

ARTS AND SCIENCES FACULTY MEETING

May 4, 2018
HALL OF SCIENCES 4

AGENDA

- CALL TO ORDER:** 3:15 p.m. Debra Liebowitz
- APPROVAL OF MINUTES** Maria Masucci ----- pp. 5-12
- DEAN'S UPDATES** Debra Liebowitz
- ACTION ITEMS:**
- Public Health Jinee Lokaneeta----- p. 30-43
 - Bachelor of Science Proposal Ryan Hinrichs----- p. 13-24
- REPORTS:**
- Committee on Faculty Sarah Abramowitz
 - Curricular Report Jinee Lokaneeta----- pp.13-43
 - Academic Standing Committee Report Hilary Kallagher ----- p. 44
 - Enrollment Management Bob Massa ----- p. 45
 - Advancement Report pp. 46-48
 - Library Report Andrew Bonamici ----- pp. 49-52
- FOR DISCUSSION**
- Undergraduate Experience Framework Proposal CRUE/Juliette Lantz----- pp. 53-64
 - Revision to Academic Integrity Policy Judy Redling----- pp. 65-71
- OLD BUSINESS/NEW BUSINESS**
- ANNOUNCEMENTS:**
- Reminder: Faculty Meeting on May 10th at 10 am followed by lunch at noon.



DREW CONGRATULATES COURTNEY ZOFFNESS!!!

WINNER of THE SUNDAY TIMES EFG SHORT STORY AWARD

Courtney, a Drew professor since 2012, was honored for “Peanuts Aren’t Nuts,” one of just six stories short-listed for The Sunday Times EFG Short Story Prize – the most prestigious English language short story award in the world. The finalists emerged from a long list of 15 and an initial pool of 810 entries. She received the award at a black tie ceremony at Stationers’ Hall in London last week.

One of the judges, Sebastain Faulks, said “There was something about ‘Peanuts Aren’t Nuts’ that spoke to all of us. The narrative arc was beset by dangers and required immaculate judgement of tone. It was a high-tariff endeavor, exactly brought off. And at its heart it had that precious thing that underlies the best fiction. It’s not just about giving a voice to the overlooked; it is about valuing the inner world above the outer – dramatically reminding us that this quiet place is where lives are shaped.”

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Ebenezer Addo
Pan African
Studies

Ebenezer Addo for the presentation of his paper: "Religion and Migration in West African Historical Experience: Implications for the West African Diaspora in the Tri-State Area" at the New York African Studies Association Meeting, April 13, 2018.

Lisa Brenner
Theatre

Lisa Brenner for presenting "Three Tenants for Community-Based Theatre" at the Philadelphia Theatre Research Symposium at Villanova University with Chris Ceraso and Kimani Fowlin. Also for the acceptance of publication by the journal *Praxis* for her paper, "Narrating with the Elements of the Stage" (presented with Tectonic Theater company member Barbara Pitts McAdams at last year's PTRS).

Robert Carnevale
English

Robert Carnevale for a poetry reading at the Princeton Public Library on April 9th and for his second appearance at Manhattan's KGB Bar on May 15th.

Alex de Voogt
Economics

Alex de Voogt for an invitation to give a keynote lecture at the combined History of Games and Philosophy of Computer Games, Games and Literary Theory conferences at the University of Copenhagen, Denmark, in August, 2018.

Sandra Jamieson
English

Sandra Jamieson for being a Guest Speaker in the North Carolina State University's award-winning Campus Writing and Speaking Program Lecture series on April 16, 2018. Also, for her presentation, "The Plural of anecdote is not data, and other things I learned from Citation Project research," for facilitating a WAC faculty workshop and for participating in the Graduate Student Colloquium.

Jason Karolak
Art

Jason Karolak for his solo exhibition, *Argot*, at Grölle Pass Projects in Wuppertal, Germany, April 20 - June 17, 2018. The exhibition includes recent paintings that explore a distilled vocabulary of drawn forms.

John Lenz
Classics

John Lenz for presenting the annual Father Cotter Memorial Lecture in Classics at Seton Hall University, on "Food of the Gods and Fruits of Mortals: Persephone's Pomegranate and Eve's Apple."

Maria Masucci
Anthropology

Maria Masucci for presenting a paper, "Pottery Rituals and Ritual Pottery: Ceramic Production, Use, and Disposal among the Guancavilca of Coastal Ecuador (AD 800–1532)" in the symposium on "Artifact Characteristics, Production Processes and Social Interactions in the Andean Landscape" at the Society for American Archaeology Annual Meeting in Washington, D.C. in April.

Jonathan Muccigrosso
Classics

John Muccigrosso for giving a paper Saturday, "Populus as 'army' and the preservation of Roman legal language," at a day-long conference he helped organize at the Pennsylvania State University, Fide non Ficta.

Jennifer Ostrega
INTO ESL

Jennifer Ostrega for receiving the INTO North America Academic Innovation and Collaboration Award.

Raul Rosales
Spanish

Raul Rosales: for being invited to deliver the Keynote Address, "Inherited Memories: Remembering Exile and Negotiating Cuban-American Identity" at the Second Modern Languages Student Conference at East Stroudsburg University on April 7th.

Kristen Hawley Turner
MAT

Kristen Hawley Turner for presenting two papers at the American Educational Research Association (AERA) Annual Meeting, "Motivating Digital Reading" and "The Impact of Writing Process on the Quality of Product."

Nancy Vitalone-Raccaro
MAT

Nancy Vitalone-Raccaro for presenting her poster "When Experiential Learning and the Humanities Intersect in Medical Education" at the Drew University Medical Humanities Symposium and for presenting "IMAGINE, a Collaborative, Multi-Year, Curricular Intervention" and "The Three Cs of Experiential Learning in the Medical School Curriculum: Cognizance, Connection and Change" at the April American Educational Research Association Annual Meeting. Also, for sharing her work with Drew teacher candidates at the 2018 Southeastern edTPA Southeastern Regional Conference through an interactive session entitled "One Simple Strategy Yields Great Gains in Teacher Candidate Competence".

Courtney Zoffness
English

Courtney Zoffness for being selected as the winner of The Sunday Times EFG short story award at a ceremony in London last week. Also for her essay "Holy Body" appearing in the spring issue of The Southern Review (hear her read an excerpt of it online in The Southern Review's audio gallery) and for being named a finalist in Nowhere Magazine's 2018 Travel Writing contest.

Drew University
Minutes of the Arts and Sciences faculty Meeting
April 13, 2018

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Christopher Apelian, Lee Arnold, Ed Baring, Brianne Barker, Jim Bazewicz, Marc Boglioli, Lisa Brenner, Sunita Bhargava, Barry Burd, Monica Cantero-Exojo, Christopher J. Casement, Adam Cassano, Chris Ceraso, Jill Cermele, Miao Chi, Graham A. Cousens, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Andrew Elliot, Kimani Fowlin, Jim Hala, Summer Harrison, Ryan Hinrichs, Kathy Juliano, Hilary Kalagher, Jason Karolak, Josh Kavaloski, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Margaret Kuntz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Neil Levi, Debra Liebowitz, Lisa Lynch, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Rebecca Mercuri, Joanna Miller, Philip Mundo, Sean Nevin, Emanuele Occhipinti, Jennifer Olmsted, Jennifer Ostrega, Mary-Ann Pearsall, Michael Peglau, Jonathan Porras, Jonathan Reader, Judy Redling, Kimberly Rhodes, Raul Rosales, Akan Rosan, Susan Rosenbloom, Maliha Safri, Brian Shelter, 44Bernard Smith, Leslie Sprout, Raymond Stein, Sharon Sundue. Carol Ueland, Hannah Wells, Trevor Weston, Tammy Windfelder, Carlos Yordan, Courtney Zoffness

Others Attending: MaryAnn Baenninger, Robert Massa, John Vitali, Marti Winer, Margery Ashmun, Jody Caldwell

The meeting was called to order at 3:18 PM by Debra Liebowitz.

Approval of the Minutes: The minutes of the March 2, 2018 meeting were unanimously approved.

Dean's Report – Debra Liebowitz

The Day of Scholars was held on April 6th. Drew University celebrated the talents of students in its Baldwin Honors Program, with scholars performing, talking about their research and exhibiting art. The scholars collaborated with professors on the research, getting a glimpse into where their academic pursuits can take them beyond the classroom. Steve Dunaway and Bjorg Larson were congratulated and thanked by Debra for a very successful event. Feedback from the community was very positive. The Day of Scholars event created sense of community and is an example of the type of event Drew will be doing in the future.

All of the faculty searches are complete with exception for the Art and Media and Communications positions. There is now a very distinguished group of new faculty that will be joining Drew in the Fall 2018 semester. Debra thanked the current faculty for their participation and work on the search committees.

Action Items:

Assessment Committee Charge and Description

A motion was made to approve the creation of the Academic Effectiveness and Assessment Committee (AEAC). This motion was approved with one abstention.

The new committee shall manage the assessment of the efficacy of the undergraduate experience in support of students' learning and development and in alignment with the goals and outcomes of the College. Specific responsibilities include:

- Assess student learning outcomes for the undergraduate requirements of the CLA, in coordination with appropriate faculty and staff.
- Organize the collection, analysis, and dissemination of evidence of student learning.
- Support the Associate Dean of Curriculum in Arts & Sciences in using evidence to inform institutional decision-making about improving student learning.

The Academic Effectiveness and Assessment Committee shall consist of:

- The Associate Dean of Curriculum in Arts & Sciences (*ex officio*)
- The Director of Student Learning Assessment with vote
- Four faculty members, one from each division, who have been at Drew in a full-time, tenure-track or tenured position, elected for a two-year term. Whenever possible, elections shall be held in such a way that two faculty members shall be in the second year of service and two in the first
- the chair, a faculty member appointed by the Dean from the elected members of the committee
- Additional staff members would be invited as appropriate to the issues being discussed.

Attendance Policy Students Rights and Responsibilities

A motion was made to approve the new Absence Policy: Student Responsibilities and Rights. After some discussion the motion was approved with two friendly amendments. See policy below; red bold text indicates the friendly amendment changes.

Some components of the policy were emphasized in discussion:

- The distinction between a planned versus unplanned absence may depend on the reason for the absence.
- Timing of notification from student to faculty for legitimate unplanned absences will rely on documentation.
- Additional and more specific expectations can be stated in the course syllabus.
- The student is responsible for all material covered in missed classes.
- There can be no punitive impact on a student who is missing class due to a religious holiday.

The new approved policy is as follows:

Absence Policy: Student Responsibilities and Rights

Class attendance and participation are integral to the academic experience at Drew University. Missing classes, even for legitimate reasons, negatively impacts the class experience for both the absent student and their classmates. Students should realize that absences can indirectly affect final grades as a result of the impact absences have on learning. Nonetheless, Drew University realizes there are legitimate reasons for missing class and acknowledges every student's right not to have legitimate absences, as defined by this policy, directly affect their class grade. Students also bear responsibilities for absences, including:

- Students are responsible for all material covered in missed classes.
- Students must promptly notify the course instructor of their absence according to the following:
 - for planned absences, such as religious holidays, NCAA-sanctioned athletic competitions, and Drew organized field trips (see list and criteria below), students must notify their course instructor during the first week of class;
 - for unplanned absences, such as illness or injury, a death in the family or NCAA-sanctioned post-season competitions (see list and criteria below), students must notify the course instructor **prior to the absence (see below)** and provide appropriate documentation to the Office of Academic Affairs.

This policy defines the minimum number of legitimate absences that every student has the right not to have a direct impact on their class grade, if the criteria and procedures of this Absence Policy are met.

- For legitimate planned absences, students may miss the equivalent of one week of class or less (i.e. three classes for a class that meets three times a week, or one class for classes that meet once a week), so long as they inform the faculty member of their planned absences in the first week of the semester.
- For legitimate unplanned absences, students may miss the equivalent of one week of class or less as long as they notify the **instructor prior to the class and as soon as they are aware of the unplanned absence. If extraordinary circumstances prevent a student from providing prior notification, they must notify the instructor within 24 hours of the unplanned absence.** Students must provide appropriate documentation to the Office of Academic Affairs.

In such cases, students can expect reasonable accommodations such that there is no direct impact on their grade. Additional legitimate absences may be granted at the instructor's discretion. Students who feel that the Absence policy has not been fairly implemented may appeal to the CLA Dean's Office.

Planned Absence from Class

Reasons for legitimate planned absences are:

- Observing religious holidays
- Participating as a student-athlete in NCAA-sanctioned competition (but not practices or scrimmages)

- Participating in another Drew sponsored event, such as a class field trip, concert, or theater performance.
- Attending academic conferences

There are times during the semester when a student may need to miss class for an important event that is scheduled or known in advance. The faculty at Drew supports our students in these pursuits. If the student needs to miss **the equivalent of one week of class or less (i.e. three classes for a class that meets three times a week, or one class for classes that meet once a week)**, they need to inform the faculty member of their planned absences **in the first week of the semester**. If a student is aware of the need to miss *more* than the equivalent of one week of class, they need to inform the faculty member of their planned absences, ideally during registration but no later than the first day of the semester.

Student discussions with the faculty member about planned absences that require missing more than a week's worth of classes should be done as far in advance as possible because there may be cases where the number of planned absences cannot be reasonably accommodated. If a student needs to miss more than the equivalent of one unplanned week of class, the subsequent absences will not *necessarily* be considered legitimate, although additional legitimate absences may be granted at the instructor's discretion, ~~and although the faculty member will work with the student to try to help mitigate the impact of the missed classes~~. In these cases, in close consultation with the faculty member, a student may decide to take the particular course in a different semester.

As long as the guidelines outlined in the previous two paragraphs for informing the faculty member are followed, classes that are missed for the above reasons are considered legitimate absences. If a student fails to notify the faculty member in advance of approved absences, the instructor may consider the absence not legitimate.

Unplanned Absence from Class

Reasons for legitimate unplanned absences are:

- Illness or injury
- Participating as a student-athlete in NCAA-sanctioned post-season competition
- Death in the family

There are times during the semester when a student may need to miss class without advanced notice. **If, during the course of the semester, the student needs to miss, due to unplanned absences, the equivalent of one week of class or less, these absences will be considered legitimate, as long as appropriate documentation has been provided to the Office of Academic Affairs.** In these cases, as with planned absences, the student and the faculty member work together to create a plan to make up course requirements. If a student needs to miss more than the equivalent of one unplanned week of class, the subsequent absences will not *necessarily* be considered legitimate, although additional legitimate absences may be granted at the instructor's discretion. **Students are expected to contact the faculty member as soon as they are aware of the unplanned legitimate absence. If extraordinary circumstances prevent a student from providing prior notification, they must notify the instructor within 24 hours of the unplanned absence.**

Academic Accommodations for Attendance Flexibility

Students with documented disabilities, who have been approved for flexibility accommodations, will be held to the conditions outlined in their flexibility agreement. It will be the responsibility of the student to present the flexibility agreement to their instructors each semester, ideally during registration, but no later than the first day of class. If the need for flexibility cannot be accommodated in a particular course without compromising the integrity of the course, students should work with faculty and advisors to find a replacement course.

Summer Classes and Half Semester Classes

The policy applies to students enrolled in half semester classes and summer classes, with the absence limits adjusted proportionately.

Syllabus Language:

University Absence Policy: In addition to the course attendance policy, students should be aware of their rights and responsibilities regarding absences for legitimate reasons as described in the University's Absence Policy. This policy states that students can expect reasonable accommodations for (1) the equivalent of one week of class or less missed for legitimate planned absences (religious holidays, NCAA-sanctioned athletic competitions, and Drew organized field trips) so long as they inform the faculty member of their planned absences in the first week of the semester; and (2) the equivalent of one week of class or less for legitimate unplanned absences (illness, a death in the family or NCAA-sanctioned post-season competitions) so long as they notify the instructor **prior to the class and as soon as they are aware of the unplanned absence (or within 24 hours of the absence in extraordinary cases)**, and provide appropriate documentation to the Office of Academic Affairs. For all legitimate absences, students are responsible for all material covered in missed classes, and students should realize that absences can indirectly affect final grades as a result of the impact absences have on learning. Please review the complete Absence Policy: Student Responsibilities and Rights at <weblink>.

Reports:

Enrollment Management – Robert Massa

- As of April 8, admission applications for the class of 2022 are up 17.5 percent over last year to 3783
- There are 170 total deposits vs. 132 last year. This is a 29% increase from year to year.
- As of April 13th, there are 230 potential students registered for Inside the Forest 2 versus 187 attendees in 2017.
- The Open House will be held on April 15th. Faculty participation at these events is always appreciated.

Academic Computing Advisory Committee -

The committee has been working on how to strengthen the committee. They anticipate sharing some ideas but would like to have faculty respond to a survey that is currently posted. Faculty is encouraged to share thoughts, concerns and suggestion regarding Academic Computing at any time.

For Discussion

Finance and Strategy – MaryAnn Baenninger

Taking Stock

We are taking stock to achieve a bright future for Drew by making great strides, giving our all, and knowing what we're up against. We're deep in the hard part of it right now. We've got what it takes and can do this if we are all in it together.

First Steps toward Improvement – Shine 1 and Shine 2

- Reviewing the CLA first time full time student net tuition, we are almost at the high point of 2013.
- If retention continues to improve, enrollment will be where it was four years ago. Our retention rate is that of 75% of our peer institutions.
- If the current trend for the first year admit rate and yield continues, Drew will experience less variation than in previous years.
- It is anticipated that the Nacubo Discount Rate will be lower than our peers in 2019.
- The SAT scores for our incoming students are higher.

Progress has been made on the challenges for enrollment and retention, institutional assessment, marketing, and tuition pricing. Tools we will need to use going forward to maintain this progress are: consistent focus on pricing, retention and optimal staffing for the mission, constant assessment of quality and productivity of operations saving for rainy days by carrying reserves and not using the endowment.

Continued efforts are required to address the operating deficit, major deferred maintenance expenses and the shrinking endowment. Drew is currently operating with a 16 million annual deficit. Our goal is to be free of an operating deficit by the year 2022. The Shine 2 Plan is designed to address these issues by saving money and working smarter. These saving strategies do have an impact of faculty and staff. In some cases staff are doing jobs that 2 or 3 people have done in the past and have not received an across the board pay raise. Administration has had several positions consolidated (most recently, the VP of Student Life with the Dean of Students positions). The 3-3 faculty load will play an essential role in accommodating growth. Shine 2 addresses deficit reduction using a more strategic approach using debt only for growth and redirecting resources toward that strategy. The redirecting of resources is being done through cash generation, expense reduction, debt restructuring, staff optimization and real estate monetization, a benefits analysis and fundraising. Fundraising has changed fundamentally this year as we focus on budget relieving dollars rather than budget augmenting. We have also significantly increased cash gifts to the Annual Fund.

