graduate Skills I: Reading and Writing
- EAP 502/Graduate Skills I: Listening and Speaking
- EAP 503/Graduate Skills II: Reading and Writing
- EAP 504/Graduate Skills II: Listening and Speaking
- EAP 510/Integrated Skills for Graduate Students

#### Revisions to Existing Courses:

- ARFA 810/The Watercolourist's Craft: Color, Light and Line
  - Title and description change

#### General Education Designation:

- HIST 350/History of American Journalism [DVUS]

### For Action:

#### Master of Education

##### 1. Program mission and rationale.

Currently Drew offers a Master of Arts in Teaching, which is a program specific to initial teacher certification in New Jersey and is largely controlled by state requirements and accreditation as a teacher preparation program. Drew does not offer an academic degree program for individuals who are not interested in initial teacher certification. We are the only school in the state of NJ to limit our teacher education programs to initial certification.

Practicing teachers in New Jersey are incentivized to seek Master's degrees to meet professional learning requirements and to increase their pay. In Fall 2017 Drew faculty approved the addition of stand-alone endorsement programs in Teachers of Students with Disabilities (21 credits) and English as a Second Language (18 credits). Many NJ institutions offer these endorsements embedded within an advanced teacher education program, Master of Education degree.

An M.Ed degree is also valuable to international students who plan to return to their home countries as teachers and to private school teachers in NJ who may seek an advanced degree but do not wish to earn NJ certification.

In keeping with an interdisciplinary, liberal arts framework, this proposal seeks to recruit new student populations to the Drew teacher education program while maintaining a distinct identity among NJ institutions of higher education. In addition to tracks in TOSD and ESL, the program connects to existing courses and requirements in other graduate programs in order to maximize enrollments in individual courses and to best use Drew resources.

In the proposed M.Ed students select from one of the following specializations:

- English as a Second Language
- Teachers of Students with Disabilities
- Teaching and Learning
- Literacy and Technology
- Equity and Culture
- Conflict Resolution
- Religion, Theology and Society

## **2. Program goals, objectives and student learning outcomes.**

### Overall Program Goals

- To deepen knowledge of teaching and learning
- To expand knowledge of content and content pedagogy in a particular area (see specialization goals)
- To develop practices of inquiry and reflection in educational settings
- To promote dispositions associated with effective collaboration, sustained professional learning, and advocacy among educators.

### Specialization Goals

#### *English as a Second Language*

The following standards from the Teaching English to Speakers of Other Language professional organization:

- Know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.
- Know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
- Know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Demonstrate knowledge about program models and skilled in teaching strategies for developing and integrating language skills.
- Integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
- Demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

- Keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching.
- Use such information to reflect on and improve their instruction and assessment practices. Work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

### *Teaching Students with Disabilities*

The following standards from the Council for Exceptional Children professional organization:

- understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
- use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- use multiple methods of assessment and data sources in making educational decisions.
- select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

### *Teaching and Learning*

The following standards from the New Jersey Professional Standards for Teachers:

- understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
- understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
- understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
- understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- adapt and modify instruction to accommodate the special learning needs of all students.

### *Literacy and Technology*

- Explore the intersections between technology and literacy
- Understand the impact digital technologies have on literacy practices

- Approach the study of literacy from both print and digital perspectives
  - Develop effective practices for teaching literacy
  - Integrate technologies into instruction in thoughtful ways
- Along with the standards articulated by the International Society for Technology in Education (<https://www.iste.org/standards/for-educators>).

### *Equity and Culture*

- Understand the role that culture, background, and identity plays in learning
- Recognize the diversity of families, schools, and communities
- Explore the connections between policies, race, ethnicity, and language diversity and the context of schooling.
- Advocate for local, state, and federal policies and practices that bring attention to teaching diverse students equitably
- Approach the study of diversity, culture, and equity through an interdisciplinary lens
- Develop practices and approaches that address [social justice standards from Teaching for Tolerance](#)

### *Conflict Resolution*

- Gain vital skills in leadership, mediation and conflict resolution
- Understand the historical and cultural drivers of real-world conflict at home and abroad
- Build in-depth knowledge about the various parties involved in conflict driven by religion, nationality, heritage or social identity
- Effectively adapt principles and techniques of conflict resolution for the school environment, including classroom management, campus dynamics, meeting facilitation, managing diverse populations.
- Facilitate difficult conversations, including the teaching of sensitive topics, and breakdown these conversations into sub-categories involving: (i) information; (ii) feelings; and (iii) identity, and apply a series of interdisciplinary analytical and prescriptive tools to help parties resolve conflict;
- Conduct sophisticated conflict analysis, and successfully engage in role-play simulations involving issue related to conflict within an educational setting

### *Theological Studies*

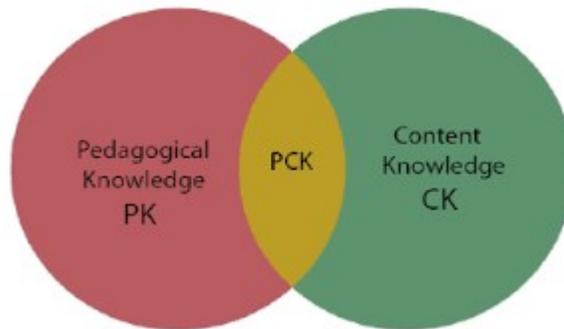
- articulate a basic understanding of the primary traditions of Christian theology and identity
- recognize and analyze the social contexts in which theology and religion are shaped and have influence in society
- understand the multiplicity of religious identities, histories, and cultures and articulate key challenges of interfaith cooperation and conflict
- apply content knowledge to teaching religion in private, Christian schools

### Synthesis

Master's programs in education are about more than advancing professional development for teachers. From a liberal arts perspective, they promote both breadth and depth in the broad field of education and a smaller sub-field within it. All specializations will contribute to the following overarching goals of the program, with specific content or content-pedagogy knowledge being developed through specialization coursework.

- To deepen knowledge of teaching and learning
- To expand knowledge of content and content pedagogy in a particular area (see specialization goals)
- To develop practices of inquiry and reflection in educational settings
- To promote dispositions associated with effective collaboration, sustained professional learning, and advocacy among educators.

The following graphic represents the disciplinary knowledge educators need. Content knowledge refers to discipline-based understandings and pedagogical knowledge refers to teaching skills.



This M.Ed program has specializations that will help deepen content knowledge (CK) and pedagogical content knowledge (PCK) in a particular field. The MAT program, in contrast, focuses on pedagogical knowledge (PK) and the ability to teach in a particular discipline (PCK).

### **3. Major/Program curriculum and requirements.**

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

Schools of education often create “advanced” programs that tie to certifications. Because they have a *school* of education, they have the faculty and recruiting resources to create programs in each specialization area. Niche programs typically are trendsetters, pushing the field forward rather than simply reacting to state certification areas. Educators desire both options - some want advanced certifications but others simply want to expand their knowledge in a particular area of education or to prepare themselves to move into a doctoral program. The specializations for this proposal fit both of these goals while drawing on the resources and expertise at Drew.

Core classes bring all the specializations together to consider the educational theory and research that cuts across fields within education. It is expected that regardless of specialization, students will be able to read some theory and research together and to learn strategies for uncovering theories and research that speak more directly to their educational interests. This interdisciplinary approach is used by many master's degree programs and nearly all doctoral level programs in the field of education.

It is important to understand that education is a very large field that spans many disciplines. Drew’s program is small, and in order to compete with larger schools of education, we need to be creative in our offerings. We need to draw on the expertise of current faculty to offer programs in line with what other NJ schools are doing, but we also need to find a niche market that does not compete with bigger schools of education. Enrollments are of huge concern, and this program is designed to maximize enrollments while offering flexibility to graduate students.

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

**Attached separately.**

- c. Provide a table showing a course-by-course comparison with similar programs at other institution. Please use Peer, Aspirant and Competitor school if possible.

<b>Drew University Major/Program</b>	<b>Centenary University Major/Program</b>	<b>Monmouth University Major/Program</b>	<b>Seton Hall University Major/Program</b>
<i>total # courses/credits</i>	<i>total # courses/credits</i>	<i>total # courses/credits</i>	<i>total # courses/credits</i>
M.Ed (30)	MA Special Ed (39)	<a href="#">M.Ed (30)</a>	MA Instructional Design and Technology (36)
	MA Instructional Leadership (36)		MA Special Education (36)
	M.Ed in Educational Practice (36)		
	M.Ed in Reading (33)		

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

Of note, virtually any school in the state could be listed as a comparison program. I selected two private institutions with religious affiliations, as well as the institution with the closest program in design to this proposed program for comparison.

The program at Monmouth is the closest example to the proposed program. It offers flexibility in programming rather than prescribed curricula. The required curriculum includes 15 credits of electives and 15 credits of “topical” coursework (see figure below). Drew’s program focuses on specialization coursework to thread the student’s learning.

