

FACULTY MEETING – CLA

March 4, 2016

HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.	Chris Taylor
APPROVAL OF MINUTES	Jessica Lakin p. 3-10
INTRODUCTION OF NEW STAFF	Chris Taylor
DEAN’S UPDATES	Chris Taylor
ACTION ITEMS	
1. Votes Related to Updating of Faculty Regulations	J. Lakin & D. Liebowitz p. 11-40
2. Grade Appeal Policy	Deb Liebowitz p. 41-42
3. Law, Justice and Society Minor	Christina McKittrick p. 44-49
REPORTS:	
Curricular Report	Christina McKittrick p. 43-51
Enrollment Report	Robert Massa p. 52-53
INTO Report	Sharon Sundue p. 54-55
OLD BUSINESS:	
NEW BUSINESS:	
ANNOUNCEMENTS:	
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Community Based Learning Grants	Amy Koritz p. 59-60
RFP - New York City Initiatives	Deb Liebowitz p. 61
Art and the Common Good Grants	Kim Rhodes p. 62
Shirley Sugerman Interfaith Forum	Jonathan Golden p. 63
Faculty Research Series	p. 64
Civic Engagement Awards	p. 65
Student Government	Jared Sutton
ADJOURNMENT	

ANNOUNCEMENTS AND CONGRATULATIONS

Miao Chi: for the acceptance of her grant proposal “Market Constraints, Technology Adoption and Policy Options for Micro, Small and Medium Enterprises Development in Vietnam,” with Christine Ngo, by the United Nations University-WIDER project on Micro, Small, and Medium Enterprises in Vietnam.

Graham Cousens: for the presentation of his paper entitled, "Features of odor-object representation in corticomедial amygdaloid nuclei and olfactory tubercle" with Drew students Taylor Redmond and Valerie Savage at the 29th Annual NEURON Conference, Quinnipiac University.

Jinee Lokaneeta: for the publication of a chapter on "Violence" in *The Oxford Handbook of Feminist Theory* Edited by Lisa Disch and Mary Hawkesworth (OUP, January 2016). She was also invited to present a paper titled “Narco Videos, Forensic Psychologists and the Truth Telling Apparatus” at The Act of Media: Workshop on Law, Media and Technology in South Asia, Sarai-CSDS, Delhi, January 8-10.

John Lenz: for the positive review in *The Heythrop Journal*, Jan. 2016, of the edited volume he contributed to, *Philosophy and Salvation in Greek Religion*.

Norman Lowrey: for designing and creating the set and musical instruments as well as organizing/directing the International Dreaming Across Borders New Year's Celebration in Second Life for Ione's 20th Annual Dream Festival, 6:00 pm EST Dec. 31, 2015 - 9:00 am , Jan. 1, 2016. The event was attended on line by musicians located over a 9-hour time zone span ranging from Italy to British Columbia. Also for being Guest Artist/Instructor meeting online in Google Hangouts for three course sessions of Pauline Oliveros' Deep Listening Certification course being offered through the newly established Center for Deep Listening at Rensselaer Polytechnic Institute.

Maria Masucci: for being awarded a Dumbarton Oaks Project Grant in Precolumbian Studies to begin a new archaeological research project in the Colonche Valley of Ecuador.

Rosemary McLaughlin: for the performance of her new play, *Sensitive*, at the Cincinnati Shakespeare Company, as part of SHEatre Theatre's *Quickies* Series, March 2016.

Sangay Mishra: for the publication of his book titled *Desis Divided: The Political Lives of South Asian Americans* from the University of Minnesota Press.

Hans Morsink: for his participation in a panel that represented the General Board of Higher Education and Ministry of the United Methodist Church at the meetings of the Sixth International Conference of Human Rights Education held in the Netherlands, January 17 – 19. Hans gave two presentations on the *Universal Declaration of Human Rights* as “A Global Text for Global Human Rights Education”.

Sara Webb: for the recent publication in the scientific journal *Ecological Restoration*, of her invited review of the book *Our Once and Future Planet: Restoring the World in the Climate Change Century* by P. Woodworth; U Chicago Press.

Drew University
College of Liberal Arts
Minutes of Faculty Meeting
02/05/2016

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Lee Arnold, Di Bai, Brianne Barker, Susan Beddes, Jason Bishop, Lisa Brenner, Barry Burd, Adam Cassano, Chris Ceraso, Miao Chi, Kimberly Choquette, Graham A. Cousens, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Kimani Fowlin, Roxanne Friedenfels, Jonathan Golden, Jim Hala, Louis Hamilton, Summer Harrison, Deborah Hess, Emily Hill, Ryan Hinrichs, Shakti Jaising, Sandra Jamieson, Hilary Kalagher, Jason Karolak, Steve Kass, Joshua Kavaloski, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Amy Koritz, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Seung-Kee Lee, Debra Liebowitz, Christina McKittrick, Rosemary McLaughlin, Joanna Miller, Sangay Mishra, Scott Morgan, Robert Murawski, Nancy Noguera, Emanuele Occhipinti, Jennifer Ostrega, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Judy Redling, Kimberly Rhodes, Raul Rosales, Susan Rosenbloom, Giandomenico Sarolli, Paris Scarano, Claire Sherman, Rebecca Soderholm, James Speese, Leslie Sprout, Raymond Stein, Carol Ueland, Sara Webb

Others Attending: Gamin Bartle, Jason Fein, Alex McClung, Kira Poplowski, Maya Sanyal, Margery Ashmun, Jody Caldwell, Jennifer Heise, Kathy Juliano, Rick Mikulski, Nora Boyer, Jared Sutton, Obiri Addo

The meeting was called to order at 3:18 pm

Approval of minutes: The minutes of the December 11, 2015 Faculty Meeting were approved.

Introduction of new staff members: The following new faculty and staff members were introduced:

Daniel Ostin	University Registrar
Kim Choquette	Visiting Assistant Professor of Chemistry
Ginny Reiner	Student Success Specialist
Maia Gelashvili	Dean's Office - Student Learning Assessment Specialist

Dean's Updates: Chris Taylor acknowledged the faculty members who led fantastic ShortTREC's over the winter break. He thanked Obiri Addo and Kesha Moore (South Africa), Ada Ortuzar-Young and Sandra Jamieson (Cuba) and Bai Di (China) for their hard work and for bringing all of our students home safely.

Chris also extended his appreciation to Amy Koritz, Amy Sugerman, Amy Hains, the Student Government and the Center for Civic Engagement for the huge success of Drew's first Martin Luther King, Jr. Day of Service. He reported that the President, along with approximately 50 students, participated in off-campus service projects, and approximately 100 participated on campus while listening to a broadcast of the speech Martin Luther King made at Drew in 1964. Approximately 75 students, faculty and staff wrapped up the day with a screening of the movie *Selma*. Chris thanked Josh Kavaloski and Jim Speese for the great discussion that followed the movie. President Baenninger and everyone involved agreed that the Day of Service should be a new campus tradition.

Action Items:

COF Policy Clarifications: MaryAnn Pearsall

Mary-Ann Pearsall directed the attention of faculty members to three items in the Faculty Packet to be voted on at today's meeting. The first item concerned committee membership - providing for an extra at-large candidate in the event no candidate from a division is willing to run for election to the COF. The second item Mary-Ann presented for approval allows the replacement of the Dean with either an Associate Dean or Dean of one of the other two schools in the event of a Decanal recusal. The final item to be considered corrects wording from the last revision of the Handbook that did not properly reflect current practice.

Steve Kass raised his concerns about the Dean of either the Theological or Graduate Schools participating in the tenure determination of a CLA faculty member. Mary-Ann remarked that this individual would only replace the Dean, not a member of the COF. Chris Taylor stated that it is necessary for the COF to have this flexibility in case the Dean and/or Associate Deans need to recuse themselves, as was the situation in one case last year.

Sarah Abramowitz suggested that the problem of committee membership needs to be looked at systematically. She said that she is concerned that there are always committees that need to be populated and wondered why this is a perpetual problem – Is it because there are no course releases for major service? Not enough faculty to serve? Tina McKittrick suggested that there are only a limited number of faculty members available to serve on these major committees because there are so many more non-tenure-track faculty members who do not have service commitments. Louis Hamilton also voiced his recommendation for a review of this structural problem with committee membership.

Mary-Ann and Sandra Jamieson agreed that looking at the bigger problem makes sense, but in the immediate term, a vote on this issue is needed because the COF is the only committee that cannot meet unless all members are present. Chris cited the fact that he did introduce a course release for members of the committee in consideration of the onerous demands on their time, stating that he recognized this is not a permanent fix. Chris suggested a friendly amendment that would allow an at-large candidate to serve on the COF "in cases of urgent necessity" to prevent holding up someone's promotion because no one has filled the position.

Multiple faculty members supported the idea of divisional representation on the COF and felt that there should not be a loop hole that would prevent such representation. Mary-Ann agreed, but related that a solution is necessary. It was not until the summer that individuals from Divisions II and III committed to serve; had that not occurred, the committee could not have moved forward.

In response to Sarah's call for the Dean to solicit committee members, Chris responded that he has been actively soliciting committee membership and will continue to do so. He said it would not be a normal thing for someone outside the division to step in, but it is urgent to have full committee membership on the COF to make sure colleagues are promoted on time. Faculty members expressed concern that the term of service is typically two years, but Chris reported there have been occasions when faculty members have served for only one year.

Mary-Ann proposed that the three items in the Packet should be voted on separately. The first vote regarding committee membership included the friendly amendment language “in cases of urgent necessity” and passed with 32 in favor, 12 opposed and 12 abstentions.

Steve Kaas questioned the validity of the vote saying the numbers did not add up to a quorum. He then called for a quorum count. After a count (discounting those on sabbatical or leave) it was determined there was in fact a quorum so the voting could continue.

The second vote regarding Decanal Recusal passed with 58 in favor, 4 opposed and 3 abstentions. The final vote with the corrected policy language passed unanimously.

Transfer Policy: Debra Liebowitz

Debra Liebowitz reported to the faculty that in order to continue to be in compliance with federal regulations, there needs to be a clear Transfer Policy on our website. She further stated that this policy needs to be transparent, easy to find, and one which reflects all of our processes. A screenshot of this policy will need to be provided to Middle States as evidence of our compliance. While a policy does exist, Deb shared that pieces of the policy are scattered in the Faculty Regulations and various other places on our website. Deb related that the first item for discussion and vote would simply lift all transfer policy language and move it to the appropriate place – the catalog. This vote would reaffirm all the pieces of the policy that already exist, allowing the creation of a single policy that could easily be found on the web and would reflect current practice.

A question arose as to whether the oversight of this policy would no longer remain with the faculty if the pieces of the policy were no longer part of the faculty regulations. Deb stated that the faculty vote on all academic policies because in practice those issues come through CAPC and are then presented to the faculty for vote. She said the Transfer Policy should live in the catalog and when changes are made and approved by the faculty, that information will continue to live in a single location. Tina McKittrick shared how having information scattered in multiple places negatively impacts the students - there are policies affecting them and they can't even see them. Deb stressed that this is where we could be out of compliance.

A vote was called to approve the compilation of existing pieces of the Transfer Policy and move this information to the academic policies section of the catalog; this motion passed unanimously.

Deb then directed the faculty's attention to the second document in the Packet, which highlights the four additions that are substantively new for the Transfer Policy. Each requires discussion and a separate vote.

The first item would codify several existing transcript practices that, to date, have not been recorded officially; it indicates that official transcripts must be received from institutions that are appropriately accredited. The vote to include the proposed language in the Transfer Policy was unanimously approved.

The second vote, which stated that transfer credits have to have been completed within the past 10 years or departmental approval must be secured, was also approved unanimously.

The third item for vote addressed Drew's acceptance of credits earned for online courses. Deb shared some of CAPC's deliberations and said it is difficult to tell on a transcript when a course is online, making the policy difficult to enforce. CAPC felt that in theory it makes sense to have a policy, but perhaps in practice it's a challenge. She said there is no policy about online courses presently, so the status quo is to accept as many as students have completed. Bob Massa shared his perspective that this is problematic. Deb indicated that the goal is to ensure that we are not accepting credits from a school that is a degree mill. Faculty members discussed if there are ways to tell if a course was taken online, but it appears that there really is no way to know unless the school is exclusively online. Other faculty members made the point that taking an extremely large lecture course at a state school might feel like a bit of an online course, and we accept those credits. Rosemary McLaughlin said that the key thing is whether the school is accredited and said one could argue that students might get a better education in an online course than in a huge lecture hall. Other faculty members noted that schools like University of Phoenix are marketed as accredited, but they are just referring to different kinds of accrediting agencies. Sandra Jamieson asked if there are implications of this vote for the articulation agreements we have with local community colleges. Chris Taylor suggested that CAPC continue the dialogue at its meetings and come back to the faculty with its findings and recommendations. A motion to table the third vote about online courses and refer the matter back to CAPC was passed unanimously.

Deb informed the faculty that the fourth vote addresses whether we should accept transcript credit for courses taught in a high school by an accredited institution, where the population is only high school students. Deb said it feels to her that it is bad policy not to accept the credit when we accept other high school credits (e.g., AP credits). She presented comparison policies from our peer and aspirant schools, many of which accept these credits. Bob Massa said we are not the only institution that does not allow credit, but he thinks this will be changing very soon. Deb also indicated we are not able to tell where the courses are held when looking at a transcript and suggested that it seems arbitrary not to allow credit. When called to a vote, the faculty unanimously approved.

Steve Kaas raised the point that the wording in the new transfer policy states that credits would be transferred if a course "would or could be offered at a liberal arts college." He questioned if the word "level" could be added to indicate that we do not accept credits for courses that are not college level (e.g., algebra). Deb agreed that CAPC will add this to their list of items to review and correct.

Approval of voting List: Chris Taylor

Chris directed the faculty to the Spring 2016 Voting List, which was unanimously approved as published in the packet.

GEFAC Div III Election: Caitlin Killian

Caitlin Killian reported that Ed Baring's sabbatical leave created a vacancy on GEFAC for Division III. The faculty was asked to consider Emanuele Occhipinti, who offered to serve as Ed's replacement for the semester. There were no other nominations from the floor. By acclamation, Emanuele was approved unanimously.

Reports:

Curricular Report: Christina McKittrick

Tina McKittrick thanked Deb for updating the faculty on the efforts of CAPC and asked if there were any questions about the January Curricular Report. Steve Kaas asked whether language with respect to requirements for the 4+1 BA/MAT program allows credits to count for two different degrees from Drew University (i.e., both the BA and MAT)? After some discussion, Jessica Lakin reminded the faculty that the 4 +1 program had been previously voted on and approved. Deb reported that the wording about the program that was included in the Packet is because no catalog copy was ever created, and the program needs to be included there. Deb also stated that the language was developed in consultation with Gail Nelson, with specific consideration for what the state requires for conferring of degrees.