Be the Best at What We Do by Recognizing our Strengths

- Drew will take advantage of the tuition reset with quality admission practices and directly address the wants of today's undergraduate. The tuition reset is a boost to enrollment that will effect admissions for short period of time. This action needs to be supplemented with action that will keep students coming here even as tuition starts to rise again. The research about tuition resetting suggests that we can expect only a one or two year increase in enrollment from this decision unless it is paired with initiatives that better

respond to what the market wants. The Committee to Reimagine Education (CRUE) Platform was created by listening to hundreds of perspective students, deposited students and alumni. Along with research, months of deliberation, creative thinking and further input from faculty the platform was developed.

- It is our hope that the CRUE Platform will distinguish Drew. It is a highly researched approach to a sustainable net tuition revenue stream and will resonate with the market. Our current students are continuing to describe the same desirable characteristics when asked the same question. Our goal is to develop a program that responds to that need.
- In addition, we need to use deliberate research and analysis to expand academic programs in the CLA, Theo and Caspersen schools through new programs, joint degrees, and partnerships.

Questions

How successful has fundraising been?

The last three years have been the highest fundraising levels ever. This year the goal was to seek cash gifts for things we are already doing. Restricted funds are challenging to support as they are often for specific individual projects not always in line with what needs to be done. The Gilbert Challenge increased cash and its unrestricted nature gives us more cash to spend on necessary projects.

The 3/3 workload is moving forward, what if the enrollment does not increase despite current trends and efforts, why is it necessary to change faculty workload now?

If enrollment does not continue to increase, there will be on going financial challenges for the University. This will result in other compromises such as hiring fewer non tenure track faculty and there will be greater need for additional courses to be assigned to tenured faculty. A component of the CRUE Platform will attribute the currently unassigned time for student mentoring, research, etc. towards the teaching load. The goal is to develop a formula that helps address the current unevenness of workload.

What are the projected enrollment numbers?

The current model is: 430 students for 2019
475 students for 2020
500 students for 2021

After the final number is determined for 2019, these goals will be assessed and adjusted. Given the demographics here in the northeast, these are very challenging goals so the Admissions Office is working hard with international and other out-of- state areas around the country.

Motion: A motion was made and approved to extend the meeting past 5:00 PM.

Questions – Cont.

Is there a model for expenses; for example, the cost to educate the increased number of students?

Instructional space is of concern and the administration is engaged in a process right now to address this issue. Currently, there is an analysis being done to determine the instructional needs

for an increased class size. Once the study of this enormous research is complete, there is funding for construction and renovation of classrooms. We are trying to determine the best use of those funds.

It seems that parts of the CRUE platform have been pushed through without faculty input and there is concern for unintended consequences of moving too quickly? Why?

Drew is up against a timeline. In order to take advantage of the increased interest in Drew because of the tuition reset, we have to have a description and course of action for *Post College Planning*. The incoming class of 2021, expects Drew to deliver on the post-college planning. CRUE has been working on this significant component of the platform.

A suggestion was made that we differentiate between CRUE which is the committee and the platform which is the plan for reorganization. There seems to be two components in the platform that involve the structural reorganization of the University and the curriculum. In order to avoid having one unmanageable document, faculty suggested separating the curricular elements out from the rest of the CRUE proposal.

The President agreed to take this suggestion under consideration.

Different areas have different growth potential in the college. Does the data get that granulated so that is can predict growth areas?

Yes, there is some analysis and ability to predict. Our space planning analysis is looking at general instructional space as well as specialized spaces like labs. We've been working on program development that is thoughtful and strategic to give the Admissions Office the tools they need to meet growth targets. There is urgency for Drew to offer the right strategic mix of programs and for us to offer more programs since we currently offer fewer than the average number of programs at our peer and aspirant institutions.

NOTE: MaryAnn's PowerPoint presentation has been made available on the Dean's U-Know page.

The meeting was adjourned at 5:19 PM.

Respectfully submitted,

Joanne B. Montross

Curricular Report

March 2018

For Action:

- Bachelor of Science
- New Public Health Major and Revised Minor

For Information:

New Courses:

- BIOL 120/Human Health and Disease
- BIOL 220/Nutrition
- PH 101/Principles of Public Health
- PH 341/Research Methods in Population Health
- PH 352/Global and International Health
- PH 360/Health Policy
- PH 371/Topics in Public Health, Sociocultural
- PH 400/Capstone in Public Health

Revisions to Existing Courses:

- PH 370/Selected Topics in Public Health
 - Title and description change to Topics in Public Health, Biosciences

Revisions to Existing Major/Minor/Program:

- Law, Justice and Society
 - Adding courses to electives list

General Education Designations:

- PSYC 270/The Psychology of How Not to be Miserable CRN #10843 [BSS]
- CE 275/Special Topics in Civic Engagement-Innovation I [BINT]
- BIOL 120/Human Health and Disease [BNS]
- BIOL 220/Nutrition [BNS]
- PH 101/Principles of Public Health [BINT]
- PH 341/Research Methods in Population Health [WRMJ]

Catalog Copy for Joint Degree Programs:

- Nutrition: Drew University – Drexel University 3.5-1.5 (or 4+2) BA with Masters of Science in Human Nutrition
- Nursing: Drew University – Drexel University 4+1 BA/BSN Program

For Action:

Proposal to confer Bachelor of Science degrees at Drew University

Context: Many prospective students, especially in the sciences, and some prospective employers of our graduates, have the perception that Bachelor of Science (B.S.) degrees denote more technical skills training than Bachelor of Arts degrees. However, an analysis of Drew's peer and aspirant institutions indicates that (1) half of our peer and aspirant institutions offer B.S. degrees demonstrating this as a common practice at many Liberal Arts institutions and (2) there is no substantive difference between the B.S. degrees conferred by these institutions and many of Drew's existing B.A. majors. An analysis of our competitor institutions

indicates that they all offer B.S. degrees, which puts us at a competitive disadvantage attracting students (and parents) that hold such a perception. Thus, students who prioritize the B.S. degree likely do not consider Drew, even though we offer a curriculum that meets their academic goals. Moreover, B.S. programs can be offered at Drew with zero additional resources and would not affect Drew's Middle States Accreditation or even require a Substantive Change.

The dominant model at Drew's P&A institutions is to have similar General Education requirements for B.A. and B.S. degrees, and to designate specific majors as leading to either a B.A. or a B.S. degree. At many institutions, departments and programs may offer both degrees (e.g., it is very common to see both a B.A. in Chemistry and a B.S. in Chemistry, which parallels our current Chemistry-Basic and ACS-Approved Chemistry majors), where the B.S. majors are larger and require additional mathematics and/or natural science courses. This analysis also demonstrates that many of the majors currently offered by Drew meet or exceed the requirements of B.S. majors at P&A institutions.

Proposal: Based on the analysis, we recommend that Drew University offer Bachelor of Science degrees using the same General Education requirements as Bachelor of Arts degrees. Individual departments and programs would be requested to compare their existing majors to B.S. programs at the P&A institutions identified below. Majors consistent with the B.S. benchmarking data should be submitted to CAPC and the faculty of Arts & Sciences for approval as B.S. degrees. Majors frequently leading to B.S. degrees include Biology, Biochemistry and Molecular Biology, Chemistry, Computer Science, Environmental Science, Neuroscience and Physics. Business and Economics programs as well as Mathematics, Psychology and Public Health also appear as B.S. majors at several institutions.

Proposed Policy for Double Majors: Students who double major, in which one major leads to a Bachelor of Arts degree and the other to a Bachelor of Science degree, may elect to receive either the B.A. or B.S. degree upon graduation.

Analysis of Bachelor of Science Degrees at Peer, Aspirants and Competitors

Eight out of fifteen (53%) of our Peer Institutions and eight out of fifteen (53%) of our Aspirant Institutions offer both B.A. and B.S. degrees (Table 1).

Peer Institutions		Aspirant Institutions	
B.A. and B.S.	B.A. only	B.A. and B.S.	B.A. only
Illinois Wesleyan	Lewis & Clark	Dickinson	Franklin & Marshall
Allegheny	Washington & Jefferson	Sewanee	Occidental
Univ. of Puget Sound	Goucher	Trinity	Connecticut
Ursinus	Augustana	Gettysburg	DePauw
Southwestern	Juniata	Furman	Rhodes
Ohio Wesleyan	Hampshire	Denison	Sarah Lawrence
Susquehanna	Lake Forest	St. Lawrence	Lawrence
Eckerd		<i>Skidmore</i>	

The structure of the B.S. degrees at all P&A institutions is detailed on pages 2-8 of this report. All of our Competitor Institutions offer both B.A. and B.S. degrees, including Muhlenberg College and The College of New Jersey. Furthermore, all of New Jersey’s higher education institutions, except Princeton, offer B.S. degrees (see data on pages 9-11).

Notes on the structure of Bachelor of Science degrees at P&A Institutions.

Illinois Wesleyan: From the Advising FAQs: “At IWU there is no difference between degree requirements for a B.S. or B.A. degree. Both degree programs provide for the acquisition of written and oral communication skills, creative thinking, abilities in the critical analysis of texts, the understanding of cultures, and a working knowledge of social, political, and historical contexts. The B.A. degree is typically pursued by those students whose academic emphasis in their major area of study is directed toward the humanities, arts, and selected areas of the social sciences disciplines. The B.S. degree is typically pursued by those students whose academic emphasis in their major area of study is directed toward the natural sciences, mathematics, statistics, or a technological field. Talk with your advisor about which degree is best for you.” BA/BS offered in Accounting, Biology, Business Administration, Chemistry, Computer Science, Finance, Health Promotion & Fitness Management, International Business, Mathematics and Physics.

Allegheny: No difference in Gen Ed requirements. Appears that certain majors automatically lead to B.S. degree, while in a few others a student may choose (e.g., “The major field program in Psychology leads to the Bachelor of Arts or the Bachelor of Science degree. Students may elect to receive either degree. Both degrees require the completion of at least 44 credits in Psychology. All courses for the Psychology major must be taken for a letter grade.”). It is difficult to easily identify which majors are included. Confirmation for the following: Biology, Chemistry, Geology, Environmental Geology, Global Health Studies (BA or BS), Mathematics, Physics, and Psychology (BA or BS).

University of Puget Sound: No difference in Gen Ed requirements. Appears that certain majors automatically lead to B.S. including: Biology, Biochemistry & Molecular Biology, Mathematics and Computer Science, Exercise Science, Physics (also have B.A. in Physics of Engineering Dual Degrees - aka “Engineering Physics”). Chemistry has different requirements for B.A. and B.S. degrees: Chemistry: Requirements for Bachelor of Arts Degree in Chemistry: PHYS 121, 122; MATH 180, 181, 280; CHEM 110, 120, 231; CHEM 250, 251, 340, 341, 420; one-half unit Chemistry elective at the 300 or 400 level; and participation in CHEM 493, Seminar. Requirements for Bachelor of Science Degree in Chemistry must also complete CHEM 330, 341, and 490 (1 unit).

Ursinus: Ursinus College confers the degrees of Bachelor of Arts and Bachelor of Science. For specific requirements of the curricula leading to each of these degrees, see departmental requirements. (Other information is difficult to find, although the Neuroscience major states that it leads to a B.S. degree.)

Southwestern: The Bachelor of Science degree requires same Gen Ed as B.A. degree plus the following Additional Requirements: Biology (8 credits), Chemistry (8 credits), Mathematics and Computer Science (8 credits), and Physics (8 credits). The major must be selected from the Natural Sciences Area or Psychology. See specific course requirements for majors and minors listed under departmental program descriptions.

Ohio Wesleyan: Excerpt from March 2017 Press Release: “Ohio Wesleyan to Begin Conferring Bachelor of Science Degrees.” Beginning as early as May 2018, Ohio Wesleyan University graduates will be able to earn Bachelor of Science degrees in addition to the existing Bachelor of Arts, Fine Arts, and Music degrees conferred by the private, liberal arts university. The first Ohio Wesleyan majors to offer Bachelor of Science degrees will be physics and astrophysics, and the university anticipates adding chemistry, geology, and zoology to the list over the next several weeks. “Ohio Wesleyan is pleased to add this academic opportunity for our students,” said Provost Charles L. Stinemetz, Ph.D. “In some graduate school and career paths, holding a Bachelor of Science degree is seen as advantageous, and we want to provide our students with every opportunity to succeed.” For majors that offer both Bachelor of Arts and Bachelor of Science tracks, Stinemetz said, either option will be academically rigorous, but the latter will provide a greater depth and stronger emphasis on preparing students for advanced study in the field or direct entry into professional-level employment. The increased depth may be provided by additional required courses in the field, additional required affiliate courses, a different selection of courses in the field, or other academic experiences selected by Ohio Wesleyan faculty to prepare students for their desired next steps, he said. Students who choose to pursue a Bachelor of Science in physics will prepare themselves for post-graduate opportunities including advanced degrees in biophysics, geophysics, oceanography, or physics. The degree also lays a solid foundation for careers in areas including engineering and computer science. ... To be eligible to confer Bachelor of Science degrees, Ohio Wesleyan was required to apply to, and be approved by, the Chicago-based Higher Learning Commission. Ohio Wesleyan has been accredited by the commission – or its predecessor, the North Central Association of Colleges and Schools – for more than 100 years.

Susquehanna: Majors that result in Bachelor of Science degrees only: Biochemistry, Biology, Chemical Physics, Earth and Environmental Sciences, Elementary Education, Accounting, Business Administration, Finance, Global Management, Luxury Brand Marketing and Management Marketing. Other majors offer both B.A. and B.S. degrees with different requirements:

Chemistry: The Bachelor of Science degree in chemistry requires a minimum of 41 semester hours in chemistry, including all courses required for the Bachelor of Arts degree, plus CHEM-430 Instrumental Analysis, one elective in chemistry or biochemistry, and an additional four-semester-hour mathematics or computer science course other than MATH-101 or MATH-105.

Computer Science: To earn the Bachelor of Science degree in computer science, a student must complete the requirements for the Bachelor of Arts in computer science plus MATH-112 Calculus II, PHYS-204 and either PHYS-101 or PHYS-205.

Requirements for the Bachelor of Science Degree with a Major in Economics. Candidates for the Bachelor of Science with a major in economics successfully complete the business foundation courses as follows and at least 20 semester hours of economics at the 300 level or above as listed below. No grade below a C- will be accepted toward graduation for foundation courses; upon earning a grade below C- in a foundation course, the student must retake the course the next semester in which it is offered. The course descriptions listed later in the catalog

identify prerequisites, and these suggest a certain degree of order in completing the foundation. In addition to the foundation, first-semester Weis School students enroll in MGMT-102 Global Business Perspectives (four semester hours), which provides an introduction to liberal studies and college life, as well as an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the Perspectives requirement of the Central Curriculum.

Physics: The Bachelor of Arts degree requires 32 semester hours in physics, 16 semester hours in mathematics, 4 semester hours in chemistry, and 8 additional hours in approved biology, chemistry, earth and environmental sciences, mathematics, or computer science courses. The Bachelor of Science degree requires the above requirements *plus* 4 additional semester hours in mathematics.

Psychology: Candidates for the Bachelor of Science degree will complete all requirements for the Bachelor of Arts in psychology. Bachelor of Science candidates also complete two additional courses (at least one of which must be selected from outside the psychology department) from among the following four options: • A course (together with its corresponding lab) from the natural sciences (biology, chemistry, ecology, earth and environmental sciences, health care studies, or physics) that does not fulfill the student's Scientific Explanations requirement • Any four-semester-hour math course numbered 111 or higher (except statistics) that does not fulfill the student's Analytic Thought requirement • A third course from the fundamental paradigms content area of the psychology major • PSYC-323 Advanced Research Design and Analysis

Eckerd: Several majors detail different requirements for B.A. and B.S. degrees.

Biology: For the B.A. degree, students must fulfill the requirements and track options as listed for the B.S. degree above except that Organic Chemistry I and II and Fundamental Physics I and II are not required.

Chemistry: B.A. Degree Chemistry Program Courses: General, Analytical, Organic I&II, Physical, Instrumental, Biochemistry and one upper-level chemistry elective. B.S. Degree Chemistry Program Courses also requires Physical II and Adv Inorganic. B.S. Degree (ACS certified) also requires research.

Computer Science: A total of 12 courses (not including the seminar, internships or independent study courses) is required for the Bachelor of Arts. Four additional courses from advanced computer science (320 level or above), mathematics or physics, are required for the Bachelor of Science.

Geosciences: B.A. in Geosciences requires nine geoscience courses plus three supporting courses and a capstone experience for a total of 13 courses are required for the major. B.S. in Geosciences requires an additional three supporting courses for a total of 16 courses are required for the major.

Mathematics: The requirements for the mathematics major are: Calculus III, Mathematics Seminar, eight additional mathematics courses numbered above MA 233, and one additional science or mathematics course. For the B.S. degree students must also take four more additional science or mathematics courses.

Physics: For the B.A. degree students majoring in physics normally take the following courses: Fundamental Physics I and II, Modern Physics, Electronics Laboratory, Classical Mechanics, Electricity and Magnetism I and II, Quantum Physics I, Calculus I, II, and III, Differential Equations. For the B.S. degree, additional courses required are: Quantum Physics II and Statistical Mechanics in Thermodynamics.

Psychology: To fulfill the requirements for a Bachelor of Arts with a major in psychology, students must take at least nine courses in psychology: Introduction to Psychology, Methods I: Research in Psychology, Methods II: Statistics in Psychology, at least two of the following courses (Human Learning & Cognition, Psychology of Childhood & Adolescence, Abnormal Psychology); at least two of the following courses (Social Psychology,

Personality Theory & Research, Biopsychology); and at least two additional psychology courses. To fulfill the requirements for a Bachelor of Science with a major in psychology, students must take the seven required classes from the Fundamentals, Freshman/Sophomore, and Junior/Senior categories. In addition, they must take at least three of the following courses: Advanced Statistics & Research Design, Psychological Tests & Measurements, History & Systems, and Advanced Research Seminar.

