

ARTS AND SCIENCES FACULTY MEETING

March 2, 2018
HALL OF SCIENCES 4

AGENDA

| | |
|--|---------------------------------|
| CALL TO ORDER: 3:15 p.m. | Debra Liebowitz |
| APPROVAL OF MINUTES | Maria Masucci ----- pp. 5-10 |
| DEAN'S UPDATES: | Debra Liebowitz |
| CEA Program Information | Debra Liebowitz ----- p.11 |
| ACTION ITEMS: | |
| History and Culture Program | Jinee Lokaneeta ----- pp. 19-33 |
| Environmental Science Major | Jinee Lokaneeta ----- pp. 33-40 |
| Academic Integrity Policy | Judith Redling ----- pp. 12-15 |
| Committee Elections | Ed Baring ----- p. 16 |
| REPORTS: | |
| Curricular Report | Jinee Lokaneeta ----- pp. 17-55 |
| Enrollment Management | Bob Massa ----- pp. 56-57 |
| Advancement Report | Beth Kornstein ----- pp. 58-60 |
| Library Report | Andrew Bonamici ----- pp. 67-69 |
| FOR DISCUSSION: | |
| Questions about Teaching Load Plan introduced at February Faculty Meeting | Debra Liebowitz |
| Committee to Reimagine the Undergraduate Experience (CRUE) | Juliette Lantz |
| Comprehensive Planning for New Programs | Ryan Hinrichs ----- p. 61 |
| OLD BUSINESS/NEW BUSINESS: | |
| ANNOUNCEMENTS: | |
| MAT Major Advisement | Kristen Turner ----- p. 62 |
| Medical Humanities Symposium | Paul Kadetz ----- p. 63 |
| Technology Workshops | Shawn Spaventa ----- p. 64 |
| Faculty Research Series Announcement Sheet | Maria Masucci ----- p. 65 |
| Civic Engagement Call for Awards | Amy Koritz ----- p. 66 |
| Showcase of Research & Creative Achievement | Steve Dunaway |
| ADJOURNMENT | |

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Chris Andrews
Sociology

Chris Andrews for acceptance for publication of his article "The End of Work or Overworked? Self-Service, Prosumer Capitalism and "Irrational Work" was just accepted for publication in the peer-reviewed journal *Sociological Inquiry*.

Lee Arnold
Art

Lee Arnold for his solo exhibition "Respondent" at Austin Peay State University in Clarksville, Tennessee, running from February 19 - March 25. He will also be fellow at the Ucross Foundation in Wyoming in June 2018. Previous Ucross fellows include 2017 Pulitzer Prize winners Colson Whitehead and Du Yun Win.

Sandra Jamieson
English

Sandra Jamieson and her research team for receiving IRB approval from Syracuse University for "Students and their Sources," a multi-institution study of student information literacy and writing processes at key moments during the production of source-based academic texts. Research, based in Syracuse, will be ongoing after Sandra returns from her sabbatical (see CitationProject.net/SATS/)

George-Harold Jennings
Psychology

George-Harold Jennings for being the featured guest and leading a United Methodist Archives Center sponsored "Out of the Vault" discussion on African American History at Drew on February 9th.

Josh Kavaloski
German

Josh Kavaloski for the publication of a new scholarly essay "Discordant Discourses: History and Journalism in the Graphic Novels of Joe Sacco" *Journal of Graphic Novels and Comics*. 2018. 1-18.

John Lenz
Classics

John Lenz for his election to the Board of Directors of the Bertrand Russell Society, Inc.

**Barbara Pitts
McAdams**
Theatre

Barbara Pitts McAdams for co-authoring a theater devising book *Moment Work: Tectonic Theater Projects's Process of Devising Theater* with celebrated director Moisés Kaufman with an April 2018 publication date. The book is a step-by-step guide to creating plays based on moments in time - to "tell stories that move us."

Hans Morsink
Emeritus
Political Science

Hans Morsink for signing a contract with Georgetown University Press for his book *The Universal Declaration of Human Rights and the Holocaust: An Endangered Connection*.

**John
Muccigrosso**
Classics

John Muccigrosso for giving a lightning round talk on his Roman temples project at NYC Digital Humanities Week at Fordham Lincoln Center on February 5th.

**Jennifer
Ostrega**
Political Science

Jennifer Ostrega for her nomination for the INTO North America Academic Innovation and Collaboration award for the establishment of the Baldwin-Pathway Mentor Program. Also, for producing the documentary short video , "Baldwin Honors Pathway Mentors" featuring Baldwin Scholars: Julia Cornell, Drake Stratton, and Pearl Sutter (<https://vimeo.com/255034245>).

Bob Ready
Emeritus
English

Bob Ready for his paper, "Underwriting Elsewhere," on Philip Larkin and Colum McCann in January at the Drew University Transatlantic Connections Conference in Bundoran, Ireland; his short story, "Rice Rising," appears in the winter 2018 issue of *Exterminating Angel Press: The Magazine* (<http://exterminatingangel.com/eap-the-magazine/>).

Raul Rosales
Spanish

Raul Rosales for the *We Teach Languages* podcast "Assessments, Affect and Proficiency Goals" (episode 34), and for his review of Alan West-Durán's *Cuba: A Cultural History* for the Washington Independent Review.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Jonathan Rose
History

Jonathan Rose for his review of Joshua B. Freeman, *Behemoth: A History of the Factory and the Making of the Modern World*, in the *Wall Street Journal* (February 24).

Maliha Safri
Economics

Maliha Safri for publishing "Putting the Solidarity Economy on the Map" (with Stephen Healy, Craig Borowiak, and Marianna Pavlovskaya) in *Journal of Design Strategies*, Volume 9, an article based on their NSF project in New York City, Philadelphia, and Massachusetts.

Jim Saltzman
Music

Jim Saltzman for co-conducting for the NJ Intercollegiate Jazz Band at this year's NJMEA Convention.

Kristen Turner
MAT

Kristen Turner for her recent publication with T. Hicks, "Reconsidering evidence in real world arguments," in Georing, C. Z. & Thomas, P. L. (eds), *Critical Media Literacy and Fake News in Post-Truth America*. Brill. pp. 25-38.

Carol Ueland
Russian

Carol Ueland for participating in the "Issues in Contemporary Slavic Translation Studies: Practice and Theory roundtable and chairing the panel," Fictionalizing the Woman Poet in Literature, Theater, and Film" at the AATSEEL Annual Conference, Feb. 1-4 in Washington. Also for ten translations of Russian poet Aleksandr Kushner in the current issue (13) of the on-line journal *Trafika Europe* with Robert Carnevale (Caspersen) .

Courtney Zoffness
English

Courtney Zoffness for selection as one of 15 international writers long-listed for the Sunday Times EFG Short Story Award, which confers a £30,000 prize. Others on the 2018 longlist are Curtis Sittenfeld, Miranda July, and Joseph O'Neill. Previous Sunday Times prizewinners include Anthony Doerr, Junot Díaz, and Yiyun Li.

ARTS AND SCIENCES FACULTY MEETING

February 2, 2018
HALL OF SCIENCES 4

AGENDA

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Lee Arnold, Di Bai, Edward Baring, Brianne Barker, Jim Bazewicz, Marc Boglioli, Lisa Brenner, Barry Burd, Monica Cantero-Exojo, James Carter, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Wyatt Evans, Kimani Fowlin, Jonathan Golden, Summer Harrison, Emily Hill, Ryan Hinrichs, Shakti Jaising, Jason Jordan, Lisa Jordan, Paul Kadetz, Hilary Kalagher, Jason Karolak, Joshua Kavaloski, Marguerite Keane, Caitlin Killian, Elizabeth Kimball, Angie Kirby-Calder, Roger Knowles, Wendy Kolmar, Amy Koritz, Juliette Lantz, Dan LaPenta, Neil Levi, Jinee Lokaneeta, Yi Lu, Maria Masucci, Christina McKittrick, Christopher M. Medvecky, Rebecca T. Mercuri, Joanna Miller, Sangay Mishra, Scott Morgan, John Muccigrosso, Philip Mundo, Sean Nevin, Emanuele Occhipinti, Jennifer Olmsted, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Marie-Pascale Pieretti, Muriel Placet-Kouassi, Jonathan A. Porras, Judy Redling, Kimberly Rhodes, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Paris Scarano, Claire Sherman, Bernard Smith, Raymond Stein, Sharon Sundue, James Supplee, Kristen Turner, Nancy Vitalone-Raccar, Hannah Wells, Trevor Weston, Tammy Windfelder, Carlos Yordan, Courtney Zoffness

Others Attending: Matthew Beland, Aimee Demarest, Michael Fried, Beth Kornstein, Bob Massa, Frank Merckx, Marti Winer, Margery Ashmun, Jody Caldwell, Kathy Juliano, Brian Shetler, Nora Boyer

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

Approval of minutes: The minutes of the December 1, 2017 meeting were approved.

Dean's Updates: Debra Liebowitz thanked Kristen Turner for her efforts on the University's behalf in successfully gaining approval from the State for the MAT program, including the ESL and TOSD stand-alone endorsements. Additionally, Deb reported that Kristen oversaw the submission of Drew to be considered as a site location for the National Writer's Project. Deb said she was just informed this was approved, saying this will come with grant opportunities and perhaps a look at bringing the national conference to Drew.

Deb announced that she was happy to introduce the new University Librarian, Andrew Bonamici. She said Andrew impressed the Search Committee with his incredible range of administrative experience, coming to Drew from the University of Oregon with an MLS from the University of Michigan. Andrew will be responsible for leading and innovating the University's libraries and special collections. Deb thanked Kathy Juliano both for serving as interim librarian as well as for her leadership. Andrew reiterated thanks to Kathy, particularly expressing his appreciation for the orientation and welcome she has provided. He pointed to his report in the Packet for details of his "listening tour", saying he was thrilled and honored to be at Drew.

Deb shared a number of updates with the faculty as follows:

- Tenure-track searches are well underway, with thanks extended to Maria Masucci, faculty, search committees and department administrative personnel for their part in the efforts to bring in new faculty.
- The four-million-dollar Gilbert Challenge was met (and exceeded by three hundred thousand dollars), resulting in a one-million-dollar donation from Steve Gilbert. Deb extended her thanks to Beth Kornstein and President MaryAnn Baenninger for this successful campaign.
- The Marist College partnership is one of several proposals which the University is looking at. Marist has delayed the start of this project until late in 2018.
- Facilities renovated classrooms over the break, including a classroom in BC, space in Faulkner and they brought the Media and Communication temporary lab space online. Two bio labs are being renovated with a grant from the state. Planning is underway for Residence Hall space. Other spaces under review include faculty office space and classrooms. Critical facilities issues will be addressed with the assistance of a consultant company which has already begun seeking the data it needs from the University.
- The search for a Director of Diversity, Equity and Inclusion has been posted.
- Ryan Hinrichs has been leading a process to look at new program development for Caspersen and he has just begun the same review for the college. Efforts include taking an overall strategic view, gathering data, market analysis, conversations with the community and finally determining resources. With the help of Alex McClung, and an outside consulting firm, a preliminary document will be ready for Dean's Council to review soon. The Caspersen review is further along than the undergraduate program. Data will be shared as it is ready.
- A non-tenure track policy draft has been written and has been reviewed by the relevant faculty committees. It still needs to be looked at by legal counsel. Deb plans to meet with non-tenure track faculty for feedback.
- Associate Dean Melanie Johnson-DeBaufre and Associate Provost Judy Redling have been reviewing the Caspersen Catalog, finding inconsistencies and unclear policies. They have drafted a set of regulatory policies and are working on the Catalog in order to codify what exists and subsequently to look at what changes need to be made.
- Awards season is upon us. Please wait to be informed as to the amount of individual awards and be reminded that no operating budget money can be used for awards.

Deb then shared that she wished to address the issue of teaching load saying it is her hope that positive change will come quickly to Drew over the next 4 years and that the goal is to develop a sustainable educational and enrollment model. She said a key challenge for her is having the flexibility to direct human resources to strengthen Drew's financial foundation as we grow the size of incoming classes and in a way that supports the efforts of CRUE (Committee to Re-imagine the Undergraduate Experience). Deb expressed her hope that these combined efforts will both strengthen Drew's position in the market and will strengthen enrollments. She

expressed her concern for the faculty, particularly in light of budget constraints and the strain faculty members feel in being asked to do more. She then shared her short-term, mid-term and longer term plan:

Short-term plan: In order to manage the increase in our first-year student population expected in fall 2018 (projected 60 student increase over fall 2017), all tenured faculty need to teach one additional course in the next two-year period (an 11 course load over the AY 2018-19 and 2019-20 period). Assistant Professors and faculty in non-tenure track lines are not impacted by this short-term change.

With this short term plan, faculty are asked to strategize about ways to meet the critical need for high demand courses that will be taken by freshman, and later by freshman and sophomores. These include 100 and 200 level courses, DSEMs and other things that we may pilot from the A&S process. This fall, there is also a need for some additional Honors' courses.

Mid-term plan: We will move to 3-3 teaching load for all tenure-track faculty starting Fall 2020. This move will be accompanied by an incentive system where some things that we don't currently count in our load will be included. This process allows for the directing of faculty into the kinds of activities and endeavors that enhance our reputation as an institution that delivers an innovative, high-quality educational experience. It will also recognize the critical work that faculty do in providing these high-impact opportunities for our students.

Deb will work with the Dean's Council and COF, in particular, to develop a system for identifying what activities should be counted as part of the teaching load. This will take time to detail and will require conversations faculty and the relevant faculty committees. In addition, the work of CRUE is underway and our future directions need to be taken into account in whatever system we develop.

Longer-term plan: Deb expressed her hope that the teaching load incentives will become more generous as enrollments are stabilized at sufficient levels.

While recognizing that faculty are Drew's most valuable resource, Deb shared that the decision to increase teaching load was not made lightly but was made with the recognition that it is necessary in order to navigate Drew's present challenges. Deb shared that an increase in the size of the student body will increase the University's financial health and the multi stage process will provide time to discuss what to include in the teaching load and what to incentivize. She said the phase-in of the plan provides a window of time to make changes and provides opportunities for dialogue, input and discussion. She asked for questions from faculty.

Faculty members questioned what is meant by "incentivizing" and when that might begin. Deb responded that there are practices which have been critical to Drew's identity and success, as well as to our students, and the Arts & Science (A&S) process points to the need to continue and increase those practices and to connect them to teaching load. She said it is not yet clear how this will be done since the A&S recommendations still need to be transformed into proposals. Additionally, incentives will depend on Drew's financial situation. As finances improve, incentives can be more generous.

When asked about the timing (why now), Deb said the plan begins to change a system which needs to change and provides a way to start recognizing the high impact efforts of teachers. She said it aims to balance financial sustainability while protecting what distinguishes the University. Several faculty members raised their concern that in making change, we not jeopardize what we do best – mentoring, advising and maintaining close relationships with students. The reason to start this now is that for fall 2018 we expect a significant increase in students and need to provide them classes without simply hiring more faculty. In addition, we have to pivot some of our resources to support the outcomes of the CRUE process and this short term plan will allow us to do just that.

Can faculty be asked to do more? How can they handle additional advisees while maintaining our strong mentoring environment? Deb agreed and shared that concerns about advising are part of the Arts and Science process. She recognizes a level of unevenness in faculty workload and said that developing a structure for incentives will have to address this unevenness. Deb identified with faculty concerns for how much is being asked of them each day and said her goal is to both find a more optimal use of faculty resources as well as a way to accomplish necessary work in a less burdensome way. She said she is aware that faculty do things to make up for gaps in broader institutional structures and processes. She stated it is critical to let faculty do what they do best and reiterated that she is conscious of the time and uneven workload concerns which continued to be expressed by faculty. She said she had wanted to figure out a way to begin an incentive process for this fall but in working with the Academic Deans, Deans Council and COF it became clear that this is not possible to put in place quickly. A question was raised as to whether Department Chairs will receive course releases, to which Deb said the structure of the Department Chair system needs to be looked at but that all previously agreed to leaves will remain in place during these next two years. There is a need to include in the larger discussion the structure of releases for Chairs. Deb said Drew's struggles and challenges are being faced by all liberal arts colleges and successfully navigating involves looking at what other schools are doing, taking note of what is working and determining the right formula to move forward.

Deb said schedules will still be due on Monday, February 5th and encouraged chairs to speak with Maria for any needed direction or consultation. She said Maria and Jessica had worked on an analysis that assisted in projecting need and Deb asked for Department Chairs to work with Maria to share their plans. She said courses that aren't needed won't be added, but she shared that little excess exists in the system because of the voluntary retirements. We have projected need for additional courses and this change will allow us to meet that need. When asked about what factors went into the determination of this proposed model and is it money saving, Deb responded that while some calculations were monetarily based, the decision was about how to meet need going forward and how to pivot resources.

Several faculty members raised financial concerns. How much money might be saved with the new workload plan? What dialog was taking place when making the choice to use consultants and should there be a larger conversation about how to save money? Deb said she could not give an exact bottom line number because the number depends on the methodology used to calculate the savings. At a minimum, the two-year plan will save about \$400,000 but that is a dramatic underestimation of the savings since the alternative to increasing teaching load would be to hire more faculty and so doing would cost much more than the \$400,000.

A question was asked about why we are hiring consultants in a time of austerity? She said that the decision to spend money was being made very cautiously and is taken most seriously. Consultants are being used wisely and can save the University money in the long run or can help fill in where we don't have the knowledge or expertise to execute a plan. In the case of the consultants hired to help us generate a program development plan for the Caspersen School, a total of \$12,000 is being spent (taken from redirecting already allocated funds). The consultants are helping us with the methodology for identifying programs that have a strong market demand and that make sense for Drew. Deb stated we need to know the limits of our knowledge and capacity and bring in the right people to help us save money and move to greater financial strength. Decisions are being made thoughtfully and that the deficit concern is on the forefront of her mind.