Enrollment Report: Robert Massa

Bob reported that as of today, there are 3089 applicants versus 2684 one year ago; this represents a 15% increase. He also shared that the Early Decision discount rate is 46.5% compared to 61% last year.

Bob asked faculty members to consider volunteering to assist at a new program: The Baldwin Honors Symposium. The Symposium is presented as an effort to recruit first-year students into the Baldwin Honors Program. The event will be held on March 13th and 14th. Louis Hamilton asked faculty members to assist by making themselves available to preview DSEMs and to review students' application essays. Louis encouraged colleagues to reach out to him for specifics. Bob thanked Louis for the crucial role he has played, along with the Baldwin Honors' students and Heather Robinson, in designing this new initiative. Bob reiterated the need for faculty participation. We must increase our yield of these great students. Bob's goal is for 100 students to attend the Symposium, with the hopes that 30% enroll.

Finally, Bob said that the Discover Drew Day was rescheduled for Saturday, February 6th. There are 74 students enrolled, which Bob said was a good number given that attendees only had 10 days' notice due to the rescheduling from the storm.

Advancement Report: Ken Alexo was not present, but Chris directed the faculty to his report in the Packet.

DSEM Initial Evaluation Report: Chris Taylor and Deb Liebowitz

Chris shared that last year he and Deb went to Lafayette to listen to a lecture by Daniel Chambliss on "How College Works." Chambliss's findings were based on 10 years of data collection and surveying students; they pointed to the fact that the best strategy for a positive college experience is when a university's best faculty is in front of students at the very beginning of their experience.

Chris asked Deb to share the data from the course evaluations that students completed, which reflected Chambliss's findings and evidenced why the DSEM is so important. Deb shared that the data shows that the DSEM model was successful and one students liked and took seriously. Their impression of the DSEM was a positive one; students believed that they did their best work, found their professor helpful, felt a sense of community in class, and believed they improved their writing, discussion and organization skills. Deb expressed her gratitude to the faculty members who participated in the DSEM for engaging in and creating the process. She shared her belief that we're moving in the right direction with the DSEM

program, but that we will continue to work on the model, particularly with regard to advising. Deb also thanked Liz Kimball, Sandra Jamieson, and Wendy Kolmar for their efforts and Chris added his appreciation to Deb for making the DSEM a success.

Chris reminded the faculty how critical these types of efforts are for making the college experience a positive one for students and how important they are for Drew's overall ratings, given their impact on retention. Chris closed by drawing attention not only to the positive impact of the DSEM, but also to the building of the Office of Academic Services and the development of the Center for Academic Excellence. He congratulated the faculty on making a difference and contributing to the overall efforts of Bob and the team in the Admissions Office.

A motion for a 30-minute extension of the meeting was approved.

FOR DISCUSSION:

Revisions to the Faculty Regulations: Jessica Lakin

Jessica reported that after both the Dean's Office and the Dean's Council reviewed the current Faculty Regulations, it became apparent that the regulations contain mostly academic policy and do not relate to the governing of the CLA faculty. Jessica directed attention to pages 36 through 62 in the Packet (and more specifically to Parts 100 – 195 of the current faculty regulations), which were heavily annotated to reflect areas of duplication with other sources and highlight areas in need of review. Jessica shared several areas of concern. The first is the amount of overlap with academic policies, included both in the catalog (as they should be) and in the faculty regs (from which they should be removed). The second issue relates to academic policies that should be in the catalog, but presently are not. Jessica said these issues should be referred to CAPC, who will look at them and bring them later to the faculty for a vote as inclusion in the catalog as official academic policy. Additionally, there are some points in the regs that are actually "CAPC process," or information about how that committee might make decisions (e.g., under what conditions can a course be made pass/fail); these issues should be documented by CAPC, but are not necessary for inclusion in the regs. Jessica shared that the final annotations reflect either items that are out of date or inaccurate.

While there will be no vote today, Jessica said her goal is to present a document in March where the annotated text can be deleted from the regs. If an item belongs in Academic Policy, it will be brought to the faculty for a vote to be moved into the catalog. Jessica shared that The Dean's Council has already begun the process of creating a coherent and clear set of faculty regulations, which will be brought to the faculty for discussion and a vote. The end result of this process will be an updated set of Faculty Regulations that are truly faculty regulations, academic policies reflected in the catalog where they should be, and outdated items deleted.

There were no questions or comments about the annotations.

Grade Appeals: Debra Liebowitz

Deb informed the faculty that Middle States requires us to have a single webpage, easily accessible to students, that directs them to Drew's complaint procedures for any and all issues, including FERPA violations, student conduct issues, sexual harassment, ADA violations, and academic complaints. We have practices, but often don't have the process written down in an accessible place for our students to find. Deb reported that the draft of the two policies included in the packet will soon come to a vote so the information can be shared on this website.

One issue that has arisen is how we will keep track of information related to these complaints so that that information can be reported out when necessary (e.g., we must provide three years of data for our federal compliance report). Deb asked faculty members to email or call her with thoughts about this issue. Some faculty members suggested that there should be a standard way to document and present this information. Rosemary McLaughlin shared that members of Division IV requested that when the policy is written, it should address due process combined with a respect for both student and faculty rights. A request was also made to look at the wording that states "all complainants have the right to a maximum of one appeal" and add the words "per class."

Faculty Performance Complaints: Debra Liebowitz

Deb shared that the Faculty Performance Complaints policy similarly must describe what we do, making the policy more transparent and systematic. Comments were again encouraged via email or phone.

Announcements:

Jessica Lakin reminded faculty members that course schedules are due on Monday and syllabi collection on February 12th.

Digital Humanities: Josh Kavaloski announced that Digital Humanities is hosting a meeting on February 10th to initiate conversations about how to begin new DH initiatives.

Teaching and Technology at Drew: Gamin Bartle invited faculty and students to participate in a new technology event entitled "CommonsCon: Teaching and Technology at Drew." She noted that several presenters would be on hand, including a keynote speaker at 2:30 who would share ideas for higher education gaming. Gamin promised a fun and interesting event.

The Drew Review: Giandomenico Sarolli encouraged faculty to recommend papers from last semester or last spring for submission to the Drew Review. He introduced Jared Sutton, a member of the editorial board and Student Government, who encouraged submissions by February 15th.

Music Department: Jason Bishop invited the faculty to a music recital immediately after the art reception.

Civic Engagement Awards: On behalf of Amy Koritz, Chris reminded faculty members to consider nominations for the Civic Engagement Award. The nomination deadline is March 11th.

Faculty Research Series: Deb Liebowitz invited all to come to the events March 22nd and April 21st.

Library News: Chris Anderson reported the new dean, Laura Martin, has been hired and will begin at Drew on February 22. There has been some reorganization in the Library that should provide a close working relationship between the Library and Technology.

TriCollegiate Career Fair: Maya Sanyal shared the news that Drew would host a large job fair in the Simon Forum Athletic Center with over 100 prospective hiring companies on hand. She asked faculty members to encourage students to attend.

The Art Department: Michael Peglau invited the faculty to the opening of a sculpture show, with refreshments to follow, immediately following the meeting.

The faculty meeting adjourned at 5:24 pm.

Minutes respectfully submitted by Trish Turvey.

March 1, 2016

VOTE 1:

Delete text from CLA faculty regulations for the following reasons:

GREEN = Already in the catalog

BLUE = Needs to move to academic policy section of Catalog as is or with minor accuracy-only tweaks

YELLOW = Refer to CAPC for review / policy development

PURPLE = Refer to CAPC for inclusion in their process documentation

RED = Out of date / inaccurate / not academic policy

The remaining text, which is not highlighted in any color here, will be referred to Dean's Council for consideration in the new version of the faculty regulations.

Current College Faculty Regulations

100. GENERAL DEGREE REQUIREMENTS

1. Credits

GREEN: At least 128 semester hours and demonstrated ability to write clearly and effectively are required for the B.A. degree. At least 64 intermediate- and upper-level credits must be included, of which at least 32 must be upper level. Students transferring to Drew from another college or university normally must complete at least 48 credits at Drew. RED: Students entering

under special programs must earn at least 32 hours of credit in the College; in the case of students who spend only two semesters in residence, these must be earned in the senior year

VOTE 2: Academic policy regarding residency requirement

YELLOW: For all students, the last semester must be taken in residence.

RED: An exception to the residence requirement is made in the case of students participating in the Drew/Duke forestry program, where the last part of the student's work is taken at Duke University. (CLA 53-14)

Those students who leave after three years of undergraduate study at Drew to attend a health professions school without completing their B.A. degree may be awarded the Drew B.A. degree subject to the following conditions:

a) Students have completed at least 96 semester hours, including all distribution requirements and requirements for a major as stated in the catalogue at the time of their matriculation, credits having been earned either by having taken the appropriate courses in the CLA or having transfer credits for same. (CLA 94-60)

b) The professional course of study is for one of the following degrees from a school in the United States: Doctor of Medicine, Doctor of Osteopathy, Doctor of Dental Medicine or Dental Surgery, Doctor of Veterinary Medicine, Doctor of Podiatric Medicine or Doctor of Optometry.

c) The Drew degree shall be awarded only upon successful completion of the professional degree and request of the student involved. (CLA 84-4)

The above regulations also apply to the articulation agreement between Drew and UMDNJ (New Jersey Medical School), with the exception that the Drew degree shall be awarded upon the successful completion of the first year at UMDNJ. (CLA 91-23)

GREEN: 2. Grades

A minimum average grade of at least 2.0 for all courses in the major, and a minimum cumulative grade point average of at least 2.0, are required for graduation. (CLA 87-28, 91-9)

GREEN: 3. Courses

The degree program includes a general education requirement (par. 131) and a major (par. 139).

110. REGISTRATION

GREEN: 1. Signatures

Registration and changes in registration must be approved by the student's adviser

BLUE: 2. Maximum registration

First year students are strongly advised not to register for more than 16-18 credits during their first semester, and are generally advised not to register for upper-level courses. After the first semester, students may register for a maximum of 21 credits provided their cumulative GPA is at least 2.0. Approval of the Committee on Academic Standing is required for any registration in excess of 20 credit hours.

Deleted: allowed

RED: 4. Intermediate and Upper Level Credits

a) First year students may register for upper level courses only with the approval of the adviser and the instructor of the course concerned.

b) No upper level credit shall be awarded for lower level or intermediate level courses except with the approval of the Committee on Academic Standing and the instructor of the course concerned. (CLA 61-48, 63-62)

RED: 5. Scholarship holders

All scholarship holders shall be expected to register for and maintain each semester an academic load sufficient to permit graduation after a total of eight semesters, i.e., no fewer than 16 hours a semester, unless a correspondingly greater load has already been completed during one or more previous semesters. (CLA 94-46) In determining academic eligibility for continuation of scholarship aid, cumulative averages shall be computed on the basis of this requirement. (CLA 62-20)

GREEN: 6. Repeating courses

A student may retake a course in which he or she has earned a grade of F or D. For courses retaken after a first grade of F, both the original F and the grade earned when the course is retaken are calculated in the grade-point average. To retake a course in which the student originally earned a D, he or she must file a formal notice with the Registrar (forms provided by the Registrar's Office) before the end of the add-drop period of each term. For courses retaken after a first grade of D, both the original and the subsequent grade are calculated in the grade-point average. In either case, credit for at most one enrollment in the course is awarded. Under this provision, no course originally taken on a graded basis may be retaken under the P/F option, although a course originally taken on the P/F option and failed may be retaken on a graded basis. (CLA 92-24)

RED: 7. Independent study

Independent study courses not listed in the catalog do not carry credit toward the degree.

GREEN: 8. Late registration

Late registration is permitted only during the first week of a semester

GREEN: 9. Changes in registration

a) Addition of courses. Courses normally may be added to a student's registration only during the first week of the semester. A course may be added during the second week of the semester only with the consent and signature of the instructor and the adviser. No course may be added after the end of the second week of the semester. (CLA 79-6)

b) Withdrawals. Courses dropped between the end of the second week and the end of the ninth week of classes are graded W (see 120.1). Courses dropped after the ninth week of classes are graded F. Students petitioning to drop any course after the end of the ninth week without a grade of F must document extraordinary circumstances. (CLA 94-52)

PURPLE: 10. Limitations on Enrollment

a) Any limitation on enrollment should be determined and authorized in advance of the registration period.

b) Any intention to limit enrollment in any new course should be indicated in the written proposal.

c) Departments may require students wishing to enroll in a course to have earned minimum grades in any prerequisite courses. Such minima shall be noted in all course proposals, and any course with such minima shall be so described in the Catalog and on course lists whenever offered. (CLA 94-52)

UNHIGHLIGHTED: 11. Classroom functioning

An instructor has the right to exclude from class any student who is obstructing the effective functioning of the class. The instructor must report an appropriate grade at the end of the semester. The student may appeal the exclusion to the Committee on Academic Standing.

VOTE 3: Academic policy regarding internship credit

PURPLE: 12. Credit for academic internship projects

a) Oversight of Academic Internships shall be a responsibility of the Curriculum and Academic Policy Committee; there shall be an Academic Internship Coordinator who shall be responsible to the Curriculum and Academic Policy Committee and who shall administer the academic internship program under such policies and specific regulations as the Curriculum and Academic Policy Committee may approve.

b) Students may earn either 2 or 4 credits per internship project. Projects shall be designated as 2 or 4 credits by the academic internship office in consultation with the faculty sponsor. A maximum of 8 academic credits may be applied toward graduation requirements, including no more than two 2 credit internships. A student doing an internship must:

i. Enter a contract for either a 2 or 4 credit project. Once entered, the contract may not be changed.

ii. Attend an on-campus orientation session

iii. Work a minimum number of hours: --70 hours for 2 credits --140 hours for 4 credits

iv. Keep a daily journal

v. Receive on-the-job supervisor evaluations

vi. Write a final paper: -- at least 8 pages for 2 credits -- at least 12 pages for 4 credits

c) To earn credit the student must keep an internship journal and write a satisfactory post-experience paper integrating the internship experience with the academic discipline(s) specified in the student's proposal. This paper must be approved by a member of the CLA faculty from the relevant discipline(s) as "Satisfactory for Credit." (CLA 82-10)

d) A student applying for academic internship credit shall submit a proposal to the Academic Internship Coordinator. This proposal shall set forth the nature of the internship experience to be undertaken and show its relevance to one (or more) of the academic disciplines represented in the curriculum of the College. If the proposal is in order and eligible under the applicable regulations, it shall be approved by the Coordinator. If the Coordinator withholds approval, the proposal shall be forwarded to the Curriculum and Academic Policy Committee for a final decision.

e) No one project may extend over more than two semesters, or one semester plus a summer. The student shall register for the credit in the semester in which the on-the-job hours are completed and the post-work paper is submitted.

f) In the case of students matriculated under the Continuing Education program or who meet the criteria thereof, credit may be allowed for on-the-job experience that has preceded matriculation at Drew if the following requirements are met:

i. The students have satisfactorily completed at least 16 credits of academic work at Drew.

ii. An evaluation by the actual on-the-job supervisor is obtained.

iii. A CLA faculty member evaluates an interpretive paper written after matriculation at Drew as satisfactory for credit.

iv. The Curriculum and Academic Policy Committee has reviewed the case and determined that the experience is worthy of credit.