Dickinson: Students may elect either of two broad approaches to the curriculum: the Bachelor of Arts or the Bachelor of Science. General graduation requirements are the same in either case. Only those students with a major in one of the natural or mathematical sciences may choose the Bachelor of Science rather than Bachelor of Arts, but the requirements for the major are the same in either case. Regardless of the number or type of majors a student completes, each student earns only one degree. Students also study in some depth at least one disciplined approach to knowledge. Dickinson students, therefore, develop a concentration in a major. The arts and humanities provide 10 such concentrations; in the social sciences there are six concentrations; the natural and mathematical sciences provide six. These 22 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 21 interdisciplinary majors and six interdisciplinary certification programs.

Skidmore: No difference in Gen Ed requirements. While Skidmore does offer B.S. degrees, they appear to be reserved for more professional majors and not for natural science majors, as is the case with every other P&A institutions. The following majors result in a B.S. degree: Art (Studio), Business, Dance, Education Studies, Exercise Science, Social Work. Note: traditional natural science majors (e.g., biology, chemistry, physics) result in B.A. degrees.

Sewanee: Additional Requirements for a Bachelor of Science: In addition to satisfying all requirements for the Bachelor of Arts degree, a candidate for the Bachelor of Science degree must: (1) Complete a major in biochemistry, biology, chemistry, computer science, ecology and biodiversity, forestry, geology, mathematics, natural resources and the environment, physics, or psychology; (2) Present four courses outside the major field from biology, chemistry, computer science, geology, mathematics, physics, statistics, or those courses in forestry and psychology designated as meeting the general education requirement for observing, experimenting and modeling. At least two of the four courses must be laboratory courses and all four must be taken at Sewanee.

Trinity: The bachelor of arts is the degree normally conferred by the College on an undergraduate completing the requirements for a bachelor's degree. However, a student who is graduated after completing a major or program of concentration in biology, biochemistry, chemistry, computer science, economics, engineering, environmental science, mathematics, neuroscience, physics, psychology, or in an interdisciplinary science major such as physical sciences, may elect to be awarded the bachelor of science degree provided that the department or program in question has not established different requirements for the B.A. and B.S. versions of the major. Such a choice must be made known to the registrar of the College not later than the beginning of a student's last semester of enrollment. A student who completes two (or more) majors may elect to receive the B.S. degree if at least one of those majors qualifies the student for the B.S.

Gettysburg: Requirements incorporated in individual majors and many offer B.A. or B.S. degree:

Biology: Requirements for the Bachelor of Arts (B.A.) in Biology - Nine courses in Biology, which include (1) the four-course core sequence, (2) one course from each of these three areas: Cellular/Molecular, Organismal, Population/Community; (3) two additional elective courses; (4) four courses in related departments, to include chemistry, a mathematics course, and one elective; and (5) a Capstone Experience. Requirements for the Bachelor of Science (B.S.) in Biology: Students seeking the B.S. in Biology must fulfill all of the requirements listed for the B.A., plus one additional elective biology course (for a total of 10 biology courses) and one additional

course in a related department (from the above list for a total of five courses in related departments - only one of the CS courses can count for the Biology major).

Biochemistry & Molecular Biology: B.S. degree only.

Chemistry: The eight basic courses required for the Bachelor of Arts degree are Chemistry 105 or 107, 108, 203, 204, 221, 305, 306, and 317. Students who complete these eight basic courses along with Chemistry 375, Research (Chemistry 460 or 465), and one additional 300-level chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in biochemistry and molecular biology; the complete description is listed under that title. Students who wish to receive a degree accredited by the American Chemical Society must complete the Bachelor of Science degree and in the process take either Chemistry 333 or 334. Physics 109 and 110 and Mathematics through 211 are required of all chemistry majors.

Computer Science: The requirements for a Bachelor of Arts in computer science are 10 courses in computer science (one of the courses may be selected from a list of approved courses offered by other departments) and Equivalent of Mathematics 111 or above. Bachelor of Science major in Computer Science has the same requirements as a Bachelor of Arts major in Computer Science plus four additional courses from formal and/or natural science departments. At most two of the additional courses may be at the 100-level.

Environmental Studies: Environmental studies majors, both BA and BS, take six core courses. The Bachelor of Arts degree comprises a minimum of 11 courses. In addition to the six core courses listed above, students must take five elective courses at the 200 or 300 level outside the core. The Bachelor of Science degree comprises a minimum of 14 courses. In addition to the six core courses listed above, students will take: two year-long sequences in different natural science disciplines, one course in Mathematics and Statistics, and three elective courses at the 200 or 300 level outside the core.

Health Sciences: Health Sciences Bachelor of Science (HS BS) majors develop a solid scientific foundation for the study of the human body, focusing on the structure and function of the body in conditions of wellness and disease. HS BS majors complete a very rigorous selection of science courses in the HS, Biology, Chemistry, and Physics Departments. The capstone experience for HS BS students is a capstone internship. The required courses in this major meet the entrance requirements for medical school. Health Sciences Bachelor of Arts (HS BA) majors also develop a solid scientific foundation for the study of the human body, focusing on the structure and function of the body in conditions of wellness and disease. This program includes a strong base of natural science courses, combined with human science courses. The capstone experience for HS BA students is a capstone internship. HS BA students typically go to graduate school in a variety of allied health fields, including physical therapy, physician assistant, cardiac rehabilitation, exercise physiology, nursing, occupational therapy and others.

Physics: B.A. requirements: A minimum of ten physics courses is required for the major. B.S. requirements: In addition to the six core courses, required Mathematics courses, and required capstone of Physics 420 or Physics 460 mentioned above, the B.S. degree requires at least three courses from Physics 312, 319, 330, and 341 and any two courses at the 200 level or above. Candidates for the B.S. degree must also complete Mathematics 225.

Furman: Requirements incorporated in individual majors and many offer B.A. or B.S. degree:

Biology: B.A. students must successfully complete ten or more biology courses, each of which must be at least three credits. B.S. students must also complete three chemistry courses.

Chemistry: B.S. only

Computer Science: B.S. only

Earth & Environmental Sciences: Candidates for the B.A. must complete (1) two core courses, (2) one mathematics course, and (3) six ESS elective courses. Candidates for the B.S. degree must complete the B.A. requirements (the mathematics course must be calculus) and also complete (1) one year of chemistry, (2) Research and Analysis and (3) one more ESS elective.

Mathematics: B.A. degree requires eleven Math courses beyond Calculus I. The B.S. degree also requires at least two more science courses (Bio, Chem, ESS, Phys) appropriate for a major in the respective discipline.

Neuroscience: B.S. only

Psychology: B.A. requires three core courses and one course each from six categories (Applied, Biopsychology, Development, Learning & Cognition, Social or Health, and Capstone). The B.S. also requires (1) calculus and (2) at least two more science courses (Bio, Chem, ESS, Phys) appropriate for a major in the respective discipline.

Public Health: B.A. requires six core courses, capstone, and three electives. The B.S. also requires (1) calculus and (2) at least two more science courses (Bio, Chem, ESS, Phys) appropriate for a major in the respective discipline.

Denison: Requirements incorporated in individual majors and many offer B.A. or B.S. degree:

Biology: Bachelor of Science in Biology. The requirements for the Bachelor of Science degree in Biology include a total of fourteen courses: three biology core courses (BIOL 210, 220, 230), five 300-level biology courses (one of which must be designated a "biological diversity" course), one year of introductory level chemistry (CHEM 131 and 132), and four "science cognate" courses. The science cognate requirement is the lone distinction between the B.A. and B.S. degrees, serving as a means for B.S. majors to become more broadly trained in the sciences.

Chemistry: All chemistry majors must complete nine common courses (Atoms & Molecules: Structure & Dynamics, Organic Structure & Reactivity, Intermediate Organic Chemistry, Intermediate Biochemistry, Intermediate Physical Chemistry, Molecular Biology and Unicellular Life, Calculus I & II, General Physics I, plus the Capstone. B.A. majors must take one additional 300-level course and two additional 300 or 400-level CHEM courses. B.S. majors must take Intermediate Inorganic, Intermediate Analytical Chemistry, four additional 400-level CHEM courses, and General Physics II.

Computer Science: B.S. degree has three more courses than the B.A. degree.

Mathematics: Bachelor of Arts The minimum requirement for the Bachelor of Arts in Mathematics are the CORE courses and (1) MATH 321 or MATH 322, (2) a second FOUNDATIONS course from 321, 322, 329, 331, or 332, and (3) two 300 or 400-level math electives (excluding 361-362, 363-364, 451-452). Bachelor of Science The minimum requirement for the Bachelor of Science in Mathematics are the CORE courses and (1) MATH 321, 332, and either 322 or 329, and (2) three additional 300 or 400-level math electives (excluding 361-362, 363-364, 451-452).

Physics: The B.A. degree requires Physics 125, 126, 127, 200, 201, 211, 305, 306, 312, and two semesters of 400-level (1 credit each). The B.S. degree includes all requirements for the B.A. degree plus two additional Physics courses: 330, and one additional Physics or Astronomy course at the 200-level or above.

Psychology: The B.A. degree in Psychology requires the completion of ten courses in Psychology. The B.S. degree in Psychology requires the completion of eleven courses in Psychology and four cognate courses from the Natural Sciences Division departments outside Psychology (excluding Astronomy and Neuroscience); Environmental Studies is not in the Natural Sciences Division.

St. Lawrence: The degree of Bachelor of Science is given on the satisfactory completion of programs of study with concentration in the fields of biology, biology–physics, biochemistry, chemistry, computer science, conservation biology, economics–mathematics, environmental studies (combined majors), geology, geology–physics, mathematics, neuroscience, physics and psychology, statistics, or a multi-field program with concentration in two or more of these fields. Either the Bachelor of Arts or Bachelor of Science degree may be elected upon satisfactory completion of a double major if one of the majors is appropriate to the degree. A multi-field major may elect either the degree of Bachelor of Arts or Bachelor of Science when the major consists of two fields and each is appropriate to a different degree.

Muhlenberg: Muhlenberg offers two degree programs: the Bachelor of Arts (A.B.) and the Bachelor of Science (B.S.). A.B. majors include accounting, American studies, anthropology, art history, art studio, business administration, dance, economics, English, film studies, finance, French, history, international studies, Jewish studies, media and communication, music, philosophy, philosophy/political thought, political economy and public policy, political science, psychology, public health, religion studies, Russian studies, sociology, Spanish, and theatre. B.S. majors include biochemistry, biology, chemistry, computer science, environmental science, mathematics, natural science, neuroscience, physical science, and physics.

The College of New Jersey: B.S. majors include biology, chemistry, computer science, physics, health and exercise science, economics (also B.A.) business administration, and accountancy.

Analysis of B.S. degrees offered by all New Jersey institutions.

Biology		
B.S. only	B.A. and B.S.	B.A. only
Bloomfield	Stockton	Princeton
William Paterson	NJIT	Caldwell
Monmouth	Rutgers	<i>Drew</i>
Montclair State	New Jersey City	
Ramapo	Kean	
Rider	Georgian Court	
The College of New Jersey	College of St. Elizabeth	
Saint Peters	Seton Hall	
Fairleigh Dickinson		
Centenary		
Felician		
Rowan		
Stevens Institute		

Chemistry		
B.S. only	B.A. and B.S.	B.A. only
Bloomfield	Stockton	Princeton
NJIT	Fairleigh Dickinson	Caldwell
Monmouth	Rutgers	<i>Drew</i>
Montclair State	New Jersey City	
Ramapo	Kean	
Rider	Georgian Court	
The College of New Jersey	Rowan	
Saint Peters	William Paterson	
Seton Hall	College of St. Elizabeth	
Stevens Institute		

Computer Science		
B.S. only	B.A. and B.S.	B.A. only
Bloomfield	Rutgers	Stockton
College of St. Elizabeth	NJIT	<i>Drew</i>
Monmouth		
Montclair State		
Ramapo		
Rider		
The College of New Jersey		
Saint Peters		
Seton Hall		
Stevens Institute		
Fairleigh Dickinson		
Georgian Court		
Caldwell		
Rowan		
Kean		
New Jersey City		
William Paterson		

Physics		
B.S. only	B.A. and B.S.	B.A. only
Stevens Institute	Stockton	Princeton
NJIT	Fairleigh Dickinson	Rider
The College of New Jersey	Rutgers	Drew
Montclair State	New Jersey City	
Ramapo	Georgian Court	
Saint Peters	Rowan	
	Seton Hall	

Psychology		
B.S. only	B.A. and B.S.	B.A. only
Saint Peters	Rutgers	Fairleigh Dickinson
	Stockton	Georgian Court
	Ramapo	Caldwell
		Princeton
		Bloomfield
		College of St. Elizabeth
		Monmouth
		Montclair State
		Centenary
		Rider
		The College of New Jersey
		Rowan
		Kean
		New Jersey City
		William Paterson
		Seton Hall
		Stevens Institute
		Drew

Environmental Science		
B.S. only	B.A. and B.S.	B.A. only
William Paterson		Drew
Fairleigh Dickinson		
Ramapo		
Rowan		
Rutgers		
Rider		
NJIT		
Montclair State		

Environmental Studies		
B.S. only	B.A. and B.S.	B.A. only
St. Peters	Stockton	Drew
		Ramapo
		Rowan
		Rider
		Seton Hall

Economics		
B.S. only	B.A. and B.S.	B.A. only
Caldwell (Financial. Econ.)	The College of New Jersey St. Peters Seton Hall	Fairleigh Dickinson Rowan Kean New Jersey City William Paterson Princeton Rutgers College of St. Elizabeth Stockton Montclair State Rider Ramapo <i>Drew</i>

Business (CIP 520201 - includes Business Admin, Business Management)		
B.S. only	B.A. and B.S.	B.A. only
Bloomfield College of St. Elizabeth Monmouth Montclair State Ramapo Rider The College of New Jersey Saint Peters Seton Hall Stevens Institute Fairleigh Dickinson Georgian Court Caldwell Centenary Berkeley Rowan Kean New Jersey City William Paterson	Rutgers NJIT Stockton Felecian	<i>Drew</i>

For Information:

New Course Descriptions:

BIOL 120/Human Health and Disease

In this course, students will learn about the basic biological functioning of the human body, and how various factors can influence health, wellness and disease. After a brief overview of human anatomy, physiology and pathology, we will explore biological and nonbiological determinants of human health in both individuals and communities. Emphasis will be placed on conditions that are of particular concern to the public health community, such as diabetes, communicable disease, and maternal-fetal health. Students will learn to identify and critically assess risk factors for disease and develop strategies for the promotion of health and wellness. CLA-Breadth/Natural Science

BIOL 220/Nutrition

Food is essential for human life. What we eat can have a broad impact biological functioning of an individual, from the level of the individual to the level of the cell. In this course, we will explore how the various micro- and macronutrients are metabolized and used within the body, and how what we eat can affect human health in different ways. Students will develop the skills to conduct nutritional analyses of various diets as well as the ability to use scientific evidence to critically evaluate various food fads and controversies. CLA-Breadth/Natural Science

PH 101/Principles of Public Health

A survey of public health principles including epidemiological, environmental, cultural, behavioral, and policy issues that are relevant to the provision of health care. Selected topics concerning emerging diseases, intervention strategies, as well as the structure and function of public health institutions will be covered. Topics are covered through readings, films, guest speakers, literature research and site visits. CLA-Breadth/Interdisciplinary

PH 341/Research Methods in Population Health

This course will provide the basic skills to execute both quantitative and qualitative data collection and data analysis. Data analysis software SPSS and NVivo will be utilized for quantitative and qualitative data analysis respectively. Basic monitoring and evaluation of health interventions will also be reviewed. CLA-Writing in the Major

PH 352/Global and International Health

Public health concerns the prevention of disease and the promotion of health and well-being of populations through an understanding that human health is impacted by social, cultural and physical environments. This course provides an introduction to the concepts and basic principles that are fundamental for the study and practice of public, international and global health. Critical examination of contemporary public, international and global health challenges and current approaches to the management of these issues will provide students with a practical understanding of the complexities underpinning challenges to the health of populations.

PH 360/Health Policy

Health policy dictates the structure and function of domestic, international and global health. This course will examine health policies at all three levels of analysis, primarily in terms of power. We will practice "reading" health policies through an understanding of stakeholders, content, context and process. Special attention will be directed toward the Affordable Care Act; The WHO's DOTS policy and the UN's Sustainable Development Goals.

PH 371/Topics in Public Health, Sociocultural

An investigation of one or more sociocultural aspects impacting public health. Topics vary in accordance with student interest and faculty expertise and may include courses in domestic and/or global health governance, international health and development, politics of environmental pollution, current challenges in mental health, the current drug policy debate, or disasters and humanitarian crises. May be repeated as topic changes. Offering to be determined.

PH 400/Capstone in Public Health

The capstone is the culminating applied experience that incorporates the skill sets mastered throughout the program. Students will research a current health problem and design a health intervention that will address this problem. These activities will result in a final report and presentation.

Changes to Existing Courses:**PH 370/Selected Topics in Public Health****Current:****Selected Topics in Public Health**

An investigation of one or more subject areas in Public Health. Topics vary in accordance with student interest and faculty expertise and may include courses in epidemiology, environmental health, global health, or public policy. May be repeated as topic changes. Offering to be determined.

Proposed:**Topics in Public Health, Biosciences**

An investigation of one or more subject areas in biosciences relevant to public health. Topics vary in accordance with student interest and faculty expertise and may include courses in epidemiology, environmental health, biological challenges in global health, or individual disease states or methodological approaches. May be repeated as topic changes. Offering to be determined.

Revisions to an Existing Major/Minor:

- **Law, Justice and Society (Addition of PHIL 104 - Introduction to Ethics and PHIL 304 – Ethics and Society)**

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 104 - Introduction to Ethics
- PHIL 304 - Ethics and Society
- 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 104 - Introduction to Ethics
- PHIL 304 – Ethics and Society
- 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

Catalog Copy for Joint Degree Programs:

Nutrition: Drew University – Drexel University 3.5-1.5 (or 4+2) BA with Masters of Science in Human Nutrition

This program is for students who want a liberal arts education and a Masters of Science in Human Nutrition with the Didactic Program in Dietetics focus (DPD track). Students in this program will earn, in five years, a B.A. degree from Drew, and a Masters of Science in Human Nutrition from Drexel University. Students attend Drew for three and a half years, and then earn their masters degree at Drexel in eighteen months. A six-year program is also possible.