Action Items: Voting List: Maria Masucci asked faculty members to look at the Voting List on page 11. No corrections, changes or additions were added and when called to a vote, the Voting List was unanimously approved.

Elections: Maria announced that Jim Bazewicz' name has been put forth for election for GEFAC in Division IV. An electronic ballot is forthcoming in the coming week. Additionally, the slate for next year will follow in the next Packet.

Master of Education: Jinee Lokaneeta was asked no questions regarding the Master of Education presented on pages 12-28. The proposed Master was voted on and passed unanimously.

Reports: No questions were raised regarding the **Curricular Report, Library Report, Campus Life and Student Affairs Update** or the **Advancement Report.**

Enrollment Management - Bob Massa reported that with the Early Action deadline of February 1st he was happy to announce a 20% increase or approximately 550 applications over last year. He said Admissions' anticipates another 300 applications between now and the end of the cycle and said they had extended the undergraduate deadline to Feb 19 to accommodate increased applications. Bob said he is confident they will meet their enrollment goal. With an emphasis on retention, great efforts are being made to find students who will succeed here and will graduate from Drew. He thanked all who participated in an Admissions' prospective student day the previous week. More opportunities for faculty participation will follow. Deb extended her thanks to Bob, the faculty and staff for the hard work and efforts that contributed to the positive numbers he shared.

INTO Update: Sharon Sundue asked faculty to look at pages 35-37 for a detailed update, highlighting a 44% increase in fall applications and 28% increase in offers.

A vote to extend the meeting by 15 minutes was agreed to by majority.

New Business: Deb reported that the Assessment Committee needs to move from an ad hoc to a standing Committee. Dean's Council has been working on the Faculty Regulations, and while not yet ready, the Regs do say an ad hoc committee must dissolve at the end of two years and be voted on by faculty. Deb said the vote will be electronic. When asked if the charge for the Assessment Committee is clearly articulated, Deb recognized the difficulty during the transitional time for the University, but shared that for now they will continue their efforts of overseeing assessment. However, they will transition as the University continues its reimagining

and these changes will be articulated going forward. Strong support for the standing committee was voiced by Jinee Lokaneeta.

Announcements:

Committee to Reimagine the Undergraduate Experience (CRUE): Juliette Lantz said an email was sent out to further describe CRUE and its efforts (see Packet p. 43). Some highlights:

- Website: drew.edu/crue
- Email is CRUE@drew.edu. Please send ideas, feedback, concerns, etc.
- Goal is to find a platform for University to move forward by this spring
- In the next two weeks, CRUE will be reaching out scheduling meetings with constituents, followed by targeted working sessions
- Please keep a look out and read messaging from CRUE as they plan to move quickly and boldly with initiatives.

Drew Review: Hannah Wells asked for submissions by February 16th of high quality, creative research papers ten pages or more in length. Deb extended her thanks to both Hannah and Scott Morgan for their efforts.

Commons Con and Workshop Schedule: Deb pointed to the great resources and discussion points being offered at Commons Con hosted on February 15th. Details in the packet.

Advancement- Student Philanthropy: Beth Kornstein directed faculty to Jeramie Barletta's notice announcing that The Office of Annual Giving is looking for student volunteers to serve on student philanthropy education organizations. More information may be found on p.47.

Faculty Research Series Announcement Sheet: Maria Masucci asked faculty to take note of upcoming research presentations outlined on page 48.

Phi Beta Kappa Visiting Scholar: Maria Masucci noted the lecture on February 22nd by Stephen Walt, preeminent foreign policy scholar.

Civic Engagement Call for Awards and Classes: Amy Koritz provided a detailed listing of Civic Engagement Award categories and an announcement calling for fall 2018 and spring 2019 community based learning classes. Descriptions and deadlines could be found on pages 50-51.

Drew Teach Winter Conference: Kristen Turner announced that DrewTEACH (Today's Educators Are Connected Here) will be hosting its inaugural winter conference at Drew on Saturday, February 3rd. The keynote speaker will be Renee Hobbs (author of *Create to Learn*).

Memorial for Rodney Gilbert: Chris Ceraso announced plans are underway for a memorial service for Rodney Gilbert on February 25th. More information to follow.

Showcase of Research and Creative Achievement: Steve Dunaway reminded faculty of the campus wide celebration of students' independent projects to be held April 6th. He said students would be reaching out to faculty members for input and encouraged participation in the planning process.

Art Opening: Michael Peglau announced an opening of the west coast painter, Gina Werfel's work in the Korn Gallery.

The meeting was adjourned at 5:09

Minutes respectfully submitted, Trish Turvey

Community Education Audit Program (CEA) – Faculty Information

02.26.18

- The CEA Program includes both community auditors and visiting Au Pairs. Information can be found on the [CEA webpage](#).
- CEA students may only take classes in the Fall and Spring terms. They apply, register and pay online for each semester.
- CEA Registration begins one week before classes start.
- All CEA students must be registered for class and will appear on your class roster as either a Community Auditor or an Au Pair. They have Drew student IDs and Drew email accounts.
- CEA students are expected to attend class. They are not expected to take exams or submit papers, but their level of involvement is determined by each instructor. We ask them to introduce themselves to their instructor on the first day of class to discuss expectations.
- If a CEA student is attending class and is not on the class roster, please notify the Registrar (regist@drew.edu) and Ellen Whiteman (ewhiteman@drew.edu) and tell the student they may not attend class until they are officially registered and paid. Ask them to contact Ellen.
- CEA Students are not taking courses for credit, although the Au Pair community refers to “credit” because they need to take six “credits” during their stay in the U.S. Au Pairs can request an unofficial transcript at the end of the term that states their contact hours or “credits”. This document suffices as proof for their agency and home country.
- The term **course list** for Community Auditors can be found on the [CEA webpage](#). The list includes all courses that have been coded as “A” for audit. **If your class is listed and you do not want auditors in your class, please email regist@drew.edu and ask for the A code to be removed.** Specify if the removal is for the term or permanently.
- CEA students may register for any class listed on the CEA course list. If a course is full, you may receive an email from the auditor requesting to be added. This is at the instructor’s discretion, but our experience has been that as long as there is an empty chair in the classroom, enrollment is usually approved. If you approve enrollment in a closed course, the auditor sends the instructor approval email to Ellen Whiteman and she works with the registrar to add the student to the course.
- If a course requires pre-requisites, CEA students will not be able to register for the course so they are instructed to email the instructor, explain any pertinent facts such as previous course work or degrees, and ask that the pre-req be waived. This is at the instructor’s discretion, and if enrollment is approved the auditor sends the instructor approval email to Ellen Whiteman and she works with the registrar to add the student to the course.
- Any questions about the CEA program should be directed to Ellen Whiteman.
- The CEA program is separate from the Theological School Community Fellows program.

Current Academic Integrity Policy:

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. These standards apply to take-home examinations as well. Failure to follow these guidelines, and guidelines developed by instructors, 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.

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.

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 adviser 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 others 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 CLA Judicial Board student will vote on the matter, while the adviser 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.

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.

- 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.

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.

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. The Dean of the College will remain in attendance during such hearings, and will 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.

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.

Proposed policy change:

Replace "Dean of the College" with Dean of the College or designee

The Academic Integrity committee is conducting a full review of the policy and is considering additions/changes for future consideration and vote:

- Addition of a statement defining integrity and the university's position;
- Addition of language to the Plagiarism category of dishonesty to include inappropriate student collaboration on graded assignments;
- Clarification of the role of an outside faculty member (currently labeled as "adviser") invited to hearing by the student;
- Review of Alternate Resolution procedure (Faculty may now require student completion of an online *Academic Integrity Training Module*);
- Review of the hearing process and sanctions.

This ballot is for terms beginning Fall 2018. Nominations from the floor will be accepted. An electronic ballot will be available the week of March 12, 2018.

28-Feb-18

BALLOT FOR TERMS BEGINNING Fall 2018

| Div I | Div II | Div III | Div IV | At-Large |
|---|--|--|---|-----------------------|
| 01 Committee on Academic Policy and Curriculum (CAPC) | | | | |
| <input type="radio"/> | <input type="radio"/> Jason Jordan | <input type="radio"/> Christopher Taylor | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 02 Committee on Faculty (COF) | | | | |
| <input type="radio"/> Roger Knowles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Kimberly Rhodes | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 03 Dean's Council | | | | |
| <input type="radio"/> Tammy Windfelder | <input type="radio"/> Jennifer Olmsted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Tina McKittrick | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 04 Global Education Faculty Advisory Committee (GEFAC) | | | | |
| <input type="radio"/> Brianne Barker | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Yi Lu | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 05 Human Rights and Affirmative Action | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 06 University Faculty Grievance Committee | | | | |
| | | Note: one year only | | |
| <input type="radio"/> Barry Burd | <input type="radio"/> | <input type="radio"/> Marie-Pascale Pieretti | <input type="radio"/> Rosemary McLaughlin | <input type="radio"/> |
| <input type="radio"/> Steve Surace | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Peggy Kuntz | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 07 University Faculty Professional Conduct Committee | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

Curricular Report

January 2018

For Action:

1. History & Culture Program
2. Environmental Science Major

For Information:

New Courses:

- ANTH 102/Science and the Human Past: Introduction to Archaeology
- ANTH/BUS 209/Anthropology of Business
- BST/PSYC 372 Organizational Psychology and Leadership
- CHEM 325/Environmental Chemistry
- CSCI 305/Research Studio
- CSCI 345/Mobile Application Development
- ENV 150/Great Challenges in Environmental Science
- ENV 350/Advanced Environmental Science
- ENV/BIO 365 Advanced GIS
- ENV 395/Research in Environmental Science
- EOS 101/Seminar
- HIST 202/Molecules and Making America
- HIST 601/Early American Historiography
- HIST 602/19th-Century U.S. Historiography
- HIST 603/20th-Century U.S. Historiography
- HIST 611/Europe Historiography, 1789-1900
- HIST 612/Europe Historiography, 1900-1945
- HIST 613/Europe Historiography, 1945-Present
- HIST 621/Early World Historiography
- HIST 622/Modern World Historiography
- HIST 850/Masters Thesis Tutorial
- HIST 900/Portfolio
- HIST/REL/WGST 372/Global Women's History
- MCOM 202/Selected Topics in Media: Systems and Contexts
- MCOM 203/Selected Topics in Media: Forms
- MCOM 204/ Selected Topics in Media: Practice
- MCOM 302/Advanced Selected Topics in Media: Systems and Contexts
- MCOM 303/Advanced Selected Topics in Media: Forms
- MCOM 304/Advanced Selected Topics in Media: Practice
- PSCI 334/Cultural Diversity and the Law

Revisions to Existing Courses:

- ANTH 103/Human Evolution: Biological Anthropology and Archaeology
 - Title and description change
- EDUC 505/Education Policy and Legal Issues-approved
 - Adding undergraduate cross-list EDUC 315/Education Policy and Legal Issues
- CSCI 151/Object-Oriented Programming in Java-approved
 - Description change
- CSCI 220/Discrete Mathematics for Computer Science-approved
 - Title, description and frequency changes
- CSCI 230/Data Structures-approved
 - Description, frequency and prerequisite changes
- CSCI 340/Software Engineering-approved
 - Description, frequency and prerequisite changes
- CSCI 370/Algorithm Analysis & Computability-approved

- Frequency and prerequisite changes
- CSCI 400/Computer Science Capstone-approved
 - Description, frequency and prerequisite changes
- ESS 101/Introduction to Environmental Geology
 - Change course name, description, number and course code to ENV 160/Principles of Physical Geology
- ESS 265/Energy and Environment
 - Change to ENV 265/Energy and Environment
- ESS 282/Topics in Environmental Science
 - Change to ENV 282/Topics in Environmental Science
- ESS 302/Geographic Information Systems
 - Change to ENV 302/Geographic Information Systems
- ESS 382/Advanced Topics in Environmental Science
 - Change to ENV 382/Advanced Topics in Environmental Science
- ESS 400/Environmental Studies and Sustainability Capstone Seminar
 - Adding cross-list ENV 400
- HC 800/Foundation Seminar
 - Course number change to HIST 600
- HC 833/Modern British and Imperial History
 - Course number change to HIST 733
- HC 990/Research Seminar
 - Course number change to HIST 800

Revisions to Existing Major/Minor/Program:

- Anthropology Major- adding (ANTH 102), (ANTH 103), (ANTH/BUS 209)
- Environmental Studies Major
- History and Culture, CSGS
- Mathematics Major- adding courses to electives list
- Law, Justice and Society Minor- adding (PSCI 334 and PSCI 318)
- Political Science Major- adding (PSCI 334)
- English (Allowing students to count one 100 level course among the electives)

General Education Designations:

- ANTH 102/Science and the Human Past: Introduction to Archaeology [BNS], [BINT]
- ANTH/BUS 209/Anthropology of Business [BSS], [BINT]
- ANTH 302/Anthropology of Religion [WRIT]
- BST/PSYC 372 Organizational Psychology and Leadership [WRIT]
- CHEM 325/Environmental Chemistry [BNS]
- ENV 150/Great Challenges in Environmental Science [BNS]
- ENV 350/Advanced Environmental Science [BNS], [WRMJ], [QUAN]
- ENV 365/Advanced GIS [QUAN], [BINT]
- HIST 202/Molecules and Making America [BHUM], [BINT]
- HIST 350/History of American Journalism [DVUS]
- HIST/REL/WGST 372/Global Women's History [BINT], [DVIT], [WRIT]
- MCOM 202/Selected Topics in Media: Systems and Contexts [BHUM]
- MCOM 203/Selected Topics in Media: Forms [BHUM]
- MCOM 204/Selected Topics in Media: Forms [BHUM]
- MCOM 302/Advanced Selected Topics in Media: Forms [BHUM]
- MCOM 303/Advanced Selected Topics in Media: Systems and Contexts [BHUM]
- MCOM 304/Advanced Selected Topics in Media: Practice [BHUM]
- PH/ESS 305/Medical Geography [DVIT]
- PSCI 334/Cultural Diversity and the Law [WRIT]

For Action:

1. History & Culture Program

Proposal for Revision to the History and Culture Program

Executive Summary of Proposed Curricular Changes

1. Credit re-allocation.

MA degree increased from 27 to 30 credits (NJ regulations).

PhD coursework changed from 37 to 45 credits.

PhD dissertation writing changed from 18 to 9 credits.

Total credits required for PhD degree unchanged at 54 credits.

2. Additional degree requirements:

a) Added Historiography requirement: 4 courses for the PhD, 3 courses for MA.

b) Added Research-Intensive requirement: 2 courses for the PhD.

c) Added Methodology/Theory requirement: 2 courses for the PhD, 1 for MA.

3. New Courses

a) Change Hist 800: Research Seminar (previously "research tutorial: HC 990") from an independent study to a course taught by a faculty member.

b) Create compulsory but non-credit-bearing Hist 900: Portfolio Course taught by a faculty member. The Portfolio course will be taken by PhD students in the second semester of their third year. It will incorporate and thus replace the "Writing as a Public Intellectual" course (HC 806) from the current curriculum.

c) Create Optional Thesis Course, Hist 850 for MA, to be taken as an independent study in second semester of second year.

I. Rationale for Major Changes

We have revised the curriculum according to four main principles:

1. In line with Drew policy, incoming PhD classes will be much smaller than previously. This means we will have to attract a larger MA cohort to be able to preserve a diversity of course offerings, and in the short term we will have to cope with a smaller program.

2. Given the reduced size of the PhD, we will be able to offer a smaller number of courses each year (c. 13 courses/year as opposed to c. 16, and approximately 9 in the first couple of years). Greater structure for the program gives students a rationale for the course offerings and a framework to their course choices in this environment.

3. The curriculum requirements should map onto the learning objectives for the Masters and PhD Programs.

4. We want to guide doctoral students through the third year (qualifying exams). Left to independent study, many students have stalled during this process. Our proposal will help students through this part of the program in two ways:

a) It takes previously unstructured preparation for Capstone fields, and incorporates it into the coursework (the historiography requirement). In addition, by requiring that the first two fields correspond in scope to introductory college-level courses, we ensure the breadth of the training for our graduates. Thus though we have increased the number of credits for coursework (but not the overall degree), we envision that it will help students move more quickly through the program.

b) The non-credit-bearing Portfolio Course guides students through the process of fulfilling the other components of the portfolio, and it provides a deadline for completing the qualifying exams, with PhD students achieving ABD status by the end of their 3rd year.

II. Program Goals and Student Learning Outcomes (SLOs)

Program-Level Goals:

At the MA level, students will: develop mastery of the subject matter within their chosen historical sub-discipline, including thorough knowledge of the relevant historical scholarship, along with the major debates, problem sets, and methodologies this scholarship contains; master methods of historical scholarship, including archival research, developing a bibliography and literature review, primary source analysis, thesis statement formulation, argument development, sound expository prose, and proper citation formatting; communicate effectively, orally and in writing, on their chosen sub-discipline; have the opportunity to develop familiarity with the scholarly perspectives and literature of an extra-disciplinary field; and have the opportunity to explore inter-disciplinary and/or non-traditional methodologies via hands-on training, through an internship experience.

At the PhD level, students will: develop mastery of the subject matter within their chosen historical sub-disciplines, including thorough knowledge of the relevant historical scholarship, along with the major debates, problem sets, and methodologies this scholarship contains; master methods of historical scholarship, including archival research, developing a bibliography and literature review, primary source analysis, thesis statement formulation, argument development, sound expository prose, and proper citation formatting; learn how to apply one or more interpretative approaches from historical studies or related fields to the analysis of traditional and/or non-traditional primary sources; communicate effectively, orally and in writing, on their chosen sub-disciplines and research topic; communicate effectively, orally and in writing, on academic topics to a public audience; have the opportunity to develop familiarity with the scholarly perspectives, literature, and methods of an extra-disciplinary field, and the ability to compare and contrast the theories and methods of history with that of another discipline.