YELLOW: 13. Courses in the Theological School and the Graduate School College

Students may take any classroom courses in the Theological School or the Graduate School at Drew that have been approved for College credit. Registration for other courses in the Graduate School and Theological School must be approved by the student's adviser, the Dean of the College, the instructor of the course, and the Dean of the School concerned. Questions of upper, intermediate, and lower level credit shall be decided by the Committee on Academic Standing upon submission of a petition by a student. Three credit courses in the Graduate and Theological Schools shall be accepted as 4 credit equivalents in the College.

GREEN: 14. Credit for study or work in a foreign university

Comment [DJL1]: CAPC will be addressing this issue as part of the Credit Hour Assignment Policy. This policy should come before the faculty for a vote at the April faculty meeting.

Credit for study or work in a foreign university shall be given, subject to approval by the Registrar, the student's adviser, and faculty members in the appropriate field of study. The Faculty Advisory Committee on International and Off-Campus Programs oversees credit for students engaged in study abroad under non-Drew programs.

Vote 4: Academic policy regarding auditing courses

YELLOW: 15. Auditing Courses

Full-time degree candidates who wish to attend courses for which they are not registered may do so at the discretion of the instructor concerned. Courses so audited shall not ordinarily be entered on a student's permanent record unless the student secures in advance the approval of the instructor and the Committee on Academic Standing.

GREEN: 111. TRANSFER CREDITS (See also 131.2, 131.4-5, 139.6, 140.3, 145.2)

1. Requirements

a) Courses presented for transfer credit must be the same as or comparable to those listed in the current catalog, or such as otherwise would be judged suitable for credit toward a Drew B.A. degree. Questions about the transferability of a course that do not seem to meet the criteria stated above are referred to the relevant department or program.

b) To receive transfer credit, a grade of C- (1.67) or better must have been earned in an acceptable course.

c) Courses presented to meet a science requirement after a student has matriculated at Drew are accepted for credit only if the course is in a discipline offered at Drew.

2. Applicability to Majors and Minors

a) A student transferring credits toward a major or minor from another institution must complete at least 16 credits in Drew courses at the intermediate or upper level for the major, and at least 8 credits in Drew courses in the minor.

b) Transfer credits proposed to satisfy a major or minor requirement must be approved by the relevant department.

3. GPA

a) Transfer credits are not calculated in the GPA. (Grades and credits earned as part of the exchange programs with the College of St. Elizabeth and Fairleigh Dickinson University are counted as Drew credits and are calculated in the GPA so long as they are completed before graduation from Drew).

Vote 5: Academic policy regarding attendance

112. ATTENDANCE

YELLOW: Students are responsible for class attendance and for the prompt and regular performance of all assigned work. **UNHIGHLIGHTED:** Since each faculty member has jurisdiction over his or her classes, he or she shall determine for each of his or her classes attendance regulations which are pedagogically appropriate to that class. Each faculty member shall announce in writing to each class at the beginning of the semester the attendance regulations in effect for that course.

RED: 4. Excused absences

Absences incurred due to authorized representation of the College in extra-classroom activities or authorized participation in field trips or because of serious illness or personal emergency shall be excused absences. Activities or field trips that will cause a student to be absent for more than one day of classes require the approval of the Dean of Campus Life and Student Affairs. In all circumstances, the student shall be required to inform the instructor prior to the absence (if planned in advance) or upon return to class after illness or personal emergency. The instructor may require verification from the person in charge of the field trip or the authorized activity or from a physician in cases of illness. If informed, the Dean of Campus Life and Student Affairs shall notify the faculty of excused absences due to hospitalization or personal emergency. Instructors are responsible for setting their own policies regarding unexcused absences. (CLA 83-11)

RED: 5. Holy Days

On the following Holy Days no work shall be required, nor examinations given, which may not readily be made up by students who desire to absent themselves from class for the purpose of religious observance.

a) In the first semester:

i. the period beginning at 2 p.m. on the day prior to Rosh Hashana and extending through that holy day;

ii. the period beginning at 2 p.m. on the day prior to Yom Kippur and extending through that holy day.

b) In the second semester:

i. the period beginning at 2 p.m. on the day prior to Passover and extending through the following day;

ii. the period from 4 to 10 p.m. on Holy Thursday.

RED: 6. Make-up work

Faculty members are not obligated to give makeup exams or laboratory sessions for unexcused absences. Make-up exercises, if granted, shall not be penalized.

GREEN: 115. CLASSIFICATION OF STUDENTS

Enrolled students are classified as follows:

a) **Seniors:** students with 92 or more credit hours or, irrespective of number of credit hours, who expect to complete degree requirements during the academic year.

Juniors: students with 56 to 91 credit hours.

Sophomores: students with 26 to 55 credit hours.

First Year Students: students with fewer than 26 credit hours.

RED: b) **Unclassified:** part-time students working toward the degree.

RED: c) **Special:** full or part-time students who are not enrolled as degree candidates. (CLA 94-60)

120. GRADES

GREEN: 1. Marking symbols

The basis for receiving credit in any course is the attainment of a grade of "graduation level" basic competence, or better. Courses for which credit is to be given shall be graded on the following scale: (CLA 86-33)

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D+, D, D-	Marginal
F	Failing
P	Pass (in courses taken on Pass/Fail basis)
I	Incomplete
W	Withdrawal (this grade is assigned by the Registrar and should not be used by individual instructors)

X grade deferred until the completion or termination of a project

2. Incomplete

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

UNHIGHLIGHTED: Grades for incompletes must be submitted no later than one month after the agreed-upon deadline for completion of coursework. If a final grade is not reported by the end of that period, a grade of F shall be automatically entered by the Registrar.

UNHIGHLIGHTED: 3. Mid-semester reports

Warning notices. It is the responsibility of the instructor of each course to provide warning notices to those students whose status in the course is less than satisfactory as of the fifth to eighth week of the semester. In addition, an instructor may issue a warning notice to a student at any time his or her status warrants it.

UNHIGHLIGHTED: 4. Instructor's reports

a) Final course grades are normally expected in the Registrar's Office within 48 hours of the end of work in a course.

b) Final course grades must be submitted to the Registrar's Office on time (i.e., by the deadline set by the Registrar). Failure to submit grades on time is unacceptable professional conduct on the part of instructors. The Dean may refer cases of non-compliance to the Professional Policies and Conduct Committee of the Senate. Other measures taken may include public censure, reduced salary, and/or forfeiture of merit raises. (CLA 91-7)

c) A grade that has been filed with the Registrar may be changed by the instructor in the course for which the grade is given only with the approval of the Committee on Academic Standing. (CLA 61-12, 75-52)

5. Pass/Fail Grades

GREEN: Any student carrying a full-time registration may elect to take one course each semester on a Pass/Fail basis, subject to the following conditions and regulations:

a) The student must have at least sophomore standing.

b) No course so chosen may be used to satisfy a general education requirement.

e) No course taken to satisfy a requirement in the student's major or minor field and no specified related field course may be taken on a P/F basis, except in cases where an entire course has been placed on a P/F basis in accordance with (g) below. (CLA 96-13) Courses in a student's major or minor field may be taken on a P/F basis only after all the requirements for the major or minor are fulfilled.

d) The student may elect no more than 20 credits on a P/F basis during his or her course of study at Drew. (CLA 94-60)

e) The election of a course on a P/F basis should be made at the time of registration for the course. It can also be made by written notification to the Registrar during the first two weeks of the semester. (CLA 87-3)

f) The student may, at his or her option, and by written notification to the Registrar, again place his or her P/F course on the conventional grade basis during the first two weeks of the semester.

PURPLE: g) An instructor may, on the recommendation of his or her division and with the approval of the Curriculum and Academic Policy Committee, designate an entire course for grading on a P/F basis. The approval of such a request from an instructor shall be granted only in the case of seminars and courses for which the normal grading is obviously inapplicable. Registration in such a course shall not restrict a student's individual right to designate any other course as a P/F course for the semester involved.

h) The P/F option is not to apply to any courses offered in the Drew University off-campus semester programs. (CLA 68-1)

i) Upon certification by the Music Department, 1-2 credits per semester may be awarded on a P/F basis to a student for instruction received in instrumental music on instruments for which regularly scheduled instruction in the College is not provided. (CLA 68-77)

j) Any exception to these regulations must receive the approval of the Committee on Academic Standing. (CLA 67-5)

GREEN: 6. Grade Averages

Grade averages are computed by assigning point values to the grades earned in Drew courses, including those taken in the Theological or Graduate Schools and approved for College credit. (CLA 76-2) (CLA 80-45) (CLA 86-33) (CLA 98-3)

letter grade	point value
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00

D-	0.67
F	0.00

To compute a student's grade average, calculate total grade points as the sum of the products of the grade earned and the number of credits for each course, and calculate total credit hours as the sum of the number of credits for each course. Divide total grade points by total credit hours. Both calculations should exclude any course marked P, I, W, X, or X.

7. Responsibility for Grades

GREEN: Every course is in the charge of one instructor, although several may collaborate in teaching it. The instructor in charge is responsible for grades. RED: Students who believe the instructor has assigned them an inappropriate grade for a course should consult first with the instructor, then with the chair of the instructor's department, and finally with the dean of the College. If either the chair or the dean believes that the grade assigned was inappropriate, the chair or the dean may recommend a grade change to the Committee on Academic Standing. At each step after the initial consultation, each of the parties involved shall provide documentation.

GREEN: 8. Course Ending

a) The instructor may announce a date when a course will close and all work must be due. If he or she does not, the final examination closes a course; if there is no final examination and the instructor has not announced another date, the course ends on the last day of the semester.

b) Grades are based on the work a student has completed when the course closes.

GREEN: 122. ACADEMIC STANDING

1. Satisfactory Progress

a) Regularly enrolled college-classified students are expected to maintain full-time registration in the College (12 credits or more per semester). Students carrying full-time registration averaging 16 credits per semester will normally complete the degree in four academic years (8 semesters); in no case may a full-time student expect to spend more than five years (10 semesters) earning the degree unless an exception to this rule is granted by the Committee on Academic Standing.

2. Probation

TABLE THAT SUMMARIZES PROBATION INFORMATION

a) Full-time students will be put on academic probation for any of the following reasons:

-

- o A fall or spring semester term grade point average of below 1.8;
- o A cumulative grade point average, or a grade point average in all majors, at the end of the fall or spring term below the standards described in the table below:

- o A failure to satisfactorily complete 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 100 credits by the end of the fourth year, and a degree by the end of the fifth year. A year consists of a fall and spring term;
- o A withdrawal from all classes in a fall or spring semester.

b) A student on probation who at the end of a fall or spring semester has satisfactorily completed at least 12 credits, earned a term grade point average of at least 2.0, and met the minimum credit and grade point levels described above will be returned to good standing. A student on probation who at the end of a fall or spring semester has not returned to good standing may be dismissed; at a minimum they will remain on probation. If students do not improve their standing after two consecutive semesters on probation, they may be dismissed from the university.

c) A student on probation cannot enroll in more than 17 credits without the approval of the Committee on Academic Standing. A student will not be granted an incomplete at the end of a semester in which he/she is on probation without the approval of the Committee on Academic Standing.

3. Dismissal

a) A student who has been dismissed may petition the Committee on Academic Standing to be readmitted after he/she has been away for at least one fall or spring term. Such readmissions are granted only in unusual cases, and in no cases may a student be readmitted twice.

RED: 4. Merit Scholarship Awardees

Students holding these merit awards are expected to complete 12 credits and earn a minimum grade point average each semester as specified in their award letters in order to remain in good standing with respect to their merit scholarship awards. The Baldwin Honors Program Advisory Committee and the Drew Scholar and Merit Award Committee administer the provisions of these merit awards.

UNHIGHLIGHTED: 125. COURSE EXAMINATIONS

Final examinations are proctored by faculty members who are expected to give their full attention to the examination. Faculty members may exchange proctoring assignments.

Semester examinations may not be given to individuals at times other than those scheduled for the class as a whole. Exceptions due to extraordinary circumstances must be approved by the Associate Dean for Academic Services in consultation with the instructor.

Changes in the examination schedule after it has been published are made only on educational grounds with the approval of the Registrar.

RED: Rooms are used for examinations as far as practicable to half their normal seating capacity.

RED: Different examinations shall be administered in each section of any multiple-section course. (CLA 92-25)

UNHIGHLIGHTED: 1. Written Hourly Examinations

Written hourly examinations shall not be given in the last five class days (or during the reading period days); exceptions must receive the approval of the Dean in consultation with the Curriculum and Academic Policy Committee. (CLA 78-3)

GREEN: 131. GENERAL EDUCATION REQUIREMENTS

I. Requirements

Students entering in the fall of 2009 and after will complete the following requirements (which are described in detail in the catalogue):

- College Seminar: 2 credits
- College Writing: 2-4 credits depending on placement level
- Common Hour: 2 credits
- Breadth Courses: 4 credits in each of the following areas: natural science, social science, humanities, arts, interdisciplinary
- Quantitative Literacy: 8 credits
- Diversity: 8 credits (4 US; 4 International/Transnational)
- Writing Intensive courses: 8 credits; for students with more than one major only 4 credits are required
- Writing in the Major Field: 0-4 credits
- Information Literacy: Completed through the writing sequence (0 credits)
- Foreign Language: to the level of proficiency designated by the department and equal to the level reached at the end of 3 semesters (0-12 credits)

- An off-campus experience: (0-16 credits) which may include credit and non-credit bearing experiences such as study abroad, DIS, internships, civic engagement courses and experiences, language practicals
- Capstone: 1-8 credits, which may be an honors thesis, senior seminar, senior exhibition or performance, independent study or research project as designated by the department

2. Double-counting courses

- No single course may fulfill both diversity requirements.
- No single course may fulfill more than one breadth area.
- The five breadth courses must be chosen from at least four different departments or programs.