<b>Master of Education</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
Social Justice in Education Choose 1 Course Designated with the Course*Type: SJEDU	3.0
Education Foundations Choose 1 Course Designated with the Course*Type: EDFOU	3.0
Education Research Choose 1 Course Designated with the Course*Type: EDRES	3.0
Education Curriculum Choose 1 Course Designated with the Course*Type: EDCUR	3.0
Education Assessment Choose 1 Course Designated with the Course*Type: EDAST	3.0
<b>Electives:</b> Take 15 credits of advisor-approved courses from an area of interest	15.0
<b>Minimum Credits for Master of Education = 30.0</b>	

Course Comparison to Proposed Program

Drew	Monmouth
Proseminar in Education Theory and Practice	Elective in Ed Foundations
Teaching as Inquiry and Advocacy	Elective in Education Research
15 Credits in Specialization	15 credits in Electives from an area of interest
6 Credits in Electives + Master's Thesis	Elective in Social Justice Education Elective in Education Curriculum Elective in Education Assessment

Drew's program is unique in that it offers specializations in several areas, which means we will not need to recruit a full cohort in any given track. We are drawing on existing programs in CSGS to maximize resources and expand our reach. We want to offer more traditional M.Ed programs (ESL, TOSD, Literacy/Technology, Teaching and Learning) while tapping

into niche markets (Theological Studies, Conflict Resolution) that have the potential to distinguish Drew from the many, larger schools of education in NJ

All of the concentrations draw from courses that will be offered by other programs, which means that we need only recruit a cohort across all specializations, rather than a cohort within each specialization. This flexibility in programming appeals to graduate students while making the program financially sustainable to Drew.

We are proposing two specializations that do not have comparison programs in NJ and therefore represent niche markets where Drew can be a leader in the field.

### Conflict Resolution

The goal of the Conflict Resolution specialization is to provide an advanced program to educators who are already completing 15 credits to earn the certificate that exists at Drew. Conflict is endemic to classrooms and campuses around our nation. This specialization within the M.Ed is designed to help educational professionals - including teachers, counselors, principals, superintendents, boards of education, along with SROs, PTA leaders - prepare for the various challenges encountered in schools today. In this track of study, students will examine a range of questions related to this topic: What are best practices for implementing mediation, conflict management, conflict resolution and conflict transformation in the school environment? How do we integrate these skills into the curriculum? What are some of the benefits of peer mediation systems in the schools? How can we build conflict resolution methods into anti-bullying practice? What role does social media play? What are the most effective ways to integrate School Resource Officers (SROs) into the educational environment? What are the most effective methods for mediating between students, faculty, administration and parents? What role can conflict resolution play in managing teacher union negotiations?

By adding a layer of theory and research that more broadly connects to the field of education, these students will have the potential to make more of an impact in the growing policies related to Harassment, Intimidation, and Bullying in school settings. There are examples of this kind of program, but again, Drew would be a leader locally in this area.

Abilene Christian College, M.Ed in Conflict Resolution

[http://www.acu.edu/search.html?q=higher+education&%3Acq\\_csrf\\_token=undefined](http://www.acu.edu/search.html?q=higher+education&%3Acq_csrf_token=undefined)

Antioch University Midwest, M.Ed Conflict Management

<https://www.antioch.edu/midwest/degrees-programs/education-degree/masters-in-education/conflict-management/>

### Religion, Theology and Society

This specialization provides a distinctive learning opportunity for students who want to work at the intersections of K-12 education and private religious education. Because of the historic separation of religion from public education in the United States, there is a significant gap in the study of theology and religion as a subject area in the field of education. This division is not present in European schools of education. (For example, see the M.Ed. programs with a specialization in Protestant Christians studies in Germany: <http://www.stg.uni-mainz.de/protestant-religious-studies-m-ed/>

and <https://www.uni-goettingen.de/en/protestant+religion+%28m.+ed%29/106850.html>.)

The few programs that do focus on teaching religion in public schools--as in the long-standing program at Harvard Divinity School--emphasize religion as a cultural phenomenon and root any study of ethics within a framework of democracy and pluralism (<https://www.extension.harvard.edu/academics/professional-graduate-certificates/religious-studies-education-certificate>). While this is a very important curricular focus for public educators, this approach does not provide that kind of training in theology and religion that is most relevant to religiously-affiliated private schools. In these contexts, religious traditions are not limited to historical and cultural subject matter; they provide the framework and ethos for the educational experience as a whole. Because the Theological School engages theology and religion as socially- and ethically- orienting discourses as well as objects of study, its curriculum provides a distinctive opportunity for M.Ed. students to develop a basic foundation in theological traditions and the study of religions that prioritize critical, ethical, and constructive engagement with faith traditions.

There are 635 religiously-affiliated schools in New Jersey. There are 1335 religiously-affiliated private schools in New York, constituting 67% of all schools and serving nearly 370,000 students. In both states, 45% of these schools are Roman Catholic, approximately 21-23% are Jewish, and 9-13% are Protestant Christian (Statistics from <https://www.privateschoolreview.com>). This program aims to enhance the recruitment of M.Ed. students by offering basic graduate theological studies for students who want to seek employment in this sector. Job ads for private Christian schools show a preference for particular confessional stances, religious affiliations, or a commitment to religiously-inflected education. There are no consistently required professional certification beyond regular state teacher certifications. Thus, the Drew specialization can enhance a student's profile and marketability for a wide range of subject teaching in religiously-affiliated private schools, while not replacing a master's degree in theology, which can be expected for teaching the specific subject of theology and religion in some schools. We have anecdotal evidence that Drew's training is suitable for Roman Catholic high schools as at least four of our current and recent TS PhD students are teaching in these venues.

The Drew curriculum is constructed from foundational courses in Bible, Theology, Ethics, and Religion. There are few exact comparatives for Drew's program because the ethos and curriculum in Roman Catholic, mainline protestant, and evangelical protestant schools differs by tradition and theological orientation. Nonetheless, the touchstones of the Christian tradition--Bible, Theology, and Ethics--are emphasized across schools both in institutional mission and required courses. These schools also variously orient students to religious traditions beyond Christianity. The certificate in Catholic Studies at The College of St. Elizabeth shows this same range of subjects as does the only MA in Christian School Education offered by a school in the Association for Theological Education. The Catholic Studies Certificate at St. Elizabeth's includes the Bible, History of Doctrine, Moral Theology (Catholic Ethics), and religious pluralism. The MA in Christian School Education at Southwestern Baptist Theological Seminary focuses strongly on Bible and Theology as is common in evangelical protestant schools (<http://catalog.swbts.edu/education/master-of-arts-in-christian-school-education>).

The required religion curriculum at prestigious New Jersey private high schools shows a similar curricular focus on Bible, Ethics, Theology, and world religions or religions in America. Compare, for example, The Episcopal Academy (<http://www.episcopalacademy.org/academics/upper-school/curriculum>) and The Wilberforce School (<https://www.wilberforceschool.org/academics/high-school/curriculum>). Strongly evangelical/conservative schools require Bible in all four years of high school. Although there is a notable difference in the theological orientation between Drew and these types of schools, there is a strong resonance with Drew in the emphasis on service to others required of all students in these kinds of schools.

#### Internship Elective

The M.Ed allows for students to tailor their degree to develop their expertise in the broad field of

education. As a practical degree, the program encourages educators to deepen their understanding of the field. This course meets both of these goals. Similar to an independent study, the content of the course is specific to the individual student's needs. Based on practice from other institutions, this course will not meet, nor will it require instructors. The internships will be monitored by individuals in the field who are identified by the student and approved by the Internship in Education supervisor. Each student will submit a proposal for meeting the instructional requirements of the internship. This proposal will be approved by both the field and university supervisor (a designated member of the teacher education faculty). Through communication between the two, the student will be evaluated as pass/fail for the experience. No instructional staffing is needed.

- d.** *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.*

### Core Courses

The program will require two core courses to be taught and staffed regularly, each being offered every third semester during the academic year. For the M.Ed courses, the students take the proseminar within their first two semesters and the inquiry class as preparation for their thesis at the end of their program. These classes bookend the work in the specialization in order to frame the sub-discipline within the theory and research of the field of education.

Year	Fall	Spring
2018-19		Proseminar in Education Theory and Practice (adjunct)
2019-20	Teaching as Inquiry and Advocacy (Turner)	
2020-21	Proseminar in Education Theory and Practice (adjunct)	Teaching as Inquiry and Advocacy (Turner)

### Specialization Courses

These courses will be drawn from those regularly offered by existing Caspersen programs. All courses included in the proposal are offered regularly as part of other programs. The MAT courses are offered annually according to the [strict course offering schedule for that program](#), and for all specializations other than Theological Studies and Conflict Resolution, students can meet program requirements by taking MAT classes. Religion courses listed are offered as follows:

- BBST 511 Biblical Literature II: Gospels, Epistles, Apocalypse (every spring)
- TPHL 501 Systematic Theology (every semester)
- CSOC 501 Christian Ethics (every semester)
- TPHL 508 Challenge of World Religions for Christian Faith and Practice (every semester)
- CSOC 500 Religion and the Social Process (every semester)

- CSOC 550 Religion and the Earth (bi-annually)
- TPHL 625 World Christianity (bi-annually)
- BBST 501 - Biblical Literature I: Torah, Prophets, Writings (every fall)
- PSTH 563 - Music of the World's Religions (bi-annually)

Conflict resolution courses are offered as follows:

- ARCR 800 - Introduction to Peace and Conflict Studies (every fall)
- ARCR 801 - Introduction to Conflict Management Practicum (every fall)
- ARCR 805 - Advanced Conflict Management: Practicum (annually)
- ARCR 808 - The Anthropology of Peace and Conflict: World Wisdom for Conflict Resolution (every spring)
- ARCR 809 - Religious Pluralism in America (annually)
- ARCR 811 - Conflict Resolution: Theoretical and Practice Foundations (every spring)
- ARCR 850 - Internship: Conflict Resolution (as needed)
- ARCR 832 - Conflict Resolution for Education Professionals (annually)

National Writing Project institutes are offered annually in the summer and throughout the year as enrollments demand them. The National Writing Project is a professional development organization that connects nearly 200 individual sites to each other. Sites are housed at universities and work closely with area school districts to improve the teaching of writing and literacy. Drew will be launching an NWP site this coming spring and will be hosting annual institutes for the professional development of teachers. Nearly all NWP sites allow teachers to take these institutes for credit or as professional development workshops only (non-credit). The proposed courses will be tied to the institutes with appropriate syllabi provided to participants. These are standard courses for NWP work, and they would count toward the specialization in literacy and technology. Most schools with NWP sites use these courses as recruitment tools into master's programs. In other words, teachers who do an NWP institute get hooked and want to continue their learning.