Student Learning Outcomes:

| | |
|------|--|
| MA1 | Describe the historiography of one specific sub-discipline of history, including the relationships of various schools of thought within the historiography. |
| MA2 | Analyze historical primary evidence through the application of appropriate theoretical frameworks. |
| MA3 | Evaluate a scholarly work's argument, use of evidence and intervention in the secondary literature (historiography) in one specific sub-discipline of history. |
| MA4 | Develop mastery of the basic methods of historical scholarship. |
| MA5 | Write an effective historical primary research paper. |
| PhD1 | Describe the historiography of multiple sub-disciplines of history, including the relationships of various schools of thought within the historiography. |
| PhD2 | Analyze historical primary evidence through the application of appropriate theoretical frameworks. |
| PhD3 | Evaluate a scholarly work's argument, use of evidence and intervention in the secondary literature (historiography) in multiple sub-disciplines of history. |
| PhD4 | Master the basic methods of historical scholarship. |
| PhD5 | Produce original publishable work of scholarly peer-reviewed quality. |
| PhD6 | Communicate/explain orally about a student's chosen research topic. |

All MA SLOs are tested in the Research Seminar paper, for both Thesis and non-Thesis students, and the MA Thesis for Thesis-track students.

PhD SLO 1 & 3 are tested in the capstones (a component of the qualifying exams).

PhD SLO 2, 4 and 5 are tested in the dissertation.

PhD SLO 6 is tested in the dissertation defense.

Assessment plan included in Appendix 2.

III. Proposed Changes to the Curriculum

a. Explain each proposed change.

1. Credit re-allocation.

MA degree increased from 27 to 30 credits, to comply with NJ regulations.

PhD coursework changed from 37 to 45 credits.

PhD dissertation writing changed from 18 to 9 credits.

Total credits required for PhD degree unchanged at 54 credits.

2. Additional degree requirements:

a) Added Historiography requirement: 4 courses for the PhD, 3 courses for MA.

b) Added Research-Intensive requirement: 2 courses for the PhD.

c) Added Methodology/Theory requirement: 2 courses for the PhD, 1 for MA.

3. New Courses

a) Change Hist 800: Research Seminar (previously "research tutorial: HC 990") from an independent study to a course taught by a faculty member.

b) Create compulsory but non-credit-bearing Hist 900: Portfolio Course taught by a faculty member. The Portfolio course will be taken by PhD students in the second semester of their third year. It will incorporate and thus replace the "Writing as a Public Intellectual" course (HC 806) from the current curriculum.

c) Create Optional Thesis Course, Hist 850 for MA, to be taken as an independent study in second semester of second year.

b. Provide comparison between old program and revised program.

A comparison of the proposed curriculum to the current and competitor programs.

PHD

| | New Curriculum | Current Curriculum | Comparison Schools: Rutgers | LeHigh University | Temple University |
|------------------|-------------------|------------------------|---|---|---|
| Required Credits | 54 | 54 | 72 | 69 | |
| Coursework | 45 | 37 | 48 credits course work (of which 9 can be exam prep) | 48 (30 credits MA, 18 credits directed reading) | 33 |
| ABD expected | End of third year | Some time in 4th year* | For those entering with a BA, Spring of 4th Year Those entering with an MA Spring of 3rd year. | End of Third Year | End of fifth Semester in Doctoral Program |
| Mandatory | Foundations | Foundations | Introductory course | Historical Research | Foundations |

| | | | | | |
|-----------------------|--|---|---|---------------|--|
| Courses | Research Seminar Portfolio tutorial | Research Seminar (no class) Pub. Intellectual (1 credit) | | | |
| Requirements | 4x historiog. 2x Research 2x Methods 2x extradisc | 2x extradisc | 6-8 courses in major field 2 courses in minor field, including historiography courses, seminars 2x Research courses | 1x historiog. | 4x Historiog, 2x Research 1x Methods |
| Non-HC courses | up to three | up to three (minus any advanced standing) | | | |

The curricular changes brings us broadly in line with our cross-application schools, especially those like Rutgers and Temple that have more structured curricula.

* In the current curriculum, students complete their coursework at the end of the second year. In the third year they are expected to prepare three capstone essays (read c. 35 books and write a 40-page paper), and fulfill other requirements like language exams, public lecture, syllabi, as well as write a dissertation proposal. A very small number of students have completed this process in their third year, with a minority still working on it at the beginning of their fifth. This has been one of the major contributors to our time-to-degree problem in H&C.

MA

| | New Curriculum | Current Curriculum | Comparison Schools: Rutgers | Lehigh | Temple |
|----------------------------|--|---|--|--|--|
| Required Credits | 30 | 2 | 30 | 30 | 30 |
| Mandatory Courses | Foundation Research Seminar | Foundation Research Seminar (no class) | Core course Capstone research paper | | Core course 3-credit Thesis |
| Requirements | 3x historiog. 1x extradisc 1x method | 1x extradisc | Master's Exam, historiog | 2 tracks: Thesis or historiog. (written exams in two fields) | 1x Historiog 1x Writing Seminar 2x Outside field |
| From other Programs | Up to two | Up to two (minus any advanced standing) | | | |

The proposed curriculum aligns the History and Culture program more closely with our cross-application schools. The greater historiography requirement follows from the structure of our historiography curriculum, and our conviction that Masters students should demonstrate competence in at least two geographical regions.

Comparison Schools taken from our top cross-application schools. We have chosen schools with both PhD and MA programs for ease and consistency of the comparison.

Rutgers PhD: <http://history.rutgers.edu/graduate/doctoral-program>

LeHigh PhD: <https://history.cas2.lehigh.edu/content/phd-program-requirements>

Temple PhD: <http://bulletin.temple.edu/graduate/scd/cla/history-phd/>

Rutgers MA: <http://history.rutgers.edu/graduate/masters-in-global-and-comparative-history>

LeHigh MA: <https://history.cas2.lehigh.edu/content/ma-program-requirements>

c. Provide complete revised catalogue copy.

History and Culture

About the Program

History and Culture is an interdisciplinary graduate program in modern intellectual and cultural history. While its geographic focus remains European and American, the course of study emphasizes the production and dissemination of knowledge in global contexts. Students are trained to consider a range of intellectual and cultural problems of pressing contemporary relevance from multiple disciplinary perspectives. The program emphasizes the training of teachers alongside scholars, and helps prepare students for non-academic as well as academic careers.

The doctoral program is structured to allow students to complete the degree in five years during which time selected Fellowship recipients receive full financial support. In addition to their coursework and internships, Fellowship students also work as teaching assistants with a Drew professor and teach a few courses on their own. Unlike many larger doctoral program in history, History & Culture does not require students to work as teaching assistants in large lecture classes.

Requirements for the History & Culture M.A. (30 credits)

One and a half years of courses plus an additional course either taken over the Summer, or in a fourth semester. Students choosing to write a full Master's Thesis will complete it in the fourth semester as a 3-credit research tutorial (Hist 850).

I. Required Courses (6 credits):

[Hist 600 – Foundation Seminar](#)
[Hist 800 – Research Seminar](#)

II. Historiography Courses (9 credits)

Students should choose a major and a minor field, taking two courses in the former and one course in the latter.

American Historiography:

[Hist 601 – Early American Historiography](#)
[Hist 602 – 19th-Century U.S. Historiography](#)
[Hist 603 – 20th-Century U.S. Historiography](#)

European Historiography:

[Hist 611 – Europe Historiography, 1789-1900](#)
[Hist 612 – Europe Historiography, 1900-1945](#)
[Hist 613 – Europe Historiography, 1945-Present](#)

World Historiography:

[Hist 621 – Early World Historiography](#)
[Hist 622 – Modern World Historiography](#)

III. Electives (15 Credits) of which

3 Credits of Methodology/Theory

"Methodology/Theory"-designated classes introduce students to a methodological approach within history or a theoretical approach from another discipline. The reading list for the class will consist largely of theoretical texts as well as work by scholars who use that theory. The course will culminate in a final paper (15-25 pages long) that *EITHER* engages with the theoretical or methodological tradition *OR* applies that theory or methodology.

3 Credits of Extradisciplinary Courses

"Extradisciplinary"-designated courses are taught by faculty trained in fields other than history.

NOTES: Some courses will satisfy two requirements. In addition to courses from the program, students may take up to **two** courses from other Drew graduate programs in consultation with their advisor. Non-thesis students can take one of these courses as a credit-bearing internship.

Requirements for the History & Culture Ph.D. (54 credits)

The History & Culture Ph.D. involves two and a half years of coursework followed by one semester preparation for capstone exams. Students admitted directly into the PhD program will receive an MA when they satisfactorily complete the Research Tutorial and nine other courses. After the successful completion of the capstones, students will research and write a doctoral dissertation.

I. Required Courses (6 credits):

[Hist 600 – Foundations Seminar](#)

[Hist 800 – Research Seminar](#)

[Hist 900 – Portfolio Course \(non-credit-bearing\)](#)

II. Historiography Courses (12 credits)

Students should choose two fields—from American, European, or Global—and take two courses from each sequence.

American Historiography:

[Hist 601 – Early American Historiography](#)

[Hist 602 – 19th-Century U.S. Historiography](#)

[Hist 603 – 20th-Century U.S. Historiography](#)

European Historiography:

[Hist 611 - Europe Historiography, 1789-1900](#)

[Hist 612 - Europe Historiography, 1900-1945](#)

[Hist 613 - Europe Historiography, 1945-Present](#)

World Historiography:

[Hist 621 – Early World Historiography](#)

[Hist 622 – Modern World Historiography](#)

III. Electives (27 Credits) of which

6 Credits of Research-Intensive Courses

"Research-Intensive"-designated courses culminate in a 15-25-page research based upon primary sources. Students can petition to take the Research Seminar twice and have the first time substitute for one research-intensive course.

6 Credits of Methodology/Theory

“Methodology/Theory”-designated courses introduce students to a methodological approach within history or a theoretical approach from another discipline. The reading list for the class will consist largely of theoretical texts as well as work by scholars who use that theory. The course will culminate in a final paper (15-25 pages long) that *EITHER* engages with the theoretical or methodological tradition *OR* applies that theory or methodology.

6 Credits of Extradisciplinary Courses

“Extradisciplinary”-designated courses are taught by faculty trained in fields other than history.

NOTE: Some courses will satisfy two requirements. In addition to courses from the program, students may take up to **three** courses from other Drew graduate programs in consultation with their advisor.

IV. Qualifying Exams

After completing the Portfolio course (Hist 900), normally in the Spring semester of the third year, doctoral students will demonstrate their preparation as teachers and scholars in three fields:

1. Major Field (either U.S. or Europe)
2. Minor Field (U.S., Europe, or World History. Cannot be same as major field).
3. Field related to Dissertation

For major and minor fields, preparation includes the required historiography courses (2 in major field, 2 in minor field), and ten additional books for each field chosen in consultation with faculty and in accordance with student's interests. For the third field, students read 35-40 books chosen in consultation with the dissertation committee. The field should be tailored to the dissertation topic, but still be approximately as broad in scope as an upper-level undergraduate seminar.

In addition, students should compile the following for their portfolios:

- A public lecture.
- Two book reviews.
- Two course syllabi.
- An essay on an academic topic addressed to a nonacademic audience.
- The Dissertation Prospectus

V. Foreign Languages

PhD students specializing in Continental Europe must pass an examination in one foreign language. Normally the language will be French, German, or Spanish, but another language may be substituted if it is deemed useful to the student's research. Foreign language examinations are not required for MA students or for PhD students specializing in the United States, Britain, or Ireland.

VI. Dissertation (9 Credits)

After completing the qualifying exams, students will be classed as “ABD” and will begin writing their dissertation. In consultation with his/her faculty advisor, each doctoral student will form a dissertation committee consisting of three faculty. When a student's proposed dissertation topic is in a field considerably different than their completed coursework and capstones, they may be required to complete an additional capstone and/or extra coursework or show mastery of the appropriate literature for the proposed new area in some other way. Dissertation Guidelines may be found at <http://www.drew.edu/graduate/deans-office/forms>.

Each dissertation must ultimately undergo an oral defense and must be unanimously approved by the dissertation committee. When the student has prepared a final draft and is ready to defend, the committee will consult with the student to invite a fourth reader from another university. The final semester of dissertation work will be taken as a 9-credit Dissertation Writing Course.

IV. Impact on other departments.

Unlike in the College, the Graduate Programs at Drew are relatively independent. Students will take the vast majority of their courses within their programs. Nonetheless, students still take a limited number of courses in other programs, which count towards their degree. We have discussed the program with the other convenors. On the basis of these conversations we have constructed the curriculum with an eye to their needs, and we have listed those courses which will most likely attract History and Culture students. Appendix 3 details potential overlap with other Drew graduate programs.

The changes to the curriculum respond to the smaller incoming PhD cohort. The increased structure in the program allows us to concentrate students in a smaller set of courses, and greater curricular planning will allow students to sketch out in advance their 3 or 5 semesters of coursework, which will help them think through their requirements given the courses on offer, and make sense of their choices. Though we envision a smaller number of courses on average in the first years of the new curriculum (c. 9 H&C courses a year as opposed to around 16 in the early years of the old curriculum), the program cannot realistically be reduced further while maintaining the range of courses required for a Ph.D. program. In the short term, some courses might have to run with smaller enrolments. In the long term, we anticipate filling out the courses by recruiting a larger MA cohort each year. Appendix 1 describes plans to grow the MA program in H&C.

Model 2-Year Course Rotation

We've designed the core portions of the curriculum on a 2-year rotation, as that best serves both MA and PhD students in terms of fulfilling requirements and course planning. We've asked history faculty to commit to one H&C course per year and non-history H&C faculty to commit to one every 2 years, in order to be able to construct a regular 2-year course rotation. In line with previous commitments to the Graduate school, some faculty will teach two courses a year. This allows breadth of faculty participation and consistency in course offerings, as well as better planning for faculty and students. It also opens up the possibility of adding other courses, as needed, based on subject area and enrollment numbers.

As the number of students in the program grows, we can add additional specialty seminars, as appropriate, with an eye toward more extradisciplinary seminars, to bring in more faculty members from outside history. This works well with the needs of non-history members of the core faculty. For example, Josh Kavaloski is committed elsewhere for the next two academic years, but wants to develop an extradisciplinary course after that. John Lenz would like to offer an Ancient Greece and Rome Historiography class and/or a Religions of the Ancient World course that could be added to H&C offerings in tandem with the move toward a joint H&C/Theo track in Religious/Church history. Hannah Wells has also expressed interested in teaching courses in the medium term. Other offerings (such as in Literature) could be added once the program grows and faculty feel assured of its academic integrity.

Key: H (Historiography sequences), R (Research-intensive), M (Methodology/Theory), E (Extradisciplinary)

Year One:

Fall

1. Foundations Seminar – Caoimhin deBarra
2. Early American Historiography H – Angie Kirby-Calder
3. Early World Historiography H – Karen Pechilis
4. Research Seminar (joint MA & PhD students) – Chris Taylor

Additional H&C Seminars:

1. Book History M – Jonathan Rose
2. History of Medicine or History of Sexuality R– Fran Bernstein

Spring

1. Portfolio (3rd yr PhD students, can conflict w/H&C offerings) – Jonathan Rose
2. 19th-Century U.S. Historiography H – Wyatt Evans
3. Europe Historiography, 1945-Present H – Ed Baring
4. Anthropological Theory ME – Allan Dawson

Additional H&C Seminars:

3. Islamism and Nationalism in the Modern Arab World R – Chris Taylor
4. U.S. Foreign Policy – James Carter
5. Irish History R – Caoimhin DeBarra

Summer:

1. MAT/H&C Historical Inquiry – staffed by MAT
2. (Option for student internships)

Year Two:

Fall

1. Foundations Seminar (all new students, MA & PhD) – Fran Bernstein
2. 20th-Century U.S. Historiography H – James Carter
3. Europe Historiography, 1789-1900 H – Caoimhin DeBarra
4. Research Seminar (joint MA & PhD students) – Jonathan Rose

Additional H&C Seminars:

1. History of India R– Karen Pechilis
2. Quantitative and Digital Research Methods M – Wyatt Evans

Spring

1. Portfolio (3rd yr PhD students, can conflict w/H&C offerings) – Wyatt Evans
2. Europe Historiography, 1900-1945 H – Jonathan Rose
3. Early World Historiography H – Chris Taylor
4. Interdisciplinary Methods Course ME – Kim Rhodes (Documentary Film & Visual Culture)

Additional H&C Seminars:

1. U.S. Environmental History M – Angie Kirby-Calder
2. Public Intellectuals R – Ed Baring

Summer

1. MAT/H&C Historical Inquiry – staffed by MAT
2. (Option for student internships)

Under “Additional H&C Seminars” we intend to offer at least one of the following per year (some courses “double-dip”): gender/sexuality, U.S., Europe, Global, Intellectual history

V. Transition Plan.

Because we are moving from a relatively unstructured program to a relatively structured program, the transition does not pose too many difficulties.

The first few years will nonetheless be unusual for the following reasons. The Research Seminar and Portfolio will not be offered in the first academic year under the new curriculum, because there will be no new students who will have reached that stage. The Research Seminar will be added in Fall of the 2nd year under the new program, for all new MA students, and for PhD students under the old program, as part of their individual transition plans. Portfolio will be added to the regular rotation in either Spring of the 2nd or 3rd year under the new curriculum, depending on the transition plans of PhD students from the old curriculum. We might also have to offer the Writing for the Public class until we bridge between the two programs.