3. Counting courses in a major and minor

With the exception of introductory-level courses or in special circumstances as determined by CAPC, no more than 8 credits may be applied to both a major and a minor or to two majors.

4. Transfer Students

Transfer students entering with 64 credits or more will not be required to complete the College Seminar or the Common Hour and may satisfy the College Writing requirement by substitution of a writing course transferred from another college or university. Transfer students entering with 63 credits or fewer will be required to complete a transfer version of the College Seminar as well as College Writing I and the Common Hour.

5. Application of Transfer Credits to General Education Requirements

If Drew transfers 2.5 credits or more for a course at another institution, that course may be used to satisfy one 4-credit general education requirement. Courses transferred for fewer than 2.5 credits will be evaluated individually. Transferred courses may be applied to fill all general education requirements, including breadth.

GREEN: 135. ADVANCED STANDING AND PLACEMENT

1. CEEB Advanced Placement Examinations

Credit toward and exemption from major, minor or general education requirements may be granted for scores of 4 or 5 on appropriate Advanced Placement examinations, except in the case

of the five required breadth courses in general education, which may not be replaced by AP examinations. Credit awarded for a Drew course that meets the quantitative general-education requirement as a result of an AP exam count as completion of 4 credits of the quantitative requirement. Departments determine if a specific exam will exempt a student from a department requirement, replace a course in the major or minor, or give a student credit to be applied in one of these areas. A table of AP Examinations and their applicability to CLA requirements will be published in the on-line and print catalogues. No student may receive credit for both an AP exam and the designated related course. When exemption or course information is not listed in the catalogue, students should consult the department for a decision on exemption from one or more Drew courses. Such exemption does not confer additional Drew credit. (CLA Nov 2006)

2. International Baccalaureate Examinations

Higher Level IB Courses (HL) – Students with a score of 5 or above will be awarded 8 Drew credits up to a maximum of 32 credits (details on course equivalencies are available on the Registrar’s website).

Standard Level IB Courses (SL) – Students with a score of 5 or above will be awarded 4 Drew credits up to a maximum of 32 credits (details on course equivalencies are available on the Registrar’s website).

(Adopted by the CLA faculty on December 5th, 2014)

3. College Level Examination Program (CLEP)

a) Credit and exemption are granted for appropriate CLEP subject examinations on which satisfactory scores have been earned, and for the CLEP general examination in mathematics, the only CLEP general examination for which credit is awarded. Students taking CLEP examinations must include the optional essay portion for any examination for which it is offered.

b) When authorized, credit should be given for a score at least at the 50th percentile of the C range for the multiple choice portion in the E.T.S. normal sample for that examination and a satisfactory essay section where required or submitted by the student. A department may establish another norm for credit for the multiple choice portion of the examination if it wishes, provided it bases this norm on the administration of the examination to students at Drew taking a comparable course. (1/12/73)

4. Maximum credits toward degree for credit by examination or in college courses taken prior to graduation from high school

A maximum of 32 credits may be counted toward the 128 required for the B.A. degree for credits resulting from satisfactory Advanced Placement Examination or IBHE scores, satisfactory CLEP examination scores, or college-level courses taken at another college or university and taught by that institution’s faculty. Students seeking credit for college-level courses taken prior to graduation from high school must receive approval from the Registrar; a petition form for this

purpose is available from the Registrar's office and the office of College Admissions. The petition must be approved in order for the student to receive credit for such courses. To receive college credit for course work completed in a college or university program other than Drew, all of the following must apply:

a) The course(s) must be a part of the host institution's regular college curriculum which would terminate in a degree.

b) The course(s) must be roughly equivalent in level to course(s) taught at Drew.

c) The grade(s) earned in the course(s) must be a C- or higher (1.67 on a 4.0 scale).

d) The course(s) must be taught on the college or university campus by a member of the institution's faculty.

e) Usually, most of the students enrolled in the course(s) must be regular, full-time college students enrolled in a degree program. (CLA 95-35)

RED: 136. FOREIGN LANGUAGE PLACEMENT

All first-year students offering entrance units in a foreign language are expected to take a placement test in that language. (CLA 57-23)

Students continuing a foreign language in the College for which they have offered entrance units shall be placed in the course for which they are ready according to the placement test. They shall be awarded degree credit for successful completion of such a course regardless of entrance units accepted at the time of admission. (CLA 57-24)

The Committee on Academic Standing is authorized to accept a language other than those listed in the Catalog to meet degree requirements, if in its judgment the language is suitable and the applicant's proficiency has been properly certified.

If appropriate documentation is provided, the Committee on Academic Standing may waive the language requirement for students with severe learning disabilities. In such cases, the student must earn credit for appropriate non-U.S. culture courses chosen in consultation with the adviser and the Associate Dean of Academic Services.

139. REQUIREMENTS FOR THE MAJOR

GREEN: Each student shall choose a major and file a declaration not later than one month prior to his or her initial registration for the junior year. RED: An adviser from within the department of the major shall be assigned prior to that registration period and the Registrar shall not accept the registration of any prospective junior unless a declaration of the major has been formally filed and signed by the chair or director in the proper department or program.

GREEN: Students may not declare a major before completing the Drew Seminar. RED: However, students who have strong interests in particular fields are encouraged to seek out faculty members for advice on these areas. (CLA 86-36)

1. Kinds of Majors

RED: I. Regular Majors

Major programs available in the College are listed in the catalog each year.

RED: II. Interdepartmental and Interdisciplinary Majors

Interdepartmental and Interdisciplinary Majors. Majors involving two or more departments or programs may be established by the submission of a proposal through the usual channels for adoption by the faculty. When adopted, such programs shall be listed in the College Catalog. Students entering such a program come under the supervision of its director.

GREEN: III. Special Majors

A student may develop a special major rather than elect one of the existing departmental or interdisciplinary majors. There must be a strong educational advantage for doing so, one that cannot be served through any of the traditional majors. Choosing options such as a double major or major/minor(s) is preferred to designing a special major.

a) Requirements

1. To submit a proposal for a special major, a student must have a minimum cumulative GPA of 3.1.
2. In developing a special major proposal, the student must work primarily with a faculty member who agrees to serve as the major adviser. The proposal shall be reviewed by the Associate Dean, who will present it, if it is acceptable (i.e., if it meets the guidelines, is well written, and is without error in spelling or grammar), to the Curriculum and Academic Policy Committee for evaluation and action.

b) Guidelines

A special-major proposal is expected to include:

1. a short descriptive title
2. significant academic work in at least three disciplines
3. a minimum of 60 credits, no more than 12 of which may be at the introductory level
4. a rationale for the proposal that explains its purpose, specifying how and why the proposed special major provides a learning experience not available in the pursuit of a traditional major and demonstrating creativity, intellectual integrity, and ability to synthesize

5. an integrated, coherent, focused program of inquiry supported by a schedule of courses and/or programs that constitute the special major and a statement that justifies the selection of each course
6. a statement of endorsement from the major adviser addressing the merits of the proposal and the student's argument for the special major. It is the responsibility of the adviser to check the proposal for content, presentation, and adherence to these guidelines, prior to submission.
7. the form with the required signatures of faculty and administrators accompanied by a letter of support from the proposed major adviser.

Any exception to these guidelines must be approved by the Committee on Academic Policy and Curriculum following receipt of a petition submitted by the student and supported by the major adviser.

c) Due Dates

Special majors should be approved by the second semester of the sophomore year. They are to be submitted to the Committee on Academic Policy and Curriculum no later than October 15 for a student declaring a major in the Fall semester and no later than March 15 for a student declaring a major in the Spring semester. Any exception to submitting a proposal later than the second semester of the sophomore year requires a petition to the Committee on Academic Policy and Curriculum. Under no circumstances will a petition from a student who has completed the first semester of the junior year be entertained.

d) Related Considerations

1. Special majors must be presented individually. Approval of a special major in one instance in no way implies approval of subsequent similar proposals.
2. Examples of well written proposals are available in the Office of the Associate Dean for Curriculum and Faculty Development.

RED: 2. Multiple majors

A student who elects more than one major shall complete all the requirements for each major.

GREEN: 3. Integration in the major field

In order to achieve integration of a student's experience in the major field, each department will require a capstone experience. As one means of achieving this, a department may require a Senior Comprehensive Project. Such a project shall carry two to four credits; the number of credits shall be the same for all students enrolled for the same project.

PURPLE: 4. Changes in Requirements

All changes in curricular requirements for the major and in course offerings must be approved by the faculty on recommendation by the Committee on Academic Policy and Curriculum.

PURPLE: 5. Changes in Requirements for individual students

Modifications of established major requirements in the cases of individual students may be effected as follows. Departments may approve course-for-course substitutions in advance. Other modifications require approval of the major department or program, the Drew department or program that offers the substituted course, and the Committee on Academic Standing. (CLA 96-15)

GREEN: 6. Transfer Credits

A student transferring credits from another institution shall complete at least 16 credit hours at the intermediate or upper level in the major field of study at Drew University in a program approved by the department for the major.

140. MINORS

PURPLE: 1. Credits

A minor must consist of at least 20 credits. No more than 4 credits may be at the introductory level, unless additional introductory courses are specifically approved by the faculty.

GREEN: 2. Transfer Credits

A student transferring credits from another institution shall complete at least 8 credits at Drew required in the minor subject area.

PURPLE: 3. Changes to Requirements

Modifications of established minor requirements in the cases of individual students may be effected as follows. Departments may approve course-for-course substitutions in advance. Other modifications require approval of the minor department or program, the Drew department or program that offers the substituted course, and the Committee on Academic Standing. (CLA 96-15)

141. ACADEMIC RECOGNITION

1. Dean's List

BLUE: A student whose semester average is at least 3.6 on a registration of 12 or more hours, with no outstanding incompletes or grades not reported, is eligible for Dean's List. **RED:** Full-time students in a combined program (e.g., Teacher Certification) who are carrying fewer than 12 credits at Drew in a given semester may be eligible for Dean's List; both their overall average and the average for the credits earned specifically at Drew must meet the minimum for consideration. (CLA 70-13) (CLA 73-2) (CLA 78-11)

RED: 2. Sigma Phi

Sigma Phi, the earliest scholastic honor society of the College, was established in 1930, the third year of the school's existence. Although no longer inducting new members, Sigma Phi retains a place of high honor in the history of the College and records of its membership and annual elections are retained in the archives of the University.

BLUE: 3. Phi Beta Kappa

Phi Beta Kappa was installed at Drew in the spring of 1980. The Drew chapter, Gamma of New Jersey, elects a limited number of seniors and occasionally exceptional juniors on the basis of scholarly achievement in the liberal arts and good character. Those who are awarded this high distinction are inducted into the society at a ceremony each spring, and are listed in the Commencement program. Eligibility for Phi Beta Kappa includes completion of one 4-credit course in mathematics (or the equivalent from a designated list of alternative courses) and demonstration of foreign language competency through the intermediate level.

Deleted: This society exists to recognize and encourage intellectual excellence.

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145. HONORS AT GRADUATION

RED: 1. Honors to be awarded

The B.A. degree may be awarded with honors of two kinds: Specialized Honors (in a major field) and General Honors. General Honors are awarded in three grades: *cum laude*, *magna cum laude*, and *summa cum laude*. When earned in due course, the statement of general honors awarded at graduation shall carry both the Latin designation and the English citation. Specialized Honors shall be awarded by the faculty upon the recommendation of the Honors Committee.

RED: 2. Residency Requirements

No candidate shall be recommended for honors who has fewer than four semesters' residence in the College or whose qualifying cumulative average is based upon fewer than 52 credits. (CLA 65-28)

BLUE: 3. Requirements for Specialized Honors in the Major

Specialized Honors may be awarded in only one major field or area. The diploma shall carry the designation "With honors in (a specific major field or area)." The requirements for specialized honors shall be:

a) Cumulative Averages: An overall cumulative average of 3.4 or higher, and a cumulative average of 3.5 in the courses included in the major or area.

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b) Residency: Completion of honors work during the student's last 2 semesters at Drew.

c) Invitation: In the spring of the junior year, the Dean and the Director of the Specialized Honors Thesis shall invite qualified juniors to apply to work toward honors during the senior year. A student who does not meet the GPA requirement for honors may, with the strong support of the major department or program, petition to begin honors work. However, if the petition is granted the student must, by graduation, have met the GPA requirement for honors in the major to be awarded.

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d) Application: Using the honors application form, a candidate for Specialized Honors must present to the Honors Advisory Committee the subject of his or her proposed thesis approved by an adviser in his or her major. This proposed topic shall be subject to reasonable change if the candidate and his or her adviser deem it necessary as the work progresses.

e) Fall Honors Thesis Colloquium: Honors candidates must participate in the Fall Honors Thesis Colloquium, the purpose of which is to bring young scholars together and to encourage the development of theses of high quality. The Honors Thesis Colloquium shall be administered by the Director of the thesis program.

f) A Thesis

i. A thesis voted, at the completion of a defense, by the thesis committee as "worthy of honors."

ii. A final draft of the thesis shall be due to all members of the Committee toward the end of the spring semester. The thesis shall be read by all members of the candidate's thesis committee. Committee members shall take into account substance, documentation, organization, and style. If a thesis is unsatisfactory in any one of these areas, it may be rejected on that ground alone. The thesis shall be expected either to give fresh statement to a subject of intellectual importance upon which there is room for difference of opinion, or to report an investigation of some magnitude and difficulty and to explain the significance of the findings to general knowledge in the area of the investigation. It should demonstrate the student's intellectual comprehension of the subject of the thesis and mastery of writing skills appropriate to the discipline.

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iii. The thesis in its final form shall conform to the requirements of a style manual appropriate to the field of research. A PDF copy of the thesis must be uploaded to the library. The PDF shall be accompanied by a 200-500 word abstract of the thesis. Once the thesis has been submitted, advisers will indicate to the library that the thesis is approved, and notify the student and the Director of the Specialized Honors Thesis. Requirements for specialized honors in the major have not been met until this final step is completed.

Deleted: One laser printed copy of the accepted thesis on durable paper and in a form acceptable to the Director of the University Library must be deposited in the Library before the degree with honors can be conferred.

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g) Honors Thesis Defense: The conduct of the honors defense required of candidates for honors shall be the responsibility of the thesis adviser. Requirements for the defense include the following:

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i. Scheduling of the defense: The defense shall occur between the date on which theses are due and the date on which the final copies must be submitted to the Library for honors to be awarded. The defense must be scheduled no sooner than one week after the date on which a final draft of the thesis is received by the Committee. The honors candidate is responsible for scheduling the defense at a time convenient to all members of the Committee. The defense date shall be announced publicly to the University community.