- e. Course Descriptions: *Attach complete course proposal forms for each new or revised course included in the major/program. If there are more than 6 new or revised courses, you may compile this information in a single spreadsheet - contact the Associate Dean of Curriculum for more information. List all new/revised courses below:*

Course proposal forms for the following courses are attached, along with a spreadsheet for ease of viewing.

- EDUC 605 Internship in Education
- EDUC 634 Inquiry in Literacy Instruction (National Writing Project Summer Institute)
- EDUC 635 Special Topics in Literacy Instruction
- EDUC 636 Teachers as Writers
- EDUC 640 Proseminar in Education Theory and Practice
- EDUC 641 Teaching as Inquiry and Advocacy
- EDUC 642 Master's Thesis

There are two new courses plus a master's thesis in the M.Ed program. All other courses exist within other program offerings. I have proposed the NWP courses at this time because we are launching them next summer with the start of the NWP site, but they would be proposed separately even if this program was not under consideration. The university administration supports the establishment of the NWP site.

**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?*

This program has been designed as an interdisciplinary program that draws on existing courses offered in the Caspersen School of Graduate Studies. Students who elect any of the specializations will boost enrollments in courses in other programs. By offering a variety of specializations that draw on courses already being offered, we allow for maximum flexibility in an individual student’s program and maximum positive impact on the other Caspersen programs.

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

Bachelor’s Degree from an accredited institution; GRE or MAT; for those interested in pursuing the endorsements in Teaching Students with Disabilities or English as a Second Language, they must meet the admissions requirements of those endorsement programs.

**6. List at least five similar programs at other institutions, including ones expected to be direct competitors. Provide the program titles, degree(s) offered, short descriptions (from the program's information), tuition, and enrollments.**

Centenary University	M.Ed	TEAC	<a href="#">Educational Practice</a>	Online	36	\$884/credit	None specified	Online only
Monmouth University	M.Ed	NCATE	<a href="#">Master of Education (General)</a>	Online, Hybrid	30	\$1,142 per credit	Assistantships, Scholarships	English as a Second Language Certification, P-3 Early Childhood Education Certification
Kean University	MA	NCATE, CACRE	<a href="#">Instruction and Curriculum</a>	On campus	33	NJ Resident: \$791/credit; Non NJ Resident: \$936/credit	Assistantships, Scholarships	Bilingual/Bicultural Education, Teaching English as a Second Language
Ramapo College	MA		<a href="#">Special Education</a>	On campus	36	\$736.50 per credit	Unspecified	Teacher of Students with Disabilities Certificate
Rowan University	MA		<a href="#">Special Education</a>	On campus, online	30 or 36	\$820.90 per credit	Assistantships, Scholarships	Tracks in Graduate Endorsement, Autism Spectrum Disorders, and Learning Disabilities
Rider University	MA		<a href="#">Teacher Leadership</a>	On campus	36	\$790/credit	Scholarships, Assistantships	ESL Concentration
Farleigh Dickinson University	MA		<a href="#">Education for Certified Teachers</a>	On campus	36	\$1,198/credit	Scholarships, Fellowships	18-credit certification in area of specialization and a 12-credit New Jersey Supervisor license

[For a more complete listing of NJ programs, please see this sheet.](#)

**7. Explain how this program will be competitive with other, similar programs elsewhere.**

Currently we lose students who would like to attend Drew, a small, private school with small class sizes and access to faculty, to other schools who offer a non-certification master's degree program. Drew will compete because of these qualities of our university. Drew will also compete because of the flexibility in the program and the unique specializations being offered, along with the fact that it is a 30-credit program when the majority are 36 credits.

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

N/A

## **Master of Education**

### **About the Program**

The Master of Education program is a 30-credit advanced-degree program that focuses on theory and pedagogy in a variety of specialization areas, including:

English as a Second Language (includes coursework for NJ certification)  
Teaching Students with Disabilities (includes coursework for NJ certification)  
Teaching and Learning  
Literacy and Technology  
Equity and Culture  
Conflict Resolution  
Religion, Theology and Society

Each specialization allows for the development of skills and knowledge that deepen an educator's understanding of the field. The program does not lead to certification to teach; however, currently certified teachers may earn secondary endorsements in Teacher of Students with Disabilities or English as a Second Language as part of their program coursework. The flexible curriculum allows students to tailor their coursework to explore their interests and to build interdisciplinary knowledge.

### **Requirements for the Master of Education (30 credits)**

#### **I. Required Courses (9 credits):**

[EDUC 640 – Proseminar in Education Theory and Practice](#)

[EDUC 641 – Teaching as Inquiry and Advocacy](#)

[EDUC 642 – Master's Thesis](#)

#### **II. Electives (6 credits)**

Taken from existing Caspersen School of Graduate Studies courses with approval by advisor.

#### **III. Area of Specialization (15 credits, selected from one area):**

##### **A. English as a Second Language**

The specialization in English as a Second Language develops knowledge and skills in the

teaching of English as a foreign or second language. The degree is appropriate for international students who want to teach English as a foreign language outside of the United States or for domestic students who do not wish to pursue New Jersey K-12 teacher certification but would like to teach ESL in other educational settings. Teachers who already hold a primary certification in elementary or content teaching in New Jersey can fulfill the requirements for an endorsement in ESL through the program's coursework and with approval from the program director and advisor.

**ESL Electives (15 credits, taken from the following):**

[EDUC 504 - Diversity in Families, Schools, and Communities](#)

[EDUC 556 - Methods of Teaching and Assessment in Language Classrooms](#)

[EDUC 620 - Introduction to Linguistics and the English Language](#)

[EDUC 621 - Second Language Acquisition](#)

[EDUC 622 - Second Language Literacy Development](#)

[EDUC 623 - Assessment in English as a Second Language Classrooms](#)

**B. Teaching Students with Disabilities**

The specialization in Teaching Students with Disabilities develops knowledge and skills in teaching special education. The degree does not lead to certification but will prepare teachers who do not wish to pursue New Jersey K-12 teacher certification to teach students with disabilities in other educational settings. Teachers who already hold a primary certification in elementary or content teaching in New Jersey can fulfill the requirements for an endorsement in Teacher of Students with Disabilities through the program's coursework and with approval from the program director and advisor.

**Teaching Students with Disabilities Electives (15 credits, taken from the following):**

[EDUC 504 - Diversity in Families, Schools, and Communities](#)

[EDUC 506 - Differentiated Assessment and Instruction](#)

[EDUC 610 - Understanding Special Populations](#)

[EDUC 611 - Evidence-based Instructional Strategies](#)

[EDUC 612 - Assessment of Students with Exceptional Learning Needs](#)

[EDUC 613 - Positive Behavior Supports](#)

[EDUC 614 - Assistive Technology and Transition Planning](#)

**C. Teaching and Learning**

The specialization in Teaching and Learning develops pedagogical knowledge and skills. The degree will prepare teachers who do not wish to pursue New Jersey K-12 teacher certification to assess students and plan instruction in other educational settings.

**Teaching and Learning Courses (15 credits, taken from the following):**

[EDUC 501 - The Developing Learner](#)

[EDUC 502 - Assessment in Education](#)

[EDUC 503 - Instructional Design](#)

[EDUC 505 - Differentiated Assessment and Instruction](#)

And one of the following

[EDUC 520 - Literacy for All Students in the Elementary Classroom](#); **OR**

[EDUC 530 - Literacy and Learning in Adolescent Classrooms](#)

**D. Literacy and Technology**

The specialization in Literacy and Technology explores the intersections between literacy and technology by approaching the study of literacy from both print and digital perspectives. By understanding the impact technologies have on literacy practices, educators can develop effective practices for teaching literacy and integrating technology into instruction in thoughtful ways.

**Literacy and Technology Electives (15 credits, taken from the following):**

[EDUC 614 - Assistive Technology and Transition Planning](#)

[EDUC 630 - Integrating Technology in Content Areas](#)

[EDUC 631 - Special Topics in Educational Technology](#)

[EDUC 632 - Developing Digital and Media Literacies](#)

[EDUC 633 - Innovation in Education](#)

[EDUC 634 - Inquiry in Literacy Instruction \(NWP Summer Institute\)](#)

[EDUC 635 - Special Topics in Literacy Instruction](#)

[EDUC 636 - Teachers as Writers](#)

NOTE: Additional courses from Caspersen School of Graduate Studies may count toward specialization with approval by advisor.

**E. Equity and Culture**

The specialization in Equity and Culture allows educators to explore the role that culture, background, and identity plays in learning. By recognizing the diversity of families, schools, and communities, the program focuses on the effects of policies on education and the role of educators in advocating for diverse students. An interdisciplinary approach offers opportunities to look at issues of race, culture, and equity from multiple perspectives and to develop practices that move toward social justice.