This means a smaller number of H&C course offerings during the first two transition years, when we expect smaller enrollments anyway. The transition will be made easier by the fact that we only had one incoming PhD student for AY 2017-18, Amy Hester (Alex Thelin transferred from the MA to the PhD, so has already completed significant coursework). We could work with Amy on a transition plan specific to her needs.

Appendices:

Appendix 1. Plans for Growing the MA Program

The changes to the curriculum respond to the smaller incoming PhD cohort. The increased structure in the program allows us to concentrate students in a smaller set of courses, and greater curricular planning will allow students to sketch out in advance their 3 or 5 semesters of coursework, which will help them think through their requirements given the courses on offer, and make sense of their choices. Though we envision a smaller number of courses on average in the first years of the new curriculum (c. 10 H&C courses a year as opposed to around 16 in the early years of the old curriculum), the program cannot realistically be reduced further while maintaining the range of courses required for a Ph.D. program. In the short term, some courses might have to run with smaller enrolments. In the long term, we anticipate filling out the courses by recruiting a larger MA cohort each year.

Several of the changes to the curriculum (and other recent changes in the graduate school) give us confidence that we can grow the MA program:

1) The adjustment to the credit hour cost brings us more in line with our peer schools, and thus will make H&C more competitive for MA students.

2) While the PhD program will maintain its focus in US and European intellectual and cultural history, in line with faculty research strengths, the broader training offered in the historiography courses will allow us to present the MA as a generalist European and American history program, and thus appeal to a broader group of students. The addition of global courses will also be attractive to different pools of applicants.

3) By adding a range of options for the MA (thesis-track, historiography emphasis, internships) we can appeal to students with different goals, from teachers seeking further certification to those aiming to apply to PhD programs elsewhere. As shown in a recent focus group with Master of Arts and Teaching alumni, there is a desire for courses that deal with historical content and methods. As practicing teachers, a program which keeps them immersed in current trends in history education is particularly valuable. The proposed course in quantitative and digital research skills is also in demand and many educators struggle with these areas. Similar skills and coursework would appeal to librarians, archivists, and other individuals working in nonprofit organizations related to public history.

4) Opportunities for internships will be valuable in marketing the program and setting Drew apart from its competitors. The American Historical Association is leading the charge for career outcomes for history graduate students to go beyond academia. Internships have played a key part in this effort. The proposal for a revitalized History & Culture MA fits into this trend.

5) A clearer and better planned set of course offerings will allow us to talk more concretely with prospective students about what study at Drew will entail, which will both help attract students and increase student satisfaction when they are here.

Appendix 2. Program Assessment Plan

Degree Program: History and Culture Graduate Program, MA and PhD

Lead Contact: Angie Calder and Ed Baring

Curriculum Map: Course Names are substituted for Course Numbers, as some courses will be new and thus do not yet have a number, and further, the CSGS-wide numbering system is likely changing. Additionally, this represents the initial offerings under the new curriculum, but we hope to add more courses as the program grows.

| Courses | SLO MA1 | SLO MA2 | SLO MA3 | SLO MA4 | SLO MA5 | SLO PhD1 | SLO PhD2 | SLO PhD3 | SLO PhD4 | SLO PhD5 | SLO PhD6 |
|---------------------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| Foundations | I | I | I | I | I | I | I | I | I | I | I |
| U.S. Historiography | P | | P | P | | P | | P | P | | |

| | | | | | | | | | | | |
|----------------------------|---|---|---|---|---|---|---|---|---|---|---|
| I | | | | | | | | | | | |
| U.S. Historiography II | P | | P | P | | P | | P | P | | |
| U.S. Historiography III | P | | P | P | | P | | P | P | | |
| Europe Historiography I | P | | P | P | | P | | P | P | | |
| Europe Historiography II | P | | P | P | | P | | P | P | | |
| Europe Historiography III | P | | P | P | | P | | P | P | | |
| World Historiography I | P | | P | P | | P | | P | P | | |
| World Historiography II | P | | P | P | | P | | P | P | | |
| Anth Theory | | P | P | | | | P | P | | | |
| Art Hist Theory | | P | P | | | | P | P | | | |
| Digital Methods | | P | P | P | | | P | P | P | | P |
| Hist Sexuality | P | P | P | P | P | P | P | P | P | P | P |
| Hist Medicine | P | P | P | P | P | P | P | P | P | P | P |
| U.S. Gender | P | | P | P | | P | P | P | P | | |
| Global S. Women | P | P | P | P | P | P | P | P | P | P | P |
| Global Slavery | P | P | P | P | P | P | P | P | P | P | P |
| Hist India | P | P | P | P | P | P | P | P | P | P | P |
| Book Hist | P | P | P | P | P | P | P | P | P | P | P |
| Imperialism | P | | P | P | | P | P | P | P | | |
| Global Nationalism | P | P | P | P | P | P | P | P | P | P | P |
| N. Ireland | P | | P | P | | P | P | P | P | | |
| United Kingdom | P | | P | P | | P | P | P | P | | |
| Victorian Mind | P | P | P | P | P | P | P | P | P | P | P |
| European Intellectual Hist | P | P | P | P | P | P | P | P | P | P | P |
| Civil War | P | P | P | P | P | P | P | P | P | P | P |
| Post-45 U.S. | P | | P | P | | P | P | P | P | | |
| U.S. Foreign Policy | P | | P | P | | P | P | P | P | | |
| Research | M | M | M | M | M | P | P | P | P | P | |

| | | | | | | | | | | | |
|--------------|---|---|---|---|---|-----|-----|-----|-----|-----|-----|
| Seminar | | | | | | | | | | | |
| MA Thesis | M | M | M | M | M | N/A | N/A | N/A | N/A | N/A | N/A |
| Portfolio | | | | | | M | | M | | | P |
| Dissertation | | | | | | | M | | M | M | |
| Diss Defense | | | | | | | | | | | M |

Curriculum Map Narrative: The Foundations Course is designed specifically to “Introduce” all the SLOs and is therefore required of all incoming MA and PhD students, in their first semester of coursework. Program requirements for students include designated Historiography courses (4 for PhD, 3 for MA), Method/Theory courses (2 for PhD, 1 for MA), and Research courses (including the required Research Seminar), with the remainder of each student’s coursework fulfilled by seminar electives. These program requirements ensure students must take courses that sufficiently practice each of the SLOs, both at the MA and PhD levels. All courses contribute to multiple SLOs, and all the SLOs are sufficiently supported in the program, through a combination of required and elective courses.

Assessment Plan Overview:

| SLOs | What Evidence Supports this Outcome? | Where in the Curriculum is this Evidence? | Who Will Collect and Evaluate this Evidence? | When Will Assessment Occur? |
|------|---------------------------------------|--|---|-----------------------------|
| MA1 | Research Seminar Paper (or MA Thesis) | Research Seminar Course (Fall of 2 nd year) or MA Thesis (Spring of 2 nd year) | Instructor of Record | On a rotating basis |
| MA2 | Research Seminar Paper (or MA Thesis) | Research Seminar Course (Fall of 2 nd year) or MA Thesis (Spring of 2 nd year) | Instructor of Record | On a rotating basis |
| MA3 | Research Seminar Paper (or MA Thesis) | Research Seminar Course (Fall of 2 nd year) or MA Thesis (Spring of 2 nd year) | Instructor of Record | On a rotating basis |
| MA4 | Research Seminar Paper (or MA Thesis) | Research Seminar Course (Fall of 2 nd year) or MA Thesis (Spring of 2 nd year) | Instructor of Record | On a rotating basis |
| MA5 | Research Seminar Paper (or MA Thesis) | Research Seminar Course (Fall of 2 nd year) or MA Thesis (Spring of 2 nd year) | Instructor of Record | On a rotating basis |
| PhD1 | Capstones | In Qualifying Exams, Spring of 3 rd year | Capstone graders, determined by tested subjects | Yearly |
| PhD2 | Dissertation | Student’s last semester | Diss committee | * |
| PhD3 | Capstones | In Qualifying Exams, Spring of 3 rd year | Capstone graders, determined by tested subjects | Yearly |

| | | | | |
|------|----------------------|-------------------------|----------------|---|
| PhD4 | Dissertation | Student's last semester | Diss Committee | * |
| PhD5 | Dissertation | Student's last semester | Diss Committee | * |
| PhD6 | Dissertation Defense | Student's last semester | Diss Committee | * |

Explanation: For MA SLOs, we will begin evaluation after the 2nd year under the new curriculum, as the Research Seminar (the place where testing occurs) will not be offered in the 1st year of the new curriculum. Thereafter, individual MA SLOs will be evaluated on a rotating basis.

For PhD SLOs, we will begin evaluation of 1 and 3 at the end of the 3rd year under the new curriculum (as that will be when the first new cohort completes their Qualifying Exams) and thereafter yearly. For PhD SLOs 3, 4, 5 & 6, the information will be compiled as students who entered under the new curriculum finish / dissertations (potentially as early as the 4th to 5th year under the new curriculum) but overall evaluation of those SLOs will have to wait until a statistically significant number of students have completed their dissertations, in order for us to evaluate at the program level. After that, we can set a time frame or threshold for evaluation of PhD SLOs 3, 4-6 (that is, for example, every X number of years, or once we compile a certain number of evaluated dissertations). For MA4 and PhD4, students will be evaluated on: archival research, developing a bibliography and literature review, primary source analysis, thesis statement formulation, argument development, sound expository prose, and proper citation formatting.

Appendix 3. Relations with other Graduate Programs at Drew

Unlike in the College, the Graduate Programs at Drew are relatively independent. Students will take the vast majority of their courses within their programs. Nonetheless, students still take a limited number of courses in other programs, which count towards their degree. We have discussed the program with the other convenors. On the basis of these conversations we have constructed the curriculum with an eye to their needs, and we have listed those courses which will most likely attract History and Culture students.

Medical Humanities:

The MedHum program would like History of Medicine for their students. At this point, we can commit to offering it every other year.

Teacher Education:

MAT track – they are re-tooling MAT 812: Historical Inquiry, to meet needs of H&C students. Course will cross list and be offered regularly in Summers, which will help H&C MA students graduate in 3 semesters if need be. It will also appeal to teachers, both secondary and college-level, by focusing on how to work with primary sources in teaching.

M.Ed Culture and Equity track – they have expressed a need for HC 889: History of Sexuality and HC 888: Gender in U.S. History for their students. Interest in other H&C classes as curriculum develops.

M.Ed Literacy and Technology track - they are interested in our new Digital Humanities/Quantitative Research Seminar (being developed now) for their students.

*As that track and Digital Drew develop, H&C will make appropriate new courses available to its students.

MAT/M.Ed – they would like to draw on H&C content courses as options for their history/social studies candidates, especially U.S. and World Historiography sequences, as well as other subject-specific courses, for example, The Civil War.

We have discussed creating a "Badge" in Higher Education Curricular Planning for the M.Ed program, which would be fulfilled by taking two from the U.S., European, and Global historiography sequences. We are developing those courses in conversation with Kristen Turner.

The Theological School:

H&C wants to follow Theo's lead in doing away with most cross-lists (ArtLet supports this move too), but opening up students' ability to cross programs, through a combo of program-level requirements (as discussed in the Conveners' meeting) and Ladder coding. With clear program-level requirements available, Theo and H&C can advise their students how to fulfill their "outside home program" options with appropriate courses from the other programs.

H&C Courses relevant to Theo students:

- core history training in particular time periods, fulfilled by the historiography sequenced courses or subject-specific courses: U.S. Historiography I, II, III; European Historiography I, II, III; World Historiography I, II; post-45 U.S. History; Global Slavery, etc.
- Methodology courses, like Book History, Intellectual History or Anthropological Theory
- Focus on a particular sub-discipline, such as environmental history or gender/sexuality

Theo Courses relevant to H&C students:

- Content-specific courses, such as: CHST 502 – Church History I; CHST 503 – Church History II; CHST 560 – United Methodist History; CHST 767 – History of Evangelism in U.S. America; CHST 682 – Is God on Our Side? The Rise of the Christian Right in Modern America; CHST 768 – Race and American Christianity; CHST 769 – History of Missions from the Reform Era to the Twentieth Century

- Theory-oriented courses, such as: INTD 905 – Theories and Methods in the Academic Study of Religion; INTD 910 – Religion, Space and Place; INTD 920 – Poststructuralist Theory and the Study of Religion; RLSC 713 - The Theory and Practice of Environmental Justice; RLSC 714 – Strategies of Social Protest; RLSC 727 – Feminist Ethics; RLSC 728 – Gay and Lesbian Liberation Struggles and Religion; RLSC 778 – Psychology of Violence; RLSC 780 – Intercultural Ethics and Conflicts; as well as Theo's interdisciplinary/cross-cultural area studies, especially those related to Africana and gender/sexuality studies. (Many of the theory courses could fulfill the "Extradisciplinary" requirements for H&C students).

After H&C has implemented its new curriculum, there is interest from both H&C and Theo in developing a new, joint track in graduate study, Religious/Church History. Core historiography/methodology training would take place through H&C, with specialty training through Theo faculty. The exact contours of the program are yet to be developed, but every single H&C faculty member I've talked to supports this and so does Melanie.

- The "extradisciplinary" requirement for H&C. A few regularly-offered H&C courses can fulfill this requirement, but students will be free to fulfill this requirement with appropriate non-H&C classes, as long as they meet program-level requirements (pgs reading/writing), which opens up the courses H&C students can take in any other CSGS programs. As the H&C program grows, we can also field more extradisciplinary courses within H&C too, thereby bringing in more diverse faculty, which will also increase the offering for other programs (since their students will be able to take those courses for their outside-of-program classes)

ArtLet:

As with Theo, H&C students would be free to fill their "out of program" options with ArtLet courses that meet H&C program-level requirements. For example, H&C students studying modernism could take AREL 826 – Literary Modernism in America; AREL 832 – Transatlantic Modernisms. The various courses on graphic novels (AREL 851; 852; 853; 854) would appeal to students studying popular culture and/or visual culture. Students could take appropriate literature courses that coordinate with their geographic field, such as British or Irish literature, and AREL 870 – Un/Natural Space/American Landscape would appeal to a number of sub-disciplines. ArtLet students would also be free to take H&C classes that met ArtLet program requirements and through the new system of cross-program communication about program-level requirements and Ladder coding, would know what to expect.

Holocaust Studies:

- Better support for students. We regularly get applicants interested in Holocaust studies, but can't support them well within H&C. Under the new program, the Holocaust-relevant classes offered under ArtLet (and any other CSGS program) can fulfill the outside-of-program classes for H&C students, while the H&C classes will supply the appropriate historiography and methodology training. Better coordination with the Holocaust Center also means opportunities for students for internships, professional development, access to sources, work opportunities and opportunities to present their research.

Relevant courses: ARHI 855: Psychology of the Holocaust; ARHI 857 – Popular Culture and the Shaping of the Holocaust in American Memory; ARHI 858 – Women in the Shoah: Experience, Expression and Representation; AREL 852 – Beyond Words: The Graphic Novel and Representations of Ethnic and Racial Violence, the Holocaust and Genocide; RLSC 778: Psychology of Violence

-Potential for growth in Ancient History/Religion, as part of the joint H&C/Theo Religious/Church history track.

-H&C is looking forward to working with other programs to see how we can meet their needs and how they can meet our unmet needs, both now and in the future.

2. Environmental Science Major

I. Rationale *What is the rationale for the department’s proposal to revise the major at this time? Is there assessment data to support the revision? Are the revisions a response to an external review of the department? How do the revisions relate to the objectives articulated in your five-year plan? Are there external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions which are being used in the revision?*

The ESS faculty are proposing revisions to strengthen the Environmental Science track of the ESS major in order to better prepare our students for pursuing laboratory and research careers in environmental science professions. We are also proposing that this major be listed separately in the catalog rather than as a track in the ESS major. We believe these proposed changes will better enable Drew students in the Environmental Sciences to succeed, by directing them to more specific and appropriate requirements. Creating a separate environmental science major also gives students, both current and prospective, a clearer picture of the curriculum. At the same time, the ESS program will offer both the environmental studies and sustainability major and the environmental science major (just as it currently offers both tracks of the ESS major). Housing both majors under one roof provides opportunities for students in each major to interact with each other, take courses in the other major, and develop an appreciation of the interdisciplinary nature of studying the environment.

The proposed revisions are supported by a benchmark comparison of Environmental Science majors at our peer and aspirant institutions, which was completed in fall 2015 as part of a self-study in preparation for a 2016 External Review of the Environmental Studies and Sustainability program. Majors findings from this comparison (Table 1 and Appendix 1) confirmed concerns that our program was relatively small and lacked the rigor of other programs. For instance, the average number of total credits at peer and aspirant institutions is 60 credits, 12 credits larger than our current major. A course-by-course analysis shows that the gap was often larger when comparing total number of science courses. Furthermore, all but one of our comparison schools require statistics and/or calculus; we currently require neither. One strength evident in this comparison is our required GIS course. The external review did not respond to specific curricular changes proposed in our self-study, but rather suggested the program needs to define the overarching vision for the major. The proposed revisions to the Environmental Science major are designed around a vision to develop the skills and methods to address the environmental issues of the future. Foundational and interdisciplinary content knowledge is critical to this vision, but the emphasis is on developing research, analysis and critical thinking skills so that Drew graduates can respond to changing environmental threats.