Deleted: summary or abstract of not more than 600 words and a memo from the adviser confirming that all required revisions have been made. The Librarian shall notify the Registrar when this has been done and shall arrange for binding the thesis

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ii. Composition of the Thesis Committee: The Thesis Committee shall consist of three members: the advisor and two additional members selected by the student in consultation with the adviser, one of whom must be from a different department or program without regard to division. Honors candidates must submit to the Honors Advisory Committee the names and signatures of the three members they have selected on a form also signed by the program director or chair of the department in the area in which specialized honors will be awarded; this form must be submitted by the fourth week of the first semester. Students who have any concerns about their thesis committee are able to seek the assistance of the Director of the Thesis Program, who can intervene on their behalf in the Thesis Committee discussions. Students will be informed of this resource on the Specialized Honors website and in informational meetings at the beginning of the Fall semester. Students also retain the right to appeal Thesis Committee decisions to the Committee on Academic Standing.

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iii. Length of the defense: The defense shall be approximately one hour in duration unless, in the judgment of the Committee, more time is desirable, in which event the defense may be extended. Defenses shall be open to members of the faculty and to students in the College and, with the permission of the chair, to guests of the candidate. At the conclusion of the defense, all who are not members of the faculty shall leave the place of examination.

iv. Successful defense: Two of the three members of the Committee must vote the thesis "worthy of honors" for honors to be awarded.

h) Lack of Completion: Honors candidates who do not complete their work or who fail to meet the GPA requirement for honors to be awarded may, with the approval of the adviser, petition the Committee on Academic Standing to receive independent study credit for the honors work. The amount of credit awarded shall be determined by the adviser.

GREEN: 4. Requirements for General Honors

General Honors in the three specified grades shall be awarded with no reference to major. The requirements for the several grades of General Honors shall be as follows:

Cum laude

A cumulative average of 3.60 to 3.74 with at most one grade of F (excluding physical education).

Magna cum laude

A cumulative average of 3.75 to 3.89 with at most one grade of F (excluding physical education).

Summa cum laude

A cumulative average of 3.90 or better with at most one grade of F (excluding physical education).

RED: 150. EXCHANGE PROGRAMS

Initiation of student exchange and short-term transfer programs with other colleges shall be subject to approval by the Committee on Academic Standing.

RED: 151. OFF-CAMPUS PROGRAMS

1. Review and approval

Any academic program of the College involving work away from the University campus shall be reviewed and approved by the faculty and shall be subject to all the applicable rules and regulations of the faculty. (CLA 62-32)

2. Programs sponsored by other institutions

Students participating in authorized and accredited off-campus academic programs sponsored by other institutions must have prior approval from the Faculty Advisory Committee on International and Off-Campus Programs for any program other than those on Drew's Approved List. (CLA 97-13)

RED: 160. FIELD TRIPS

The use of field trips as a significant means for furthering the academic goals of the College is to be continued and encouraged. (CLA 64-110)

1. Field trip courses

Courses which require field trips as part of the work in the course shall be appropriately designated in the catalog (and on course listings for registration). Absences from other courses because of field trips in courses thus designated shall be considered excused absences. The number of such excused absences shall not exceed two per designated course in each semester. (CLA 65-37)

BLUE: 185. ACADEMIC INTEGRITY

Instructors shall report alleged cases of violations of the Academic Integrity Policy to the Dean of the College. Students should help to maintain the standards of the college by reporting to the instructor any violations of the policy they observe in their classes.

The usual response to an allegation that the Academic Integrity Policy has been violated is for the Dean of the College to convene an Academic Integrity Committee as described below. When the allegation is the first one made against a student, and the alleged offense seems minor or even unintentional, an Alternative Resolution Procedure may be attempted. This procedure applies only when the student, the instructor, and the Dean of the College agree that it is appropriate, and all of the steps described below under Alternative Resolution Procedure must be completed for the matter to be resolved without a full hearing by an Academic Integrity Committee.

1. Academic Integrity Committee

The Dean of the College convenes and chairs an Academic Integrity Committee made up of two faculty members and one student from the CLA Judicial Board, and the accused student's academic advisor or another faculty member of the accused student's choosing.

a) When any member of the Committee believes that he or she should not hear a case because of a possible conflict of interest, that member should recuse him or herself. The accused student may request that a specific faculty member or student not be asked to hear the case; this request will be honored. In either case, the Committee will be reconvened using other members from the appropriate pool of those serving on the CLA Judicial Board.

b) The accused student may request, and will be granted, up to a week to prepare his or her response before being called before the Committee. In the first stage of the hearing, both the faculty member bringing the charge and the accused student will be present, and each will make an oral statement to the Committee and answer any questions. At this stage, either may ask to address the Committee without the other's being present, and will be granted the right to do so.

c) The accused student and the accusing faculty member will be asked to wait outside the room while the Committee discusses the case; either may be called back into the room to answer questions. At the end of their deliberations on the case, the Dean of the College, the two faculty members and the student will vote on the matter, while the advisor will have a voice but no vote.

d) A decision of guilt or innocence will be based on a preponderance of the evidence in the case; however, other factors, such as any prior accusations or any mitigating circumstances, may be taken into account in the determination of penalty.

e) In all cases, both the accused student and the faculty member bringing the charge may appeal the decision as described below.

f) All documents relating to the case will be placed on file in the office of the Dean of the College, where they will remain until the student's file is destroyed one year after the student graduates.

2. Alternative Resolution Procedure

If the student, the instructor and the Dean of the College agree that it is appropriate, they may elect to resolve the matter without a full hearing before an Academic Integrity Committee. At the conclusion of this alternative resolution procedure, the following will be placed on file in the Office of the Dean of the College: documentation of the violation, the student's admission of responsibility, and the steps taken to resolve the matter. It will remain there at least until the student graduates, and will be used as evidence of a first offense in the student is accused of another breach of academic integrity. (CLA May 2001)

a) The student admits misusing sources and violating the Academic Integrity Policy and agrees to correct the work in a manner satisfactory to the course instructor.

b) The student completes and signs a form that describes the violation and the corrective measures to be undertaken and includes a promise that the problem will not occur again.

c) The instructor completes and signs a form that describes the incident and certifies that it has been resolved satisfactorily. That form, together with all documentary material from the case, will be placed on file in the office of the Dean of the College, where it will remain until the student's file is destroyed one year after the student graduates.

d) If the student is later found to have committed another violation of the standards of academic integrity, the documentary material on file from any prior invocation of the Alternative Resolution Procedure will be used as evidence of a first offense in the penalty phase of the hearing and the penalty will be more severe than it would be for a first offense.

3. Penalties

The individual merits of each case are weighed by the Academic Integrity Committee, which determines the penalty accordingly. The Committee considers the purpose of the hearing and the resolution and penalty to be educational; resolutions reached through the Alternative Procedure and penalties determined by the Academic Integrity Committee are designed with that in mind. **First Offense:** The maximum penalty is suspension from the CLA. Other penalties may include, but are not limited to, denial of some or all honors conferred by the college, and loss of credit for the assignment or for the course. Documentation of previous violations of academic integrity will form part of the record in subsequent cases and appeals.

Second Offense: The maximum penalty is expulsion from the CLA.

4. Appeals Process

a) Decisions of the Academic Integrity Committee may be appealed only if new evidence has been found, or if the original hearing overlooked specific evidence or committed procedural errors.

b) The Dean's Council is the final appeals board for cases of violations of the academic integrity policy. The appeal, whether sought by the faculty member who brought the charge or by the accused student, must be submitted in writing. On the basis of the written appeal, the Council may decide to hear the case or to uphold the original decision if no new evidence has been presented, if no evidence has been shown to have been overlooked, and/or if no procedural errors have been shown to have occurred. Whatever its decision, the Council must provide reasons in writing to both parties. If the Council agrees to hear the case, it has the right to reverse the decision of an earlier hearing.

c) Only the five faculty members of the Dean's Council will vote on such appeals. While the Dean of the College and the SGA representative will remain in attendance during such hearings, they will each have a voice but no vote.

d) When any member of the Council believes he or she should not hear the matter under appeal because of a possible conflict of interest, that member may be excused. In this event, the Dean of the College will appoint a temporary faculty replacement or will consult with the SGA President to determine an appropriate temporary student replacement from the SGA cabinet.

e) During the hearing of the appeal, the faculty member who brought the original charge will provide information and answer questions. The student may be accompanied and advised by a member of the faculty of his or her choice and will also provide information and answer questions.

f) Decisions will be based on a preponderance of the evidence and will be provided in writing to both parties. (CLA October 2001)

RED: 195. ACADEMIC CALENDAR

The academic calendar shall be prepared according to the following rules, the particular calendar of the College being subject to coordination with University dates (such as Commencement) and with the calendars of the other schools.

1. Procedure

a) About five years prior to the opening of a particular college year, the Registrar shall draw up a tentative academic calendar for that year and circulate it among persons concerned, with a request for comments and improvements.

b) About two and a half years prior to the opening of the college year, the proposed academic calendar for that year shall be submitted to the faculty for adoption.

c) Thus, the faculty shall adopt an academic calendar for a particular year in the spring term two years prior to the year concerned, that calendar becoming the basis for determining the dates of all other events.

2. Details

a) There shall be an orientation period preceding the opening of classes in the fall during which registration shall take place.

b) Each term shall consist of no more than 65 class days, plus days for examinations.

c) So far as possible each term shall contain at least thirteen days for each day of the week for class meetings.

d) The first semester shall be completed not later than December 22 each year.

e) There shall be a spring recess of one week placed as close to the middle of the semester as possible. (CLA 70-21)

f) Classes are to be held as usual on Columbus Day, Veterans' Day, Election Day, and Lincoln's and Washington's Birthdays.

g) The class schedule shall be arranged on a five-day basis, Monday through Friday. (CLA 62-22)

h) Reading Period. A Reading Period shall be instituted twice during the regular academic year, during which classes shall be suspended for the purpose of enabling students to complete their work; the time chosen for Reading Period shall be in each semester the last week before final examinations; during Reading Period all extracurricular activity shall be limited to the minimum.

i) Summer Term. The Summer Term shall consist of four- and six-week sessions. Courses enrolling fewer than six students shall normally be cancelled. Those instructors whose classes enroll fewer than eight students shall receive reduced stipends. Each course proposed for summer school must be approved by the appropriate departments, divisions, and by the Curriculum and Academic Policy Committee. The Director of the summer school is responsible for managing the process by which courses are solicited and approved, securing the Dean's approval of non-Drew instructors, budgeting for the sessions, scheduling of courses, composing and distributing of the catalog, and advising the Curriculum and Academic Policy Committee.

Vote 1 – Delete text from CLA faculty regulations for the following reasons:

GREEN = Already in the catalog

BLUE = Needs to move to academic policy section of Catalog as is or with minor accuracy-only tweaks

YELLOW = Refer to CAPC for review / policy development

PURPLE = Refer to CAPC for inclusion in their process documentation

RED = Out of date / inaccurate / not academic policy

Vote 2 – Academic policy regarding residency requirement

Existing Text: **For all students, the last semester must be taken in residence.**

CAPC PROPOSED LANGUAGE: At least twenty of a student's last thirty-two credits need to be taken at Drew or in a Drew-approved study abroad, off-campus, or dual-degree program.

Vote 3 – Academic policy regarding internship credit

This reflects no change to current practice, which needs to be codified as academic policy.

CAPC PROPOSED LANGUAGE: Internship credit may be earned through an internship project approved by the academic internship office in consultation with a faculty sponsor. Up to 8 internship credits may be applied toward credit for graduation.

Vote 4 – Academic policy regarding auditing courses

Existing Text: **15. Auditing Courses**

Full-time degree candidates who wish to attend courses for which they are not registered may do so at the discretion of the instructor concerned. Courses so audited shall not ordinarily be entered on a student's permanent record unless the student secures in advance the approval of the instructor and the Committee on Academic Standing.

CAPC PROPOSED LANGUAGE: Students who wish to attend courses as auditors may do so if the course is so designated or with permission of the instructor. Students must register as auditors before the end of the drop/add period. Audited courses will appear on a student's transcript as a

zero-credit course with a grade of AU. At the beginning of the semester, the course instructor determines the requirements for auditing, including the attendance policy and whether course assignments and exams must be completed. Instructors are not obligated to grade course assignments or involve auditors in regular classroom activities (e.g., discussion, small-group work). If a student fails to meet the auditing requirements set by the instructor, the instructor may request that the Registrar convert an AU grade to a Withdraw-Auditor (WA) grade. Full-time Drew students are not charged tuition fees to audit a course, but other course fees, such as lab and studio fees, may apply. Continuing education students and community members who wish to audit courses should refer to the Community Education Audit (CEA) Program website for community auditor policies.

Comments from December 2013 Faculty Meeting:

1. Changes to the College Regulations - Changes to Auditing Policy

Proposed new language, including revisions suggested during meeting in bold:

Full-time degree candidates College students who wish to attend courses for which they are not registered **as auditors** may do so at the discretion of the instructor concerned if the course is so designated. *Courses so audited shall not ordinarily be entered on a student's permanent record unless the student secures in advance the approval of the instructor and the Committee on Academic Standing.* **The students shall register as auditors. Auditors are expected to attend class regularly, but are otherwise not obligated to participate. Instructors are not obligated to involve auditors in regular classroom activities (e.g., discussion, small-group work).**

Christina McKittrick addressed the faculty about finishing the conversation started at the last faculty meeting regarding students who withdraw from classes who wish to continue to take the class as an auditor. The change in regulation would change the status of the student from W to AU. Policy dictates that no one should be in a classroom who is not on the roster.

Adam Cassano agreed to a new reasonable policy for changing a W to AU.

Mary-Ann Pearsall asked why the student with the W cannot continue to take the class.

John Muccigrosso responded that it is a requirement of the Registrar and that the Registrar needs to account for the location of each student.

Sara Waldron noted she must know where students are on campus.

Louis Hamilton expressed interest in creating a new code WA-Withdraw Auditor.

John Muccigrosso stated he would bring this suggestion to the Registrar's attention.

Christina McKittrick asked if the faculty could vote on the text on page 3 of the faculty packet.

John Muccigrosso read the revised text included above.

The motion was seconded.

Steve Kass discussed the issue of auditor's credits or a limit of no credits in these classes.

Kesha Moore stated that she requires auditors to complete all work required of the class.

John Muccigrosso interjected that not doing the classwork is what it means to be an auditor.

Kesha Moore commented that au pairs were different than auditors.

Sara Webb noted that the text was very restrictive.

A discussion then ensued among the faculty regarding these changes. It was decided that the motion should be tabled and the issue returned to CAPC for further clarity.