**Equity and Culture Required Courses (6 credits):**

[EDUC 504 - Diversity in Families, Schools, and Communities](#)

[EDUC 505 - Education Policy and Legal Issues](#)

**Equity and Culture Electives (9 credits, taken from the following)**

[EDUC 540 - Inquiry in Math and Science](#); **OR**

[EDUC 550 - Inquiry in Language & Literacy](#); **OR**

[EDUC 560 - Historical Inquiry](#)

[EDUC 610 - Understanding Special Populations](#)

[EDUC 614 - Assistive Technology and Transition Planning](#)

[EDUC 622 - Second Language Literacy Development](#)

[EDUC 623 - Assessment in English as a Second Language Classrooms](#)

[BBST 601 The Politics of Biblical Interpretation](#)

[BBST 610 - African American Visionaries and the Bible](#)

[BBST 687 - The Kin-dom of God and Social Change](#)  
[CHST 768 Race and American Christianity](#)  
[CSOC 500 - Religion and the Social Process](#)  
[CSOC 530 - Global Hip-Hop and Youth Activism](#)  
[CSOC 550 - Religion and the Earth](#)  
[CSOC 619 - The Search for the Good Community](#)  
[CSOC 644 - Ethically Responding to Violence Against Women](#)  
[CSOC 536 - Everyday Ethics](#)  
[CSOC 620 - Religions and Food: Feast, Fast, Farming and Famine](#)  
[CSOC 648 - Medical and Healthcare Ethics](#)  
[HC 818 - U.S. Popular Cultures](#)  
[HC 888 - Gender History](#)  
[HC 889 - History of Sexuality in the Contemporary West](#)  
[HC 890 - Anthropological Perspectives on History and Culture](#)

NOTE: Additional courses from Caspersen School of Graduate Studies may count toward specialization with approval by advisor.

### **F.Conflict Resolution**

The specialization in Conflict Resolution allows educators or administrators to gain vital skills in leadership, mediation and conflict resolution. By exploring historical and cultural forces around the globe, educators build in-depth knowledge about religion, nationality, heritage, and social identity as drivers of conflict. An interdisciplinary approach offers opportunities to learn from experts in the fields of dispute resolution and law enforcement in order to understand effective conflict resolution practices in an education setting.

#### **Conflict Resolution Required Courses (6 credits):**

[ARCR 801 - Introduction to Conflict Management Practicum](#)  
[ARCR 832 - Conflict Resolution for Education Professionals](#)

#### **Conflict Resolution Electives (9 credits, taken from following):**

[ARCR 800 - Introduction to Peace and Conflict Studies](#)  
[ARCR 805 - Advanced Conflict Management: Practicum](#)  
[ARCR 808 - The Anthropology of Peace and Conflict: World Wisdom for Conflict Resolution](#)  
[ARCR 809 - Religious Pluralism in America](#)  
[ARCR 811 – Conflict Resolution: Theoretical and Practical Foundations](#)  
[ARCR 850 - Internship: Conflict Resolution](#)

NOTE: Additional courses from Caspersen School of Graduate Studies may count toward specialization with approval by advisor.

### **G.Religion, Theology, and Society**

This specialization provides a distinct learning opportunity for educators who want to work at the intersections of K-12 education and private religious education. Providing a basic foundation in theological traditions and the study of religions and society, the program prioritizes critical, ethical, and constructive engagement with faith traditions. This knowledge is relevant to education in religiously-affiliated private schools.

#### **Christian Traditions Courses (9 credits):**

[BBST 501 - Biblical Literature I: Torah, Prophets, Writings](#)  
[BBST 511 - Biblical Literature II: Gospels, Epistles, Apocalypse](#)

And one of the following:

[CSOC 501 - Christian Ethics](#)  
[TPHL 501 - Systematic Theology](#)

**Religion and Pluralistic Society Electives (3 credits, taken from the following):**

[CSOC 500 - Religion and the Social Process](#)  
[CSOC 550 - Religion and the Earth](#)  
[CSOC 563 The Changing Religious Landscape of the United States](#)  
[PSTH 563 - Music of the World's Religions](#)  
[TPHL 508 - Challenge of World Religions for Christian Faith and Practice](#)

**Religion and Social Justice Elective (3 credits, taken from the following):**

[BBST 610 - African American Visionaries and the Bible](#)  
[BBST 687 - The Kin-dom of God and Social Change](#)  
[CSOC 530 - Global Hip-Hop and Youth Activism](#)  
[CSOC 551 - Christianity and Ecology](#)  
[CSOC 619 - The Search of the Good Community](#)  
[CSOC 620 - Religions and Food: Feast, Fast, Farming, and Famine](#)  
[CSOC 644 - Ethically Responding to Violence Against Women](#)  
[TPHL 630 - Religion and Incarceration](#)

NOTE: Additional courses from Caspersen School of Graduate Studies may count toward specialization with approval by advisor.

**New Course Descriptions:**

**EDUC 605/Internship in Education**

Enrollment in this course provides graduate credit for an internship experience in education. The internship should be selected in consultation with the program advisor and approved by the program director for and must conform to all university requirements based on the total number of credits. Signature of instructor required for registration.

**EDUC 634/Inquiry in Literacy Instruction (National Writing Program Summer Institute)**

This course is designed as the National Writing Project Summer Institute (SI) at Drew University. The SI emphasizes the practices of teachers as writers, teachers as experts, and writing across the curriculum. Participants in the institute will write, read, listen, respond, and teach as co-participants who respect each other's needs and knowledge. The institute offers the opportunity for teachers to deepen understandings of writing, both products and processes, and to develop writing rituals and relationships that continue well after the "course" has concluded. Institute completers are eligible to continue their work as NWP leaders and teacher consultants.

**EDUC 635/Special Topics in Literacy Instruction**

This course is designed as part of National Writing Project programming at Drew University. The Open Institute emphasizes the practices of teachers as writers, teachers as experts, and writing across the curriculum. Each institute has a particular themed focus that allows participants to dive deeply into a particular area of literacy instruction. Participants in the institute will write, read, listen, respond, and teach as co-participants who respect each other's needs and knowledge. The institute offers the opportunity for teachers to deepen understandings of writing, both products and processes, and to develop writing rituals and relationships that continue well after the "course" has concluded.

**EDUC 636/Teachers as Writers**

This course is designed to move teachers recursively from the practice of writing, to theories about the writing process, to the practice of teaching writing, and back to their own more informed practice of writing. Two components of the course are discussion of theory and reflection on one's own experience in the context of that theory. Class participants will read about craft, form, collaboration, and other topics relevant to the process of writing and the teaching of writing, all while engaging in a variety of writing tasks themselves. Course content includes focus on multimodal writing and the influence of technologies on both process and product.

**EDUC 640/Proseminar in Education Theory and Practice**

This course explores key questions in education through an interdisciplinary lens in order to introduce students to a broad range of theories that undergird practice. The course addresses the following themes: the purpose of education; the relationship between individuals and social contexts in learning; the role of identity in learning; learner agency; culturally responsive pedagogy; political and social contexts of education; and the role of technologies in learning. Students will read multiple theorists and develop foci related to their own inquiries.

**EDUC 641/Teaching as Inquiry and Advocacy**

Teaching encompasses a cyclical process of reflective practice, where educators pose questions, collect data, and make informed decisions about instruction. Formalizing this process in sustained inquiry allows educators to become advocates, speaking on behalf of their students to effect change locally and more globally. The purpose of this course is to explore the process of practitioner inquiry and the role of teachers as advocates. The course will provide educators with tools of inquiry and advocacy and the guidance to develop a proposal for completion of the master's thesis. Successful completion of this course is required to continue to the master's thesis.

**EDUC 642/Master's Thesis in Education**

Candidates for the M.Ed enroll in this course during their final semester in order to complete and defend the master's thesis. Successful completion of the thesis is required for graduation.

**EAP 501/Graduate Skills I: Reading and Writing**

This course has been designed for international students undertaking a Graduate Pathway Program and helps to further develop a range of key academic skills and knowledge for study at a US University. The course will emphasize academic reading skills and strategies and text analysis, using non-fiction academic texts in English, and it will also build academic vocabulary range through analyzing vocabulary contextualized in the readings. Then, students will use readings to practice various types of writing. Becoming fluent in the organizational structure of writing in the American academic setting will be emphasized, and grammar instruction will be addressed as needed. Students will practice all aspects of the writing process: generating ideas, drafting, revising, and editing.

**EAP 502/Graduate Skills I: Listening and Speaking**

This course has been designed for international students undertaking a graduate pathway program and helps to further develop a range of key academic skills and knowledge for study at a US University. The course will focus on the development and practice of speaking and listening skills necessary for successful communication in the university environment, with additional outcomes related to pronunciation training. Specifically, this course focuses on effective strategies for listening to lectures, participating in classroom and general academic discourse, and giving presentations. In addition, the course provides a focus on pronunciation and opportunities for oral fluency practice.

**EAP 503/Graduate Skills II: Reading and Writing**

This course provides further study in academic reading and writing skills for international students undertaking graduate pathway program. In this course, students will continue building skills in reading, writing, grammar, and vocabulary for use in graduate coursework. Reading passages from authentic texts, as well as summarizing and paraphrasing passages from texts, will be included. Students will also further develop skills in research and long-form academic writing.