Table 1. Comparison to Environmental Science Majors at our peer and aspirant schools.

| College | Total Science | Intro Science | Total Credits | GIS | Math |
|---------|---------------|---------------|---------------|-----|------|
| | | | | | |

| | Credits | Credits | | | |
|-------------------------------|----------------|----------------|-----------|------------|------------------------|
| Franklin & Marshall | 56 | 16 | 64 | No | Quant req. |
| Juniata | 54 | 28 | 61-62 | No | Statistics & Calculus |
| Susquehanna | 52-56 | 24 | 56 | No | Calculus |
| Allegheny | 44 | 28 | 64 | No | Calculus |
| Dickinson | 44 | 24 | 64 | Yes | None |
| <i>Drew - proposed</i> | 40 | 20 | 56 | Yes | Statistics |
| Gettysburg | 40-44 | 24 | 56 | Yes | Statistics or Calculus |
| Skidmore | 39-43 | 19-24 | 60-63 | Yes | Statistics |
| Trinity | 40 | 24 | 60 | in Methods | Statistics & Calculus |
| Rhodes | 32-36 | 16 | 54-56 | Yes | Statistics |
| <i>Drew - current</i> | 32-36 | 16 | 48 | Yes | None |

See Appendix 1 for complete benchmarking study of Environmental Science at Peer and Aspirant institutions, including course-by-course comparisons.

Program assessment has also revealed concerns over the depth of knowledge Environmental Science track students have regarding complex environmental science issues. For example, the AY 2016-17 assessment data reveals that for all environmental majors, including the Environmental Studies (ESS) major and Environmental Science track (ESCI), only 53% of student responses were above our threshold level for success for our SLO focused on environmental science content (The AY 2016-2017 ESS Assessment Report is attached as Appendix 2.) More alarming, the data reveal that ESCI majors scored lower than ESS majors (33% success versus 67% success). As discussed in the assessment report, these findings demand a strengthening of the core environmental science curriculum. The current Environmental Science major has no research methods course, and the curricular structure has no core required laboratory course beyond the introductory level. This has led to concerns that Environmental Science graduates might also lack core research skills depending on their choice of electives. Finally, these revisions address ongoing complications involving AP/IB equivalencies (currently set as BIOL 101, which does not count toward either ESS major) and Writing in the Major courses.

We propose several revisions to the Environmental Science major to:

1. build a sequenced curriculum where prerequisite foundational disciplinary knowledge is developed prior to engaging in upper-level laboratory-based environmental science courses that use interdisciplinary knowledge and approaches;
2. increase cohort building with a sequenced curriculum that begins with a clear path in the fall semester of the first-year and continues through to the capstone;
3. increase the rigor by requiring statistics and additional upper-level science electives.
4. that the revised major appears separately in the catalog as “Environmental Science” rather than as a track in the ESS major to increase visibility and market curricular strength in both Environmental Studies and Environmental Science.
5. eliminate the Experiential Requirement since research opportunities will be an integral part of the laboratory experience in the core environmental science courses.

The proposal below details the revisions to the environmental science major, while a separate proposal details the requisite changes to the catalog copy of the ESS major.

II. Goals and Student Learning Outcomes

How has the department defined its learning objectives? How do the major revisions address these objectives and more fully implement them?

Environmental Science Program Goals:

- To strengthen critical thinking, process and communication skills so that graduates have confidence to engage in critical environmental issues.
- To develop Drew graduates with the skills and knowledge to successfully pursue environmental science careers at governmental agencies and laboratories, not-for-profit environmental organizations, environmental consulting and analysis companies, or through advanced graduate work.
- To develop environmental scientists with research and communication skills to address current and future environmental issues.

Environmental Science Program Student Learning Outcomes:

Upon completing the Environmental Science major, students will be able to:

- SLO-1: evaluate environmental issues using the interdisciplinary concepts and approaches of environmental science.
- SLO-2: design research protocols for the collection of robust data associated with real-world environmental issues.
- SLO-3: analyze and interpret environmental science data using statistics.
- SLO-4: create maps showing two or more data sets using GIS software for the spatial analysis of environmental issues.
- SLO-5: effectively communicate environmental science in written and oral formats.

III. Proposed Changes to the Curriculum

a. Explain each proposed change to the major individually;

1. Create a 100-level entry course for first-year students, ENV 150 Great Challenges in Environmental Science. This addition will provide a clear path for first-year students interested in the major. The content of this course will explore six challenges in environmental science with the goals of (1) introducing environmental topics at the college level in which conceptual and integrative approaches are emphasized and (2) demonstrating the importance of foundational knowledge in biology, chemistry and geology for understanding the complex interdisciplinary environmental science issues. As a lecture-only course, ENV 150 could also serve the non-major populations. AP 4 and 5 scores will earn equivalency with this course, which further resolves current complications with the BIOL 101 equivalency -- a course that does not count toward the ESS majors. Teaching this course is essentially resource neutral as Bjorg Larson will teach one section and stop offering ESS 265 Energy and Environment, and Caroline Maier will teach a second section rather than BIOL 101 Environmental Biology.

2. Add prerequisites and a laboratory section to the core environmental science course, replacing ESS 215 with ENV 350/350L. Environmental science is an interdisciplinary course of study that requires foundational knowledge in biology, chemistry and geology, which is why these courses are required for the major. However, at present, many students complete some of these foundational courses in their junior or senior years after completing ESS 215, Introduction to Environmental Science. To emphasize the importance of these foundational courses, we are adding prerequisites such that students must take BIOL 150, CHEM 150/151, CHEM 160/161, ENV 150 and ENV 160 (currently ESS 101) as pre- or co-requisites. We are also adding a lab section to provide an essential curricular slot to teach core environmental science methods such as field sampling and analysis. The lab section will also provide an

ideal venue for developing Writing in the Major competencies. With these changes, we are increasing the level from intermediate to upper-level. Intended to be taken in their junior year (or sophomore year for advanced students), this course will continue building the cohort experience started in ENV 150 (Great Challenges in Environmental Science) and ENV 160 (Principles of Physical Geology). As this course replaces ESS 215, which currently runs two sections every spring, it is resource neutral when offered with one lab section and increases demand of faculty resources by one lab when offered with two lab sections. We anticipate two lab sections will be the norm.

3. Require Statistics (MATH 117) for Environmental Science majors. Analysis of complex environmental science data requires foundational knowledge in statistics. A comparison of Environmental Science majors at peer and aspirant schools shows that we are currently one of two institutions (out of 10) with such a major that do not require statistics and/or calculus. Adding this requirement to the major will increase demand for MATH 117, however, with two recent tenure-track hires in statistics we believe there is adequate capacity in this course for this increased demand.

4. Create an environmental science capstone ENV 400 that is separate from the current ESS 400 capstone (once enrollments and resources allow). Current Environmental Science track students join with Environmental Studies majors in the ESS 400 capstone. We propose continuing this practice at present by cross listing ENV 400 with the existing ESS 400. However, if the number of environmental science majors grows and staffing allows, we envision creating a research-focused capstone course designed specifically for environmental science students to strengthen the research skills introduced in ENV 350 and practiced in upper-level science electives. Centered on research projects designed in consultation with community organizations, this capstone experience will provide a summative experience for the cohort. This class would essentially run as a CBL-capstone, with additional emphasis on communicating scientific results through presentations and a final report written for the community partner. In the meantime, we will work with the ESS faculty to develop some of these aspects, if possible, into the current joint major.

5. Increase the number of required upper-level environmental science electives. Comparison of the current ESS-Environmental Science track to peer and aspirant institutions shows the need for increasing the scientific depth of our program. By requiring 12 science electives, we will now be more consistent with our benchmarking data. Through advising, we anticipate helping students identify areas of specialization (e.g., ecology or environmental chemistry) to align their courses with career goals. We will continue to require one social science or humanities elective to ensure cross-curricular appreciation within the major. We anticipate that many majors will take additional environmental studies courses to satisfy their General Education requirements. These changes have no impact of faculty resources.

b. Provide comparison between new major and old major;

Table 2. Comparison of current and proposed major.

| Current ESS – Environ. Science Track | Proposed Environmental Science Major |
|---|--|
| 48 credits (12 courses)* | 56 credits (14 courses) |
| | ENV 150 - Great Challenges in Environ. Sci. (no lab) |
| ESS 101- Intro to Environ. Geology (w/ lab) | ENV 160 - Prin. of Physical Geology (w/ lab) |
| BIOL 150 - Ecology & Evolution (w/ lab) | BIOL 150 - Ecology & Evolution (w/ lab) |
| CHEM 150/151 - Prin. of Chemistry I (w/ lab) | CHEM 150/151 - Prin. of Chemistry I (w/ lab) |
| CHEM 160/161 - Prin. of Chemistry II (w/ lab) | CHEM 160/161 - Prin. of Chemistry II (w/ lab) |
| | MATH 117 - Statistics |
| ESS 215 - Environmental Science (no lab) | ENV 350 - Environmental Science (w/ lab) |
| ESS 210 - Environment, Society & Sustainability | ESS 210 - Environment, Society & Sustainability |
| ESS 302 - GIS | ENV 302 - GIS |

| | |
|--------------------------------|--|
| Environmental Science Elective | Environmental Science Elective |
| Environmental Science Elective | Environmental Science Elective |
| Elective | Environmental Science Elective |
| Elective | Elective (Social Science or Humanities) |
| Experiential Req. | |
| ESS 400 - Capstone | ENV 400 - Environmental Science Capstone |
| Intro Sci. Courses: 4 | Intro Sci. Courses: 5 |
| Science Courses: 7 | Science Courses: 9 + capstone |
| Math/GIS: 1 | Math/GIS: 2 |

* *The currently catalog contains conflicting information which is reproduced in this table. There are only 12 courses listed as required for the current major, while the total number of credits requires 13 courses. We are not sure of the initial intent but have used the 12 courses/48 credits throughout this proposal since that is the requirement currently coded in Degree Audit.*

c. *Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the on-line catalogue.*

Environmental Science (56 credits)

I. Core Required Courses (40 credits)

ENV 150 - Great Challenges in Environmental Science
 ENV 160 - Principles of Physical Geology
 BIOL 150 - Ecology and Evolution

CHEM 150 - Principles of Chemistry I **OR**
 CHEM 151 - Advanced Principles of Chemistry I

CHEM 160 - Principles of Chemistry II **OR**
 CHEM 161 - Advanced Principles of Chemistry II

MATH 117 - Statistics
 ESS 210 - Environment, Society and Sustainability
 ENV 350 - Advanced Environmental Science (WMJR)
 ENV 302 - GIS
 ENV 400 - Environmental Science Capstone

II. Environmental Science Electives (12 credits), at least 8 credits at the upper level

ENV 265 – Energy and Environment
 ENV 282 –Topics in Environmental Science
 ENV 365 - Advanced GIS
 ENV 382 – Advanced Topics in Environmental Science
 ENV 395 - Research in Environmental Science
 ENV 410 - Specialized Honors in Environmental Science
 ENV 411 - Specialized Honors in Environmental Science
 BIOL 308 - Conservation Biology
 BIOL 314 - Animal Behavior (BIOL 160 prerequisite)
 BIOL 318 - Freshwater Ecology (BIOL 160 prerequisite)
 BIOL 320 - Tropical Marine Ecology (BIOL 160 prerequisite)
 BIOL 324 - Forest Ecology
 BIOL 338 - Ornithology (BIOL 160 prerequisite)

CHEM 320 - Fundamentals of Analytical Chemistry
CHEM 321 - Advanced Analytical Chemistry (CHEM 320 prerequisite)
CHEM 325 - Environmental Chemistry (CHEM 320 prerequisite)
PH 320 - Environmental Health
MATH 227 - Intermediate Statistics
DATA 200 - Data Science: Introduction, History, and Case Studies

III. Environmental Studies Elective (4 credits) Choose one of the following:

ESS 107 - Indigenous Environments: Literature and Film
ESS 204 - Environmental Writing and Eco-Criticism
ESS 206 - Nature Writing
ESS 271 - Environmental History
ESS 281 - Topics in Environmental Humanities
ESS 283 - Topics: Environment & Society
ESS 300 - Research in Environmental Studies
ESS 307 - Environmental Justice Literature
ESS 309 - Food, Justice, and U.S. Literature
ESS 330 - Topics in Economics and the Environment
ESS 331 - Archaeology and Sustainable Culture
ESS 332 - Wildlife and Culture
ESS 344 - Environmental Aesthetics
ESS 381 - Advanced Topics in Environmental Humanities
ESS 383 - Advanced Topics: Environment and Society
ECON 245 - Environmental Economics
ECON 247 - Economics of Business and Sustainability
PSCI 320 - Environmental Policy and Politics
PSCI 321 - International Environmental Policy and Politics
REL 218 - Environmental Ethics
SPAN 326 - Self, Place and the Environment in the Hispanic World

IV. Impact on Other Departments

How will other departments be affected by the revision of this major? Will the proposed major depend on courses from other departments? Will the proposed major offer courses that might be cross-listed by other departments? Will the proposed major have a significant impact on enrollments in other departments/programs? Have you consulted with these departments and worked with them to ensure that their programs will not be adversely affected but this major revision? Does the proposed major offer increased possibilities for interdisciplinary collaboration?

Impact on biology: A new tenure track search in biology-environmental science is currently underway to replace critical staffing in biology lost by the retirement of Sara Webb. Historically, Sara taught two sections of ESS 215 every spring. The new hire will teach ENV 350/350L and possible contribute to ENV 150 and ENV 400. Caroline Maier will also teach ENV 150 (in place of BIOL 101 - Environmental Biology, which does not contribute to ESS and will no longer be taught).

Impact on chemistry: Mary-Ann Pearsall taught ESS 101 in fall 2017. With the revised major, she will continue this contribution to environmental science by regularly teaching ENV 160/160L. This course will be moved to the spring semester to accommodate her required chemistry courses. The chemistry department will also develop CHEM 325/325L - Environmental Chemistry to be taught by Ryan Hinrichs, Molly Crowther and/or Jonathan Porras. This course will also count toward the chemistry major and therefore has minimal resource implications. We also note that Molly is already teaching one section of ESS 215 in spring 2018.

Impact on physics: Bjorg Larson will teach ENV 150 each fall, which will replace her current course offering for ESS, Energy and Environment.

At present, the ENV Capstone will be cross listed with ESS 400. Our long-term vision is to create a separate capstone, using a CBL research model, but this will happen only when ESS, each relevant science department, and the Dean's office agree that there are sufficient faculty resources and enough student demand to justify the creation of a new course.

Impact on mathematics: Adding the MATH 117 requirement will increase demand on this course however, with two recent tenure-track hires in statistics we believe there is adequate capacity for this addition.

V. Transition Plan

Provide a detailed transition plan indicating how juniors and seniors enrolled in the current major will be able to complete the requirements for the current major.

We request that this major becomes effective starting in fall 2018, and all students entering Drew after this point will be required to follow the proposed curriculum.

Students beginning their sophomore year in fall 2018 will be encouraged to complete the proposed curriculum but will be allowed to complete the current ESS-Environmental Science track. This option is essential especially for students who've already taken ESS 215. All juniors and seniors will complete the current ESS-Environmental Science track, with the following allowable substitutions, which are detailed in the proposed changes to the ESS major:

ESS 215 - Introduction to Environmental Science **OR**
 ENV 150 - Environmental Science

ESS 101 - Introduction to Environmental Geology **OR**
 ENV 160 - Principles of Physical Geology

ESS 400 - Capstone **OR**
 ENV 400 - Environmental Science Capstone

Based on this transition plan, we propose to following course schedule:

| Term | Course title | Instructor | New course | New hire |
|--------------------|---|-------------------|-------------------|-----------------|
| Fall 2018 | ENV 150 - Great Challenges in Environ. Sci. | Maier | Y | N |
| | ENV 350 - Environmental Science | BIOL/ENV hire | N | Y |
| | ENV 350L - Environmental Science Lab | BIOL/ENV hire | Y | Y |
| Spring 2019 | ENV 160 - Prin. Physical Geology | Pearsall | N | N |
| | ENV 160L - Prin. Physical Geology Lab | Pearsall | N | N |
| | ENV 150 - Great Challenges in Environ. Sci. | Larson | | |
| Fall 2019 | ENV 150 - Great Challenges in Environ. Sci. | Larson | Y | N |
| | ENV 350 - Environmental Science | BIOL/ENV hire | N | Y |
| | ENV 350L - Environmental Science Lab | BIOL/ENV hire | Y | Y |
| | ENV 350L - Environmental Science Lab | BIOL/CHEM? | Y | N |
| Spring 2020 | ENV 160 - Prin. Physical Geology | Pearsall | N | N |
| | ENV 160L - Prin. Physical Geology Lab | Pearsall | N | N |
| | ENV 150 - Great Challenges in Environ. Sci. | Maier | Y | N |

VI. Revision of Minor

Outline any changes to minor requirements necessitated by the revision of the major.

We do not propose the creation of a separate Environmental Science minor since we believe you cannot include enough foundational course work to justify such an interdisciplinary science minor. Interested students are encouraged interested in environmental issues to complete the minor in Environmental Studies and Sustainability, which allows students to take environmental science courses.

VII. Course Proposals

Attach complete course proposal forms for each new and revised course included in the revised major.

ENV 150 - Great Challenges in Environmental Science

ENV 160 - Principles of Physical Geology (revision to existing ESS 101)

ENV 350 - Environmental Science (WMJR)

ENV 365 - Advanced GIS

ENV 395 - Research in Environmental Science

ENV 400 - Environmental Science Research (cross list with existing ESS 400)

CHEM 325 - Environmental Chemistry

New Course Descriptions:

ANTH 102/Science and the Human Past: Introduction to Archaeology

An introduction to the aims, methods, and practice of archaeology as a sub-discipline of anthropology through case studies from famous sites and discoveries from around the world. Students gain an understanding of how archaeologists use material remains to reconstruct past societies and cultural transformations such as the origins of agriculture and the rise of civilizations using methods developed and borrowed from the physical and natural sciences. The course includes consideration of experimental archaeology and the role of the past in contemporary society. Offered every semester. CLA-Breadth/Natural Science.