At Drexel University, students pursue the Didactic Program in Dietetics (DPD) track leading to becoming a registered dietician. This program covers all aspects of normal and therapeutic nutrition for individuals and groups. This major encompasses nutrition science, the application of the principles of biochemistry, physiology, and biology to human nutritional needs. The degree stresses the interdisciplinary and scientific nature of nutrition and food and provides students with a base of theoretical knowledge and methodology enabling them to continue professional growth after graduation

Eligibility and Application Criteria

Students should consult with Drew’s combined degree nutrition adviser (Dr. Joanna Miller) to plan their course of study. Students must submit their applications to Drexel’s Nutrition M.S. DPD track by August 15 for a January start date to complete the 1.5-year M.S. program, or by May 15 for a September start date, to complete the 2-year M.S. program. Applicants receive guaranteed reserved admission to the program provided that they meet the following requirements and complete the prerequisites:

- Candidates for admission must have completed their Drew degree and all requirements for entry into the program, and they must have a minimum 3.0 overall GPA.
- Students wishing to enroll in the 1.5-year M.S. program must have completed their Drew degree and all requirements required for entry into the program by the end of the fall semester of their senior year.
- Candidates for admission must have the following minimum GRE scores: Verbal 153, Quantitative 153, and Writing 3.0.
- Applicants who native language is not English and/or were born outside of the United States are required to take both the TOEFL (Test of English as a Foreign Language) and the TSE (Test of Spoken English) and achieve a passing score in each.

In the Drew University-Drexel University 5 year nutrition program, students may choose any undergraduate major offered at Drew. To be eligible for guaranteed reserved admission into Drexel’s Nutrition M.S. DPD track, students must also complete the following prerequisite courses by the completion of the fall of their senior year:

Prerequisites for the M.S in Nutrition programs:

Drexel Prerequisite Requirements	DREW COURSE Equivalent	Prerequisites for Drew equivalents
Chemistry with laboratory (8 credits)	CHEM 150 or CHEM 151 and	

	CHEM 160 or CHEM 161	
Organic Chemistry with laboratory (4 credits)	CHEM 250	
Foundations in Biochemistry (4 credits)	CHEM 360	CHEM 350
Molecular and Cellular Biology with laboratory (4 credits)	BIOL 250	BIOL 160
Anatomy and Physiology with laboratory (8 credits)	BIOL 256	BIOL 160 and CHEM 160 or CHEM 161
	BIOL 258	BIOL 160, BIOL 250 and CHEM 160 or CHEM 161
General Psychology (3 credits)	PSYC 101	
Statistics (3 credits)	MATH 117	
One year English	DSEM 100, two writing intensive courses	
Human Nutrition (3 credits)	BIOL 220	BIOL 160, NEUR 101, CHEM 150 or CHEM 151

It takes careful planning to successfully complete all prerequisites, in addition to Drew's general education and major requirements. All students intending to participate in this program should contact the Nutrition Program Adviser, Dr. Joanna Miller, during their first semester at Drew for an advising appointment. First year students are advised to enroll in CHEM 150 or CHEM 151.

Drew Students will be responsible for all tuition and fees. Drew Students will be eligible to apply to Drexel for need-based financial aid as well as any applicable merit based scholarships and grants to assist with the costs of this program.

For more information about the Drew-Drexel 5 year nutrition program, contact Dr. Joanna Miller.

Nursing: Drew University – Drexel University 4+1 BA/BSN Program

This program is for students who want a liberal arts education and a bachelor of science in nursing degree. Students in this program will earn, in five years, a B.A. degree from Drew, and a B.S.N from Drexel University's College of Nursing and Health Professions. Students attend Drew for four years, and then earn their B.S.N. at Drexel through the Accelerated Career Entry (ACE) program in nursing.

Drexel's 11-month Accelerated Career Entry (ACE) is an intensive nursing program for students who already have completed a bachelor's degree. The ACE program is geared toward students who will benefit from intense education in nursing science rather than the traditional program, which takes three or four years. ACE provides intensive immersion in nursing science, as well as facilitated entrance into nursing practice. Graduates from the ACE program are eligible to sit for the NCLEX-RN® to become registered nurses (RN). The nurse with a baccalaureate degree is prepared to practice in all health care settings—critical care, outpatient, public health, and mental health.

Eligibility and Application Criteria

Students should consult with Drew's combined degree nursing adviser (Dr. Joanna Miller) to plan their course of study. Students must submit their applications to Drexel's ACE program by October 15 or April 15. Applicants

receive guaranteed reserved admission to the program provided that they meet the following requirements and complete the prerequisites:

- Candidates for admission must have completed a bachelor’s degree from Drew with a 3.0 overall GPA.
- Students must complete all prerequisite courses for the ACE program at least two months before matriculation.
- Students must be in good academic standing at Drew, and all other prior institutions attended.
- A student must be in good social standing, including but not limited to confirmation that the student is free of any disciplinary/student conduct record with no unresolved or pending disciplinary/student conduct issues at Drew and all prior institutions attended.
- A candidate will be required to answer the criminal history disclosure question on the Drexel application and may be subject to further review; this is required of all admitted or re-admitted students to Drexel.
- English Language Proficiency: International student applicants to the ACE program who did not complete all four years of high school in an English-speaking country are required to submit a TOEFL or IELTS score. Entry to the ACE program requires an overall TOEFL score of 79, and a minimum of 26 in the speaking section or an overall IELTS score of 6.5, and a minimum of 7.5 in the speaking section. Students who met these language requirements when admitted to Drew are not required to retake the test.

In the Drew University-Drexel University 4+1 nursing program, students may choose any undergraduate major offered at Drew. To be eligible for guaranteed reserved admission into Drexel’s ACE Program in Nursing, students must also complete the following prerequisite courses at least two months before matriculation:

Prerequisites for the ACE Nursing Program

Drexel Prerequisite Requirements	DREW COURSE Equivalent	Prerequisites for Drew equivalents
*Chemistry with laboratory (4 credits) ¹	CHEM 150 or CHEM 151	
**Microbiology with laboratory (4 credits) ¹	BIOL 252	BIOL 160, BIOL 250 and CHEM 160 or CHEM 161
**Anatomy and Physiology with laboratory (8 credits) ¹	BIOL 256	BIOL 160 and CHEM 160 or CHEM 161
	BIOL 258	BIOL 160, BIOL 250 and CHEM 160 or CHEM 161
Developmental Psychology (4 credits)	PSYC 231	PSYC 101
Statistics (3 credits)	MATH 117	
English composition (3 credits)	DSEM 100	
Human Nutrition (3 credits)	BIOL 220	BIOL 160, NEUR 101, CHEM 150 or CHEM 151

¹A student may have a grade of C or below for no more than two of these designated courses.

*Chemistry must be taken within ten years of starting the ACE program

**Anatomy, physiology and microbiology must be taken within five years of starting the ACE program.

It takes careful planning to successfully complete all prerequisites, in addition to Drew's general education and major requirements. All students intending to participate in this program should contact the Nursing Program Adviser, Professor Joanna Miller, during their first semester at Drew for an advising appointment. First year students are advised to enroll in CHEM 150 or CHEM 151.

Drew students will be responsible for all tuitions and fees for the ACE program. Drexel University does not provide institutional aid to the NACE program.

For more information about the Drew-Drexel 4+1 nursing program, contact Professor Joanna Miller.

New Public Health Major and Revised Minor:

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal?

Mission Statement

To prepare students for excellence in either post-graduate studies or entry-level careers in population health through an exceptionally strong, critical, comprehensive and interdisciplinary grounding in the theory and practice of public health.

Introduction

It has been well established that the health sector in the US (and globally) is one of the few employment sectors projected for continued growth and for which the current training is not meeting the market demands. This proposed curriculum for the BA in Public Health at Drew University has been designed to both realize the potential of the very popular public health minor and to complement and strengthen the other program offerings at Drew. This curriculum aims to provide an exceptionally strong, critical, comprehensive and interdisciplinary grounding in population health -equally in terms of both theory and practice- in order to best prepare the student for further post-graduate study, research, and/or entry-level practice as a public health practitioner with NGOs and other organizations that design and implement health policies and practices.

The Rationale for the Proposed Curriculum

This proposed curriculum builds on the existing Drew public health minor and was designed after thorough review of current undergraduate programs in Public Health in the United States and Europe and in compliance with the recommendations of the Association of Schools of Public Health.¹ This program consists of 56 credit hours of courses in the sciences and social sciences; 36 credit hours of core classes are in public and global health, epidemiology, microbiology, mathematics and research methods, along with 20 credit hours of electives from bioscience/quantitative analysis and social science and the humanities. Although the program may have slightly more credit hours than the average major at Drew, the interdisciplinarity of the program allows students to complete a significant number of their general education requirements in the context of the major. The program is completed via a capstone project that should incorporate all of the theoretical and applied skills acquired throughout the course of study resulting in a report that is generated from research completed for a practicum/consultancy that seeks to benefit a healthcare setting/agency or healthcare project. Thereby, the capstone will serve as a bridge to better prepare students for immediate employment in healthcare, if sought, or for future graduate studies.

Feasibility of Proposed Program

This interdisciplinary program is both unique in its breath at the undergraduate level and marked cost-effectiveness, given that more than 80% of the program is comprised of existing modules. New courses proposed here can be delivered with existing faculty resources including continued use of 1-2 adjuncts but ideally would be taught by an addition full-time faculty member. Furthermore, many of the Public Health courses offered can serve as stand alone courses for students throughout the university. In the future, core and supporting courses can also be offered in formats for both executive training and certificate programs. Lastly, this program would offer a truly liberal arts experience with courses from across the curriculum, preparing students for numerous future graduate programs and career directions.

¹ <http://www.aspph.org/educate/models/undergraduate-learning-outcomes/> (also see appendix of PDF document)

2. Program goals, objectives and student learning outcomes.

Student learning outcomes describe the knowledge and skills students should be able to demonstrate upon completion of the major/program. Please consult with the Director of Student Assessment in writing SLOs for your major/program.

Program Goals and Aims

The BA in Public Health provides the wide theoretical background, broad interdisciplinary experience and the conceptual, analytical and practical skills needed by graduates to excel in the increasingly competitive health arena. The degree will prepare graduates to apply public health skills and competencies in order to improve the health of populations across an extensive range of settings.

The overall aims of this program include:

1. The development of broad skill sets needed for general post-baccalaureate population health employment and graduate school education. These skills include: Critical Thinking, Problem Solving, Teamwork, Creativity, and Leadership & Management.²
2. The development of specific quantitative and qualitative skill sets needed for both post-baccalaureate employment and graduate school education in population health and related fields. These skills include: Basic population health data collection and analysis, along with the critical interpretation of data, in addition to the monitoring and evaluation of population health projects in varied settings.
3. Developing academic communication skills, particularly in mastering critical and nuanced arguments in written and verbal communication.
4. Develop the capacity to conduct, analyze, write and present a basic population health research project that is appropriate to a given level of analysis and sociocultural context.
5. Prepare the student for consultancy activities in population health and related areas that are context and culturally appropriate.

Program Learning Outcomes

Upon the completion of this program students will:

- SLO1: Explain the etiology and transmission of communicable and non-communicable diseases in population health case studies. (Bloom's Level of *Understanding*)
- SLO2: Distinguish the sociocultural structures and processes that function as determinants of population health, through the application of fundamental social science concepts to population health case studies and practice. (Bloom's Level of *Understanding & Applying*)
- SLO3: Critically appraise the different approaches to, and ethical considerations of, population health interventions. (Bloom's Level of *Applying & Evaluating*)
- SLO4: Demonstrate flexibility in the ability to both analyze the health of populations simultaneously from multiple levels of analysis while incorporating the inter-connectedness of multiple variables that impact the population health issues examined. (Bloom's Level of *Applying & Analyzing*)
- SLO5: Generate and analyze data using public health research in preparation for the design and presentation of a culturally appropriate population health intervention that illustrates the student's ability to successfully work with, as well as manage, teams. (Bloom's Level of *Analyzing, Evaluating, & Creating*)

Proposed Core Courses

PH 101 - Principles of Public Health (revised version of PH 201 - Public Health (Gateway Course) with equivalency)
MATH 117 - Introductory Statistics

BIOL 120 - Human Health and Disease **OR**

BIOL 103 - Microbes in Health and Disease (no prereq) **OR**

BIOL 252 Microbiology (prereq: BIOL 160, BIOL 250, CHEM 150, CHEM 160)

PH 340 - Epidemiology (prereq. MATH 117)

PH 341 - Research Methods in Population Health (prereq. MATH 117, PH 101 or PH 201)

PH 352 - Global and International Health

² From the World Economic Forum, 2016 Future of Jobs Report. <https://www.weforum.org/reports/the-future-of-jobs>

PH 360 - Health Policy **OR**

PH 320 - Environmental Health **OR**

BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)

ANTH 301 - Medical Anthropology (prereq. ANTH 104 **or** PH 201 or permission of Instructor) **OR**

SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)

PH 400 - Capstone in Public Health **OR**

PH 410 - Honors in Public Health

Table 1. SLO mapping on Proposed Core Courses. Key: Introduced (I), Practiced (P), or Mastered (M)

Core Courses	SLO1	SLO2	SLO3	SLO4	SLO5
PH 101	I	I	I	I	I
PH 352	I	I/P	I/P	I	I
PH 340	P	I	P	I	I
PH 341	P	P	P	P	P
PH 360		P	P	P	P
PH 320	I	P	I	P	I
BIOL 220	I				I
PH 400	M	M	M	M	M
BIOL 103	I				I
BIOL 120					
BIOL 252					
Math 117	I			P	I
ANTH 301		I/P	P	I	
SOC 311					

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

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

Rationale for Core Courses: The core courses provide the foundation of a strong undergraduate program in public health. The basic skill sets needed to work in the field of public health are covered in all of the core PH classes. BIOL103/252 provide the knowledge base for understanding biological processes at the cellular and sub-cellular levels and enhance a basic understanding of human disease and pathology. ANTH 301 and SOC 311 provide a grounding in sociocultural paradigms of health and a foundation for social science electives. Math 117 is essential for conducting data analysis in public health and will be needed for PH 340 and PH 400.

Rationale for Elective Structure: Proper training in population health necessitates a broad understanding of the life & social sciences. A fundamental theoretical framework for this curriculum is the so-called social ecological model, in which human health is conceived as an outcome of the interplay of the three spheres of biosciences, social, and cultural environments. We combine social and cultural environments here, resulting in a two-group structure of electives, according to those that address the biosciences environment and those that constitute the sociocultural environment. Selected courses from Anthropology, Economics, Political Science and Sociology prepare the student with a grounding in essential sociocultural concepts that are needed as a foundation for population health. *Please see Appendix for rationale for using each specific course in the elective lists.*

- b. *Provide complete catalog copy for the major/program as you want it to appear in the on-line catalog and the next print catalog.*

Requirement for the Major (56 credits)

• **Core Courses (36 credits)**

PH 101 - Principles of Public Health **OR**

PH 201 - Public Health (Gateway Course)

MATH 117 - Introductory Statistics

BIOL 120 - Human Health and Disease **OR**

BIOL 103 - Microbes in Health and Disease **OR**

BIOL 252 Microbiology (prereq: BIOL 160, BIOL 250, CHEM 150, CHEM 160)

PH 340 - Epidemiology (prereq MATH 117)

PH 341 - Research Methods in Population Health (prereq. MATH 117, PH 101 or PH 201)

PH 352 - Global and International Health

PH 360 - Health Policy **OR**

PH 320 - Environmental Health **OR**

BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)

ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor) **OR**

SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)

PH 400 - Capstone in Public Health

II. Foundational Electives (20 credits)

Proper training in population health necessitates a broad understanding of the life and social sciences. Students must therefore choose from 20 elective credits total providing foundation knowledge in the biophysical environment and the sociocultural environment. These groupings will help to guide the student in their chosen focus in the major, and students must take at least one course in biosciences category and two courses in the sociocultural category. Altogether, a minimum of two elective courses must carry the PH designation and may be taken from either category.

The Following electives have been approved by department chairs for inclusion in this proposed program.

A. Biosciences Electives (at least 4 credits)

PH 299 - ShortTrec in Public Health

PH 305 - Medical Geography

PH 320 - Environmental Health

PH 370 - Special Topics in Public Health, Biosciences

ESS 210 - Environment, Society and Sustainability

ENV 150 - Great Challenges in Environmental Science **OR**

ESS 215 – Introduction to Environmental Science

ENV 302/BIOL302 - Geographic Information Systems

ENV 365 - Advanced GIS (prereq ENV 302/BIOL 302)

BIOL 120 - Human Health and Disease

BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)

BIOL 256 - Anatomy and Physiology I (prereq: BIOL 160, CHEM 150/160)

BIOL 258 - Anatomy and Physiology II (prereq: BIOL 160/250, CHEM 150/160)

BIOL 330 - Emerging Infectious Disease (prereq: BIOL 103/252)

BIOL 348 - Immunology (prereq: BIOL 160/250, CHEM 150/160)

BIOL 358/NEUR 358 - Diseases of the Brain (prereq: BIOL 160/250, CHEM 150/160)

BIOL 362 - Virology (prereq: BIOL 160/250/252, CHEM 150/160)

MATH 227 - Intermediate Statistics (prereq: MATH 117)

PSYC 348 - Abnormal Psychology (prereq: PSYC 101)

STAT 120 - Statistical Computing in “R”

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

B. Sociocultural Electives (at least 8 credits)

PH 299 - ShortTrec in Public Health

PH 360 - Health Policy

PH 371 - Selected Topics in Public Health, Sociocultural

ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor)

ANTH 310 - Ethnographic Research Methods (prereq: ANTH 104 or permission of instructor)

ANTH 320 - Selected Topics in Biological Anthropology (prereq: ANTH 104 or permission of instructor)

ANTH 321- Forensic Anthropology (prereq: ANTH 103)

ANTH 323 - Food for Thought: Nutritional Anthropology (prereq: ANTH 103)

CE 215 - The Non-Profit Sector
CE 250 - Leadership in Practice
ECON 230 - The Economics of Health and Health Care
HIST 303 - History of Disability
HIST 371 - Disease in History

PHIL 216/REL 216 - Bio-Medical Ethics **OR**
PHIL 104 - Introduction to Ethics

PSCI 102 - Comparative Political Systems **OR**
PSCI 103 - American Government and Politics **OR**
PSCI 104 - International Relations

PSCI 318 - Race and Politics
SOC 229 - The Sociology of Aging (prereq: SOC 101 or permission of instructor)
SOC 311 - Sociology of Health and Illness (prereq: SOC 101 or permission of instructor)
SOC 320 - Sociology of Mental Health and Illness (prereq: SOC 101 or instr. permission)
SOC 324 - Sociology of Reproduction (prereq: SOC 101 or permission of instructor)
WGST 315/ECON 315 - Political Economy of Race, Class, Gender

Minor in Public Health

The proposed minor is slightly updated from the current minor in public health, which employs few PH designated courses. The electives list for the minor is more condensed than the major to ensure that students select courses with more substantial relevance to Public Health. We also note that the current major includes two 100-level courses. The renumbering of the gateway course (replacing PH 201 with PH 101) to provide a direct pathway for incoming first-year students causes the proposed major to essentially include three 100-level courses. We discussed increasing the size of the minor by four credits to account for this change, but ultimately decided that given the interdisciplinary nature of public health, which requires foundational knowledge in statistics and biology in addition to the PH gateway course, that 24 credits are sufficient for the minor. We also note that the minor requires 12 intermediate- or upper-level credits (there are no 100-level courses in the minor's list of electives), which is consistent with other existing minors at Drew.