A sample of Audit Policies at peer institutions:

Dickinson College

A student may attend a course without credit by registering to audit the course. The permission of the instructor is required. Audit registration occurs during the add/drop period. A student who has received credit for a course may retake the same course on an audit basis. Students who are enrolled for three or more courses may audit without an additional fee. The instructor stipulates the requirements of the course for all auditors early in the semester. Courses taken as audits do not appear on a student's transcript unless the instructor authorizes such an entry at the end of the semester.

Juniata College

Persons who wish to audit classes may make arrangements with the Registrar to attend one or more courses without receiving grades or credit. The decision to audit a course must be made by the end of the drop/add period. The transcript does carry notations of audited courses. Permission of the course instructor is necessary and an auditing fee must be paid in the Business Office. This fee is waived for students enrolled in a regular full-time College program, but occasional academic course fees remain in effect (lab and field trip fees, etc.).

Vote 5 – Academic policy regarding attendance

Existing text: **Students are responsible for class attendance and for the prompt and regular performance of all assigned work.**

CAPC PROPOSED LANGUAGE: **Students are responsible for class attendance and for the prompt and regular performance of all assigned work.** A student who misses two or more days of class (due to an unavoidable event such as illness or a death in the family) is asked to notify his or her professors of the absence and then contact the Office of Academic Services. The student is asked to verify the absence through documentation, such as physician's notification or death notice. The Office of Academic Services will then send notice of absence verification to professors. Academic Services is not excusing a student's absence, but verifying receipt of documentation. Individual professors will determine how and whether missed work can be made up in light of the predetermined requirements for the course.

VOTE 6 – Academic Integrity Policy

Add the text below to the existing academic integrity policy to make the policy in the catalog consistent with what appears in Daniel's Dictionary.

Categories of Academic Dishonesty

The standards of academic integrity apply to information that is presented orally, in writing, or via the computer, in any format ranging from the most informal comment to a computer program or a formal research paper. These standards apply to source material gathered from other people, from written texts, from computer programs, from the Internet, or from any other location.

- **Plagiarism:** Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes submitting a paper or part of a paper written by another person as one's own, whether that material was stolen, purchased, or shared freely. It also includes submitting a paper containing insufficient citation or misuse of source material. The unacknowledged inclusion of language, ideas, or thoughts taken from "study guides," such as Cliff's Notes is also a form of plagiarism. (Even when acknowledged, such study guides are too rudimentary to be appropriate secondary sources for a college paper.)
- **Duplicate Submission:** Submitting one work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using a paper for more than one course or submitting material previously used to meet another requirement.
- **Cheating on Examinations:** Cheating on examinations by copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the permission of the instructor is another breach of academic integrity. In the case of take-home examinations, the guidelines under collaboration (below) apply; failure to follow those guidelines constitutes academic dishonesty.
- **False Citation:** Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. This includes attributing fabricated material to a real or fictitious source.
- **Unintentional Plagiarism:** Unintentional plagiarism is also a breach of academic integrity. Unintentional plagiarism, also known as patch writing, frequently occurs when students depend too heavily on textual material to make a point rather than making the point themselves and using the text to support it. In such cases, students cite the sources they have used, but do not correctly paraphrase the source material. They often also fail to indicate where paraphrased source material begins and ends. Unintentional plagiarism can also result from excessive collaboration when students fail to give adequate credit to others with whom they have worked. In all cases, unintentional plagiarism leaves the reader unsure of whose ideas are being presented, or leads them to assume that the words and ideas of others are those of the author.

Grade Appeal Policy (version 03/1/16)

The purpose of these guidelines is to provide a mechanism, within the framework of existing University policies and regulations, for the review and consideration of grade disputes.

Grade Appeals

Students have the right to appeal course grades. Drew University's grade appeal policy is intended to present a process that is fair to both students and faculty. Student must be able to show that the grade in dispute was incorrect or inappropriately awarded. For purposes of this policy, a student must demonstrate that:

- a. A demonstrable error was made in the calculation of the grade,
- b. The assignment of a final course grade was apparently made on a basis other than the policies described on the course syllabus, or
- c. The instructor did not assign or remove an Incomplete or initiate a grade change as agreed upon with the student in writing.

Procedure:

In general, grade appeals proceed according to the following route: 1) the student attempts to resolve the appeal informally with the instructor; 2) if there is no resolution of the dispute with the instructor, the student can file a formal written appeal with the department or program chair; 3) if the instructor and the chair are the same, or if the chair denies the appeal, the student can present his or her appeal in writing to the Associate Dean for Curriculum. When the department chair and instructor are the same individual or a student has cause to first bring the complaint to the Associate Dean for Curriculum, the Dean of the College will serve as the final arbiter on an appeal.

An appeal of a fall semester grade can be initiated no later than January 31st following the semester in which the grade was awarded. An appeal of a spring semester grade can be initiated no later than June 30th following the semester in which the grade was awarded. An appeal of a summer term grade can be initiated no later than August 31st following the semester in which the grade was awarded. Graduating seniors must initiate a grade appeal within three weeks of graduation.

All involved parties should keep the proceedings confidential at all times.

All complainants have the right to a maximum of one appeal related to an incident.

If the appeal is based on student health or personal issues, the student must first contact the Associate Dean for Academic Services who will affirm the validity of such issues with the department chair.

This policy is not applicable to allegations of violations of academic integrity.

Matters involving claims of sexual harassment or misconduct will be handled under the Sexual Harassment and Misconduct Policy and Procedures.

1. Student-Instructor Contact: Students are expected to first contact their instructor in person or by email.

Written records of all communications should be maintained. Students may request, and faculty should provide for review, graded exams (faculty may, however, restrict circulation of an exam), papers, or other submissions used for assessment. If the student has discussed the concern with the instructor and no resolution has been reached, the student may file a formal appeal with the instructor's department chair. If the instructor and department chair are the same, or the student has demonstrable cause, the student can take the case directly to the Associate Dean for Curriculum.

2. Role of the Department Chair: The appeal to the chair must state succinctly, accurately and completely the cause for the appeal. The student should include a syllabus, relevant course materials, and any correspondence (to and from the instructor) that supports the appeal. A record of the communication should be kept by both the student and the chair.

The chair will review the submissions and will consult directly with the instructor. The chair will notify both the student and the instructor of the outcome as soon as possible but within a reasonable period of the submission of the complaint, explaining his/her decision to both instructor and student in person and/or in writing. Written records of all communications should be kept.

There are two possible outcomes:

(a) The chair rejects the appeal as unwarranted and the grade stands.

(b) The chair deems that the appeal is warranted and refers the grade appeal to the Academic Standing Committee to request that the grade be changed.

3. Appeal to the Associate Dean for Curriculum: Only with demonstrable cause (e.g., the chair and the instructor are the same person), can a student present the grade appeal directly to the Associate Dean for Curriculum. In this case, the decision of the Associate Dean for Curriculum can be appealed to the Dean of the College. Each student is guaranteed the right to one appeal per incident. Once the appeal has been decided by the Associate Dean for Curriculum or the Dean of the College, as the case may be, no further available appeal is available.

For Faculty Information (language will not be in the catalog):

Information about grade appeals will not go into a faculty's personnel file except in cases where the grade appeal was granted because of a violation of a faculty member's teaching related responsibilities as articulated in the faculty regulations.

Curricular Report

February 2016

****All new courses, general education attributes, and changes to majors and minors intended to be in place for Fall 2016 must be submitted to CAPC for review by Tuesday, March 22.**

For Action:

1. Law, Justice, and Society Minor
2. Academic Policies from the Faculty Regulations to the Catalog (see documents related to Faculty Regulation votes)

For Information:

New Courses:

- ECON 340/Strategic Decision Making
- PSCI 247/International Security
- PSCI 248/Special Topics in Human Rights
- HIST 325/Utopia and Dystopia
- SOC 305/The Practice of Public Sociology
- CLAS 275/Law and Trials in Ancient Society
- ENGL 309/Law and Literature
- ENGL 310/Human Rights in Literature and Film

Revisions to Existing Courses:

- BIOL 256/Vertebrate Anatomy & Physiology I
 - title change to Anatomy & Physiology I
- BIOL 258/ Vertebrate Anatomy & Physiology II
 - title change to Anatomy & Physiology II
- WGST 300/Independent Study in Women's and Gender Studies
 - Change credits from 4 to 1-4 was approved
- PSCI 211/Law, Politics, and Society
 - Title change to Law, Justice and Society was approved
 - Description change approved
- PSCI 365/Seminar in Human Rights
 - Description Change was approved

General Education Designations:

- PH370/Medical Geography [DVIT]
- SOC 305/The Practice of Public Sociology [DVUS]
- CLAS 275/Law and Trials in Ancient Society [BHUM], [DVIT], [WINT]
- PSCI 365/Seminar in Human Rights [DVIT]
- HIST 325/Utopia and Dystopia [BHUM], [BINT], [WRIT]
- ECON 340/Strategic Decision Making [BINT]
- BIOL 102/Biological Basis of Human Sexuality [WRIT] *APPROVED ONLY FOR SPRING 2015 CRN#30167
- NEUR 270H/Topics in Neuroscience: Neuroethics (Honors Seminar) [WRIT]*APPROVED ONLY FOR FALL 2015-CRN #10512
- PSCI248/Special Topics in Human Rights [DVIT]

For Action:

1. Minor Proposal: Law, Justice and Society

I. Rationale

The proposed Law, Justice and Society (LJS) minor will provide the College of Liberal Arts at Drew University with an interdisciplinary perspective on the law. The minor will leverage existing high levels of interest in law and law-related courses among Drew undergraduates and develop a program of study on the law rooted in the liberal arts. Law-related courses have been quite popular at liberal arts institutions including Drew. This is not surprising given the law's ubiquitous presence in politics, society, and culture. While there appeared to be some decline in interest in law schools and law related courses a few years ago, recent enrollments suggest that the interest in law related courses has once again picked up (see appendix for recent enrollments).

A Law, Justice and Society program helps us to move away from a pre-law orientation to more consciously connecting law to liberal inquiry and critical thinking goals of undergraduate education. This is a nationwide trend.¹ Rather than seeing law as a technical instrument, a tool to be manipulated, or as a set of facts and supposedly self-evident truths, in the minor, the students study the complex ways in which law works in society and how law is integrally related to justice. In addition, the students understand how law affects different communities differently, how law is affected by social forces, and how law emerges out of struggles over social, political and cultural values.

Students who pursue the LJS minor will gain knowledge of the basic political, historical, and social elements of the U.S. and other legal systems. But further, they will be trained and encouraged to think holistically about the interactions of law, social justice and society. They will be encouraged to critically analyze whether contemporary legal systems best serve the interests of social justice; what elements in the construction of these contemporary legal systems contribute to their lesser or greater efficacy as instruments of social justice; and, drawing from historical, political, and cultural precedents, what alternatives or modifications to these contemporary systems can be envisioned. This dynamic focus on the law—both as an established institution, and as a variable and constructed entity—will serve students well whether they go into law school or another field. In this way the LJS minor will continue to provide the curricular support that law-related courses currently provide at Drew for students interested in law school but integrate them into an interdisciplinary perspective on legal studies. In addition, it will also help students in planning for the dual degree law programs with Seton Hall and New York law school by providing them a menu of courses in law across different departments. The goals of this interdisciplinary initiative complement the liberal arts in terms of developing analytical reading, writing skills and critical thinking.

As part of the LJS initiative, Drew will join the Consortium of Undergraduate Programs in Law and Justice, a U.S.-wide initiative started in 2003. The Consortium includes more than 40 institutions including University of California-Berkeley, Amherst College, University of Massachusetts- Amherst, University of Wisconsin-Madison, Albion College, Hamilton College, and West Point. The Consortium will allow us to connect with a range of schools and think collectively about teaching interdisciplinary legal studies. (Reference:

¹ Austin Sarat, "Situating Legal Scholarship in the Liberal Arts: An Introduction," in *Law in the Liberal Arts*, ed. A. Sarat (Cornell University Press, 2004), pp. 1-13.

<http://culjp.sharepointsite.net/default.htm>) One of our faculty members and current coordinator- Jinee Lokaneeta- is on the Board of the Consortium.

The proposed LJS minor supports the University's emphasis on inter-disciplinarity and global engagement. These program elements have been acknowledged and in fact the proposed LJS minor was mentioned in the previous CLA Strategic Action Plan and more recently in the external review of at least one of the Departments involved in the minor. The external review report of the Political Science and International Relations Department has enthusiastically supported this minor as a way to strengthen the interdisciplinary synergies between different departments in a liberal arts setting. The minor of course is not just related to one department but brings together different departments including Classics, History, English, Sociology, Psychology, Russian and the Theological School.

II. Learning Objectives for the Minor

- Students should be able to reflect a basic knowledge of the political, historical, social, and cultural elements comprising contemporary legal systems.
- Students should be able to explain that law is not just a technical 'instrument' for lawyers in courtrooms and recognize the complex way in which law works in politics, society and culture.
- Student should be able to explain the integral relationship between law and justice.
- Students should be able to explain how laws exist outside of their formal expression and how law has a differential impact on various communities and identities and to explore issues of social justice from diverse perspectives.
- Students should be able to reflect critical thinking skills and recognize that the study of law includes close reading and interpretation of words and practice.
- Students should be able to recognize that law causes change in society, politics and culture and is in turn constituted by different social, political and cultural factors.

III. Curriculum/Minor Requirements

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

A minor in Law, Justice and Society consists of 24 credits.

One required core/gateway course:

PSCI 211: Law, Justice and Society

Electives

Five other courses are to be chosen from the following courses, provided that courses are from at least two different departments, and at least two courses must have a non-U.S. or International focus.

U.S. focus:

ENGL 309: Law and Literature: Wells
HIST 320: Modern American Legal History: Evans
PSCI 301: Civil Liberties: Lokaneeta
PSCI 303: Constitutional Law and Civil Rights: Lokaneeta
PSYC 360: Psychology Seminar: Contemporary Issues in Psychology: Psychology and the Law:
Morgan
SOC 307: Criminology: Bonn (Prerequisite: SOC 101 or equivalent).
SOC 314/WGST 314: Engendering Prisons: Moore (Prerequisite: SOC 101 or permission of the
instructor)

Non-U.S./International:

CLAS 275: Law and Trials in Ancient Society: Lenz
ENGL 310: Human Rights in Literature and Film: Jaising
(Prerequisites: ENGL 150 or ENGL 109 or permission of the instructor)
PSCI 248: Special Topics in Human Rights: Lokaneeta
PSCI 344: Torture: Pain, Body and Truth: Lokaneeta
PSCI 365: Seminar in Human Rights
PSCI 365: International Human Rights
PSCI 383: UN Semester: Liebowitz, Yordan (Prerequisite: PSCI 104)
RUS 350/ARGS 363: Banned Books: Russian Literature and Censorship: Ueland
CSOC 561: Mass Incarceration, Economic Justice and Religious Activism: Ortega-Aponte
(Theological School)

Rationale: The core or gateway course provides coherence and identity to the minor for all students. The criteria for including these courses is that the content of the courses help explain and engage with law in multiple ways often through a study of legal cases, legal theory and differential impact of law and legal institutions on society.