ANTH/BUS 209/Anthropology of Business

Over the past two decades, ethnographic techniques have become an increasingly important part of the repertoire of research strategies employed in the business world. These approaches can provide business with nuanced, fine-grained and culturally-specific kinds of information that traditional business market research and quantitative analyses are unable to access. The very same techniques that have been used by anthropologists to study non-western societies—participant observation, language fluency and long-term fieldwork—are perfectly suited to understanding the ‘cultures’ of business and as a way to learn about markets, product usage and consumer experience. In this course students will learn the fundamentals of anthropological fieldwork through lectures and readings that focus on how the theory and methods of anthropology are successfully applied to business using case studies from around the world. CLA-Breadth/Social Science, CLA-Breadth/Interdisciplinary.

BST/PSYC 372/Organizational Psychology and Leadership

In this course participants are taught how to understand, criticize and apply the concepts and tools developed in the mainstream literature from industrial & organizational psychology (I-O) in the contexts of managing and understanding an organization. Leadership is discussed as part of this literature. At the same time, understanding I-O literature is considered an essential skill for today's leaders. The literature in this course is a combination of overview articles and in-depth studies, providing the tools to understand related literature on the course topics and encourage further reading.

CHEM 325 - Environmental Chemistry

This course explores the chemistry of natural and polluted environments. Topics include atmospheric chemistry and air pollution; the hydrosphere, lithosphere and water pollution; energy and climate change; the biosphere and toxicology. Laboratory experiments emphasize collection and analysis of environmental samples following EPA methods, and the statistical analysis of results to evaluate the environmental impact of detected pollutants. Prerequisite: CHEM 320. Co-requisite: CHEM 325L. CLA-Breadth/Natural Science

CSCI 305 - Research Studio

Independent research project undertaken at the direction of a faculty member as part of a larger active research project. Permission of instructor required.

CSCI 345/Mobile Application Development

Developing apps for mobile devices such as smartphones and tablets. Topics include the application life cycle, the model-view-controller pattern, GUI layouts, event handling, user experience issues, the adapter pattern, customizing an app for a diverse set of devices, programming with fragments, and connecting mobile apps to databases. A semester's offering focuses on either the iPhone or Android platforms, but not both. A student who takes the course when one platform is emphasized may repeat the course when the other platform is emphasized. Prerequisite: CSCI 151

ENV 150/Great Challenges in Environmental Science

Today's environmental issues are some of the greatest challenges of our time. In this introductory course, we will investigate the impact of human population growth and the energy sources we use on the Earth's terrestrial and aquatic resources, environmental health and toxicology, global climate change, and biodiversity loss. We will study the science behind each issue, and its historical foundation, and its political, social, and cultural dimensions. Within this context, we will explore possible solutions. We end the course considering how to create sustainable cities that support human societies while protecting the Earth's resources. CLA-Breadth/Natural Science.

ENV 350/Advanced Environmental Science

This course explores the science behind environmental problems and solutions as students study current environmental issues in the context of their scientific (biological, chemical, geological) underpinnings. We will address the role of scientific knowledge in understanding and resolving environmental problems, such as climate change, population growth, deforestation, extinction, air and water pollution, food production, and environmental health. Laboratory includes field-based investigations as well as simulations and laboratory experiments through which students will gain the skills needed to develop as a scientist who can collect, analyze, and interpret environmental data. This Writing in the Major course also develops proficiencies in environmental communication skills, analysis of sources and arguments, research, and interpretation of technical reports and scientific literature. Scientific writing and presentations are emphasized. Co-requisite: ENV 350L. Pre-requisites: BIOL 150, CHEM 160 or 161, ENV 150, and ENV 160, and ENV 302. CLA - Breadth/Natural Science, CLA-Quantitative, CLA-Writing in the Major.

ENV/BIO 365/Advanced GIS

Advanced Geographic Information Systems expands on introductory GIS material by exploring topics in spatial statistics, programming, and multimedia. Research topics are studied within the context of team-based projects that support GIS analysis for community partners. The class takes a problem solving approach that emphasizes the importance of communication within teams and between students and community partners. As part of this approach, students meet with partners to set project goals and objectives, communicate with partners at critical stages of the project, present project results, and self-assess the strengths and weaknesses of the development process as well as the overall results. In order to link theory and practice, this course builds on the Community Based Learning (CBL) curriculum by connecting students to community partners that work globally, nationally, and locally. Student coursework in Advanced GIS includes a minimum 18-20 hours of work that directly supports our community partners, which also involves participation in off-campus activities.

ENV 395/Research in Environmental Science

Independent study of a specific question in environmental science through laboratory or field research. Topics are chosen in consultation with an individual environmental science faculty member, who will supervise the research and will establish the number of credits prior to registration. Students are expected to be engaged in activities related to research project at least three hours per week for each credit hour earned. Weekly seminars in addition to regular meetings with research supervisor. Independent library work is required and credit for research is awarded on satisfactory completion of a research presentation and paper. May be repeated for a total of eight credits. Prerequisite: ENV 350

EOS 101 Seminar

The purpose of this seminar is to provide an opportunity for the first year students to extend their summer program experience into the academic year. Topics will vary but will generally focus on exploring what it means to be human and a member of a community. Registration limited to students in the Educational Opportunities Scholar's Program.

HIST 202/ Molecules and Making America

Chemistry in U.S. History is an interdisciplinary team-taught U.S. history survey that examines significant chemical processes in the context of contemporaneous social, economic, and political developments. For example, for the colonial period students will explore how potash (KOH) production and New England's role as the world's leading rum ($C_2H_5OH + R-COOH + \text{esters}$) manufacturer were linked to frontier settlement, the early Atlantic economy, and slave-based agriculture. A partial listing of other periods and processes covered includes the Revolutionary era and gunpowder manufacturing; the mid-1800s and early photographic chemistry; the invention of celluloid, synthetic ammonia, vulcanized rubber, and metallurgical processes in the late 1800s; petroleum distillation, synthetic compounds including long-chain polymers, and pharmaceutical chemistry in the 1900s. All of these processes, and more besides, were instrumental in shaping the U.S. economy, society, environment, and culture. The course is designed to be accessible to humanities and science students alike: prerequisites are either CHEM-150 or 151, or HIST-101 or 102 or a score of 4 or 5 on the respective AP exams. CLA-Breadth/Humanities, CLA-Breadth/Natural Science, CLA-Breadth/Interdisciplinary.

HIST 601/Early American Historiography

This is a seminar on Early American historiography. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of the early United States. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both "old" and "new," as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues across the last century of American history. Students will complete a final historiographical paper. This course, in conjunction with one other U.S. historiography course, constitutes the major preparation for the capstone essays in U.S. history.

HIST 602/19th-Century U.S. Historiography

This is a seminar on 19th-century American historiography. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of the 19th-century United States. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both "old" and "new," as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues across the last century of American history. Students will complete a final historiographical paper. This course, in conjunction with one other U.S. historiography course, constitutes the major preparation for the capstone essays in U.S. history.

HIST 603/20th-Century U.S. Historiography

This is a seminar on 20th-century American historiography. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of the modern United States. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both "old" and "new," as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues across the last century of American history. Students will complete a final historiographical paper. This course, in conjunction with one other U.S. historiography course, constitutes the major preparation for the capstone essays in U.S. history.

HIST 611/Europe Historiography, 1789-1900

This is a seminar on modern European historiography, 1789-1900. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of modern Europe. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both "old" and "new," as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues in the period 1789-1900. Students will complete a final historiographical paper. This course, in conjunction with one other Europe historiography course, constitutes the major preparation for the capstone essays in Europe history.

HIST 612/Europe Historiography, 1900-1945

This is a seminar on modern European historiography, 1900-1945. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of modern Europe. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both “old” and “new,” as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues in the period 1900-1945. Students will complete a final historiographical paper. This course, in conjunction with one other Europe historiography course, constitutes the major preparation for the capstone essays in Europe history.

HIST 613/Europe Historiography, 1945-Present

This is a seminar on modern European historiography, 1945-Present. The course will expose the students to numerous historical approaches over a variety of subjects and time periods, as opposed to providing a comprehensive history of modern Europe. The goal is not to master a particular topic, period or event in the past. Rather, it is to understand the kinds of questions historians ask and the various methodologies they use to study that past. With that goal in mind, we will focus on those historical works that have been critical to our collective understanding and that have driven the historiographical conversation between and among historians. Thus, we will read texts both “old” and “new,” as we come to understand how historians have researched, thought about, discussed and even debated the most salient issues across in the period 1945-present. Students will complete a final historiographical paper. This course, in conjunction with one other Europe historiography course, constitutes the major preparation for the capstone essays in Europe history.

HIST 621/Early World Historiography

This course introduces students to historiographical methods in the study of world history, through both theory and the comparative analysis of selected transregional events, phenomena and/or patterns in the period 500-1450 C.E.. Theoretical materials include a range of scholarly perspectives from various global locations. The topic focus of the course may include one or more themes such as religion, trade, war, migration, gender, environment, disease, power, family or urbanization, and will include extensive non-Western examples to ensure genuinely global perspective. As the final product in this course, students will produce a 25-page paper demonstrating their command of an issue in world historiography in interpreting materials from the period 500-1450 C.E. In conjunction with HIST 622, students will be prepared for the World History and Historiography Capstone. As offerings vary, this course may be repeated with the instructor’s permission.

HIST 622/Modern World Historiography

This course introduces students to historiographical methods in the study of world history, through both theory and the comparative analysis of selected transregional events, phenomena and/or patterns in the period 1450-Present. Theoretical materials include a range of scholarly perspectives from various global locations. The topic focus of the course may include one or more themes such as religion, trade, war, migration, gender, environment, disease, power, family or urbanization, and will include extensive non-Western examples to ensure genuinely global perspective. As the final product in this course, students will produce a 25-page paper demonstrating their command of an issue in world historiography in interpreting materials from the period 1450-Present. In conjunction with HIST 621, students will be prepared for the World History and Historiography Capstone. As offerings vary, this course may be repeated with the instructor’s permission.

HIST 850/Masters Thesis Tutorial

Students work with a faculty member to produce a Masters Thesis, drawing on primary source research and engaging with the relevant secondary literature.

HIST 900/Portfolio

The course meets throughout the semester to guide students through the process of completing the portfolio. Students will revise book reviews and syllabi produced in previous classes, will discuss the process of writing and presenting to the general public, leading to a public lecture and an essay aimed at a popular audience, and compose a dissertation prospectus. Outside of class students will continue working on the readings for their three fields.

HIST/REL/WGST 372/Global Women’s History

This course considers global patterns in women’s history, prioritizing Africa, Asia and the Middle East to explore women’s experiences as they are both distinctively cultural and resonant across cultures. A topical framework will enable comparative analysis, and will always include gender as a central mode of analysis, analysis of historiographical issues in constructing global women’s history and analysis of religion’s role in generating, maintaining and critiquing cultural definitions of gender. Specific

topics within this framework may include women's participation in revolutions, religious movements, feminism, politics and the workforce, among other possibilities. A focus of the study is a variety of primary sources, films and field research studies. CLA-Breadth/Interdisciplinary, CLA-Diversity International, CLA-Writing Intensive. Same as REL 372. Same as WGST 372.

MCOM 202/Selected Topics in Media: Systems and Contexts

This course will focus on selected topics in media and communications that align with the "SYSTEMS AND CONTEXTS" "PRACTICE" electives in the MCOM major. (e.g. media and globalization, media history, race and media, political economy of the media). Course may be repeated. Priority will be given to Media and Communications majors and minors. CLA-Breadth/Humanities. Course may be repeated. Enrollment priority: given to MCOM majors and minors. CLA-Breadth/Humanities.

MCOM 203/Selected Topics in Media: Forms

This course will focus on selected topics in media and communications that align with the "FORMS" elective in the MCOM major. (e.g. media and globalization, digital media, media history, race and media, political economy of the media, sports media, propaganda, or a media production course). Course may be repeated. Priority will be given to Media and Communications majors and minors. Course may be repeated. Enrollment priority: given to MCOM majors and minors. CLA-Breadth/Humanities.

MCOM 204/Selected Topics in Media: Practice

This course will focus on selected topics in media and communications that align with the "Practice" elective in the MCOM major. (e.g. media design courses, public relations practice, social media courses). Course may be repeated. Priority will be given to Media and Communications majors and minors. Course may be repeated. Enrollment priority: given to MCOM majors and minors. CLA-Breadth/Humanities.

MCOM 302/Advanced Selected Topics in Media: Systems and Contexts

This course will focus on and advanced study selected topics and problems in media and communications that align with the "FORMS" electives in the MCOM major (e.g. sports media, television, social media). Course may be repeated. Prerequisite: MCOM 101 (ENGH 121) or permission of the instructor. Course may be repeated. Enrollment priority: given to MCOM majors and minors. CLA-Breadth/Humanities.

MCOM 303/Advanced Selected Topics in Media: Forms

This course will focus on and advanced study selected topics and problems in media and communications that align with the "SYSTEMS AND CONTEXTS" electives in the MCOM major (e.g. media history, media ethics). Course may be repeated. Prerequisite: MCOM 101 (ENGH 121) or permission of the instructor. Course may be repeated. Enrollment priority: given to MCOM majors and minors. CLA-Breadth/Humanities.

MCOM 304/Advanced Selected Topics in Media: Practice

This course will focus on and advanced study selected topics and problems in media and communications that align with the "PRACTICE" elective in the MCOM major (e.g. digital media production, public relations). Course may be repeated. Prerequisite: MCOM 101 (ENGH 121) or permission of the instructor. Course may be repeated. Enrollment priority: given to MCOM majors and minors. CLA-Breadth/Humanities.

PSCI 334/Cultural Diversity and the Law

This course investigates the interactions of law and culture and analyzes the ways in which law negotiates with cultural differences in a society. The course is focused on understanding the manner and extent to which law and legal decision making accommodate cultural differences in a multicultural society. It studies the meaning of cultural diversity in the context of law and explores how policymaking deals with the issue of cultural, racial, and religious diversity. Besides United States, the course will look at France, India, and other international examples to analyze the experiences of African Americans, American Indians, Muslims, Sikhs and other minorities. Finally, it will engage with the emerging legal and political philosophy in the international arena in the context of accommodation of cultural diversity. Some of the important questions with which this course will engage are: Should law take specific cultural traditions into account while deliberating on legal disputes? Should law be sensitive to cultural claims? Who are the bearers of cultural claims in a legal context? Can the values of cultural diversity and equality be balanced in a multicultural society, and when is cultural accommodation appropriate? CLA-Diversity US, CLA-Writing Intensive.

Changes to Existing Courses:

ANTH 103/Human Evolution: Biological Anthropology and Archaeology

Current:

ANTH 103/Human Evolution: Biological Anthropology and Archaeology

Proposed:

EDUC 505/Education Policy and Legal Issues

Current:

EDUC 505/Education Policy and Legal Issues

Proposed:

Adding undergraduate cross-list EDUC 315/Education Policy and Legal Issues

CSCI 151/Object-Oriented Programming in Java

Current:

Designing, writing and testing structured computer programs using java. By the end of this course, students should be able to 1) decompose problems into actions and objects, 2) apply advanced programming constructs such as recursion and collections to implement solutions, 3) use inheritance to facilitate localized changes, 4) design & implement an event-driven application with a graphical user interface, and 5) take advantage of automated development tools.

Prerequisite: C- or better in [CSCI 149](#) or [CSCI 150](#) or [CSCI 117](#) CLA-Quantitative.

Proposed:

Designing, writing and testing structured computer programs using Java. By the end of this course, students should be able to 1) decompose problems into actions and objects, 2) use inheritance to facilitate localized changes, and 3) design & implement an event-driven application. Prerequisite: C- or better in [CSCI 149](#) or [CSCI 150](#) or [CSCI 117](#). CLA-Quantitative.

CSCI 220/Discrete Mathematics for Computer Science

Current:

Mathematics is central to the study of computer science. Topics include: set theory, logic, induction, combinatorics, number theory, graph theory, sequences and series, matrices, and recurrence relations. Offered spring in odd-numbered years.

Proposed:

An introduction to foundational mathematical structures important for advanced study of mathematics and computer science. Course topics include mathematical logic, sets, functions and relations, matrices, counting principles, discrete probability, and elementary graph theory. Offered every fall.

CSCI 230/Data Structures

Current:

Introduction to the study of abstract data types and the analysis of algorithms. Students will write Java applications using data structures such as linked lists, stacks, queues, multidimensional arrays, trees, sets, maps, and heaps.

Prerequisite: [CSCI 151](#) and [CSCI 220](#) . Offered fall in odd-numbered years.

Proposed:

Introduction to the study of abstract data types and the analysis of algorithms. Students will write programs using data structures such as linked lists, stacks, queues, multidimensional arrays, trees, and dictionaries. Students will explore advanced programming concepts such as recursion, Big O, sorting, and searching. Prerequisite: C- or better in CSCI 149, CSCI 150, CSCI 117, or [CSCI 151](#). Offered every year.

CSCI 340/Software Engineering

Current:

Creation and evolution of software systems, including: software developmental life cycle management, software design principles, UI design, specifying requirements, using & creating APIs, understanding code, testing and debugging. Tools for large scale software engineering will be employed such as IDEs, code versioning systems, bug trackers, automated debuggers, and test frameworks. Students will participate in a significant team-based software development project. Includes a discussion of professional and ethical responsibilities as well as risks and liabilities of computer-based systems.

Proposed:

Creation and evolution of software systems, including: the software developmental process, design patterns, UI design, specifying requirements, estimating, understanding code, testing and debugging. Tools for large scale software engineering will be employed such as IDEs, git, automated debuggers, and test frameworks. Students will participate in a significant team-based software development project. Prerequisite: C- or better in CSCI 230. Offered every fall.