Current Minor in Public Health (as listed in 2017-1018 Catalog)

I. Core Courses (16 credits)

PH 201 - Public Health (Gateway Course)

SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor) **OR**
ANTH 301 - Medical Anthropology

BIOL 103 - Microbes in Health and Disease **OR**
BIOL 252 - Microbiology

MATH 117 - Introductory Statistics

II. Elective Courses (8 credits)

Choose at least 8 credits from the courses listed below. Four credits in International & Off-Campus studies or internship may count as one elective course if topic is appropriate.

PH 320 - Environmental Health
PH 340 - Epidemiology
PH 370 - Selected Topics in Public Health
ANTH 301 - Medical Anthropology
ANTH 320 - Selected Topics in Biological Anthropology
BIOL 330 - Emerging Infectious Disease
BIOL 362 - Virology
ECON 230 - The Economics of Health and Health Care
HIST 371 - Disease in History
MATH 227 - Intermediate Statistics
PSYC 370 - Advanced Topics in Psychology

REL 216 - Bio-Medical Ethics
 SOC 229 - The Sociology of Aging (prereq. SOC 101 or permission of instructor)
 SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)
 SOC 320 - Sociology of Mental Health and Illness (prereq. SOC 101 or permission of instructor)
 WGST 211 - Interdisciplinary Topics in Women's Studies

Proposed Minor in Public Health (24 credits)

I. Core Courses (16 credits)

PH 101 - Principles of Public Health **OR**
 PH 201 - Public Health (Gateway Course)

BIOL 120 - Human Health and Disease **OR**
 BIOL 103 - Microbes in Health and Disease **OR**
 BIOL 252 - Microbiology (prereq: BIOL 160, 250; CHEM 150, 160)

MATH 117 - Introduction to Statistics
 PH 340 - Epidemiology (prereq MATH 117)

II. Elective Courses (8 credits; 4 credits must be from PH designation)

PH 299 - ShortTrec in Public Health
 PH 320 - Environmental Health
 PH 341 - Research Methods in Population Health (prereq. MATH 117, PH 101 or PH 201)
 PH 352 - Global and International Health
 PH 360 - Health Policy
 PH 370 - Selected Topics in Public Health
 ANTH 301 - Medical Anthropology (prereq. ANTH 104 or PH 201 or PH 101 or permission of Instructor)
 ANTH 320 - Selected Topics in Biological Anthropology (prereq: ANTH 104 or permission of instructor)
 BIOL 220 - Nutrition (prereq. one course in BIOL, CHEM, PH or NEUR)
 BIOL 330 - Emerging Infectious Disease (prereq: BIOL 103/252)
 BIOL 362 - Virology (prereq: BIOL 160/250/252, CHEM 150/160)
 ECON 230 - The Economics of Health and Health Care
 HIST 303 - History of Disability
 HIST 371 - Disease in History
 SOC 229 - The Sociology of Aging (prereq. SOC 101 or permission of instructor)
 SOC 311 - Sociology of Health and Illness (prereq. SOC 101 or permission of instructor)
 SOC 320 - Sociology of Mental Health and Illness (prereq. SOC 101 or permission of instructor)
 SOC 324 - Sociology of Reproduction (prereq: SOC 101 or permission of instructor)

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

Table 2. Curriculum comparison against two competitors and one peer institution.

Drew - Proposed Public Health <i>14 courses, 56 credits (9 core + 5 elective)</i>	Agnes Scott Public Health (B.A.) <i>13 courses, 52 credits (8 core + 5 elective)</i>	Augustana Public Health <i>31 credits (19 core + 12 elective)</i>	Muhlenberg College Public Health <i>11 courses</i>	College of NJ Public Health <i>12 courses + 2nd Lang</i>
Principles of Public Health	Survey of Public Health	Global Issues in Public Health	Issues in Public Health	Intro to PH (0 credits)
Global & Intern. Public Health	Global Health		Intro Global Health	
Statistics	Elem. Statistics	Statistics	Statistical Anal.	Statistics
Human Health and Disease OR Microbiology	Cell and Animal Biology			Wellness Promotion
Research Methods		Internship		Research Methods
Epidemiology	Prin. of Epidemiology	Epidemiology	Fund. Epidemiology	Epidemiology
Public Health Policy OR Environmental Health OR Nutrition	Health Policy or Environmental Health		Environ. Health	
			Public Health Policy OR Environ. Politics	Public Health and Social Policy

Medical Anthropology OR Sociology of Health and Illness	Medical Anthropology	Medical Anthropology		
		Ethics course		
Elective, Biophysical	Elective, open	Elective, at least 2 dept	Living Systems Elec	Nat. Sci. Elective
Elective, Sociocultural	Elective, open	Elective, at least 2 dept		Biology Option
Elective, Sociocultural	Elective, open	Elective, at least 2 dept	Soc/Behav Health Elec	Communication Option
Elective, open	Elective, open	Elective, at least 2 dept	Hist/Human. PH Elec	PH Elective
Elective, open	Elective, open		Soc/Behav Health Elec	PH Elective
				PH Elective
Capstone	Public Health Design and Evaluation	Senior Research Inquiry & Reflection	Internship or research or CUE course	Internship / Capstone (2 courses)

d. Provide a complete term-by-term, 3-year projection of courses and other offerings. Be specific. Include course titles and faculty names, and indicate where new courses or hires are proposed.

Term	Course title	Instructor	New course
Fall 2018	PH 201 Public Health (Gateway Course)	Van Orden	
	PH 201 Public Health (Gateway Course)	Kadetz	
	ANTH 301 Medical Anthropology	Kadetz	
	PH 370 Selected Topic in Public Health - Environ Justice	Jordan	
	PH 370 Selected Topic in Public Health	Bernstein	
	MATH 117 Introductory Statistics	Math Department	
Sp 2019	PH 352 Global and International Health	Kadetz	
	PH 340 Epidemiology	Van Orden	
	BIOL 103 Microbes	Miller	
	BIOL 220 Nutrition	McKittrick	Y
	BIOL 252 Microbiology	Barker	
	SOC 311 Sociology of Health and Illness	Reader	
	PH 305 Medical Geography	Jordan	
	MATH 117 Introductory Statistics	Math Department	
Fall 2019	PH101 Principles of Public Health	Van Orden/New	Y
	PH 341 Research Methods in Population Health	Kadetz	Y
	ANTH 301 Medical Anthropology	Kadetz	
	MATH 117 Introductory Statistics	Math Department	
	PH Elective	Jordan	
	PH Electives	Various	
Sp 2020	MATH 117 Introductory Statistics	Math Department	
	PH 340 Epidemiology	Van Orden	
	SOC 311 Sociology of Health and Illness	Reader	
	BIOL103 Microbes	Miller	
	BIOL 120 Human Health and Disease	McKittrick/New	Y
	BIOL252 Microbiology	Barker	
	PH 360 Health Policy	Kadetz and/or Reader	Y
	PH 400 Capstone in Public Health	Kadetz	Y
	Electives	Various	
Fall 2020	PH101 Principles of Public Health	Jordan	
	PH 301 Research Methods in Population Health	Kadetz	
	ANTH 301 Medical Anthropology	Kadetz	

	MATH 117 Introductory Statistics	Math Department	
	Electives	Staff	
Sp 2021	MATH 117 Introductory Statistics	Math Department	
	BIOL 120 Human Health and Disease	Adjunct/New	Y
	BIOL103 Microbes	Miller	
	BIOL 220 Nutrition	McKittrick	Y
	BIOL252 Microbiology	Barker	
	PH 352 Global and International Health	Kadetz	
	PH 320 Environmental Health	Van Orden	
	PH 400 Capstone in Public Health	Kadetz	Y
	Electives	Staff	

Sample Four Year Plan for Public Health Major

<p>Year 1 Fall PH 101 Principles of Public Health <i>General Education Courses</i></p>	<p>Year 1 Spring MATH 117 Introductory Statistics BIOL 120 Human Health and Disease or BIOL103 (or BIOL252 in year 2) <i>General Education Courses</i></p>
<p>Year 2 Fall PH 340 Epidemiology 100-300-level Public Health Elective <i>General Education Courses</i></p>	<p>Year 2 Spring PH360 Health Policy or PH320 Env Health or BIOL220 Nutrition 100-300-level Public Health Elective <i>General Education Courses</i></p>
<p>Year 3 Fall ANTH 301 Medical Anthropology (or SOC 311 in spring) 200/300-level Public Health Elective <i>General Education Courses</i></p>	<p>Year 3 Spring PH 352 Global and International Health 200/300-level Public Health Elective <i>General Education Courses</i></p>
<p>Year 4 Fall PH341 Research Methods 200/300-level Public Health Elective</p>	<p>Year 4 Spring PH400 Capstone</p>

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

- PH 101 - Principles of Public Health
- PH 341 - Research Methods in Population Health
- PH 352 - Global and International Health
- PH 360 - Health Policy
- PH 370 - Topics in Public Health, Biosciences (revised title & description)
- PH 371 - Topics in Public Health, Sociocultural
- PH 400 - Capstone in Public Health
- BIOL 120 - Human Health and Disease
- BIOL 220 - Nutrition

See attached spreadsheet: Public Health New Course Spreadsheet.xlsx

Please explain how any new courses will be staffed. Do they require additional staffing (either to directly offer the course or replace? Will currently offered courses be cut or taught less often?

As currently configured, the major in Public Health is dependent on adjuncts, as they are proposed to teach the following courses: Epidemiology (core); Human Health and Disease (core); and Environmental Health (elective). This effectively constitutes a full course load, especially if a given course is offered more than once a year. While dependence on adjuncts might be acceptable initially, a plan to hire a full-time tenure-track faculty member to contribute to the proposed major is in the best interest of sustaining quality and continuity of the program. Given the subject area of courses to be taught, an ideal candidate would have a

background in epidemiology and the quantitative assessment of human health and disease. We note that in Fall 2018 Public Health was, in fact, on the short list for Tenure Track hires. If approved in the near future, these staffing issues will be resolved.

4. Describe the impact on and connection with other departments and programs:

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

At least initially, the proposed Public Health major should have minimal impact on other departments, since the majority of courses that contribute to the major are already offered on a regular basis, with the exception of specific courses that Paul Kadetz will either teach or convene. At least initially, Christina McKittrick can staff the new biology courses, BIOL 120 and 220, if she offers one of her existing courses (BIOL 102) less frequently. However, this solution may not be sustainable if the demand for courses in biology and neuroscience increases the need for more sections of the courses she teaches in those areas (e.g. NEUR 210 and BIOL/NEUR 346). There may be increased demand in courses offered by the Biology department (BIOL 103 Microbes in Health and Diseases and BIOL 252 Microbiology), requiring the necessity of offering additional laboratory sections to BIOL 252. It is anticipated that certain core courses, such as PH 340 Epidemiology, which has been taught in the past by an adjunct, will need to be offered annually for incoming students. The electives are spread across many departments, and increased enrollments in these courses is difficult to predict, as it is unclear whether students who would major in PH would have enrolled in these courses as part of an alternative major. In addition, there are several new courses proposed in the major that have never been taught before, and are currently slated to be taught by both Paul Kadetz and adjuncts (see Sections 15 and 16 below); while this is acceptable in the short term, finding qualified adjuncts in such specialized topics is always challenging and having a program so heavily dependent on adjuncts will make it difficult to sustain a high-quality program.

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

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

Public Health: College of New Jersey, Muhlenberg, Franklin & Marshall, Augustana, Pitzer, Agnes Scott, Westminster, Hampshire

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

The unique program emphasis concerning both theoretical and practical training will be predominantly directed toward the practice of population health. Specifically, the course in research methods and the capstone project will provide imperative skills sets for public health, particularly in terms of data collection, analysis and interpretation. For example, for the capstone project, students may be encouraged to engage in an internship in which they are acting as research consultant to identify and improve a particular aspect of a health care agency/institution. However, practical skill sets will be emphasized throughout the core courses of the program. Hence, unlike many undergraduate programs in public health, this program will not only prepare students for graduate or professional studies in health, but with the skill sets fostered through this program, students will also be prepared for entry level population health employment.

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

Council on Education for Public Health (CEPH), not mandatory; primarily for graduate programs, few undergraduate programs are accredited and would require a minimum of two full-time faculty members in the program.
<https://ceph.org/assets/SBP-Criteria.pdf>

Appendix: Rationale for co-listed elective courses

A. Bio-Physical Environment Electives

Many courses in biology are rudimentary for understanding the scientific basis of population health. This foundation is supported by offering either BIOL 103 - Microbes in Health and Disease (no prereq) **OR** BIOL 252 – Microbiology as courses for the major (already core courses for the current minor in public health). The following biology courses are recommended for electives for the program.

ESS 210 - Environment, Society and Sustainability

ENV 150 - Great Challenges in Environmental Science **OR**

ESS 215 – Introduction to Environmental Science

Environmental science and ecology form a basis for environmental health and provide an understanding of how human activities in the environment can impact both the health of the ecosystem and human health.

BIOL 256 - Anatomy and Physiology I (prereq: BIOL 160, CHEM 150/160)

BIOL 258 - Anatomy and Physiology II (prereq: BIOL 160/250, CHEM 150/160)

A&P will provide basic knowledge of the structure and function of the human body that is needed to better understand the mechanisms of pathology and disease.

BIOL 220 - Nutrition

Human communicable and non-communicable diseases are intricately linked to human nutrition.

BIOL 270/370 Special Topics

Topics pertinent to population health will be recommended.

ESS 302/BIOL302 - Geographic Information Systems

ENV 365 - Advanced GIS (prereq ENV 302/BIOL 302)

ARC-GIS is an important tool for mapping and understanding the geography and epidemiology of health issues.

BIOL 330 - Emerging Infectious Disease (prereq: BIOL 160/250 CHEM 150/160)

Important for understanding the epidemiology of communicable diseases and their transmission.

BIOL 348 - Immunology (prereq: BIOL 160/250, CHEM 150/160)

Provides understanding of the mechanisms that protect the human body from disease and debility and the overall health outcomes of the breakdown of these mechanisms.

BIOL 358/Neuro 358 - Diseases of the Brain (prereq: BIOL 160/250, CHEM 150/160)

Provides a better understanding of neuropathology that impacts the health of populations.

BIOL 362 - Virology (prereq: BIOL 160/250/252, CHEM 150/160)

Provides a fuller understanding of the structure, function and pathomechanisms of viruses impacting population health, particularly pertinent to understanding developing zoonotic diseases.

MATH 227 - Intermediate Statistics (prereq: MATH 117)

STAT 120 - Statistical Computing in “R”

Math 117 (core course) and MATH 227 are essential courses for epidemiology, as well as for understanding population health research and for conducting and analyzing data collected from health research, which students will need to do throughout the program.

B. Sociocultural Environment

ANTHROPOLOGY

Health care practices and perceptions & paradigms of health are outcomes of a group's cultural and social worlds. Therefore, courses in anthropology that are related to health are essential to critically understand and contextualize health care and health care perceptions in any setting. In addition to the core course in Medical Anthropology (ANTH 301), which will focus specifically on the impact of society and culture on health care and population health, the following courses will provide foundational understandings of how to critically frame the sociocultural context of health.

ANTH 310 - Ethnographic Research Methods (prereq: ANTH 104 or permission of instructor)

Essential for public health students who may want to engage in qualitative health research and ethnography.

ANTH 321 - Forensic Anthropology

An anthropological perspective in Forensics will prepare students, in particular, for work directed toward disasters and humanitarian crisis settings.

ANTH 323 - Food for Thought: Nutritional Anthropology (ANTH 103)

From a biomedical perspective, nutrition has a fundamental impact on the immune system, and on outcomes in communicable and non-communicable diseases. Understanding human relationships to food (particularly in terms of local practices, preferences and perceptions) in different contexts will problematize the reductionism of the biomedical perspective and introduce the student to the complexity of human relationships to food and thereby prepare students to better intervene with health beliefs and practices in different sociocultural contexts.

CIVIC ENGAGEMENT

Courses in Civic Engagement are rudimentary for students to understand and practice community interventions. Concepts central to the proposed Public Health program, such as assets-based approaches to interventions and the fostering of community capacity, agency, resilience, social cohesion and ultimately community takeover of any intervention project are fundamental concepts to this major that can be greatly supported by coursework in the CE courses listed below.

CE 215 - The Non-Profit Sector

A goal for the public health program is to prepare the student to be able to commence entry level work in population health upon graduation. The majority of such entry level work is in the not-for-profit sector (eg; NGOs and INGOs). This course would be beneficial to prepare the student for work in the non-profit sector of population health and health care.

CE 250 - Leadership in Practice

As the Public Health program is aiming to produce leaders in population health, this course could ultimately fill a needed understanding of how to manage and lead a health intervention.

ECONOMICS

Public Health students will greatly benefit from the foundations fostered in the economics courses listed below.

ECON 230 - The Economics of Health and Health Care

This course will provide an extremely valuable background for the Healthcare Admin/management and Health policy. There is no other course in the public health major that will go into detail in health economics, therefore this course would be extremely important to the program.