Given our goal of studying “the relationship between law and justice, how law affects different communities differently, how law is affected by social forces, and how law emerges out of struggles over social, political and cultural values,” it is important that students study law in more than one society. Students are therefore required to take at least two International/non U.S. courses; and most courses deal with different types of diversity. Students must also take courses from at least two different departments encouraging them to think beyond one discipline.

More courses may be available from the curriculum, but we have left that open for now.

b. Provide complete catalogue copy for the minor as you want it to appear in the on-line catalogue and the next print catalogue.

The Law, Justice and Society minor provides an interdisciplinary perspective on law. We study the complex ways in which law works in society and the integral relationship of law with justice. The law is not a tool or technique to be mastered and manipulated. Law emerges out of struggles over social, political and cultural values; law affects different communities differently; and law shapes society and is shaped by it. Students in the Law, Justice and Society program will become familiarized with law in different societies, but even more, they will learn a holistic way of thinking about the interactions of law, justice and society that will serve them well whether they go into law or another field.

Program coordinator: Jinee Lokaneeta

Requirements for the minor.

A minor in Law, Justice and Society consists of 24 credits.

One required core/gateway course:

PSCI 211: Law, Justice and Society

Electives

Five other courses are to be chosen from the following, provided that courses are taken from at least two different departments, and at least two courses will be focused on the non-U.S./International context.

U.S:

ENGL 309: Law and Literature

HIST 320: Modern American Legal History

PSCI 301: Civil Liberties

PSCI 303: Constitutional Law and Civil Rights

SOC 307: Criminology (Prerequisite: SOC 101 or equivalent).

SOC 314/WGST 314: Engendering Prisons (Prerequisite: SOC 101 or permission of the instructor)

International/non U.S.:

CLAS 275: Law and Trials in Ancient Society: Lenz

ENGL 310: Human Rights in Literature and Film: Jaising
(Prerequisites: ENGL 150 or ENGL 109 or permission of the instructor)

PSCI 248: Special Topics in Human Rights

PSCI 344: Torture: Pain, Body and Truth

PSCI 383: UN Semester (Prerequisite: PSCI 104)

PSCI 365: Seminar in Human Rights

PSCI 385: International Human Rights

RUS 350/ARGS 863: Banned Books: Russian Literature and Censorship

CSOC 561: Mass Incarceration and Economic Justice (Theological School)

Other courses offered as special topics may be applied to the minor as deemed appropriate

PSYC 360: Psychology Seminar: Contemporary Issues in Psychology: Psychology and the Law (U.S. focus)

PSCI 256: Selected Studies in Political Science: Introduction to Legal Education (U.S. focus)

PSCI 332: Advanced Topics in Political Theory: Cultural Diversity and the Law (International focus)

Note: No more than eight credits may be counted towards both a major and a minor.

c. Provide a table showing a two-year rotation of course offering by semester with proposed instructors.

Fall 2016

PSCI 211: Law, Justice, and Society: Lokaneeta

PSCI 332: Cultural Diversity and the Law (Special Topics): Mishra

PSCI 365/WGST 311: Seminar in Human Rights: Liebowitz

PSCI 383: UN Semester: Yordan

Spring 2017

CLAS 260: Laws and Trials in Ancient Society: Lenz

PSCI 301: Civil Liberties: Lokaneeta

PSCI 248: Special Topics in Human Rights: Lokaneeta/ Mishra
PSCI 344: Torture: Pain, Body and Truth: Lokaneeta
SOC 307: Criminology: Bonn

Fall 2017

PSCI 211: Law, Justice, and Society: Lokaneeta
ENGL 309: Law and Literature: Wells
ENGL 310: Human Rights in Literature and Film: Jaising
HIST 320: Modern American Legal History: Evans
PSCI 383: UN Semester: Yordan/Liebowitz

Spring 2018:

CLAS 260 Laws and Trials in Ancient Society: John Lenz
PSCI 303: Constitutional Law and Civil Rights: Lokaneeta
PSCI 344: Torture: Pain, Body and Truth: Lokaneeta
RUS 350/ARGS 863: Banned Books: Russian Literature and Censorship: Ueland
SOC 107: Criminology: Bonn
CSOC 561: Mass Incarceration, Economic Justice and Religious Activism: Ortega-Aponte
(Theological School)

IV. Impact on and Connections with Other Departments/Programs

Does the proposed minor offer possibilities for interdisciplinary collaboration? Will the proposed minor depend on courses from other departments? Will the proposed minor offer courses that might be cross-listed by other departments? Will the proposed minor have a significant impact on enrollments in other departments/programs?

Its multidisciplinary and interdisciplinary nature (especially the core course) is the minor's strength. The minor is currently based on offerings from seven departments and Theological school. Currently faculty from Political Science and International Relations, History, Sociology, Psychology, English, Russian and Classics and Theological School are active parts of the initiative. Other departments and individual faculty members from other departments have also shown some interest.

About staffing, the minor is based on existing courses. No new courses would have to be created for this minor to begin. Two courses may be affected. SOC 307: Criminology (Bonn) is a popular course. The Sociology Department has expressed support for this minor initiative, but have discussed having Sociology majors get priority for that course.

PSCI 211: Law, Justice and Society) is also a popular course. As a required course, there is a possibility of an increased demand which will have to be addressed. The Political Science and International Relations Department has expressed its support for the program.

Very few resources are required to start or staff this minor. Drew will join the consortium and will need to pay the membership fees and ensure travel funds for one-two faculty members to the consortium meeting held each year. Some adjunct faculty including former alumni have been teaching occasional courses on Legal Education that could also be a part of this minor.

We expect that there will be demand for this minor. Most of these courses get good enrollments already and there will be more student demand with the reignited interest in law and the new dual degree programs with law schools.

V. Effective Date/Transition Plan

What is the effective date for the new minor?

The Law, Justice and Society minor will begin in Fall 2016.

VI. Course Descriptions

Attach complete course proposal forms and gen ed forms for each new or revised course included in the minor.

The only change was the gateway course which has been changed to Law, Justice and Society.

New Course Descriptions:

ECON 340/Strategic Decision Making

Analyzes the theory of strategically interdependent decision making, with applications to auctions, bargaining, oligopoly, signaling, and strategic voting. Explores the use of laboratory methods to study economic behavior. Topics include experimental design, laboratory technique, financial incentives, and analysis of data. Emphasizes applications: bargaining, auctions, market price competition, market failures, voting, contributions to public goods, lottery choice decisions, and the design of electronic markets for financial assets.

PSCI 247/International Security

International Security is one of the main subfields of International Relations. In this course, we will use the main theories of international relations to understand historical and current debates in this field of study. We will examine traditional security issues such as balance-of-power politics, alliance formation, the significance of weapons of mass destruction, the validity of the democratic peace thesis, the link between economic interdependence and war, and the role of intergovernmental organizations in managing interstate competition. We will also explore how new security concerns (i.e. civil wars, humanitarian crises, terrorism, insurgencies, and environmental degradation) have challenged mainstream theories of international relations and forced scholars to adapt these constructs or develop new ones to make sense of contemporary debates in this field of study.

PSCI 248/Special Topics in Human Rights

A study of topics in the field of human rights, varying from semester to semester as the department may direct.

HIST 325/Utopia and Dystopia

This seminar will explore the utopian and dystopian traditions in literature, philosophy, and politics. We will analyze some blueprints for a better world and compare them with some visions of a nightmare society. We will also consider why utopias, when put into practice, often degenerate into dystopian tyrannies. Readings will be drawn from Plato, Sir Thomas More, Jean-Jacques Rousseau, The Federalist Papers, Karl Marx, William Morris, Aldous Huxley, George Orwell, Ray Bradbury, B. F. Skinner, and Azar Nafisi.

SOC 305/Practice of Public Sociology

****Catalog description pending**

CLAS 275/LAW AND TRIALS IN ANCIENT SOCIETY

In this course students study historic documents and accounts of trials from ancient Egypt, Babylon, Greece, and Rome, and act out several trials in class. This course introduces principles of law, legal thinking, and the relation of law to society, that are relevant today. The course takes a liberal arts approach to the subject; we consider landmark cases with a focus on critical thinking. The course also provides a background survey of key features of civilization and their development over time. Topics include: justice in ancient Egypt, Hammurabi's code, the first trials in the west, speeches in the courts of Athens and Rome (showing the power of words and persuasion), the trial of Socrates, professionalization of the Civil Law in Rome, the trial of Jesus, the role of Roman emperors, trials for treason and magic, and the Code of Justinian (the basis of law for much of the world today). No prior knowledge of the ancient world is required.

ENGL 309/Law and Literature

This course examines the intersection of law and literature from an historical as well as philosophical perspective. How are legal practices and the rhetorical logic that we associate with law represented in literature? How do these practices and systems of logic teach us to separate fact from fiction? And how does the narrative and representational logic of literature inform the law? We address these questions through a series of historically specific focal points that demonstrate the shared terrain of literary and legal discourse. Topics include citizenship, slavery, segregation, crime, punishment, the history of rights, and the religious roots of law.

ENGL 310/Human Rights in Literature and Film

This course allows students to analyze how human rights struggles have used literature and film to bolster their claims for social justice. Simultaneously, it will teach students to assess the possibilities and limitations of literary and film texts that serve as tools for human rights activism. The end goal is to learn to look closely and critically at cultural production-whether literature or film-and through this close analysis to develop a nuanced argument about a given text's social and political intervention. The class will introduce students to a range of primary texts including twentieth-century and contemporary fiction and documentary films, novels, memoirs, testimonies, etc. as well as secondary texts that historicize the rise of human rights as a universalist concept and comment on the character of past and ongoing struggles for social justice.

Changes to Existing Courses:

PSCI 211/Law, Politics, and Society

Current:

PSCI 211 - Law, Politics, and Society

The course gives an overview of the entire legal system, the interaction between the different legal and political institutions and some of the more controversial issues in law and politics. There are four main parts of the course. The first part of the course deals with jurisprudence (theories of law); the second part focuses on legal institutions, namely courts, legal education, lawyers and juries; the third part identifies certain key issues and debates that have pervaded the legal lives of U.S. and non U.S. societies; and the fourth section concerns an assessment of the role of law and courts in politics and society. Annually.

Proposed:

PSCI 211/Law, Justice and Society

The course introduces students to an interdisciplinary perspective to legal studies. There are four main parts of the course. The first part of the course deals with jurisprudence (theories of law). The second part focuses on legal institutions, namely courts, legal education, lawyers and juries taking the U.S. as an example. The third section will focus on certain key issues and debates that have pervaded the legal lives of the U.S. We will focus on the due process rights during routine and extraordinary contexts, and the legal discussions on race, gender, citizenship, culture, and immigration drawing from legal scholars across different disciplines. In the final section, we study some international aspects of law and the ways in which international institutions and perspectives inform legal debates. The overall focus is on the relationship between law and justice; the differential ways in which law is experienced in society; and how law and society mutually constitute each other.

PSCI 365/Seminar in Human Rights

Current:

An in-depth study of one or several of these problems in the philosophy of human rights: human rights and rationality, human rights and religion(s), human rights and the problem of implementation, social and economic human rights, human rights and education, human rights and moral development, human rights and the rights of peoples, human rights and cultural relativism. May be repeated for credit as topic changes. Offered annually.

Proposed:

Seminar in Human Rights: Seminar in the field of International human rights, varying from semester to semester as the department may direct. May be repeated for credit as topic changes.

**REPORT TO FACULTY
COLLEGE ENROLLMENT
MARCH 4, 2016**

**Robert J. Massa
Sr. Vice President**

The next eight weeks will be the most important for Drew as we execute the strategies that will yield us the class we need to sustain growth in enrollment and net revenue. Date to date, as of February 29, 2016 (vs. March 1, 2015), this is where we stand:

	2016	2015
applications	3426	3056 (+12.1%)
SATs of applicants	1107	1058
GPA of applicants	3.73	3.62
In-state	54.7%	55.7%
International	12.1%	11.6%
Private Schools	22%	20%
Aid applicants	77.9%	77.1%
Early Decision 1 admits	77	39
ED 1 enrolled	73	36 (+100%)
ED 2 admits	20	10
ED 2 enrolled*	13	4 (+300%)

*= still in progress

Our ability to yield the students we admit depends on awarding the optimal amount of financial aid. We are developing an in-house projection model to help us determine how much aid we have to offer to maximize enrollments and net revenue. Though the work prior to the release of admission and aid decisions on March 21 will set the stage for our yield, much work will need to be done in April, as admitted students appeal their aid awards. Our goal is to yield 400 students at just under a 60% discount rate (the four-year goal is 475 at a 50% discount).

In addition to financial aid, we will influence yield by the relationships we develop with students and their families. New this year is the Baldwin Honors Forum, an event that will help us to recruit these top students, scheduled for March 13 and 14. We have two major open house programs for admitted students (we are calling these "Inside the Forest") – one on April 2 and the second on April 23. In addition, students will be able to come any Monday or Friday in April for the "Make Your Day" program, where the admitted students create a schedule of class attendance, lunch

with students, meetings with faculty or coaches, tours, etc. Thank you in advance for opening up your classes and office hours for these students. The admissions office will be in touch with the specifics and to seek your permission to have visitors in your class on those days.

We are also hosting regional receptions in the month of April for admitted students and their families in the homes of alumni and parents. To date, receptions are scheduled in Pennington, NJ; Philadelphia; Hartford; Boston; New Canaan, CT; Long Island; DC/Baltimore; Miami; San Francisco; and LA.

Finally, we are in the midst of a big push to interview students. Faculty on the Enrollment Advisory Committee have volunteered to help interview if needed, and we may be calling for more volunteers if the demand exceeds the supply of interviewers.

I will keep you posted regarding our progress. Indicators are good so far, but we do have a long way to go. Again, I am grateful to the College faculty or all of your support as we work together to bring the best students possible to Drew.