**EAP 504/Graduate Skills II: Listening and Speaking**

This course has been designed for international students undertaking a graduate pathway program and helps to further develop a range of key academic skills and knowledge for study at a US University. The course will focus on the development and practice of speaking and listening skills necessary for successful communication in the university environment, with additional outcomes related to pronunciation training. Specifically, this course focuses on effective strategies for listening to lectures, participating in classroom and general academic discourse, and giving presentations. In addition, the course provides a focus on pronunciation and opportunities for oral fluency practice.

**EAP 510/Integrated Skills for Graduate Students**

This course will provide a venue for structured practice with all academic English language skills, including reading, writing, speaking, and listening, in an integrated format for accelerated graduate pathway students. Students will employ a variety of English skills in ways that will mimic what is expected in an actual graduate classroom format, with the intention of accelerating transfer of English language skills to the American academic environment. The course will feature much feedback from the instructor to facilitate improvement.

**Changes to Existing Courses:**

**ARFA 810/The Watercolourist's Craft: Color, Light and Line**

**Current:**

No title currently listed by the Registrar

**Proposed:**

**ARFA 810/Topics in the Watercolourist's Craft**

## DREW UNIVERSITY COLLEGE ADMISSIONS REPORT TO FACULTY

**Robert J. Massa**  
**Senior Vice President for Enrollment**  
**February 2, 2018**

The College admissions staff has been quite busy reading applications and recruiting early decision and early action students as we rapidly approach the final admissions deadline date of February 1. So far, all indicators are up:

- Registered Campus tours this cycle through January 29 were up 16.7% percent to 607
- Interviews conducted this cycle through January 29 are up 52.3% percent to 453.
- Number of College Fairs attended in the Fall are up 7.6% percent to 168.
- Attendance at our Discover Drew Day this cycle programs was up. In total 291 families attended, up 14.5%.
- Attendance at Experience Drew Day (held during NJ teacher convention in Nov) more than doubled to 99 students.

***As we approach the deadline of Feb 1 (this as of January 28), admission applications for the class of 2022 are up 23 percent over last year to 3300- more applications now than we had all of last year).*** At this point last year, we had 81.6% percent of our final total in hand. If 3300 is 81.6% percent of our final total this year, we could expect to receive 4040 applications. In addition, you may find the following of interest:

- 81 ED deposits vs. 76 last year
- A total of 672 students have already been notified of their admission (ED, EA1 and internationals) vs. 99 last year (We didn't release EA until Mid-Feb last year that would add 434)
- Quality looks good so far with 27% of those accepted early being designated Baldwin Scholars vs. 22.7% at the end of the cycle last year (note: stronger students typically apply earlier and as this is the first year of early Action for Drew. While I am pleased with the strength of the pool, I do not think we will oversubscribe the Baldwin program)

At this point, I am confident that we will receive the applications we need to enroll a class of 430, but a lot of work remains to be done in order to actually enroll them. We have two major admitted student open house programs – Inside the Forest – on April 7 (with a Baldwin Honors Colloquium preceding the open house on Friday April 6) and on Sunday April 15. We also have personalized visit days on Mondays and Fridays in April, and we promise to check with you first before scheduling an admitted student to visit your class. I know you will do all you can to welcome these students and treat them as if they are already at Drew.

Once again, I thank the faculty of the College for all you do to help Drew attract and retain the students you teach. We really could not do this without your help.



## Drew University Fundraising Reports FY2018

FY17 - FY18 Comparison  
July 1, 2017 to December 31, 2017

	<u>FY18</u>			<u>FY17</u>			<u>FY17 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$6,229,643	\$12,000,000	52%	\$7,145,305	\$11,000,000	65%	\$12,124,558
Total Cash & Irrevocable Deferred Gifts	\$4,588,259	\$8,000,000	57%	\$2,271,419	\$8,000,000	28%	\$5,530,501

## Drew University Fundraising Reports

**FY2018**

FY18 By Purpose and Source

July 1, 2017 to December 31, 2017

### ***Giving by Purpose***

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Capital</b>	\$484,415	\$159,015
<b>Endowment</b>	\$475,592	\$427,390
<b>Restricted</b>	\$2,847,196	\$2,539,250
<b>Unrestricted</b>	\$2,422,440	\$1,462,604
• <i>Annual Fund</i>	\$2,071,029	\$1,111,193
• <i>MEF</i>	\$351,411	\$351,411
<b>Giving by Purpose Total</b>	<b>\$6,229,643</b>	<b>\$4,588,259</b>

### ***Giving by Source***

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
<b>Trustees</b>	\$1,982,395	\$837,395
<b>Alumni</b>	\$1,685,527	\$1,037,979
<b>Friends</b>	\$1,501,818	\$1,436,223
<b>Corporations</b>	\$123,445	\$114,054
<b>Foundations</b>	\$265,612	\$496,112
<b>Other Organizations</b>	\$670,846	\$666,496
<b>Giving by Source Total</b>	<b>\$6,229,643</b>	<b>\$4,588,259</b>

Annual Fund Report  
July 1, 2017 to December 31, 2017

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
<b>FY18</b>	\$1,111,193	\$166,692	\$1,277,885	\$1,300,000	98%	\$766
<b>FY17</b>	\$543,233	\$128,127	\$671,360	\$1,300,000	52%	\$437
<b>Increase (Decrease) from FY16</b>	\$567,960	\$38,565	\$606,525			\$328
<b>Increase (Decrease) Percentage</b>	105%		90%			75%

<u>Participation (All Funds)</u>								
FY18				FY17				
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
<b>CLA</b>	9%	1170	26%	2,196	8%	1053	20%	n/a
<b>DTS</b>	9%	341	19%	347	9%	331	16%	n/a
<b>CSGS</b>	6%	136	14%	161	5%	117	12%	n/a



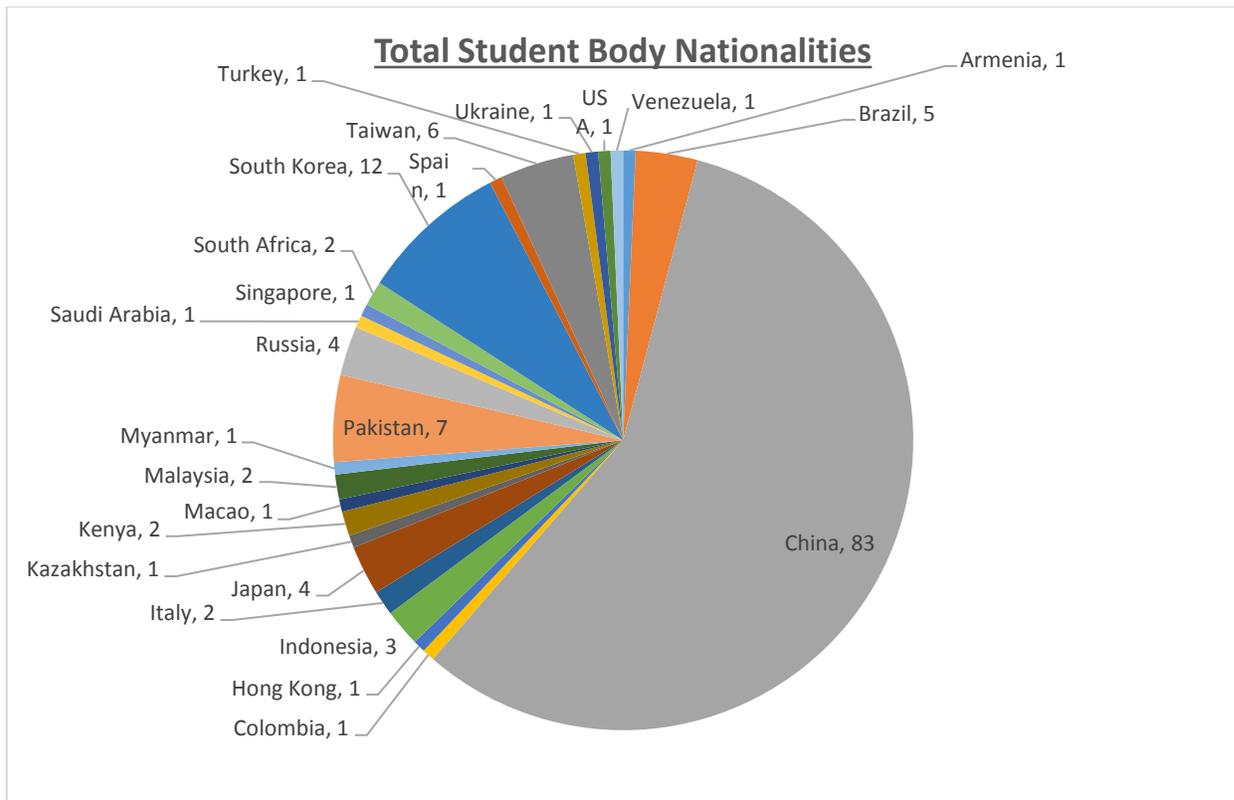
## INTO Drew Updates: Feb 2, 2018

### Current Enrollment:

	<b>New Enrolled Students</b>	<b>Progressors</b>	<b>Total Enrolled</b>
<b>AE</b>	4		19
<b>Pathway Yr 1</b>	14	12	74
<b>Pathway Yr 2</b>	1		54
<b>Total</b>	19		<b>147</b>

<u>Pathway Programs</u>	<u>New enrollments</u>	<u>Progressors</u>	<u>Continuers</u>	<u>Total</u>
<b>Arts</b>	0	0	8	8
<b>Business</b>	3	5	48	56
<b>Humanities/Social Sciences</b>	3	2	12	17
<b>Natural Science</b>	4	2	17	23
<b>Pre-Engineering</b>	<u>5</u>	<u>3</u>	<u>16</u>	<u>24</u>
<b>Total</b>	<b>15</b>	<b>12</b>	<b>101</b>	<b>128</b>

# DREW



## Academic Reorganization:

Academic Director: Our colleague Susan Beddes, who has worked with faculty so effectively to support our pathway students has resigned to take a position at Fitchburg State University, much closer to her family. We will miss her terribly.