WGST 315 - Political Economy of Race, Class, Gender

The intersectionality of the political economy of race, class and gender will prepare the student to understand how these complex relationships can impact population health, particularly with respect to relationships between social exclusion, social stratification, structural violence, horizontal inequality, and social justice, and their impact on health outcomes.

POLITICAL SCIENCE

Political systems have a big impact on health policy, both domestically and internationally, and are often critical to responding to public and population health issues. Thus, foundational knowledge in political science is relevant.

PSCI 102 - Comparative Political Systems

PSCI 103 - American Government and Politics

PSCI 104 - International Relations

A foundation in the basic political structures of government will also be advantageous to students of population health.

PSCI 318 - Race and Politics

The role of race in American politics and its contemporary significance to the nation's citizens, politicians, and governmental institutions is pertinent to domestic population health.

SOCIOLOGY

Sociology focuses primarily on health and other social issues in the United States. It furnishes theories, research strategies and methodological techniques that are essential for understanding societies and their institutions and their consequences for population health and health care. The following sociology courses are pertinent to acquiring an understanding of the social impact of health.

SOC 229 - The Sociology of Aging (prereq: SOC 101 or permission of instructor)

Aging is a central issue in present health care. As there is no specific course offered in aging and care of the elderly in the major, this elective would be particularly germane to students working in eldercare and geriatrics.

SOC 320 - Sociology of Mental Health and Illness (prereq: SOC 101 or instr. Permission)

Although, mental health is discussed throughout the program, there is no standalone course in mental health offered in the major. This elective, along with PSYC 348 Abnormal Psychology, will offer an important foundation for the mental health of populations.

SOC 324 - Sociology of Reproduction (prereq: SOC 101 or permission of instructor)

Maternal-Child health care is a central component of International Health interventions. A foundation in the sociology of reproduction will help prepare student understanding of issues such as family planning and contraception, fertility and the politicization of reproduction and women's bodies.

STANDALONE ELECTIVES

HIST 371 - Disease in History

HIST 303 - History of Disability

These courses will provide important historical contextualizations of the social factors related to disease states and to population health over given historical periods.

PSYC 348 - Abnormal Psychology (prereq: PSYC 101)

As mentioned, there is no standalone course offered in the program in mental health, though it is an important component of several courses throughout the program. Students in the program would benefit from a solid foundation in abnormal psychology to fully understand the mental health issues of populations.

REL 216 - Bio-Medical Ethics OR

PHIL 104 - Introduction to Ethics

Although Health Ethics will be an important component of several courses throughout the public health program, there is not a standalone course offering in Ethics in the public health program. Students in the program will benefit from a solid foundation in ethics in order to fully understand the ethical issues involved in population health research and interventions.

_9. Explain how the major / program meets the strategic goals of the university and the school:

The proposed Public Health major is a markedly interdisciplinary program with an applied focus that represents a synthesis of the biomedical sciences, the social sciences and the humanities. Drew's Strategic Plan calls for curricular innovations that train students to put their skills in service to society in the 21st Century. This program satisfies this criterion through its courses and off-campus programs, as well as via the knowledge students will gain concerning how social forces and local contexts affect, and are affected by, the health status of specific population groups and how health policy makers and other pertinent stakeholders respond to these challenges. This proposed major embodies the basic tenets of the liberal arts philosophy; by employing different pedagogical approaches and exposing students to myriad different learning experiences. In summary, the program fosters critical thinking, problem solving, leadership and decision making based on ethical and social justice principles as they pertain to public health issues, and develops the skills needed to design and conduct research in the health sciences.

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

N/A

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

Job outlook for individuals with training in public health is projected to remain high into the near future. Many retirements are anticipated as public health officials are an aging population. The US Bureau of Labor Statistics estimates a faster than average growth in employment epidemiologists in this area over the next decade (<http://www.bls.gov/ooh/life-physical-and-social-science/epidemiologists.htm>). It is a fast-growing area that constantly needs new professionals for a variety of positions (<http://mphprogramslist.com/25-public-health-jobs-most-in-demand/>). A major in Public Health is also a good choice for professional development for students planning to pursue health professions, other than public health. The program also provides science and math literacy for non-science students. Judging from the continued high numbers of public health minors after the gen. ed. requirement for a minor was done away with, a reasonable prediction is that this program will still be attracting students to Drew in the future.

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

Degrees Conferred Data for Liberal Arts College; data from Burning Glass Technologies

Institution	Total Enrollment	2012	2013	2014
Franklin & Marshall	2,209	0	12	21
Westminster College	2,127	13	21	31
Lynchburg College	2,643	29	26	27
Simmons College	2,060	14	11	12

These data support growing interest in Public Health majors at institutions of similar size.

13. Enter expected annual enrollment in program (e.g., new students per year):

Public Health minor enrolments have increased in recent years (from FactbookInfo.Minors.pdf):

Year	Minor
2012	9
2013	9
2014	15
2015	15
2016	18
2017	22

Based on the popularity of the minor and the success of Public Health majors at other Liberal Arts Colleges, we project immediate interest from current students and growth over the near term with additional students choosing Drew in the admissions process.

Year	Majors	Graduates
2018-19	15	
2019-20	20	
2020-21	25	

2021-22	25	15
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14. Anticipated start-up costs:

Initially, the program can run with current staffing, which includes frequent adjunct-taught courses. However, an additional full-time faculty position will be critical to the long-term success of this program. We emphasize that such a hire, with expertise in epidemiology and environmental health, will also contribute to potential new health-related programs in the Casperson School of Graduate Studies. Public Health is also interested in proposing an innovative Summer, and/or Semester, program at the UN that will provide additional revenue streams to the university.

Potential Drew Summer (and/or Semester) Program in Global and International Health & Development at the UN

Utilizing Drew's linkages with the United Nations and the rental property in midtown Manhattan that is available over the summer, a potential summer program would include a six-week intensive of three courses: Selected Topics in Public Health: International Health & Development; Health in Disasters and Humanitarian Emergencies; and Global Health Governance. Such a program would be open to Public Health majors and minors, Drew (upper-level) undergraduate and graduate students, as well as non-Drew University students and professionals (both domestic and international, in aiming to help internationalize Drew and raise Drew's profile internationally). This program could be taught in conjunction with Drew and Non-Drew colleagues (particularly guest lecturers from the UN, UNICEF, UNDP, and myriad local INGOs) and has the potential to generate funds for Drew. This would be a unique offering in the field and could attract students and professionals world-wide to Drew. The University of San Diego has expressed marked interest in collaboration with this offering.

Other start-up costs may include for local site visits/field trips and a budget for invited speakers and events.

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

Item	FY19 & Short-term	Long-term
Adjuncts	2-4 x (\$4,500)	
TT full-time hire		Salary + benefits
Site visits/field trips		
Speakers and events		

Academic Standing Committee Report: AY 2017-2018

	<i>Total Petitions</i>	<i>Approved</i>	<i>Denied</i>	<i>Hold</i>	<i>Chair of Dept.</i>	<i>CAPC</i>	<i>RW</i>	<i>Invalid petition</i>	<i>Student Withdrawn Petition</i>
<i>Fall</i>	244	186	41	0	8	4	5		
<i>Spring</i>	225	167	33	7	2	5	6	3	2

<i>Category</i>	<i>Fall</i>	<i>Spring</i>
Add course after deadline	51	59
Course Credit Designation	12	10
Withdraw from course after deadline	56	27
Exceed Credit Limit	9	12
Grade Forgiveness	10	18
Extended Incomplete	1	3
Re-Entry	29	23
Final Grade Change (By Faculty)	6	5
Retroactive Withdrawal	8	7
Retroactive LOA	1	
Late request to add/change internship	6	5
Waive requirement	2	6
Request to participate in May graduation	2	5
Request to convert Honors Thesis	6	11
SAP	27	23
Extended LOA		2
Switch sections of a course	3	2
Transfer credit	1	
Add off-campus experience	1	1
Count course toward major/minor	3	2
Appeal	4	
Institutional Action Letter	1	
RW	5	3
Total	244	224

DREW UNIVERSITY

COLLEGE ADMISSIONS REPORT TO FACULTY

Robert J. Massa
Senior Vice President for Enrollment
May 4, 2018

As of April 30, admission applications for the class of 2022 are up 17.8% over last year to 3820. In addition, also as of April 29, with 2 more days to go before the May 1 deadline:

- **We have 402 net deposits vs 337 last year – a 19.5% increase. We need to be 16% ahead of last year in order to meet the 430 enrollment goal.**
- Quality looks good with the average SAT scores running about 24 points higher than last year at 1237 (for those deposited students not participating in Drew’s test optional program – 80% of the enrolled students thus far)

Our acceptance rate has increased to 69%, but the strength of the pool will help us to maintain the quality of the incoming class. The discount rate is still in flux and we expect that when all new students are considered, the figure will be somewhere in the 53%-54% range

Both admitted students open house (Inside the Forest) on Saturday April 7 and Sunday April 15 were hugely successful, with a total of 353 students attending vs 315 last year (a 12% increase). Once again, an enormous thank you to all faculty who helped to make both programs a success! Our Monday and Friday “Make Your Day” visits were also very successful.

Getting students on campus is key to our ability to enroll them, and our visit numbers have been up considerably:

	2017	2018	% change
Discover Drew Days	338	388	+14.8%
Experience Drew Days	88	170	+93.2%
“Make Your Day” (for admitted students)	60	73	+21.66%
Inside the Forest 1	128	158	+39%
Inside the Forest 2	187	195	+4.27%
Off-site receptions	18	34	+88.88%
Campus Tours	891	1029	+15.48%

At this point, it seems likely that we will meet our enrollment goals this fall. After Wednesday, we will likely admit a few more students through the summer to compensate for the traditional “summer melt.” We will work with our colleagues in academic services and student affairs to keep our deposited students engaged over the summer and to assure maximum attendance at summer orientation. Once again, a sincere and big thank you 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 March 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	\$8,505,027	\$12,000,000	71%	\$9,711,531	\$11,000,000	88%	\$12,124,558
Total Cash & Irrevocable Deferred Gifts	\$6,646,200	\$8,000,000	83%	\$3,219,915	\$8,000,000	40%	\$5,530,501

Drew University Fundraising Reports

FY2018

FY18 By Purpose and Source

July 1, 2017 to March 31, 2018

Giving by Purpose

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
Capital	\$484,415	\$174,015
Endowment	\$1,071,156	\$817,843
Restricted	\$4,200,349	\$3,759,383
Unrestricted	\$2,749,107	\$1,894,959
• <i>Annual Fund</i>	\$2,159,447	\$1,305,299
• <i>MEF</i>	\$589,660	\$589,660
Giving by Purpose Total	\$8,505,027	\$6,646,200

Giving by Source

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
Trustees	\$2,104,127	\$1,047,653
Alumni	\$2,379,117	\$1,668,109
Friends	\$2,344,568	\$2,173,972
Corporations	\$175,476	\$141,076
Foundations	\$527,515	\$608,015
Other Organizations	\$974,224	\$1,007,375
Giving by Source Total	\$8,505,027	\$6,646,200

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

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY18	\$1,294,524	\$95,841	\$1,390,365	\$1,300,000	107%	\$709
FY17	\$708,798	\$114,449	\$823,247	\$1,300,000	63%	\$427
Increase (Decrease) from FY16	\$585,726	(\$18,608)	\$567,118			\$281
Increase (Decrease) Percentage	83%		69%			66%

	<u>Participation (All Funds)</u>							
	FY18				FY17			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	10%	1376	26%	1,990	10%	1326	20%	n/a
DTS	11%	393	19%	295	10%	381	16%	n/a
CSGS	7%	158	14%	139	6%	142	12%	n/a



News from the Drew University Library

CLA Faculty Meeting May 4, 2018

Message from the University Librarian

- During my first four months, I have been honored to meet many of you in listening sessions and in the context of our shared work on committees and task forces. I am especially grateful for the opportunity to serve on the Committee to Reimagine the Undergraduate Experience (CRUE), an initiative with strong alignment to the emerging vision for the libraries and archives as a hub for academic life, collaboration, and community engagement.
- Our national search for a Reference and Government Documents Librarian passed its priority application deadline of April 30. The committee is currently reviewing applications.
- The new Interlibrary Loan (ILL) system is live. If you have any questions about migration of your ILLiad account to the new system (OCLC Tipasa), please don't hesitate to contact Brian Tervo at 973-408-3474 or btervo@drew.edu.
- Work with the Digital Humanities (DH)/Mellon PIs (John Muccigrosso and Wendy Kolmar) continues, and includes collaboration with Instructional Technology in planning for support of DH and the Drew Domains project.
- Lectures, events, and workshops this semester included
 - **The History & Collecting of Board Games** (Conversations on Collecting series). Co-sponsored by the Gaming Club, this event featured a talk about the history of board games with Alex de Voogt (Economics) and a display of games from Prof. de Voogt's collection.
 - **African American History at Drew** (Out of the Vault series), showcasing the history of African American students at Drew. The event featured material from student organizations, articles from the Acorn, and documents from University Archives. Visitors had a chance to hear Martin Luther King's 1964 speech given on Drew's campus. The session was led by Dr. George-Harold Jennings, who offered insights as a former Drew student and current faculty member.
 - **Here Be Dragons: A Look at Rare and Historical Maps** (Out of the Vault series), curated by Brian Shetler
 - **Music in the Archives: Hymns, Harmonies, and High Notes** (Out of the Vault series), curated by Guy Dobson
 - **Open Access publishing** presentation and discussion with Andrew Reinhard from the American Numismatic Society, co-sponsored by Digital Drew. The talk demonstrated what the ANS has done (and is doing) regarding Open Access publication, placing its research in the public domain while not charging authors and readers. This liberal stance in sharing research serves as activism, which combats predatory publishers while demonstrating through practice how to make research available without losing money, and building a brand of cooperation between authors, readers, libraries, and publisher.
 - **Citation Management Workshops:** Endnote and Zotero

- **Digital Initiatives:** During the summer, Special Collections and members of the library's systems and digital teams are processing digitized media files from the Kornitzer and Kean collections for public access via JSTOR Forum (formerly ArtSTOR Shared Shelf). In addition to work on media files, student processors will also clean up Optical Character Recognition (OCR) on the library's extensive collection of Thomas Kean's speeches (available now in PDF form). These can then be associated with the digital audio files to allow listeners to follow along with the spoken word version of a speech. These projects are made possible through the generous support of the Kornitzer and Kean funds.

Respectfully submitted,

Andrew Bonamici, University Librarian

(continued)

LIBRARY ANNOUNCEMENTS

Preparing for Fall Semester

When planning your syllabi for Fall courses, remember that librarians and archivists are here to help your students find, select and evaluate sources for their research. We can:

- Set up a [Library course guide](#) or subject guide that you can link from [Moodle](#)
- Visit your class and introduce a specific search tool
- Provide a full class session to teach search techniques
- Help students identify when and how to evaluate their sources
- Meet with students one-on-one

[Your subject librarian](#) will be contacting you soon. For more information about the library's instruction and research services, contact Jody Caldwell (jcaldwel@drew.edu).

[Library Exhibits](#)

Currently showing: *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](#)

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

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

Upcoming Lectures and Workshops

Writing with Pleasure

Professor Helen Sword, The University of Auckland, New Zealand

Friday, May 25, 10am-2pm

Kean Room, Drew University Library

Sponsored by the Center for Academic Excellence and Drew University Library

THE WORKSHOP IS CURRENTLY AT FULL CAPACITY, WITH A WAITING LIST. IF YOU HAVE REGISTERED BUT YOUR PLANS HAVE CHANGED, PLEASE LET US KNOW. THANKS TO THE DREW COMMUNITY FOR THE STRONG INTEREST IN THIS OPPORTUNITY.

“.... In the modern neoliberal university, writing signals puritanical virtue, while pleasure drips with hedonistic vice. Academic writers are expected to produce robust written artefacts, not to fluff around enjoying themselves. Yet an abundance of research has shown that productivity and pleasure are bedfellows, not enemies; faculty and students who strike the keys with joy are more likely to be engaging communicators, skilful wordsmiths, and productive researchers than those who struggle to get words onto the page. In this presentation and workshop, academic writing expert Helen Sword will offer evidence-based strategies for recuperating pleasure as a legitimate (and indeed crucial) academic emotion and for transforming “writing with pleasure” from an academic oxymoron to an achievable ideal.”

A Reimagined Undergraduate Experience

Dear Drew Community Members,

Attached to this message you will find a revised framework for a reimagined undergraduate education that incorporates feedback from the Drew community (faculty, staff, students, and alumni) into the previous version, which was based on research completed by Art & Science Group and the Committee to Reimagine the Undergraduate Experience (CRUE). CRUE members considered each of the points raised by community members carefully; many of your ideas were incorporated into the framework that we are sharing today, and the framework has been improved considerably as a result. However, you will not see evidence of every detail that was raised in these conversations; we have kept records of that input, and we expect that many of those specific thoughts will inform the next stage of planning as we work together to develop implementation plans and details.

Revisions to note

We made a number of clarifications throughout the framework, including additional justification for the directions chosen and greater explanation as to how elements of the framework work together to create a cohesive and distinctive undergraduate experience.

Additionally, you'll see extensive changes in the following areas:

- Undergraduate curriculum - The proposed general education program was changed significantly. Specifically, the program now contains four Foundation courses; Culture and Difference courses; and a junior-year Complex Problems course. DREW 200, 300 (independent project) and 399 were removed.
- Network of advisors and mentors - Three types of advising have been identified (academic advising by faculty, career advising, and career mentoring) rather than each student having an individual career mentor.

What's next?

President Baenninger will make the final decision about whether this framework should be adopted and move forward for additional development. CRUE would like to recommend this framework to her with endorsement from faculty and staff members.

This framework is on the agenda for discussion at the May 4th faculty meeting. We anticipate that a vote on whether to move forward with the reimagined undergraduate curriculum outlined in this framework will occur at the extra faculty meeting announced by Dean Liebowitz that is scheduled for May 10th. At that time, we would also seek faculty endorsement of the other aspects of this framework.

Over the next two weeks, staff members will have opportunities to discuss this revised proposal in various unit and team meetings. The leaders of these areas, as well as the DSA Executive Board, will report to CRUE the conclusions of their endorsement discussions.

Additionally, you may continue to share feedback via crue@drew.edu, or drew.edu/crue.