March, 2016 INTO Drew Update

Academic English Performance, Fall 2015:

6 students have progressed to pathway for Spring

AE level to level progression: 88.5% (2 non progressors, one of whom dismissed for failure to progress after 3 terms)

Pathway Fall performance, Fall 2015:

Average Fall semester GPA of Year 1 Pathway students: 2.889 (compared with 3.05 for first-year matriculated students)

Average Fall semester GPA of Year 2 Pathway students: 2.811 (compared with 3.10 for second-year matriculated students)

Average Cumulative GPA for all Pathway students: 2.91

Average grade for Writing 101: 3.31

18 Pathway students qualified for the Dean's List:

Two Year 2 Pathway students on Academic Warning for Spring semester

Enrollments:

New students:

6 new Academic English

10 new pathway (plus 6 AE progressors); new pathway cohort of 16

Total: 110 Drew students in program -

26 Academic English

84 pathway (27 in Year 2)

Matriculation Process for Second Year Pathway:

In Center in March, second year pathways students currently meeting the 2.5 cum GPA who plan to matriculate will be advised to fill out a Banner form that recycles the current major declaration, adding a declaratory statement at the end with an acknowledgement check box:

"I wish to matriculate as a full-time, degree seeking student to complete a BA degree at Drew University in the major listed above. I understand by submitting this form I will be assigned an academic adviser and be permitted to register in accordance with established procedures. I also understand that in order to enroll in the BA program, I must complete my current course of study in May with INTO New York at

Drew with at least a 2.5 GPA. If I do not meet that criteria, I will be withdrawn from my classes."

2. Students who currently do not meet the 2.5 GPA will be reminded by Sharon Sundue and Susan Beddes (they and their agents have already been alerted formally and in person that they are not on track to matriculate and should be making alternative plans), and advised that they are in danger of not matriculating. If they are not on the cusp of a 2.5, Center Academic Director/Center Director will strongly recommend that they not register for classes. If they choose to go ahead, we will remind them that if after the term they do not meet the 2.5 they will be de-registered.

3. Via that existing major declaration workflow, the department chair will be automatically alerted, and then assigns an academic advisor. Both the advisor and student are alerted via email - new advisor gives PIN and student registers with credit cohort. In Center we will follow up with students (academic coaches, myself and Susan Beddes) to ensure that they know that they must meet with that advisor to receive their advising and registration PIN. In Center team will follow up to make sure registration happens.

4. After grades submitted in late May:

A. Admissions will review GPA and confirm progression criteria met. Appeals heard by review committee: Bob Massa, Chris Taylor, Sharon Sundue

B. Financial Aid will use the GPA data to award any appropriate merit aid.

C. Students who do not matriculate are de-registered

6. Final decision, tuition payment requirements (if appropriate) and financial aid award communicated to student by CLA Admissions.

News from the University Library
CLA Faculty Meeting
March 4, 2016

Department of Reference and Research Services

What don't your students know about finding information?

Reference and Research Services is redesigning its instructional program, and we're starting by asking you what you've observed about your students' research skills. We've had a number of helpful and illuminating conversations with various departments - if we haven't talked with you yet, please reach out to us! We're contacting department chairs to find a time to meet with you.

Endnote Web by Appointment

If you or your students are interested in learning EndnoteWeb to manage bibliographies and reference lists for academic writing, but haven't been able to make any of the workshops, individual or group sessions can be scheduled with Jenne Heise, jheise@drew.edu, [973-408-3675](tel:973-408-3675)

Wanna See what I Wrote? Workshop

How scholarly communication services make the invisible college visible

Two Sessions:

Tuesday March 15, 4 to 5 pm

Wednesday March 16, Noon to 1 pm

Google Scholar Profiles, Researchgate.net, Academia.edu... a growing number of services are out there to help researchers manage their citations and connect with others in their fields. This workshop is an introduction to how scholars are using online research profiles/ networks to claim, track, promote and share their research.

We'll discuss Google Scholar, ResearchGate, Academia.edu as well as services like ORCID and ResearcherID. We'll also touch on the broader issues of copyright and scholarship involved. If you choose, you can leave the workshop with a basic Google Scholar Profile set up to display your publications.

Sign-up is not required, but you can let us know if you are coming with this form:

<http://tinyurl.com/drew-scholar-profile-1>

Electronic Resources

New York Times in Education:

NY Times in Education is a website designed to help faculty and students make the most of their NY Times subscription, by offering tools and resources in many subject areas. Access is now easier than ever. Please see attached flyer for registration instructions.

Department of Special Collections and University Archives

Out of the Vault: The Harry A. Chesler Collection of Cartoon Art and Graphic Satire

Tuesday, April 5, 2016, 4 to 5 p.m.

Speakers: Dr. Sloane Drayson-Knigge and Bruce Lancaster

Wilson Reading Room, United Methodist Archives and History Center

The Chesler Collection includes over 2600 books on English and continental European graphic satire, with works in English, Russian and most European languages. It is an interdisciplinary resource for the study of the graphic arts, as well as social and cultural history, and is particularly strong in 19th and 20th century studies and compendia. Out of the Vault events introduce attendees to archival materials from various Drew collections and allow them to hold a piece of history in their hands. Out of the Vault is free and open to the Drew community and to the general public. For additional information contact Cassie Brand at speccol@drew.edu or (973) 408-3590.

Respectfully submitted,

Christopher J. Anderson

Acting Associate Dean of Libraries

Head of Special Collections, Archives and Methodist Librarian

The New York Times inEDUCATION

Introducing the NY Times in Education Website

Through the Drew Library’s Academic Site License to the NY Times.com, you already have unlimited access to each day’s global breaking news, on campus or off, and from any device. **But now we’re giving you even more.**

We now have access to NY Times.com/edu: The New York Times in Education. A resource to help both educators and students make the most of The NY Times.

What will you find on NY Times.com/edu?

Tools and Resources	9 Subject Areas:
<ul style="list-style-type: none"> • Faculty Contributions: Articles and questions to guide classroom discussion • Curated NY Times articles • Custom News alerts • Instructional Strategies in 18 disciplines* • Co-Curricular activities: examples of how NY Times.com has been used in campus events and activities to promote learning outside the classroom • Weekly Digests • My Account/Account settings: Sign up for weekly newsletters in a particular subject area 	<ul style="list-style-type: none"> • American Government • Business • Criminal Justice • Economics • Environmental Sciences • International Relations • Leadership • Psychology • Writing and English Composition • <i>Coming soon: Sociology, Religion, Biology</i>

***Applied Science, Art, Economics, Education, Finance, Geopolitics, History, Information Systems, Journalism, Law, Leadership and Management, Life Sciences, Media Studies, Nursing, Photojournalism, Physical Science, Public Policy, Social Sciences**

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Visit NYTimes.com/edu and click “**Register Now**” at the upper right corner. THIS IS A SEPARATE LOGIN FROM YOUR DREW NY TIMES.COM SUBSCRIPTION.

Use your Drew email address to create an account. You may elect to receive weekly notifications, but that is not required.

Questions? Issues? Please call or email Kathy Juliano kjuliano@drew.edu, 973-408-3478, or you may email Tamra Gaines at the NY Times directly: tamra.gaines@nytimes.com

Community-Based Learning Course Development Grants for Faculty

The Civic Engagement Faculty Advisory Committee invites the submission of proposals from all full-time Drew faculty members to design or revise a community-based learning class. Four proposals will be funded, with each successful applicant receiving \$1200 in two installments. Both new and revised courses are eligible. See selection criteria and deadlines below.

Aligned with Drew's focus on experiential learning and engagement with its surrounding cities through faculty mentored and guided learning, Community-Based Learning (CBL) classes contribute to Drew's commitment to prepare its students with the capability and experience to act as engaged and productive citizens of their communities, country, and world. These classes foster the ability to connect academic learning with action in the world while addressing a community need or strengthening a community capacity that serves the common good.

CBL Courses

Students contribute approximately 20 hours over the course of the semester to an organization or a project benefiting an organization or community outside the university. For course parameters and best practices in designing CBL courses please review *CBL: A Quick Guide for Faculty*, available on the Center for Civic Engagement website.

Community Partners

The Center for Civic Engagement maintains on-going partnerships with a large number of community-based organizations. We already have sustained partnerships available and awaiting faculty participation—including but not limited to those focused on the arts, education, food security, and sustainability. We also welcome new partnership opportunities. We work with faculty members to identify the best partnership for their pedagogical goals and strongly encourage interested faculty members to schedule a conversation with Amy Koritz to explore possibilities.

Grant Guidelines

Benefits

- CBL course development award of \$1200: \$600 paid upon acceptance of the proposal and \$600 once the course syllabus is approved by CCE director and has enrolled enough students to run in the semester it is offered. *Use of these funds is at the discretion of the faculty member.* Appropriate uses might include compensation for planning time, travel to planning meetings with community partners, and materials or equipment.
- An experienced faculty mentor will be assigned to guide recipients through the course development process and to provide advice and feedback during the semester it is first taught.
- Center for Civic Engagement will provide assistance in marketing CBL classes to students
- Transportation stipends are provided for faculty and students of up to \$100 each during the semester in which the course is taught

Expectations

- Adhere to parameters and best practices for CBL courses and their development
- Meet at least twice with the assigned faculty mentor or the CCE Director (optional for revised classes) and submit a syllabus to the CCE Director prior to listing the course for enrollment
- Meet at least once with the assigned faculty mentor during the semester in which the course is being taught (optional for revised classes).
- Commit to teaching this CBL course at least twice in four years, in order to ensure continuity and progress in the partnership
- Follow and communicate to students Drew policies regarding community-engaged learning and research
- Attend one brown bag lunch or other meeting of all grant recipients and mentors to reflect on this experience

Selection Criteria

Funds available will be divided between proposals for new CBL courses and those for revised courses that have been offered at least once. The following criteria will guide the CEFAC's selection of proposals.

- Level of interest in developing or sustaining an on-going partnership
- Potential for positive impact in the community or communities with which the course is partnered
- Ability to articulate the relevance of community-based learning to academic content
- Likelihood of student interest in enrolling in the course
- Degree to which the course can be integrated into departmental offerings by fulfilling general education, major, or minor requirements

TO APPLY: Submit a 2-page proposal that addresses the selection criteria above to Amy Koritz (akoritz@drew.edu)

Deadlines:

- For classes to be offered in spring 2017: May 6, 2016
- For classes to be offered fall 2017 or spring 2018: September 2, 2016

Decisions will be made by May 20, 2016 for CBL courses to be offered spring 2017 and by September 30, 2016 for courses to be offered in fall 2017 or spring 2018

Request for Proposals New York City Initiatives

Deadline for Submission: March 14, 2016

President Baenninger is generously dedicating a major portion of her New President's Grant from the Andrew W. Mellon Foundation to catalyze additional distinctive New York experiential learning opportunities in the College of Liberal Arts. To this end, we invite proposals from faculty for initiatives that will engage students in innovative learning experiences in New York City. The number of projects to be funded depends on the projected budget of individual programs.

Program designs can vary significantly and may include a semester course followed by a culminating intensive experience in NY; stand-alone programs during January, spring break or summer; a community-based learning course; a NY component embedded in a semester-long course; or a full-semester program comparable to Drew's existing NY Semesters.

The goal of this funding is to catalyze and support new experiential learning experiences in New York. If you or your department have an idea for a program but are not able to submit an application by March 14th, the Dean's Office would like to hear from you. Please make an appointment with either Debra Liebowitz or Chris Taylor to discuss the idea.

Successful proposals will:

1. Be sustainable. Ideally a department or program will have a long-term commitment to offering the program on a regular basis (i.e., every semester, annually, bi-annually)
2. Have broad appeal among students and faculty able to lead the program.
3. Utilize resources of New York City in ways that would make it impossible to conduct the same program on campus.

Application Fundamentals

1. Suggested Title of the Program
2. Name(s) of potential program leader(s)
3. Name(s) of the department(s) or program(s) that would be involved with the program
4. Proposed timing and duration of the program (i.e., one or two weekly trips during fall semester, spring break, summer program, etc.)
5. Estimated number of participants; minimum & maximum numbers program could accommodate
6. Semester and year in which the program could first run
7. Brief rationale of student interest and demand for this program
8. Brief description of the program
9. Brief estimated budget (at this stage, estimates can be rough). Your budget should include anticipated costs for all travel, room and board (if applicable), excursions, rental of instructional space, guides, admission fees, etc. If needed, contact the Center for Global Education for assistance with estimating costs.

The goal of this application process is to catalyze the articulation of new program ideas and to think creatively and strategically about the future development of NY-based programs. We recognize that some program ideas will be closer to ready than others but invite submission of ideas at any point in the planning process.

Proposals should be submitted in electronic format as attached files to e-mail to Associate Dean of the College of Liberal Arts, Debra Liebowitz, at dliebowi@drew.edu by **Monday, March 14th**.

***Andrew W. Mellon Arts and the Common Good Grants for Faculty
Application Deadline: April 1, 2016
www.drew.edu/mellonarts/grants-for-faculty***

Academic year 2016-17 is the final year of the Andrew W. Mellon Arts and the Common Good grant. The following faculty grants are available:

FACULTY MINI-GRANTS (\$1,000)

COURSE DEVELOPMENT GRANTS (\$1,800)

FACULTY-MENTORED STUDENT RESEARCH GRANTS (\$7,500)

Contact Kim Rhodes (krhodes@drew.edu) for more information

Shirley Sugerman Interfaith Forum 2016
25th Anniversary

Women's Leadership in Interfaith Affairs:
Inter-Religious Dynamics in the Civic Space

March 23 at 7: 30pm Shakespeare Theatre of NJ

Featuring panelists:



Joyce Dubensky | CEO, Tanenbaum Center for Interreligious Understanding

Sarah Sayeed | Senior Adviser to Community Affairs, Office of the Mayor, City of New York

Sunita Viswanath | Co-founder, Women for Afghan Women, Sadhana: Coalition of Progressive Hindus

This event is free and open to the public, but registration is required

Spring 2016 Faculty Research Series

“Gender, Armed Conflict
and Well-Being:
Theoretical and
Empirical links.”

A talk by Jennifer Olmsted,
Professor at Drew University

Tuesday, March 22nd
12:00pm

Brothers College, Room 215

COMMUNITY ACTIONWEEK

CALLING ALL NOMINATIONS 2016 CIVIC ENGAGEMENT AWARDS

The Center for Civic Engagement invites nominations for the 2015-2016 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.

Deadline for nominations: Friday, March 11
Nomination form can be found on the Center for Civic Engagement website: www.drew.edu/cce

For additional information contact engage@drew.edu or ext. 8827



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 an 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.

SAVE THE DATE: 2016 CIVIC ENGAGEMENT AWARDS & SHOWCASE
Tuesday April 19, 2016 * 4:00-6:00 PM * EC, Crawford Hall

Sturgis Standard Code of Parliamentary Procedure

Summary:

Basic Rules of Precedence:

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

Common Motions in Order of Precedence:

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

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

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

*Can be amended

**Debatable if no other motion is pending.

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