CSCI 370/Algorithm Analysis & Computability

Current:

Prerequisite: C- or better in [CSCI 230](#) Offered spring semester in even-numbered years.

Proposed:

Prerequisite: C- or better in CSCI 220 and [CSCI 230](#). Offered every spring.

CSCI 400/Computer Science Capstone

Current:

Semester-long capstone project collaboratively solving a problem using concepts that span multiple areas of computer science. The instructor will determine the problem area. Students are expected to break a problem down into manageable parallel steps, evaluate potential solutions, independently learn new concepts and technologies, and build a working solution. To complete the capstone experience, students will submit a written report and give an oral presentation summarizing their contribution and how it builds on several areas of computer science. The final presentation may be on a day different than scheduled class day. Prerequisite: [CSCI 230](#) and [CSCI 340](#) . Offered during spring semesters. CLA-Capstone, CLA-Writing in the Major.

Proposed:

Semester-long capstone project collaboratively implementing a solution for an external client. Student teams will identify a client (subject to instructor approval) and manage all client interactions, including: meeting with the client, working with the client to develop a specification, providing reasonable estimates, and delivering a working implementation. Students are expected to break a problem down into manageable parallel steps, evaluate potential solutions, independently learn new concepts and technologies, and build a working solution. To complete the capstone experience, students will submit a written report and give oral presentations on their progress. Prerequisite: C- or better in [CSCI 340](#). Offered every spring. CLA-Capstone, CLA-Writing in the Major.

ESS 101/Introduction to Environmental Geology

Current:

Humans interact with Earth in many ways: we use natural resources, experience natural hazards, and design geoengineering techniques that modify natural processes. In this course, we consider how a diversity of human activities affects our environment, and how a diversity of natural processes affects humans. These topics will help us delve into the meaning of “sustainability” from the perspective of Earth scientists. We will use the modern and historic New Jersey landscape as a case study, but we will also discuss topics such as mountaintop removal in the Appalachians, earthquakes in Indonesia, and water usage in the Western US. Students will learn basic Earth science concepts, techniques for field scientists, methods of data analysis and presentation, and skills for effectively teasing apart complex environmental issues. Corequisite: ESS 101L . CLA-Breadth/Natural Science

Proposed:

ENV 160 Principles of Physical Geology

Examination of how our dynamic planet works from its deep interior to its oceanic, surficial, and atmospheric components to develop a scientific understanding of Earth as an interconnected environmental system. Topics include plate tectonics, the processes that form the variety of rocks we see at the Earth’s surface, the development of the stunning variety of landscapes we see, and topics of contemporary interest including earthquakes, volcanism, erosion and landslides, glaciers and surface water, the nature of underground water resources, and interpreting topographic and geologic maps. Corequisite ENV 160L. CLA Breadth/Natural Science.

ESS 265/Energy and Environment

Current:

ESS 265/Energy and Environment

Proposed:

ENV 265/Energy Environment

ESS 282/Topics in Environmental Science

Current:

ESS 282/Topics in Environmental Science

Proposed:

ENV 282/Topics in Environmental Science

ESS 302/Geographic Information Systems

Current:

ESS 302/Geographic Information Systems

Proposed:

ENV 302/Geographic Information Systems

ESS 382/Advanced Topics in Environmental Science

Current:

ESS 382/Advanced Topics in Environmental Science

Proposed:

ENV 382/Advanced Topics in Environmental Science

ESS 400/Environmental Studies and Sustainability Capstone Seminar

Current:

ESS 400/Environmental Studies and Sustainability Capstone Seminar

Proposed:

ESS/ENV 400 Environmental Studies and Sustainability Capstone Seminar

HC 800/Foundation Seminar

Current:

HC 800/Foundation Seminar

Proposed:

HIST 600/Foundation Seminar

HC 833/Modern British and Imperial History

Current:

HC 833/Modern British and Imperial History

Proposed:

HIST 733/Modern British and Imperial History

HC 990/Research Seminar

Current:

HC 990/Research Seminar

Proposed:

HIST 800/Research Seminar

Revisions to an Existing Major/Minor:

Anthropology Major/Minor (adding ANTH 102, ANTH 103, ANTH/BUS 209)

Anthropology Major

Requirements for the Major (44 credits)

I. Core (24 credits)

- ANTH 102 - Science and the Human Past: Introduction to Archaeology
- ANTH 103 - Human Evolution: Biological Anthropology
- ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics
- ANTH 201 - History of Anthropological Theory
- ANTH 310 - Ethnographic Research Methods OR
- ANTH 311 - Archaeological Method and Theory OR
- ANTH 312 - Human Osteology
- ANTH 400 - Senior Seminar in Anthropology

II. Electives (20 credits)

20 credits selected from the following:

A. Biological Anthropology

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

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

B. Archaeology

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

C. Socio-Cultural Anthropology

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

D. Linguistics

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

Anthropology Minor

Requirements for the Minor (24 credits)

I. Core (12 credits)

- ANTH 102 – Science and the Human Past: Introduction to Archaeology
- ANTH 103 - Human Evolution: Biological Anthropology
- ANTH 104 - Cultural Diversity: Cultural Anthropology and Linguistics

II. Intermediate and Upper Level (12 credits)

12 credits in Anthropology, chosen in consultation with the chair of the department.

Mathematics Major (Adding courses to electives list)

II. Applied Elective (4 credits)

- [MATH 227 - Intermediate Statistics](#)
- [PHYS 150 - University Physics I](#)
- [CSCI 151 - Object Oriented Programming in Java](#)
- A DATA or STAT course (DATA 200, DATA 251, DATA 252, DATA 253, STAT 220, STAT 240, and STAT 350) may meet this requirement with approval from the department chair.

III. Additional (16 credits)

12 upper-level credits in Mathematics courses, and four intermediate or upper-level Mathematics credits. (Note: If MATH 227 is used as an applied elective, it cannot count towards the 16 elective credits.) DATA and STAT courses (DATA 200, DATA 251, DATA 252, DATA 253, STAT 220, STAT 240, and STAT 350) may meet this requirement with approval from the department chair.

Law, Justice and Society Minor (adding PSCI 334)

Requirements for the Minor (20 Credits)

I. Required Core/Gateway Course

- PSCI 211 - Law, Justice, and Society

II. Electives

Four 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:

- PSCI 233 - Policing and the Rule of Law: Gender, Race, and Citizenship /
- WGST 233 - Policing and the Rule of Law: Gender, Race, and Citizenship
- ENGH 363 - Law and Literature
- HIST 320 - Modern American Legal History
- PHIL 330 - Philosophy of Law
- PSCI 301 - Civil Liberties
- PSCI 303 - Constitutional Law and Civil Rights
- PSCI 318 –Race and Politics
- PSCI 334 – Cultural Diversity and the Law
- SOC 307 - Criminology Prerequisite: SOC 101 or equivalent.
- SOC 314 - Engendering Prison OR:
- WGST 314 - Engendering Prisons Prerequisite: SOC 101 or permission of the instructor.

Non-U.S./International Focus:

- CLAS 275 - Law and Trials in Ancient Society
- ENGH 313 - Human Rights in Literature and Film Prerequisite: ENGH 150 or ENGH 120 or permission of the instructor.
- ENGH 323 - Cinema and Social Justice Prerequisites: ENGH 120 or ENGH 150 or permission of the instructor.
- PHIL 330 - Philosophy of Law
- PSCI 248 - Special Topics in Human Rights
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 365 - Seminar on Human Rights
- PSCI 383 - The United Nations System and the International Community Prerequisite: PSCI 104.
- RUSS 350 - Banned Books: Russian Literature and Censorship

Note:

ARGS 863 - Banned Books: Russian Literature and Censorship (Caspersen School of Graduate Studies) and CSOC 561 - Mass Incarceration and Economic Justice (Theological School) may be taken and counted toward the electives portion of the minor requirements.

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

Example:

PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology (if topic was: Psychology and the Law [U.S. Focus] or topic similar)

PSCI 256 - Selected Studies in Political Science (if topics was: Introduction to Legal Education [U.S. Focus] or topic similar)

PSCI 332 - Advanced Topics in Political Theory

Political Science Major (adding PSCI 334 to electives list under Political Theory)

D. Political Theory

- [PSCI 255 - Classics in Political Theory](#)
- [PSCI 305 - Political Sociology](#) **OR**
- [SOC 315 - Political Sociology](#)
- [PSCI 307 - Research Methods in Political Science](#)
- [PSCI 312 - Democratic Theory](#)
- [PSCI 315 - Contemporary Theories of Liberalism and Conservatism](#)
- [PSCI 332 - Advanced Topics in Political Theory](#)
- [PSCI 333 - International Human Rights](#)
- [PSCI 334 – Cultural Diversity and the Law](#)
- [PSCI 344 - Torture: Pain, Body, and Truth](#)

Environmental Studies and Sustainability Major

Requirements for the Major (48 ~~or 52~~ credits)

I. Core (16 credits)

~~[ESS 101 - Introduction to Environmental Geology](#)~~

~~[ENV 160 - Principles of Physical Geology](#)~~ **OR**

[BIOL 150 - Ecology and Evolution](#)

[ESS 210 - Environment, Society and Sustainability](#)

~~[ESS 215 - Environmental Science](#)~~ [ENV 150 Great Challenges in Environmental Science](#)

~~[ESS ENV 302 - Geographic Information Systems](#)~~

III. Experiential (0-2 credits)

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

~~III~~ **IV. Capstone (4 credits)**

~~ESS 400 - Environmental Studies and Sustainability Capstone Seminar~~

~~IV. Tracks~~

~~A. Environmental Studies (28 credits)~~

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

~~B. Environmental Science (32 credits)~~

~~ESS 101 - Introduction to Environmental Geology~~

~~BIOL 150 - Ecology and Evolution~~

~~CHEM 150 - Principles of Chemistry I~~

~~OR~~

~~CHEM 151 - Principles of Chemistry I, Advanced Section~~

~~CHEM 160 - Principles of Chemistry II~~

~~OR~~

~~CHEM 161 - Principles of Chemistry II, Advanced Section~~

~~16 credits of electives, with at least 8 credits of science courses (* on list) and with at least 12 credits at the intermediate or upper level (200, 300, or 400 level.)~~

II. Electives

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

~~Science electives for the Environmental Science track are designated with an asterisk (*).~~

~~ESS ENV 282 - Topics in Environmental Science: *~~

~~ESS ENV 265 - Energy and Environment *~~

~~ENV 350 - Advanced Environmental Science (WMJR)~~

~~ENV 365 - Advanced GIS~~

~~ESS ENV 382 - Advanced Topics in Environmental Science *~~

~~ENV 395 - Research in Environmental Science~~

~~ESS 101 - Introduction to Environmental Geology~~

~~ESS 103 - Introduction to Climate Change~~

~~ESS 104 - Toxic Chemicals: Great Challenges in Environ. Science *~~

~~ESS 107 - Indigenous Environments: Literature and Film~~

~~ESS 204 - Environmental Writing and Ecocriticism~~

~~ESS 206 - Nature Writing~~

~~ESS 271 - Environmental History~~

~~ESS 281 - Topics in Environmental Humanities~~

~~ESS 283 - Topics: Environment & Society~~

~~ESS 300 - Research in Environmental Studies~~

~~ESS 307 - Environmental Justice Literature~~

[ESS 309 - Food, Justice, and U.S. Literature](#)
[ESS 330 - Topics in Economics and the Environment](#)
[ESS 331 - Archaeology and Sustainable Culture](#)
[ESS 332 - Wildlife and Culture](#)
[ESS 333 - Inuit Environmental Dilemmas](#)
[ESS 344 - Environmental Aesthetics](#)
[ESS 381 - Advanced Topics in Environmental Humanities](#)
[ESS 383 - Advanced Topics: Environment and Society](#)
[ESS 410 - Specialized Honors in Environmental Studies and Sustainability](#)
[ESS 411 - Specialized Honors in Environmental Studies and Sustainability](#)
[ANTH 202 - Ecological Anthropology](#)
[ANTH 322 - Primatology *](#)
[BIOL 150 - Ecology and Evolution](#)
[BIOL 308 - Conservation Biology *](#)
[BIOL 314 - Animal Behavior * \(BIOL 160 prerequisite\)](#)
[BIOL 318 - Freshwater Ecology * \(BIOL 160 prerequisite\)](#)
[BIOL 320 - Tropical Marine Ecology * \(BIOL 160 prerequisite\)](#)
[BIOL 324 - Forest Ecology *](#)
[BIOL 338 - Ornithology \(BIOL 160 prerequisite\)](#)
[CHEM 103 - Turning Green: An Introduction to Green Materials & Alternatives](#)
[CHEM 150 - Principles of Chemistry I](#)
[CHEM 320 - Fundamentals of Analytical Chemistry *](#)
[CHEM 321 - Advanced Analytical Chemistry \(CHEM 320 prerequisite\)](#)
[CHEM 325 - Environmental Chemistry \(CHEM 250 prerequisite\)](#)
[DIS 201 - Drew International Seminar when topic appropriate](#)
[ECON 245 - Environmental Economics](#)
[ECON 247 - Economics of Business and Sustainability](#)
[PSCI 320 - Environmental Policy and Politics](#)
[PSCI 321 - International Environmental Policy and Politics](#)
[REL 218 - Environmental Ethics](#)
[SPAN 326 - Self, Place and the Environment in the Hispanic World](#)

English Major

Requirements for the Major (44 credits)

All English majors must complete the required courses listed below and select one emphasis for their major: Literature, Creative Writing, or Writing and Communications.

I. Required Courses (16 credits)

[ENGH 150 - Literary Analysis](#)

- [ENGH 210 - Writing in the Discipline of English](#)
- [ENGH 400 - Senior Capstone](#)

- One Seminar chosen from among the following:
- [ENGH 370 - Advanced Pre-1900 Literary Studies: Seminar](#)
- [ENGH 371 - Major Pre-1900 Author: Seminar](#)

- [ENGH 372 - Advanced Literary Studies, Post-1900: Seminar](#)
- [ENGH 374 - Major Author, Post-1900: Seminar](#)
-

II. Emphasis

Choose one of the following three:

a. Literature

At least two courses in the emphasis must include consideration of texts written before 1900.

3 courses (12 credits) electives, at least 1 course (4 credits) at the upper-level

4 upper-level literature courses (16 credits)

- [ENGH 101 - Western Literature I](#)
- [ENGH 102 - Western Literature II](#)
- [ENGH 103 - Gender and Literature](#)
- [ENGH 105 - Literature of Disability](#)
- [ENGH 106 - African American Literature](#)
- [ENGH 107 - Indigenous Environments: Literature and Film](#)
- [ENGH 108 - US Multi-Ethnic Literature](#)
- [ENGH 115 - Topics in Literary Studies](#)
- [ENGH 120 - Introduction to Film Analysis](#)
- [ENGH 121 - Introduction to Media Studies](#)
- [ENGH 201 - Intermediate Selected Topics in Literature](#)
- [ENGH 202 - American Prose](#)
- [ENGH 204 - Environmental Writing and Eco-Criticism](#)
- [ENGH 206 - Nature Writing](#)
- [ENGH 207 - Literature of the Holocaust](#)
- [ENGH 220 - Contemporary Transnational Cinema](#)
- [ENGH 241 - History and Structure of the English Language](#)
- [ENGH 248 - History Of Rhetoric](#)
- [ENGH 250 - The Medieval Period: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 251 - The Renaissance: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 252 - 19th-century British Literature: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 253 - 20th British Literature: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 254 - American Literature Pre-1900: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 255 - American Literature Post-1900: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 256 - Anglophone Literature Post-1900: Mapping the Anglo-American Literary Tradition](#)
- [ENGH 257 - Shakespeare](#)
- [ENGH 300 - Independent Study](#)
- [ENGH 301 - Advanced Topics in Literary Study](#)
- [ENGH 302 - Gender and American Literature](#)
- [ENGH 303 - Gender and Contemporary Anglophone Literature](#)
- [ENGH 304 - Sexuality and Gender in 19th-Century Literature and Culture](#)
- [ENGH 305 - Advanced Studies in Ethnic American Literature](#)
- [ENGH 306 - Writers on Writing](#)
- [ENGH 307 - Essays, Letters, Memoirs, and Meditations: Reading Nonfiction Prose](#)
- [ENGH 308 - Gothic](#)

- [ENGH 309 - Food, Justice, and U.S. Literature](#)
- [ENGH 311 - Environmental Justice Literature](#)
- [ENGH 312 - The Global City in Modern and Contemporary Fiction](#)
- [ENGH 318 - Old ENGLISH](#)
- [ENGH 322 - Thinking about Genre through Film](#)
- [ENGH 323 - Cinema and Social Justice](#)
- [ENGH 324 - Filming American Feminisms](#)
- [ENGH 341 - Theories of Authorship](#)
- [ENGH 350 - Medieval or Renaissance Literature: Advanced Studies](#)
- [ENGH 351 - British Literature of the 18th and 19th Centuries: Advanced Studies](#)
- [ENGH 352 - British Literature Post-1900: Advanced studies](#)
- [ENGH 353 - American Literature Pre-1900: Advanced Studies](#)
- [ENGH 354 - American Literature Post-1900: Advanced Studies](#)
- [ENGH 355 - Transatlantic Literature: Advanced Studies](#)
- [ENGH 356 - Anglophone Literature Post-1900: Advanced Studies](#)
- [ENGH 357 - Prose Fiction Pre-1900: Advanced Studies](#)
- [ENGH 358 - The Novel in the 20th Century/Modernism and Postmodernism](#)
- [ENGH 360 - Comparative Critical Theory and Practice](#)
- [ENGH 361 - Marx, Nietzsche, Freud](#)
- [ENGH 362 - Philosophy and Literature](#)
- [ENGH 363 - Law and Literature](#)
- [ENGH 364 - Intensive Reading of a Single Text Pre-1900](#)
- [ENGH 365 - Intensive Reading of a Single Text Post 1900](#)
- [ENGH 366 - Advanced Topics in Criticism and Theory](#)
- [ENGH 380 - London Semester, Interdisciplinary Colloquium](#)
- [ENGH 383 - British Political Drama](#)
- [ENGH 384 - Studies in British Literature: London Literature](#)
- [ENGH 400 - Senior Capstone](#)
- [ENGH 410 - Specialized Honors I](#)
- [ENGH 411 - Specialized Honors II](#)

b. Creative Writing

At least one course in the emphasis must include consideration of texts written before 1900.