Timeline

As you know, we are working on a very tight timeline. Community members are considering the framework now, and CRUE will make a recommendation to the President immediately

before graduation. The goal is to have this framework finalized and approved by mid-May so that Communications can develop marketing strategy and materials over the summer and the program can be used as we continue to recruit the students who will begin their time at Drew in Fall 2019. The framework will also be presented to the Board of Trustees on Thursday, May 17th.

Once a framework has been endorsed by the community and approved by the President, we will turn our attention to implementation plans and details. An effective strategy may be to pilot elements of this plan in academic year 2018-19 so that elements of the reimagined undergraduate experience can be brought online for students who begin their time at Drew in fall 2019.

We look forward to hearing your thoughts on this revised framework.

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

OVERVIEW

The Committee to Reimagine the Undergraduate Experience (CRUE) proposes the following integrated framework for the undergraduate experience at Drew. This conceptual framework is presented for adoption now, with further development of each part of the framework to begin in the next academic year by staff members and the College faculty.

This framework is grounded in the firm belief that a rigorous liberal arts education is the best possible preparation for post-college success and for life as a citizen, a lifelong learner, and someone who participates fully and ethically in family, community, nation, and world. The intention of this proposal is not to change the character or values that ground a Drew liberal arts education, but rather to reimagine the curriculum and co-curriculum in such a way that all students have access to the full range of opportunities that this education has to offer and that all students understand and can articulate the ways in which this education is preparing them for life after graduation.

In particular, the proposed program builds on current offerings and adds a select number of new opportunities focused on enhancing students' skills and capacities in ways that will equip them to think agilely and to meet the challenges of a rapidly changing, 21st-century workplace and world. Importantly, this framework creates some new structural opportunities for ongoing curricular innovation in ways that can be highly responsive to changes in the world, in technology, and in student interest. Drew is uniquely positioned to realize this bold vision as one of a relatively small number of liberal arts colleges located in a vibrant and diverse metropolitan area.

Connecting directly to the University's [mission](#) statement, the undergraduate experience outlined in this proposed framework seeks to realize the following overarching principles:

Drew students experience a rigorous and distinctive education that melds the joy of exploring and learning with the development of key skills and competencies that further academic and personal growth and ensure post-graduate success. Drew graduates are intellectually nimble, ethically grounded, and professionally prepared so they can engage with their communities and add to the world's good by responding to the urgent challenges of our time.

This program builds on the existing curricular and co-curricular strengths of the College, affirms the centrality of these strengths to our students' educations, and enhances the quality and coherence of the Drew undergraduate experience through:

- **The Liberal Arts.** Maintaining a rigorous liberal arts education while making more visible to students (and applicants and parents) the ways in which this education provides them with essential knowledge, skills, and capacities that ensure post-college success;
- **Universality.** Ensuring that all of our students participate in high-impact educational and co-curricular experiences by embedding those opportunities into their education;
- **Integration.** Intentionally and strategically linking the academic program, co-curricular experiences, and post-college planning through extensive advising and mentoring, and enhanced post-college planning services;
- **Immersive Experiences.** Providing all students with multiple and varied opportunities to apply and test what they have learned and further develop their knowledge and skills in context;
- **Intentionality and Reflection.** Building into curricular and co-curricular experiences a developmental process that includes reflection and self-assessment through which students learn to better articulate what they have learned and their post-college objectives;

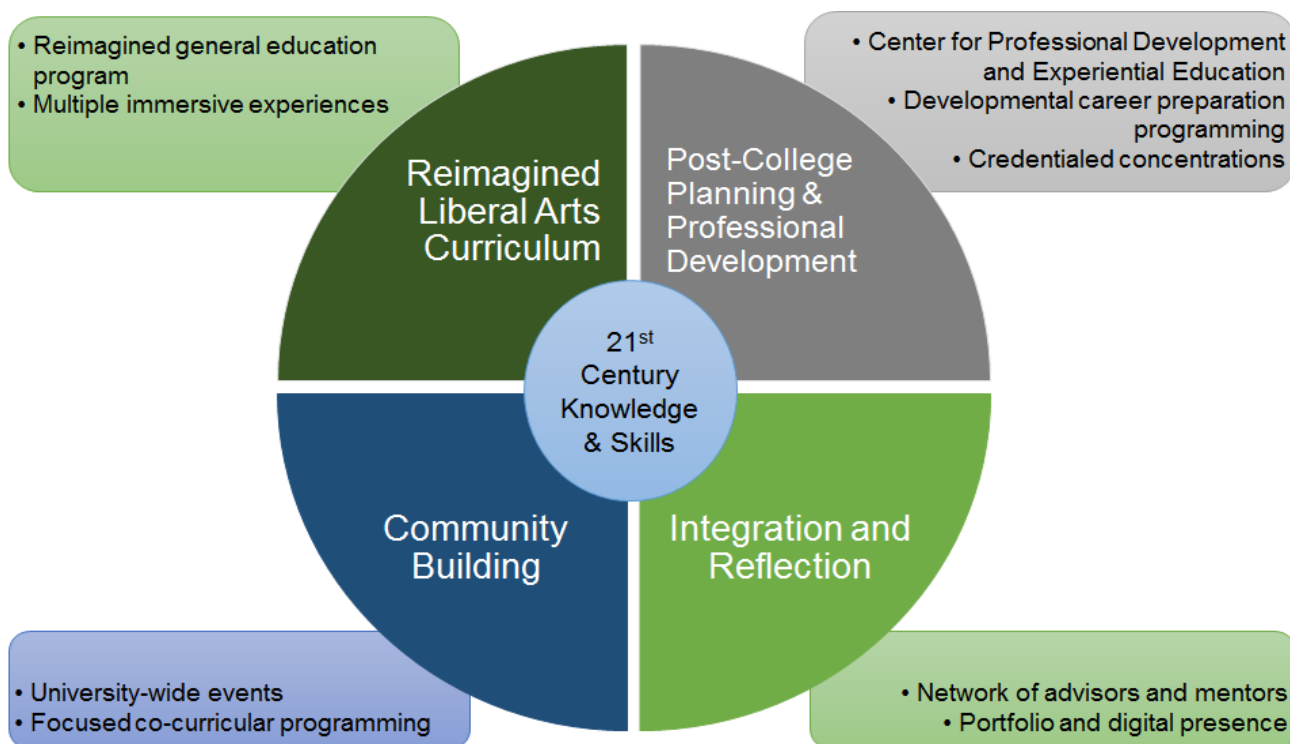
- **Community.** Developing stronger community events and traditions that more visibly celebrate student successes and foster a sense of belonging to a shared Drew community.

At the end of their time at Drew, all students will feel that they have curated, with support from a network of advisors and mentors, a unique and meaningful undergraduate experience that has developed their knowledge, talents, skills, and passions. Their carefully chosen courses, immersive experiences, credentialed concentrations, and other co-curricular experiences will give them a distinctive profile that makes them particularly well-equipped for and competitive in whatever they pursue immediately after graduation, whether it be a job or a graduate program. They will recognize that their choices were intentional rather than a result of happenstance and will be confident that they will be successful in career and community. They will feel connected to Drew, past, present, and future.

FRAMEWORK SUMMARY

In the present moment, higher education is being challenged to make undergraduate education more relevant to a rapidly changing society and economy. Specifically, institutions are now expected to produce college graduates who are broadly educated in order to respond to complex problems in new ways and be ready for careers that are not yet even in existence. Recent reports also identify the particular skills, abilities, and capacities that employers seek in recent graduates. Liberal arts institutions successfully develop these skills and capacities, but they are increasingly not seen as providing pragmatic preparation that is relevant to a quickly changing workforce and world.

This reimagined Drew undergraduate education intentionally develops the following broadly transferable liberal arts skills and competencies: information processing, critical thinking, problem solving, ethical thinking, creative thinking, written and oral communication, quantitative reasoning, collaboration, thinking and working across cultures and differences, and technological competence. These elements extend across all dimensions of a Drew undergraduate experience, both curricular and co-curricular. The proposed framework makes development of these skills explicit throughout students’ experiences at Drew so that students (and applicants and parents) are far more conscious of this process as the central component of a Drew liberal arts education.



The elements of this framework are deliberately developmental, sequenced, and connected in meaningful ways: each year, students' course work, career exploration and planning activities, and co-curricular experiences work in concert. In their first year or two, students gain a strong academic foundation while simultaneously considering possible majors and career opportunities. Students continue their academic work and begin identifying the immersive experiences, credentialed concentrations, and career preparation activities that will become an integral part of their remaining time at Drew. In subsequent years, students continue to develop their knowledge and skills through integrative general education experiences and gain expertise in at least one chosen field of study. Students move through all their years at Drew in a reflective and intentional way, guided by members of their advising network, who help them explicitly integrate their undergraduate experiences and craft their post-Drew plans.

REIMAGINED UNDERGRADUATE CURRICULUM

The general education program is the backbone of a student's curricular program -- the set of experiences that every student has in common. Therefore, the current general education program has been reimagined here to align tightly with the other elements of this proposed framework; this ensures that students realize a well-defined, connected undergraduate experience. A reimagined general education program must also embody the distinctive and most important elements of a Drew education, and it should be easy for students to articulate that distinction and see the links between these courses, their disciplinary courses, and their co-curricular experiences.

The proposed general education program outlined below moves students around the curriculum to develop a range of approaches and skills that will enhance their ability to work in multi-disciplinary teams and think critically and creatively about the situations they will face as they enter a complex, fast-paced, globalized world. The targeted skills are information processing, critical thinking, problem solving, ethical thinking, creative thinking, written and oral communication, quantitative reasoning, collaboration, thinking and working across cultures and differences, and technological competence.¹ As is the case now, at least one disciplinary or interdisciplinary major will be the anchor of Drew students' education, providing them with depth in the knowledge, methods, skills, and theories of a particular field. Students may add additional majors and minors as desired.

It will be the purposeful and carefully mentored combination of major(s) and minors, coupled with experiences that emphasize 21st century skills and post-college outcomes, that makes a Drew undergraduate education distinctive. Foundational principles of the reimagined general education program include:

- The program should be developmental to help students reach their full academic potential.
- Targeted skills appear as learning goals and are explicitly developed in all courses.
- The program should have culminating, integrative experiences.
- The program should include curricular offerings that address contemporary problems in a multi-disciplinary way.
- The program should be small enough to allow for the additional intensity of integrative experiences.

¹ Some skills on this list are particularly difficult to define and discuss. We offer these definitions to add clarity:

Information Processing: Evaluating, interpreting, manipulating, or transforming information

Critical Thinking: Analyzing, evaluating, or synthesizing information to form an argument or reach a conclusion supported with evidence

Problem Solving: Identifying, planning and executing a strategy that goes beyond routine action to find a solution to a situation or question

Technological competence is a new Middle States requirement for undergraduate education. We have leeway to define what we mean by this term as we work to build it into the program.

- The program links to career exploration and career development activities, including the creation of academic and professional portfolios.
- Co-curricular activities should be incorporated into and align with the program.
- The program should support the formation of student cohorts (i.e., build community and tradition).

The following is a proposed model for revising the current general education program in order to meaningfully and with integrity meet these principles.

Graduation requirements for Drew students are:

- Completion of 128 credits, of which 64 must be intermediate and upper-level and 32 must be upper-level
- Major
- General Education Program
 - First-Year Seminar
 - Foundation Courses
 - Culture and Difference Courses
 - Integration Experiences

Major:

Major -- emphasizes in-depth study of disciplinary methodologies and content providing sustained and summative inquiry in an area; emphasizes written and oral communication in the discipline; emphasizes technologies relevant to discipline. Includes Writing in the Major course and a disciplinary capstone.

First-Year Seminar:

DREW 100. This is a slightly revised version of the current DSEM 100. DREW 100 is the first-year writing course and a cohort experience with consistent pedagogy across sections; specific content will differ based on the topic of the course as identified by the instructor. Additionally, activities that encourage students to explore are required, including a NYC trip, sample classes, and an experiential fair. Introduction of the portfolio and reflection process as outlined in this framework will be incorporated into the class (expanded from the current treatment). Additional experiences connected to DREW 100 would be organized by other campus units, such as explicit coverage of technology survival skills and introduction of the post-college planning process.

Develops written and oral communication, information processing

Foundation Courses (one course from each of the following categories):

Critical, Ethical, and Historical Inquiry. Emphasizes approaches to historicizing and understanding the genealogies of contemporary problems and questions; emphasizes close reading and the analysis and evaluation of texts and sources

Develops information processing, critical thinking, ethical thinking, and written communication

Scientific Inquiry. Emphasizes the use of the scientific approach to solve complex problems

Develops information processing, problem solving, and written communication

Creative Practice. Emphasizes the creative process and innovative thinking and making

Develops creative thinking and written and oral communication

Quantitative Reasoning. Emphasizes quantitative analysis and making data-driven arguments *Develops quantitative literacy, critical thinking and written communication*

Culture and Difference Courses:

Understanding Power, Privilege and Difference. Emphasizes understanding one's own and others' place within a wider social world, especially within institutions and structures of power and privilege; emphasizes issues of difference, social inequality, and inclusivity

Develops critical thinking, thinking and working across cultures and differences, and written communication

Thinking Globally. Emphasizes understanding of global and transnational phenomena, institutions, and processes; emphasizes the histories, and civic and social structures of specific cultures and nations outside the US

Develops critical thinking, thinking and working across cultures and differences, and written communication

Foreign Language. Develops the ability to communicate through a language other than one's own; emphasizes global citizenship and cross-cultural and intercultural understanding through language.²

Develops writing and oral communication, thinking and working across cultures and differences

Integration Experiences:

Complex Problems Studio.³ This junior-year course, potentially team-taught, creates a setting in which students work in multi-disciplinary teams to solve real-world problems. Requires student teams to bring a project from inception to completion producing a product relevant to the real-world problem. Emphasizes agile and innovative thinking through effective collaboration and problem solving in a real-world context. Potential to connect with partners outside of Drew. This course requires Foundation Courses as prerequisites. Students are expected to present their projects at one of the campus-wide events.

Develops written and oral communication, critical thinking, problem solving, collaboration, ethical thinking, and technological competence

Immersive Experiences. Emphasizes the culmination/integration of foundational skills and requires students to apply knowledge and skills in real-world contexts

All students complete two immersive experiences that extend their academic learning while building and applying their professional skills in the real world. Students thoughtfully select these experiences in consultation with their network of advisors and mentors as part of a coherent educational plan. For particular immersive experiences, students may be asked to participate in Center for Professional Development and Experiential Education programming to prepare them to take full advantage of these experiences. All immersive experiences include some type of paper or project that will be curated into the portfolio and will include reflection on the learning experience, particularly on the skills developed and career insights gained.

Immersive Experiences include:

- Internship
- Community-Based Learning course
- Mentored community service project
- Civic Scholars -- Senior project
- Innovation or entrepreneurial project
- NYC TREC

² Foreign language should be required as part of the general education program (unless otherwise met through placement), but the nature of this requirement will need to be determined.

³ This is not intended to be the final name for this course; it's a descriptive placeholder for now.

- Short or Long TREC
- Mentored research
- Honors Thesis
- Mentored creative project/performance
- Mentored student employment
- Mentored leadership position

The parameters of what constitutes an immersive experience need to be determined to ensure that each is of sufficient depth and quality. Issues associated with increased demand for these experiences will also need to be addressed more explicitly during planning for implementation of this framework.⁴ Ensuring that all students have equitable access to them is crucial.

Further Considerations

This reimagined curriculum provides students with a developmental, intentional sequence to their coursework where the skill-building inherent in a liberal arts program is made explicit and is the subject of frequent reflection. Students' curricular choices and experiences are also meaningfully connected to other elements of this framework and support their career exploration and preparation efforts.

One major difference between the current program and this proposed general education framework is how written communication skills are developed: The current general education program includes two Writing Intensive courses, whereas writing and reflection are woven throughout all courses in the proposed model as students contribute artifacts to their portfolios (which will also facilitate assessment of student learning). Some aspects of the current general education program carry over to the proposed model: For example, courses from any place in the college curriculum can be proposed to meet general education requirements as long as they address the articulated, skill-based student learning outcomes.

The faculty will need to approve a detailed structure for this new general education curriculum by December 2018, which will include skill-based student learning outcomes. Additional things that need to be discussed and answered include detailed questions about whether and how courses can double count, how pathway and transfer students enter the program, etc. Implementation of the curriculum will happen progressively over the next few years. Ad hoc task forces, along with the appropriate faculty bodies and governance committees, will share responsibility for these undertakings. The implementation schedule also allows time for the Dean's Office to plan professional development opportunities for faculty who might like assistance in transitioning existing courses into more explicit skill-building opportunities for students.

POST-COLLEGE PLANNING AND PROFESSIONAL DEVELOPMENT

Center for Professional Development and Experiential Education

The new Center for Professional Development and Experiential Education (CPDEE) will serve students in all three schools and will be the nexus of the many distinctive opportunities available to Drew students. Its existence will make clear to both internal and external audiences that a Drew education is defined by connections among academic learning, experiential education, post-college planning, and career and professional development, all of which combine to ensure students are prepared for their lives after graduation. The Center will bring together the current Center for Internships and Career Development (CICD, which includes on-campus student employment), the Center for Civic Engagement, the Center for Global

⁴ In academic year 2016-17, 49% of juniors (179/362) and 64% of seniors (240/373) had at least one experience from this list that was officially documented. Of the 419 juniors and seniors who had at least one of these experiences, 223 (53%) had more than one. These numbers are likely to be underestimates because the last two items are not officially documented right now.

Education, and other bodies that are central to experiential education, including all those that are related to undergraduate student research.⁵

Because the CPDEE is central to the success of Drew and all of our students, this unit will be part of the Office of the Provost and will be led by an associate provost who will begin work at Drew before the next academic year starts. This person will work collaboratively with the directors of each individual unit to support their distinctive areas of excellence, as well as with faculty and staff members across campus to develop and support institutional strategic priorities. Faculty members will retain thought leadership over all curricular matters, but can expect the associate provost and the staff in the CPDEE to support their work through strategic, logistical, and administrative efforts, in addition to partnership development and stewardship. This person will champion the role of experiential education in student learning and professional development, explore new opportunities for immersive experiences (e.g., co-ops), and will take part in fundraising activities to support the Center's efforts.

The physical location and space of the CPDEE is extremely important - it needs to support the mission of the Center and the activities that occur therein, as well as be inviting, exciting, and centrally located. The University has set aside funds from the debt restructuring to begin to support the creation of this space, and discussions about where the Center could be located are beginning. Faculty and staff members are involved in this process in all stages.