While we work to replace our pathway academic director, Sharon Sundue be working with my fantastic colleagues Maz Nikoui and Anna MacLachlan in the center to support you as you work with any pathway students in class, and to coordinate academic supports and intervention strategies on their behalf. If you aren't sure who to contact, Sharon Sundue will redirect. Many thanks to Allan Dawson for continuing to pitch in with academic advising.

For this semester, you can direct inquiries and emails as follows:

**First year pathway students - Anna MacLachlan ([amachlachlan@drew.edu](mailto:amachlachlan@drew.edu))**

**Second year (sophomore) pathway students - Mohamad Nikoui-Tehrani ([mnikoui@drew.edu](mailto:mnikoui@drew.edu))**

As a reminder, please use Beacon alerts to help us document our interventions, and always select "all professional staff" to ensure that the right people are alerted in the center. it takes a village!

# DREW

**Student Engagement – A Reminder about what we offer . . .** opportunities for all students to develop multicultural competencies.

## **Academic Coaching**

Key piece of holistic advising: Front lines of academic and social support for international students. Regular meetings with students to assess academic strengths and areas for improvement. First step intervention/coordinator of supports in response to Beacon alert.

Encourage/plan for campus engagement via individualized student success planning

## **Career Launch**

Promotes career curiosity and development

Provides training and resources through the INTO Welcome Desk student employment program

Offers workshops unique to the needs of the international population in collaboration with the Center for Internships & Career Development: professional communication skill development, personal branding, interview practice, and networking events

## **Conversation Partners Program**

Promotes cross-cultural integration, engagement, and conversation

Provides students with the opportunity to engage with American students to practice informal, conversational English skills

## **Baldwin Honors Tutoring Program**

Promotes cross-cultural integration by providing Academic English students with peer tutoring

## **Family Friendship Program**

Connects international students with families in the Madison Community to promote cross-cultural understanding

Offers family support and guidance and helps students with the initial adjustment to life in the U.S. , creating long-lasting friendships

Provides students with the opportunity to learn about American life outside of campus

## **International Ambassadors**

Volunteer opportunity for domestic and international students to encourage engagement and develop skills in leadership, personal development, cultural awareness by mentoring during international student orientation and throughout the year

## **I-House**

Living-learning community that includes upperclass domestic and international students, providing opportunities for cultural programming and development of cross-cultural social & personal skills

**News from the Drew University Library**  
CLA Faculty Meeting February 2, 2018

**Message from the University Librarian**

Thank you for the opportunity to introduce myself and provide an update on University Library activities. This is an exciting time to lead the Drew University Library. Academic libraries and archives are hubs of intellectual life, touching every part of the mission – teaching and learning, student engagement, faculty and student research and scholarship, and community outreach. I am grateful to the search committee, the library faculty and staff, and Provost Liebowitz for providing this opportunity to serve.

My first charge from Provost Liebowitz is to develop and implement the Library's vision, mission, and goals in concert with those of the University. To align future library planning with the university's strategic directions, I have started a listening tour of schools, departments, and programs, and meetings with academic and administrative leaders.

In a world of ubiquitous connectivity, information literacy and digital fluency are fundamental to academic and career success in any field, responsible citizenship, and ethical leadership. At Drew, opportunities abound for students to gain these skills and understandings in hands-on learning experiences. The library has much offer in both design and implementation of these experiences, and I am pleased to find library faculty and staff already engaged in projects such as Committee to Reimagine the Undergraduate Experience (CRUE), the Mellon-funded Digital Drew project, the Campus Art Project, and the University Student Learning Assessment Committee (USLAC).

Instructional Technology and the Center for Academic Excellence (CAE) are natural partners with the library in supporting academic success, and the collaborative potential is increased by co-location. I also look forward to partnership with faculty and students in Media and Communications and the new Masters in Finance programs in the physical development and service design for their forthcoming labs.

My charge also includes cultivation and enhancement of donor relations in collaboration with University Advancement, including private philanthropy, corporate and foundation support, and grants. Investments in libraries and archives benefit the entire campus, and offer compelling opportunities for donors and friends.

Respectfully submitted,

Andrew Bonamici, University Librarian

## LIBRARY ANNOUNCEMENTS

### Website Redesign

[www.drew.edu/library](http://www.drew.edu/library)

On Thursday, January 11, the Drew Library launched a new website. Updated to match the main Drew website design, the site has also been reorganized to simplify access to library resources and services. Important features include:

- Research Resources such as the “Ask a Librarian Chat” on every page, along with the Library Catalog and Journals list and subject and course guides
- special landing pages for Faculty, Caspersen Graduate Students, Theological School Students, and Alumni
- special collections and exhibits online
- improved News and Events listings

We are grateful to the nearly 100 Drew students, faculty and staff who participated in our user testing/survey of the draft site in November – your input helped shape the site’s architecture and design. Thanks to the University Communications staff including Justin Jackson, Director of Digital Communications and Strategy, and to the library & ITS team who worked on this redesign: Johanna Edge, Kathy Juliano, Brian Shetler, Rick Mikulski, Verna Holcomb and Jennifer Heise. For more information on how to navigate the new site, call at [973-408-3588](tel:973-408-3588) or e-mail [reference@drew.edu](mailto:reference@drew.edu). Comments regarding the redesign can be sent to Jennifer Heise ([jheise@drew.edu](mailto:jheise@drew.edu)).

### Library Personnel

#### Arrivals

- Andrew Bonamici, University Librarian, began his appointment on January 28, 2018
- Candace Reilly, Methodist Library and Special Collections Associate, began her appointment on January 2, 2018

#### Departures

- Rick Mikulski, Government Documents and Reference Librarian, has left Drew to accept a library faculty position at Portland State University. The library administration is planning for Rick’s successor on both a short-and long-term basis.

### Exhibits

Currently showing: *Indexing the Leaves: Zuck Botanical Books Collection*. Curated by Karen Azoulay, a Brooklyn-based multi-disciplinary artist, this exhibit highlights the Zuck Botanical Books collection. The exhibit is on display in the United Methodist Archives and History Center and Main Library through March 16, 2018.

### Events

CommonsCon Feb 15 (in the Academic Commons)

## Upcoming Workshops

### Help with Citations

Want to ease your students' burdens in citing sources? The Library is offering workshops on EndNote and Zotero, two citation managers:

**EndNote** (5-6pm, UT/Library Classroom)

Tues. Jan 30,

Wed. Jan 31,

Monday Feb. 19,

Wednesday Feb 21

Monday March 19

Thursday March 22

Wednesday April 4

Tuesday April 24

Wednesday April 25

**Zotero** (UT/Library Classroom)

Thurs. Feb. 8. 5-6 pm

Mon. March 5, 4-5 pm

### Source Evaluation



Think you can spot fake news because you have a college education? *не так быстро* is Russian for "not so fast" -- a new study\* finds that college students and trained historians alike are not immune to the crafty wiles of purveyors of online fake news-- but conversely, "factcheckers" are much harder to dupe. Why the difference? After examining the reading strategies of the three test groups, the study found that "fact checkers" examined information and websites laterally and with some skepticism, while the students and

historians used a more vertical approach, i.e. probing deeply into the content of the site and accepting questionable content if its form and presentation met the norms in the field." Some suggestions for developing good lateral reading skills include using less of a "checklist" approach and more of an "orientation" strategy. The Library can help your students become better at evaluating sources -- contact your subject Librarian or the Reference Desk if you'd like to explore this topic further.

[\\*Wineburg, Sam, and Sarah McGrew. "Lateral Reading: Reading Less and Learning More When Evaluating Digital Information." \(2017\).](#)

## CAMPUS LIFE AND STUDENT AFFAIRS

The Campus Life and Student Affairs staff are happy to provide an update to the Faculty regarding what is transpiring on campus. With the retirement of Sara Waldron, Frank Merckx, D.MH., is serving as the Interim Vice President for CLSA and remains the Dean of Students. As we look to share information, please pass along any suggestions, ideas or questions to Frank Merckx at [fcmerckx@drew.edu](mailto:fcmerckx@drew.edu).

Throughout the spring 2018 semester, we will highlight specific areas of the Campus Life division. This month, we will focus on the *McClintock Center for Counseling and Psychological Services*. Drew is fortunate to have a talented and dedicated staff, consisting of:

- James Mandala, PhD, Licensed Psychologist, Director
- Audra Toner, MS Ed, SAC, LPC, LCAD, Assistant Director of Outreach and Education
- Carol Gernat, PhD, Staff Counselor
- Gemma Boyd, Psy.D., Staff Counselor
- George-Harold Jennings, PhD, Clinical Psychologist
- Rodea Montgomery, Psy.D., Post-Doctoral Psychology Resident

The Counseling Center began the fall 2017 semester with a vacant position, as Dr. Boyd joined the Drew team during the sixth week of the semester. As reflected below, the staff still maintained an aggressive caseload, managing an average of 58 student clients per member.