3 courses (12 credits) electives in literature, at least 1 course (4 credits) at the upper-level

4 upper-level writing workshops chosen from among the following (16 credits):

- [ENGH 204 - Environmental Writing and Eco-Criticism](#)
- [ENGH 206 - Nature Writing](#)
- [ENGH 230 - Topics in Creative Writing Workshop](#)
- [ENGH 248 - History Of Rhetoric](#)
- [ENGH 300 - Independent Study](#)
- [ENGH 306 - Writers on Writing](#)
- [ENGH 307 - Essays, Letters, Memoirs, and Meditations: Reading Nonfiction Prose](#)
- [ENGH 318 - Old ENGLISH](#)
- [ENGH 330 - Creative Nonfiction Workshop](#)
- [ENGH 331 - Nonfiction Writing Workshop: Articles](#)
- [ENGH 332 - Short Fiction Workshop](#)
- [ENGH 333 - Advanced Fiction Workshop](#)

- [ENGH 334 - Advanced Fiction Workshop](#)
- [ENGH 335 - Advanced Poetry Workshop](#)
- [ENGH 341 - Theories of Authorship](#)

c. Writing and Communication Studies

At least one course in the emphasis must include consideration of texts written before 1900.

- [ENGH 240](#)

2 courses (8 credits) of ~~intermediate and upper-level literature~~ **intermediate and upper-level literature** electives, at least one course (4 credits) of which is upper-level

4 intermediate and upper-level writing studies courses (16 credits)

- [ENGH 121 - Introduction to Media Studies](#)
- [ENGH 141 - Language, Communication and Culture](#)
- [ENGH 202 - American Prose](#)
- [ENGH 204 - Environmental Writing and Eco-Criticism](#)
- [ENGH 206 - Nature Writing](#)

DREW UNIVERSITY COLLEGE ADMISSIONS REPORT TO FACULTY

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

As of February 25, admission applications for the class of 2022 are up 18.9 percent over last year to 3722. At this point last year, we had 3130 of an eventual 3270 applications, so it is pretty clear that we will exceed 3800 applications which represents the minimum number we needed to be able to enroll a class of 430. In addition, also as of February 23:

- We have 96 total deposits vs. 90 last year
- A total of 1428 students have already been notified of their admission (ED, EA and internationals) vs. 544 last year. This will give us more time to recruit those admitted students and to positively impact yield
- Quality looks good so far with 22.1% of those accepted early being designated Baldwin Scholars vs. 22.7% at the end of the cycle last year. For the first time this year, students had to indicate an interest in the Baldwin program in order to be awarded the scholarship. There are candidates – about 7% of the pool – who met the Baldwin criteria but who did not want to be in the honors program. They received the maximum academic scholarship (\$20,000) but did not get the Baldwin “add-on” of \$2500.

While the fall, 2018 applicant pool is 18.9 percent larger than last year’s group, it differs from the applicants we have seen in recent years in some fundamental ways:

- Applicants have higher average SAT scores than last year’s group (1220 vs. 1201)
- Compared to the 18.9% total application increase, Asian Americans were up 47.7%; Hispanics up 31.6%; non-score submitters up 27.3%; females up 23.4%; aid applicants up 21.4%; NJ residents up 20.1% and California residents up 20.3%.
- Smaller increases were experienced by: international students, who were up 15.5%, African Americans, who were up 13.4%, and males, who were up 12.0%. Early Decision applications were down 10.1% as we introduced the non-binding Early Action program this year.
- 80.5% of this year’s applicants intend to apply for financial aid vs. 78.7% last year. Applications from students whose family could afford \$50,000 or more per year increased by 33.9%, while applications from those who could afford \$5,000 or less increased 32.9% over last year. This lowest income group represents 61.8% of all FAFSA filers and 46.8% of those who have been accepted thus far. The fact that so many of our applicants have little ability to pay underscores our enrollment and net revenue challenges.

Final admission decisions in the regular round are scheduled to be mailed on March 19. I continue to be optimistic of our ability to enroll a class of 430, though based on the income distribution of the applicant pool, the discount rate is likely to come in higher than the 50% target. Our acceptance rate will also increase to the high 60s/low 70s, but the strength of the pool will help us to maintain the quality of the incoming class.

As I have said before, a lot of work remains to be done to impact yield. We have two major admitted student open house programs – Inside the Forest – on Saturday April 7 (with a Baldwin Honors Colloquium preceding the open house on Friday April 6) and on Sunday April 15. We also have personalized visit days on Mondays and Fridays in April, and we again promise to check with you first before scheduling an admitted student visit to your class. I know you will do all you can to welcome these students and treat them as if they are already at Drew.

Maintaining a stable and sustainable enrollment is a team effort and you are all a critical part of that team. I thank the faculty of the College for all you do to help Drew attract and retain the students you teach.



**Drew University Fundraising Reports
FY2018**

FY17 - FY18 Comparison
July 1, 2017 to January 31, 2018

| | <u>FY18</u> | | | <u>FY17</u> | | | <u>FY17 Final</u> |
|---|---------------------|--------------|------------------|---------------------|--------------|------------------|-------------------|
| | <u>YTD Received</u> | <u>Goal</u> | <u>% to Goal</u> | <u>YTD Received</u> | <u>Goal</u> | <u>% to Goal</u> | |
| Total Philanthropic Commitments | \$6,999,409 | \$12,000,000 | 58% | \$7,373,327 | \$11,000,000 | 67% | \$12,124,558 |
| Total Cash & Irrevocable Deferred Gifts | \$5,099,701 | \$8,000,000 | 64% | \$2,471,660 | \$8,000,000 | 31% | \$5,530,501 |

Drew University Fundraising Reports

FY2018

FY18 By Purpose and Source

July 1, 2017 to January 31, 2018

Giving by Purpose

| | <u>Total Philanthropic Commitments</u> | <u>Cash and Irrevocable Deferred</u> |
|--------------------------------|--|--------------------------------------|
| Capital | \$484,415 | \$159,015 |
| Endowment | \$624,917 | \$451,825 |
| Restricted | \$3,459,683 | \$2,981,332 |
| Unrestricted | \$2,430,394 | \$1,507,529 |
| • <i>Annual Fund</i> | \$2,078,983 | \$1,156,118 |
| • <i>MEF</i> | \$351,411 | \$351,411 |
| Giving by Purpose Total | \$6,999,409 | \$5,099,701 |

Giving by Source

| | <u>Total Philanthropic Commitments</u> | <u>Cash and Irrevocable Deferred</u> |
|-------------------------------|--|--------------------------------------|
| Trustees | \$1,990,745 | \$848,745 |
| Alumni | \$1,769,352 | \$1,116,739 |
| Friends | \$1,883,501 | \$1,748,126 |
| Corporations | \$167,829 | \$121,959 |
| Foundations | \$500,418 | \$580,918 |
| Other Organizations | \$687,564 | \$683,214 |
| Giving by Source Total | \$6,999,409 | \$5,099,701 |

Annual Fund Report
July 1, 2017 to January 31, 2018

| | <u>Cash</u> | <u>Pledge Balance</u> | <u>Total</u> | <u>Goal</u> | <u>% to Goal</u> | <u>Average Gift</u> |
|---|-------------|-----------------------|--------------|-------------|------------------|---------------------|
| FY18 | \$1,156,793 | \$169,175 | \$1,325,968 | \$1,300,000 | 102% | \$737 |
| FY17 | \$607,606 | \$127,025 | \$734,631 | \$1,300,000 | 57% | \$438 |
| Increase (Decrease) from FY16 | \$549,187 | \$42,150 | \$591,337 | | | \$299 |
| Increase (Decrease) Percentage | 90% | | 80% | | | 68% |

| <u>Participation (All Funds)</u> | | | | | | | | |
|----------------------------------|------------|-------------|------|---------------|------------|-------------|--------|---------------|
| FY18 | | | | | FY17 | | | |
| | Percentage | # of Donors | Goal | Donors Needed | Percentage | # of Donors | Result | Donors Needed |
| CLA | 9% | 1245 | 26% | 2,121 | 9% | 1132 | 20% | n/a |
| DTS | 10% | 368 | 19% | 320 | 10% | 355 | 16% | n/a |
| CSGS | 6% | 146 | 14% | 151 | 6% | 128 | 12% | n/a |



Discussion of Process for Development of a Comprehensive Plan for New CLA Programs

In addition to the work of CRUE, we believe that Drew needs to create new undergraduate programs to attract additional students. Toward this aim, we are developing a comprehensive plan for new CLA programs. We have begun by collecting national data on degrees conferred by liberal arts colleges (Carnegie classification “Arts & Sciences Focus”) and by all colleges and universities. This data shows the relative size (3 year average of AY14-AY16) and mid-term growth (comparison of AY14-AY16 average to AY11-AY13 average) for each program. We are also analyzing degrees conferred by peer and aspirant institutions. **This preliminary data can be found [here](#) in the For Faculty section of U-Know entitled “New Program Planning (Faculty Meeting 3/02/18)”** . Once we identify a short-list of potential programs (see below - this requires your input), we will expand this analysis to collect benchmarking data and to look at regional trends in both degrees conferred and job postings. We anticipate that this process will identify both low-cost new majors built on existing courses and new programs that will require modest investment (e.g., new hires and modest infrastructure requirements).

An important input for this comprehensive new program plan are your thoughts about our future directions and so we need your assistance. Please take a look at this data and see if there are any potential programs (degrees with strong national trends) that resonate with you (these can be either resource neutral or could require modest investment). You will shortly be receiving a Google form link to submit your ideas. The full evaluation of these ideas and data will then be done in consultation with the entire Arts & Sciences faculty.

We will have a very preliminary discussion of this project at this faculty meeting.

Interested in Teaching?

Consider these requirements when planning your major, minor, and other coursework.

| | |
|---|---|
| Art | <ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level • Study of drawing, painting, sculpture/ceramics |
| English | Major or 30 credits with 12 credits at the advanced level |
| Math | Major or 30 credits with 12 credits at the advanced level |
| Music | Major or 30 credits with 12 credits at the advanced level |
| Psychology | Major or 30 credits with 12 credits at the advanced level |
| Science (biology, chemistry, earth science, physics, physical science) | <ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level within each certificate • 15 credits in ancillary subject for physical science |
| Social Studies <ul style="list-style-type: none"> • Anthropology • Economics • History • Political Science • Sociology • Psychology | <ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level in a social studies discipline • Minimum of 15 credits in history • At least one course in American history • At least one course in World history |
| World Languages | <ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level • Pass Language Proficiency Tests |
| All other CLA majors are eligible to become elementary (K-6) teachers | Consider a middle school endorsement in a content area - 15 credits in history, math, science, English, or a World Language |

Contact Kristen Turner, kturner3@drew.edu with questions.

Opening Doors:

from the medical to the health humanities

Drew University Medical Humanities Symposium

Friday, March 23rd 2018 230pm-800pm

Mead Hall, Drew University

Madison, NJ

Professor Paul Crawford, University of Nottingham

Keynote Speaker

"Opening Doors: from the medical to the health humanities" will examine a paradigm shift from the medical to the health humanities that has occurred in the UK and is starting to spread across the United States. Our Keynote Speaker, Professor Paul Crawford from The University of Nottingham (UK), considered a founding father and leader in the field of Health Humanities, will lead the Panel, Roundtable, and Workshop Discussions that examine the reception and future of the Health Humanities in the US. Invited panelists will present papers during the Panel Session and will join a Round Table discussion. The event will culminate in a workshop that examines the future of the Medical and Health Humanities in the United States.

This Event will include Dinner and Refreshments

For further information and to RSVP and Register for the Symposium use:

<https://sites.google.com/drew.edu/medhumconference/>

This symposium will also include a poster session.

Please submit a 250 word abstract for poster presentations concerning the theme of the symposium to the following email by February 23rd:

Medhumconference@drew.edu

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please use this address for any queries as well

INSTRUCTIONAL TECHNOLOGY CENTER

Workshop Offerings March 2018

Zoom Basics

Join us to learn more about scheduling Zoom meetings, as well as for tips to run a successful web conference.

Tuesday, March 6 @ 10:00 AM

Thursday, March 8 @ 1:30 PM

Library-Tech Classroom, Academic Commons

<https://drew.zoom.us/j/686651665>

Google Drive

Google Drive is a great set of tools to promote collaboration and facilitate editing and grading of documents, presentations and spreadsheets. Participants will learn the technical skills to use Slides, Sheets and Docs for enhancement of student learning. We will discuss how to apply pedagogical best practices to implement effective assignments.

Wednesday, March 14 @ 10:30 AM

Library-Tech Classroom, Academic Commons

Formatting in Word

Tips and tricks for effective formatting in Microsoft Word!

Please join us for a dip into the basic and hidden features of Microsoft Word. Learn about section breaks, em dashes, and time-saving styles.

This webinar can be particularly helpful for those ready to format their dissertations or theses!

Wednesday, March 21 @ 1:30 PM

<https://drew.zoom.us/j/686651665>

Interested?

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

FACULTY RESEARCH SERIES

Sensory Experience and Late Medieval Jewelry

A talk by **Rita Keane**,
Associate Professor,
Drew University

Friday, March 2 | 2:00PM
Brothers College 101

CIVIC ENGAGEMENT AWARDS

CALLING ALL NOMINATIONS

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

Award Categories:

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

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

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

Deadline for nominations: Monday, March 12, 2018
Apply at drew.edu/cce/awards

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

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

Message from the University Librarian

- Listening tour updates: To align future library planning with the university's strategic directions, I have started a listening tour of schools, departments, and programs, and meetings with academic and administrative leaders. Thanks to the all who have participated to date; more to follow. Please let me know if you haven't already been scheduled for a visit.
- I am honored to be joining the CRUE committee and look forward to identifying the many ways libraries and archives can help advance our shared mission of providing powerful, transformative, integrated curricular and co-curricular experiences for all Drew students.
- Work with the Digital Humanities/Mellon PIs (John Muccigrosso and Wendy Kolmar) continues, and includes collaboration with Instructional Technology in planning for DH/Domains support.
- My charge also includes cultivation and enhancement of donor relations in collaboration with University Advancement. I was honored to attend the Drew Society event on February 22, with an opportunity to meet many of the Drew Library's generous donors and friends.
- Thanks to all who completed the recent MISO survey

Respectfully submitted,

Andrew Bonamici, University Librarian

LIBRARY ANNOUNCEMENTS

Library Personnel

Arrivals: Reference Associate Bruce Lancaster has returned on a part-time basis

Library Exhibits

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

Opening March 20 in the Main Library: *Born to Read: Rock Icons of the 60s & 70s*, Curated by Marc Boisclair. Bruce Springsteen, Eric Clapton, Neil Young, Keith Richards, Patti Smith, the Grateful Dead—musical legends and Rock and Roll Hall of Famers, all of them. This exhibit explores their lives beyond the concerts, parties and gold records, as well as the backstories of other giants who shaped rock and roll during its prime years.

Events

Public Scholarship Get-togethers

Many scholarly projects from all areas of endeavor are seeking help from the public. In conjunction with the Mellon Digital Humanities program, the library will be hosting get-togethers in the academic-commons classroom for groups that are interested in contributing to one of these projects. You provide the people and we'll provide the space and help setting up and running the session.

Some more details...

WHAT? – A session lasting an hour or two (or three, if you're really excited) during which participants learn how and then start to contribute to a public scholarship project. These include Wikipedia sprints in which participants create or improve articles in a particular area (like Women in Classics), transcription projects in which participants read and type in text from handwritten sources, wildlife identification, and lots of other things. The library and DH grant will provide some light refreshments to keep your energy up.

WHO? – Any group interested in making a contribution: classes, student clubs, interest groups, any group of people who can get together for an hour or two at a pre-arranged time. It's important that the group can guarantee a minimum attendance, so that the meeting is worth everyone's while. We'll also publicize these events, so that other interested people can participate.

WHEN? – Whenever works for your group! Ideally we'd like to have one event every 3-5 weeks during the semester. A class might come during class time; a club might prefer an evening. It's up to you (within reason, the library has to be open)!

HOW? – Respond to this email! We'll work out the details together.

See our information page for more details and some project suggestions:

<https://sites.google.com/a/drew.edu/drew-digital-humanities/public-scholarship>

Upcoming Workshops

Free Citation Manager Workshops

Endnote Web is a free, **web**-based citation management tool that can help you keep track of your research sources and work with Word to create notes and bibliographies for your papers. Endnote Web Online is especially suited for the Chicago Notes & Bibliography style, but works well with all other style types. Includes a Cite While You Write tool for Microsoft Word.

- Monday March 19
- Thursday March 22
- Wednesday April 4

Zotero Citation Manager Workshop

Zotero is a free, easy-to-use tool to help you **collect, organize, cite, and share** your research sources. It is available for Mac, Windows, and Linux, and works with both MS Word and OpenOffice. Zotero has an easy-to-use citation capture add-on for Chrome, Mozilla, and

Safari. Zotero can store your citations in the cloud, and access them either via a standalone (free) app or within the Mozilla browser.

- Mon. March 5, 4-5 pm

All workshops held in Academic Commons Classroom.

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