The Provost has had multiple conversations with individuals who are in the units that will be brought together to form the core of the CPDEE - both before the work of CRUE started and since the first framework draft was released.⁶ There will be challenges in bringing these units together and it will take time to realize the vision of an integrated Center, but this is an exciting opportunity to work more collaboratively and strategically to improve the student experience and students' outcomes.

Developmental Career Preparation Programming

In each year of their academic progression, students participate in developmentally appropriate career and professional preparation activities organized by the CICD. There would be events throughout the year, but as one way to build cohort community, there would be amplified programming for particular cohorts in certain months (e.g., First-year February, Sophomore September, Junior January). In the designated months, multiple programs and workshops will take place for the targeted group (although any student would be able to attend), and students would choose which ones to attend in consultation with members of their network of advisors and mentors and other faculty and staff members.

As is the case for other aspects of this framework, the events are intended to be developmentally sequenced. For example, workshops associated with exploring personal interests and abilities would be appropriate for First-year February, but mock interviews might occur in a subsequent year. Recognizing that some skills need to be introduced and then practiced, some workshops might be repeated with different focuses over time (e.g., Introduction to Networking in First-year February, and then Networking Basics in Sophomore September). Particular events may be required for certain courses or as pre-requisites to immersive experiences, creating explicit connections between multiple elements of this framework. It is also possible to

⁵ Although undergraduate student research programs like RISE or Specialized Honors would be connected to the Center for the purposes of shared strategic planning and support, they are likely not co-located with these other entities. However, some undergraduate research programs could benefit greatly from additional administrative and events support that the CPDEE could provide.

⁶ Although, discussion of creating a Center like this began over a year ago, CRUE included it as an element in this proposal because its creation is consistent with the recommendations made to us by Art & Science Group and, due to the particular activities that will be coordinated through it, it will be critical to the success of almost all of the other elements of this framework.

link these workshops and events to the portfolio; for example, junior students could spend time during Junior January thinking about developing the overall reflective components of their portfolios and receiving feedback on aspects of their portfolio from staff members in the CPDEE.

Although not career preparation per se, the popular Adulting 101 events offered now could be expanded as another type of post-Drew programming that students desire. Other co-curricular events and programming for each cohort, including social events, could happen in conjunction with the designated months to facilitate connections between students across major interest areas and sub-groups.

Credentialed Concentrations

Credentialed concentrations provide Drew students with distinctive opportunities to develop specific professional knowledge, credentials, or applied skills while they pursue their undergraduate liberal arts education.⁷ These experiences will complement and enhance their academic experience and increase their value and competitiveness in their chosen professional environments. In consultation with their network of advisors and mentors, a student could choose industry/professional certifications, digital badges or micro-certifications, mini-minors, or other equivalent experiences as part of their professional plan. It is expected that these concentrations would be largely managed by the CPDEE, and would be documented officially on a transcript. It's possible that workshops or events that are part of the developmental career preparation programming might be required as activities in certifications or mini-minors as well.

As credentialed concentrations are particularly novel in higher education, elements of this component are described in some detail below.

- Industry / professional certification - Content in these certification programs involve technical competencies and industry or job specific skills. The programs may be offered and certified by industries themselves or other proprietary companies; they can be completed in-person or online, and typically are not credit-bearing. Some certifications can be earned through the continuing and professional education programs at other educational institutions. Drew could identify key industries and jobs that are of high interest to our graduates (e.g., information technology, finance, health care) and partner with providers to offer certifications.
- Digital badge / micro-certification - A digital badge program would allow students to gain and document specific expertise that would serve them well as they make the transition from college to first job or graduate education. Content and skills range from professional to technological to soft skills (e.g., leadership, fitness and athletics, conflict resolution, digital design, entrepreneurship). Generally, digital badges and micro-certifications are not credit-bearing experiences; they are based upon a combination of co-curricular experiences and the kinds of workshops and other events that are a part of career preparation programming.
- Mini-minor - A mini-minor would combine sequences of two or three courses in creative ways to allow students to gain concentrated competency in an area of interest to employers, particularly in areas where there is great need (e.g., cyber and information security, data analysis, cultural competence, business communications, professional writing, ethics). Their size would differentiate them from existing minors, and because they are curricular, they would continue to be proposed and managed by the faculty (although with organizational and logistical support from the CPDEE).

Drew would be among the first institutions to offer these valuable experiences to its students. Moreover, Drew is uniquely positioned to make a number of attractive options available because of our location. Significant additional planning needs to occur to bring a program like this online and ensure access to all interested students. There are proprietary and open source platforms that allow students to earn these kinds of credentials, some of which are very inexpensive and some of which are extremely costly. Other credentials

⁷ For a discussion of these types of opportunities, see this recent [report](#) or this [article](#).

might be developed through a combination of existing courses, co-curricular experiences, and focused trainings, which would provide meaningful opportunities for faculty, staff members, coaches, alumni, and other community members to be involved in their creation and delivery. One advantage of creating smaller, targeted options like these for students is that Drew would be able to respond to student interests and/or market demand more nimbly.

INTEGRATION AND REFLECTION

Network of Advisors and Mentors

A critical element of this framework is that student advising and mentoring is comprehensive: Universally, students experience high-quality, developmentally appropriate advising. This network, which includes faculty, student life and academic support professionals, coaches, other staff members, and alumni, helps students develop their academic and co-curricular plans that will lead to a successful and fulfilling undergraduate experience and preparation for their post-college endeavors.

Academic advising is handled by a first-year advisor and then transitions to a major advisor when a major is chosen. This component of advising is overseen by the Dean's Office, through an associate dean or by a faculty member who has dedicated release time to serve in this role (akin to the director of the First-Year Experience position).

Career advising programs are made available and coordinated by staff in CPDEE. To support the work of academic advisors, staff members in the CICD are available to work with students who are undecided about their major interest area, or who are interested in exploring ways that different majors might align with different types of careers.

Career mentors (alumni, Drew staff members, industry or similar professionals) become a part of the network of advisors and mentors, typically in students' sophomore or junior years. These professionals advise students about immersive experiences and other career development opportunities, and help them plan effectively for life after Drew. Alumni have been serving some students in this capacity already, and recent efforts have been initiated by Alumni Relations to expand and formalize this process through the use of Drew Connect.

An advising and mentoring task force will need to determine the specific components of this program, the linkages among those components, and the ways in which members of the network communicate with each other. Additionally, the best approach to motivating students to participate actively and thoughtfully in the advising and mentoring process will need to be determined.

Portfolio and Digital Presence

A portfolio is a structured digital space into which students put artifacts from significant curricular and co-curricular experiences. The portfolio is first introduced in DREW 100, and builds throughout the undergraduate experience. Students contribute work to their portfolio from all of their general education experiences and selected major courses, as well as important experiential, co-curricular and career development activities. They reflect on and integrate their educational experiences, creating a coherent narrative for their education. Elements of the portfolio that students would like to incorporate into a website could be captured in Drew Domains. Additionally, students could select achievements and artifacts that they would like to present to different audiences. For instance, students could make a professional resume, a personal statement, and a digital profile for viewing by employers or graduate admissions committees.

Oversight of the portfolio would be a joint effort of students and their network of advisors and mentors, along with other faculty and staff members with whom students engage during their time at Drew. Faculty who are

teaching courses that meet general education requirements would be expected to help students curate at least one product from those courses into the portfolio (which then become the basis for assessment of student learning in the general education program). Academic advisors would be expected to check in with students about their portfolios, and encourage them to be actively developing them. Faculty, staff members, and coaches who are supervising immersive experiences would work with students to reflect on those experiences and bring those reflections into their portfolios. Staff in the CPDEE would offer workshops and events that help students think about their portfolios, develop them in ways that will prepare them for their post-Drew lives (including writing and revising metacognitive reflective statements about the entirety of the portfolio), and be ready to utilize them in the search for post-college opportunities.

COMMUNITY BUILDING

University-Wide Events

Two new University-wide events would be planned - a Drew Expo in the fall and a Showcase/Celebration of Achievement in the spring. The Drew Expo would be a University-wide career and professionally focused conference for current students, alumni mentors, community and business partners, parents, donors, and recruiters. It would be a tightly organized and creatively programmed exposition conference that could include presentations, speakers, and other career preparation activities (e.g., workshops, speed mentoring). The Showcase of Achievement would be a University-wide celebration of student achievement for current students and those who would like to celebrate their work. There would be presentations, productions, and other similar kinds of events, and the Showcase could be linked to existing events that are happening around the same time of year (e.g., honor society inductions, the College Awards event). An event of this nature would also serve as an opportunity for students to present segments of their portfolios, and presentations could be archived for later use in demonstrating student outcomes or recruiting new students.

Both events would be scheduled for maximum visibility to internal and external constituents, and would support other elements of this framework by using experiential learning and career preparation activities to bring the campus community together. The events would also provide opportunities for the entire community to celebrate achievements and socialize. All faculty, staff, and current students would be expected to attend, and students would present or participate directly at points at which it makes sense in their educational trajectory (e.g., returning from a TREC, completing a major project as part of their on-campus student employment, completing a thesis).

Focused Co-Curricular Programming

Co-curricular programming and experiences are incorporated into many of these individual components. Additionally, after approval of a proposed framework, Campus Life and Student Affairs will conduct an assessment of the value and relevance of current programming and develop a detailed plan for how to incorporate framework-specific concepts into co-curricular programming and experiences (e.g., revisions to the current summer orientation program) in order to direct resources toward the greatest impact. Programming will support elements of the framework, ensure that our students gain an understanding and appreciation of community values, and develop community both within students' natural groups and between current and former Drew students.

Academic Integrity Policy

Standards

Commented [JDR1]: New section of policy

Standards of honesty in the academic world are the basis of the academic enterprise itself. The academic community creates knowledge, and students are invited into the academic enterprise through an intellectual conversation. Through contributing to this academic conversation, students develop their intellectual skills. Since academic dishonesty violates the basic principles of the conversation, it cannot be tolerated under any circumstances. Accordingly, Drew University has established principles and standards of academic integrity and procedures governing violations of them.

Students are expected to understand the principles of integrity and comply with the university's standards. A statement with a link to the Academic Integrity Policy appears on every course syllabus.

Together with faculty, the University administration shares the responsibility for fostering the academic and ethical development of students, by providing access to educational programs that promote an understanding of and commitment to academic integrity and by maintaining equitable and effective procedures to address allegations of violations of academic integrity.

All members of the academic community are expected to report instances of presumed dishonesty to the appropriate officials.

The principles of academic integrity apply to all work at Drew and require that a student:

- acknowledge and cite all use of the ideas, results, or words of others.
- acknowledge all contributors to a given piece of work.
- submit work without the aid of unsanctioned materials or unsanctioned collaboration.
- report data or results by ethical means, without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, and neither facilitate academic dishonesty by others nor obstruct their academic progress.

The course of action in response to reported violations will be decided by the Academic Integrity Committee. Depending on the nature of the presumed violation and/or prior record of violation, the committee will advise an Alternate Resolution or an Academic Integrity Hearing.

Mission of the Academic Integrity Committee

Commented [JDR2]: New section of policy

The Dean of Arts & Sciences or designee from the Dean's or Provost's office convenes an Academic Integrity Committee made up of faculty members from each division of the College. The committee's mission is to promote a culture of honesty and adherence to academic standards of integrity, by providing guidance to the community in fulfilling its responsibilities under the Academic Integrity Policy, and by supporting student engagement in educational opportunities and intellectual growth.

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.

1. **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.
 - submitting a paper containing insufficient citation or misuse of source material.
 - submitting work with unacknowledged inclusion of language, ideas, or thoughts taken from another individual or information source.
 - Knowingly allowing one's work to be used by other student(s) without prior approval of the instructor. Unless explicitly permitted or prescribed by the faculty member, students should not engage in collaboration on graded assignments, including but not limited to homework, projects, papers, laboratory work, and take-home exams.
2. **Unethical data reporting:** Suppressing results inconsistent with one's interpretation or conclusions, fabricating or falsifying lab or research data.
3. **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.
4. **Cheating on Examinations:** Copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the

Commented [JDR3]: Newly added text

permission of the instructor is a breach of academic integrity. Knowingly providing answers to another students during an exam also constitutes cheating. These standards apply to take-home examinations as well.

5. **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.
6. **Unintentional Plagiarism:** Unintentional plagiarism, also known as patch writing, may occur 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.

Reporting Cases

Instructors shall report alleged cases of violations of the Academic Integrity Policy using the [Academic Integrity Reporting Form](#). The following guidelines apply to reporting alleged cases:

- In cases where there is question as to whether a preponderance of evidence exists, instructors may wish to consult with the convenor for guidance in choosing the appropriate course of action.
- New faculty may wish to consult with their department chair to review suspected violations and to assist in moving a viable case forward.
- Students are expected to maintain the standards of the college by reporting to the instructor any violations of the policy they observe in their classes.

Commented [JDR4]: New section of policy

The following constitute two potential courses of action in response to the Academic Integrity Reporting Form:

1. **Alternate Resolution Procedure (ARP):** The ARP applies to first offenses that are minor or unintentional for a student who admits responsibility for the violation. Details on the **ARP** follow below.
2. **Academic Integrity Hearing:** If the evidence suggests that the violation is more serious, was intentional, and/or the charged student is unwilling to admit to wrongdoing, the Academic Integrity Committee may determine that an Alternate Resolution is inappropriate. When at least one of the following conditions apply, the Integrity committee convenor will schedule an Academic Integrity Hearing:
 - i) The nature of the case is more serious than would be warranted by an Alternate Resolution or
 - ii) The student refuses to admit to a first offense that could otherwise be resolved through the Alternate Resolution procedure or
 - iii) The student fails to complete Sanction(s) articulated in the Alternate Resolution form or
 - iv) The violation is the second recorded violation for the student.

Details on the **Hearing** procedures follow below.

Alternative Resolution Procedure

For cases in which the Academic Integrity Committee advises an Alternate Resolution with concomitant sanctions, the instructor and student are required to complete and sign the Alternative Resolution form; the Academic Integrity Committee convenor signs the form upon successful completion of all designated sanctions. The form, placed on file in the Office of the Dean of Arts & Science, documents the violation, the student's admission of responsibility, and the sanctions that apply. Failure to complete all sanctions will prompt the convening of an Academic Integrity Hearing.

The form will be used as evidence of a first offense if the student is accused of another breach of academic integrity.

The form, together with all documentary material from the case, will remain on file until one year after the student graduates, at which time the file is destroyed.

Academic Integrity Hearings

The Academic Integrity Committee convenor notifies the following individuals of the intent to schedule a hearing based on a reported offense: the accused student, two faculty members from the Academic Integrity Committee, and one student from the CLA Judicial Board. Before the hearing is scheduled, each individual is provided the opportunity to report a potential conflict of interest. As appropriate, alternative Committee or Judicial Board members will be scheduled such that no potential conflict of interest is reported.

The accused student may request the presence of a faculty member of his or her choosing at the hearing. This faculty member's presence is intended for moral support only and not for student advocacy; this faculty member is expected to communicate to the convenor in advance of the hearing any information that he or she intends to share with the committee. The convenor will confirm whether or not the information is relevant and should be shared.

Commented [JDR5]: Newly added text

For students with documented disabilities: Upon request, the University can provide disability-related assistance to be present at the hearing. As appropriate, the assistance may be provided by the Director of Accessibility Resources. Disability-related support may include assistance with communication and clarification of any and all aspects of the hearing.

For INTO students: Students may request the presence of a staff adviser from the INTO program to attend the hearing to assist with communication and clarification of any and all aspects of the hearing.

Hearing Process

All those in attendance of the hearing are afforded at least one week's notice of the hearing. All evidentiary documentation to be presented at the hearing must be made available for review by the hearing attendees at least one week prior to the hearing. All documents are shared in a secure setting.

If a student fails to attend the scheduled hearing and has not provided prior notification of a valid reason for absence, the hearing will proceed and the committee will deliberate in the student's absence.

In the first stage of the hearing, the faculty member bringing the charge, the accused student, and faculty or staff (disability-related or INTO) supports will be present. The faculty member will be asked to explain the assignment and the violation, and then the student will be asked to make an oral statement regarding their work. Both may be asked questions by members of the committee, and each will make an oral statement to the Committee and answer any questions. At this stage, either the faculty or the student

may ask to address the Committee without the others being present, and will be granted the right to do so.

The accused student, the accusing faculty member, and faculty or staff attending for support (if present), will be asked to leave the room while the Committee deliberates. The accused student or the accusing faculty may be called back into the room to answer follow up questions should any arise. At the end of the Committee's deliberations on the case, the convenor will inform the instructor and support faculty or staff that they are now dismissed from the proceedings, while the student is expected to wait to be called back in to the hearing to hear the outcome. The convenor, the two committee members, and the CLA Judicial Board student will vote on the matter. A decision of guilt or innocence will be based on a preponderance of the evidence in the case. It is at this stage in the process that previous findings of guilt and/or mitigating circumstances are introduced in determining sanctions.

Shortly thereafter the convenor will convey the decision in writing to the student and the instructor.

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

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. If the student is found guilty of any further integrity violation, the sanction is permanent expulsion from the university.

Sanctions

Commented [JDR6]: New section of policy

The individual merits of each case are weighed by the Academic Integrity Committee member attending to the case. Overall, the processes underscore the importance of integrity in the academic setting and is mindful of the role of education in the remediation process.

Minor offenses: Penalties may include, but are not limited to,

Participation in and achievement of a passing score in an educational tutorial

No credit for the assignment

A failing grade on the assignment

A re-write of the assignment with grade penalty

An assigned paper or project related to academic integrity

More serious violations: Penalties may include, but are not limited to,

Failing grade in course

Dismissal or denied entry to departmental/university honors or merit-based program

Suspension for one or more semesters

In rare or extreme cases, or for multiple offenses, permanent expulsion from the University.

Appeals Process

a) Decisions of the Academic Integrity Committee may be appealed only 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 to the Council. On the basis of the written appeal, the Council may decide to hear the case or to uphold the original decision 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 Arts & Sciences or designee 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 Arts & Science will appoint a temporary faculty replacement. The student is granted the same provision of faculty, disability-related support, or staff support (INTO only) as for an integrity hearing.

e) During the hearing of the appeal, both the faculty member who brought the original charge and the student may be asked questions by members of the committee. and each will make an oral statement to the Committee and answer any questions.

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

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