<b>Number of Clients</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
Unique New Clients	161	156
Unique Returning Clients	108	115
<b>Total Unique Clients</b>	<b>269</b>	<b>271</b>
<b>Number of Sessions</b>		
	<b>Fall 2016</b>	<b>Fall 2017</b>
Individual Appointments	1512	1544

As a point of reference, for the 2016-2017 Academic Year, the Counseling Center staff met with a total of 411 unique student clients, for a total of 3,143 sessions.

A student may report back to you that they are on a “wait list,” and while some students may be placed on a list for individual counseling appointments, all who go to the Counseling Center will be evaluated.

When students first arrive at the Counseling Center, they will be scheduled for either a brief screening appointment (15 or 20 minutes) or a full intake (45 or 50-minute appointment), depending upon scheduling and availability. After the screening or intake appointment, a plan will be developed for treatment.

Depending upon the information presented, the therapist plan may include the following:

- Referral to a workshop (2-4 sessions) for quick help on a problem
- Group therapy at the Drew Counseling Center
- Time-limited individual therapy at the Drew Counseling Center
- Referral out for individual therapy in the community
- Referral out or to Health Services for psychiatric medication
- Referral out for more intensive outpatient or residential treatment

As has been documented throughout the nation, students are reporting a greater level of stress, anxiety and depression. The following are concerns students reported for the 2016-2017 Academic Year:

- Depression, 56% of Drew Counseling clients
- Anxiety, 54% of Drew Counseling clients
- Attention Problems, 6% of Drew Counseling clients
- Trauma, 15% of Drew Counseling clients
- Alcohol, 25% of Drew Counseling clients
- Drugs, 17% of Drew Counseling clients

These correspond with the data below for the fall 2017 Semester, as students may exhibit multiple concerns.

<b>Clinician's Assessment</b>	<b>% of Clients</b>
Interpersonal functioning	48.5
Family	48.0
Anxiety	47.5
Depression	45.6
Generalized anxiety	33.8
Academic performance	33.3
Stress	26.5
Relationship problem (specific)	26.0
Alcohol	17.2
Social Anxiety	16.2
Trauma	15.7
Self-esteem/confidence	15.2
Emotion dysregulation	12.3
Eating/body image	12.3
Grief/loss	11.8
Drugs	11.8
Adjustment to new environment	10.3
Social isolation	9.8
Suicidality	9.8
Panic attack(s)	9.3

*When referring your students to the Counseling Center during the fall and spring semesters, let them know they can walk in to the Center located in the Holloway Annex next to Health Services or by phone at 973-408-3398. The Center is open Monday-Friday, 9:00 a.m. – 5:00 p.m. For emergencies, call Public Safety at 973-408-4444 (emergency number, available 24/7).*

## Committee to Reimagine the Undergraduate Experience (CRUE) UPDATE

In December, we heard recommendations on shaping our undergraduate experience from the Art & Science Group (A&S) and met as a community to discuss our initial reactions. At that time, the chair of the Working Group, Jessica Lakin, emphasized our need to move with both coherence and speed during the spring semester to develop an outline of a program that will:

- Reimagine our undergraduate experience in ways that are better for Drew students;
- Make the Drew undergraduate program more compelling in the marketplace.

**New committee:** A Committee to Reimagine the Undergraduate Experience (CRUE) has been convened to bring the A&S recommendations to fruition. CRUE is broadly representative of the areas and offices that are key to the development of this new program, including both administrators and College faculty members. CRUE membership is listed at the end of this message.

**New Task:** CRUE will develop this new undergraduate program, based on a) relevant empirical data, b) knowledge of best practices, c) internal and external expertise, and d) community conversations with a wide variety of key stakeholders and campus offices. Because many people outside of CRUE need to be involved in this process, members of CRUE will convene additional topic-focused sessions with faculty and staff members, students, and alumni. The efforts of CRUE will ultimately tie in with curriculum initiatives in the Casperson School and the Theological School, forming the academic basis of Drew's forthcoming strategic plan.

**New Director:** As this new initiative necessarily involves all aspects of the undergraduate experience, Juliette Lantz, Associate Dean of Curriculum - Arts and Sciences, will be directing these efforts going forward. As Chair of the Art & Science Working Group, Jessica Lakin will continue to work closely with Juliette and will also serve as a member of CRUE.

### INVITATION FOR COMMUNITY PARTICIPATION:

- **Check out the new website:** [drew.edu/crue](https://www.drew.edu/cla/crue/) (<https://www.drew.edu/cla/crue/>) is the main source of communication for CRUE. This website will be continually updated; right now you can find CRUE's charge, current project goals, the anticipated project timeline, meeting summaries, and methods of communication to and from CRUE. Note that you will need your Drew Login password to enter the site.
- **Provide your input via the website:** If you have general items to share with CRUE (excitement, concerns, insights), use the dialogue box on the website to submit your thoughts at any time. From time to time, targeted questions will appear on the website with dedicated dialogue boxes. A CRUE email will invite your submissions for those questions.
- **Use the new CRUE email ([CRUE@drew.edu](mailto:CRUE@drew.edu)):** Subsequent communications about this project will come from this email address, and we ask that you please use this address should you want to communicate directly with members of CRUE or send us information that you think would be useful.
- **Look for Drew Community events:** CRUE emails will invite you to participate in community discussion and feedback sessions; these will also be noted on the website.

### CRUE Membership

Juliette Lantz, Associate Dean of Curriculum in Arts & Sciences, Chair  
Carol Bassie, Director of Alumni & Parent Relations  
Michelle Brisson, Associate Dean of Student Engagement  
Michael Fried, Director of Student Learning Assessment  
Ryan Hinrichs, Associate Dean of Curriculum in Arts & Sciences  
Wendy Kolmar, Professor of English, Director of Women and Gender Studies  
Jessica Lakin, Associate Provost for Academic Administration  
Bjorg Larson, Assistant Professor of Physics  
Debra Liebowitz, Provost & Dean of CLA and CSGS  
Robert Massa, Senior Vice President for Enrollment and Institutional Planning  
Frank Merckx, Interim Vice President for Campus Life and Student Affairs & Dean of Students  
Kira Poplowski, Vice President for Communications and Marketing  
Judith Redling, Associate Provost and Director of the Center for Academic Excellence  
Kimberly Rhodes, Professor of Art History  
Raul Rosales, Associate Professor of Spanish  
Carlos Yordan, Associate Professor of Political Science and International Relations



# DREW REVIEW

The Drew Review is the annual research journal for the undergraduates of the Drew University College of Liberal Arts, publishing undergraduate research from the previous calendar year. The Drew Review is targeting high quality, creative research papers ten pages or more in length. The papers should be 'A' quality and have original and interesting theses. Overall, our mission is to showcase the intellectual vibrancy of the students of the CLA.

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***DEADLINE:  
FEB. 16TH***

Please CC the student  
that you're nominating  
on the email!

While you're grading outstanding  
writing from this past semester,  
consider nominating your best  
essays for the Drew Review!

---

**SUBMIT PAPERS  
TO:**

**[drewreview@drew.edu](mailto:drewreview@drew.edu)**

# CommonsCon

Teaching and Technology at Drew

## Opening Speaker 11am

**Kristen Turner** - Teaching Argument in a Digital Age

## Open Floor 12pm-2pm

**Ginny Palmieri** - Video Streaming

**Kesha Moore** - Candiotti Fund Winner

**Loren Kleinmen** - Center for Academic Excellence

**Linda Swerdlow** - Oliver Street Project

**Jesse Mann** - Libguides

**Margery Ashmun** - Open Education Resources

**Jenne Heise** - Managing Imaging Projects, Jstor Forum

**Kathy Juliano** - NY Times

**Shawn Spaventa** - Zoom Video Conferencing

**Digital Humanities** - Domain of One's Own

**Minjoon Kouh** - Smart phone sensors to teach physics concepts

Door Prizes

## Closing Speaker 2pm

**Andrew Bonamici** - University Librarian

\*Refreshments available in the lobby\*

**Feb 15th, 11am-3pm**  
**Academic Commons**



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# INSTRUCTIONAL TECHNOLOGY CENTER

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## Workshop Offerings February 2018

### Moodle Basics

Faculty can learn the basics of managing their Moodle sites, touching on topics such as adding activities and interacting with their students.

Thursday, February 1 @ 1:30 PM

Library-Tech Classroom, Academic Commons

### Excel Charts

This week, we will take a look at some of the things you can do with charts in Excel, including using Excel's built-in chart suggestions.

Thursday, February 8 @ 4 PM

Library-Tech Classroom, Academic Commons

### Google Forms

Learn the basic technical skills needed to implement Google Forms to enhance course curriculum.

Wednesday, February 28 @ 10:30 AM

Library-Tech Classroom, Academic Commons

### And don't forget CommonsCon 2018!

Thursday, February 15 from 11 AM to 2 PM

Academic Commons, Rose Memorial Library



### Interested?

To register (and add a reminder to your Google calendar!) or see our other offerings, please visit [drew.edu/itus/workshops](http://drew.edu/itus/workshops).

## **STUDENT PHILANTHROPY AT DREW**

The Office of Annual Giving is looking for recommendations of student volunteers to serve on our student philanthropy education organizations:

**1. Student Philanthropy Ambassadors** - educate the student body on how philanthropy impacts campus and bridge the gap between students and alumni

**2. Senior Gift Society Committee** – now recruiting current juniors – who will lead next year's Senior Gift Campaign

Our members:

- Can represent the University at the highest level at donor and alumni events
- Exhibit Drew pride
- Are professional, responsible, and in good academic standing
- Reflect the diversity of our student body

**Email student recommendations to Jeramie Barletta at [jbarletta@drew.edu](mailto:jbarletta@drew.edu).**

[drew.edu/studentphilanthropy](http://drew.edu/studentphilanthropy)

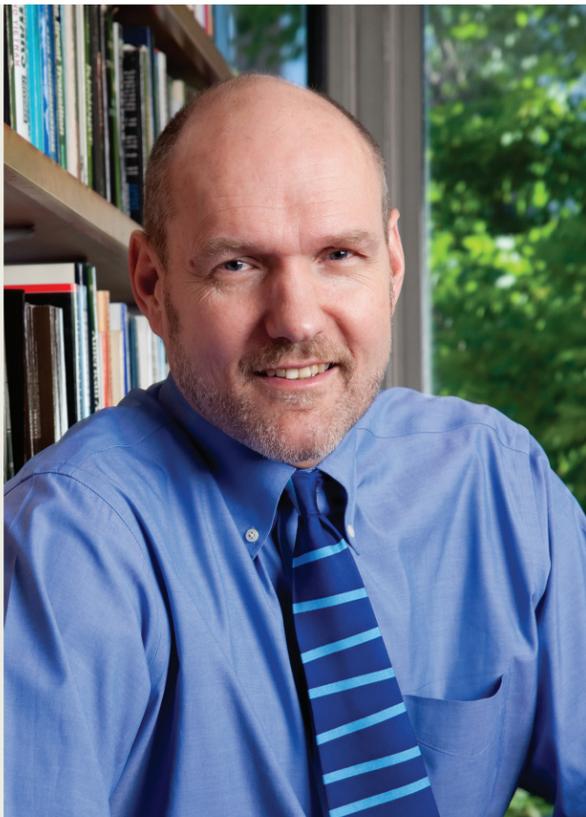
# FACULTY RESEARCH SERIES

Friday, February 2 | 2:00PM BC 101  
Innovation Education in the Liberal Arts  
Emily Hill (CSCI), Minjoon Kouh (PHYS),  
Andrew Elliott (THEA)

Friday, March 2 | 2:00PM BC 101  
Sensory experience and late medieval jewelry  
Rita Keane (ARTH)

Friday, April 13 | 2:00PM BC 101  
Tracking a Liberal Legacy in Putin Country  
Carol Ueland (RUSS)

PHI BETA KAPPA  
**Visiting  
Scholar**



# Stephen Walt

- Belfer Professor of International Affairs, Harvard University
- Contributing editor at *Foreign Policy*, co-chair of the editorial board of *International Security*, and co-editor of the *Cornell Studies in Security Affairs* book series

Walt's books include *The Origins of Alliances*, *Taming American Power: The Global Response to U.S. Primacy*, and *The Israel Lobby and U.S. Foreign Policy*.

## Where Is Us Foreign Policy Headed?

Thursday, February 22nd ~ 7:30 p.m.

Concert Hall, Dorothy Young Center for the Arts

Reception to follow

**VISITING  
SCHOLAR  
PROGRAM**  
The PHI BETA KAPPA Society



*The* **PHI BETA KAPPA** *Society*

Founded in 1776, the Phi Beta Kappa Society is the nation's most prestigious academic honor society. Its mission is to champion education in the liberal arts and sciences, to recognize academic excellence, and to foster freedom of thought and expression.

# CIVIC ENGAGEMENT AWARDS

## CALLING ALL NOMINATIONS

The Center for Civic Engagement invites nominations for the 2017-2018 annual Civic Engagement Awards. These awards recognize and honor Drew's contributions to our communities beyond the university. Nominate a person or group that deserves special recognition for their work and commitment to making the world a better place.

### Award Categories:

- The **Collaborative Action Award** is awarded to a student organization or community partner that leads an effective collaboration with the university to accomplish a community service project outside the university.
- The **Faculty Leadership Award** will be given to a full-time faculty member in any school of Drew University who has demonstrated commitment to civic engagement through advocacy, teaching, or project development.
- The **Staff Leadership Award** will be given to a full-time staff member who has developed or supported opportunities for the Drew community to participate in activities that benefit others.
- The **Graduate Student Community Action Award** will be given to a student enrolled in the Theological School or the Caspersen School of Graduate Studies who has benefited a community outside of Drew by integrating an academic or creative endeavor with community engagement.
- The **Creative Community Award** will be given to an individual or group in the Drew University community that shows unusual creativity or innovation in pursuit of a community service or civic engagement project benefiting a community outside of Drew.
- The **Thomas D. Sayles Jr. Student Award for Outstanding Service to the Community** is awarded annually to a junior undergraduate student, who, like the award's namesake, has demonstrated an exceptional commitment and unselfish dedication to the Drew family and to the larger community through exemplary volunteer service.

Note: Individuals or groups may be nominated for more than one award, but a separate nomination form must be submitted for each award. Students receiving awards must be in good academic and social standing with the university.

For additional information contact [engage@drew.edu](mailto:engage@drew.edu) or ext. 8827

**Deadline for nominations: Monday, March 12, 2018**  
**Apply at [drew.edu/cce/awards](http://drew.edu/cce/awards)**

**SAVE THE DATE: 2018 CIVIC ENGAGEMENT AWARDS & SHOWCASE**  
**Tuesday April 17 \* 4:00-5:30 PM \* Ehinger Center, Crawford Hall**

# Announcement

## Call for Fall 2018 and Spring 2019 Community-Based Learning Classes

If you are considering offering a Community-Based Learning class, or would like to learn more about CBL pedagogy, please contact Amy Koritz ([akoritz@drew.edu](mailto:akoritz@drew.edu) / x3208).

### Community-Based Learning Courses

Community-Based Learning (CBL) classes contribute to Drew's commitment to prepare its students not only with content knowledge and research skills, but also with the capability and experience to contribute locally, nationally and globally. Identified by the Association of American Colleges and Universities as a High-Impact Practice, CBL classes foster the ability to connect academic learning with action in the world while addressing a community need or strengthening a community capacity. Best practices in CBL pedagogy include the following:

- Students spend a substantial amount of time at the community organization or working on projects for the organization (generally 18-25 hours in a semester).
- A substantial percentage of the class grade (approximately 15%-30%) is based on quality of students' experiential learning engagement and their ability to connect that work to the course's academic content

We will help faculty with course development and with identifying and contacting community partners. The Center for Civic Engagement provides transportation subsidies and other support for approved CBL classes.

For additional information, please see the [CBL Quick Guide for Faculty](#) under the "Forms, Policies and Resources" tab on the Center for Civic Engagement website.

# The Korn Gallery

*presents*



## Gina Werfel

*Interface*

Curator: Lee Arnold

January 30 - March 2, 2018

Reception: February 2, 5:00 - 7:00 p.m.

Artist Talk: February 2, 2:00 p.m., ARTS 106

Gallery Hours: Tuesday - Friday 12:30 - 4:00 p.m., Selected Weekends and by Appointment  
For more information please call (973) 408 - 3758 / [www.drew.edu/korngallery](http://www.drew.edu/korngallery)

Korn Gallery  
Dorothy Young Center for the Arts  
Drew University  
Madison, NJ 07940

For Immediate Release

Gina Werfel  
*Interface*  
Curated by Lee Arnold

Exhibition: January 30 – March 2, 2018  
Reception: February 2, 5 - 7 p.m.

Artist Talk: February 2, 2 p.m., Arts 106  
Free Admission

The Korn Gallery is pleased to announce the exhibition *Interface* by artist Gina Werfel.

Like polyphony in music Werfel's work consists of textures of multiple independent voices. In her recent paintings, she employs a wide vocabulary of marks which slyly reference the influence of Photoshop on contemporary visual culture. A shallow space, in which a combination of clearly defined graphical lines and stencils sit on the surface, contrasts with a more ambiguous environment made up of naturalistic gestures that fade in and out of focus like a distant memory. In a process-driven series of mono-prints the removal of the hand suggests this dichotomy even more strongly.

Recent travels abroad have influenced Werfel's work. Inspired by a stay in Singapore in 2015 where she taught at Yale-NUS College, Werfel began to layer stencils over her gestural brush marks. In 2016 while a visiting artist at the American Academy in Rome, she renewed her interest in Baroque ceiling paintings and incorporated their spatial complexity into her compositions.

Trained at Columbia University, the New York Studio School and Hamilton College, Werfel has been featured in numerous exhibitions. Recent solo exhibitions include the Coombs Gallery at American University of Paris, Prince Street Gallery in NYC, and the Mondavi Winery in Napa, CA. She has been awarded residencies at the American Academy in Rome, the Rockefeller Foundation's Bellagio Center in Italy, the Djerassi Foundation in California, the Virginia Center for the Creative Arts, and Yosemite National Park. She recently completed a public art commission *Clearing* for Burnett Miller Park in McKinley Village in Sacramento.

Werfel is a Professor of Art at University of California Davis.

The Korn Gallery is located in the Dorothy Young Center for the Arts at Drew University and is open Tuesday through Friday 12:30-4:00 PM, selected weekends and by appointment.

For more information please call: (973) 408 - 3758

Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940  
[www.drew.edu/korngallery](http://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?
<b>Privileged Motions:</b> 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
<b>Subsidiary Motion:</b> 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
<b>Main Motions:</b> 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?
<b>Incidental Motions:</b> 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