FACULTY MEETING – CLA
May 6, 2016
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 3:15 p.m.   Chris Taylor

APPROVAL OF MINUTES   Jessica Lakin ………………… p. 4-9

DEAN'S UPDATES   Chris Taylor

ACTION ITEMS

REPORTS:

FOR DISCUSSION:

OLD BUSINESS:

NEW BUSINESS:

ANNOUNCEMENTS:

ADJOURNMENT

ANNOUNCEMENTS AND CONGRATULATIONS

Lee Arnold: for his exhibition "Repeater" at the TSA Gallery in Philadelphia from April 1-May 1, 2016. The show, featured in *Philadelphia Magazine* and the *Philadelphia Inquirer*, is currently a "Critics' Pick" in *Artforum*. He will also be included in the exhibition "Tete-a-Tete: Conversations in Photography" at the Michener Museum in Doylestown, Pennsylvania which will run from June 11-September 11, 2016. This show pairs a photograph from the museum's permanent collection with that of a contemporary artist, and features the work of Gabriele Orozco, Charles Sheeler, Aaron Siskind, and Emmet Gowin, among others.

Lisa Brenner: for serving as a panelist on women in theatre and film as part of Gabi Bisconti's Civic Scholars project. The panel was moderated by **Wendy Kolmar** and included representatives from NY Women in Film and Television and Barbara Pitts from Tectonic Theatre. Lisa also served as a reviewer for the journal *Cultural Dynamics*, published by Duke University.

Chris Ceraso: for his featured performance as a villainous high school swim coach in *Coach of the Year,* which can be seen at the 2016 Soho International Film Festival in New York City in June. The movie is an official entry. https://www.youtube.com/user/SohoFilmFest.

Kimani Fowlin: for developing a partnership with the arts education organization Dreamyard to support college bound students through arts programming; for panel discussion with Drew students and Dreamyard students at the Dreamyard Art Center in New York City, April 25, 2016; for directing Art For A Purpose, Dance For A Cause Dance Show April 20-23, 2016 at Drew University; for choreographing Theatre and Dance Capstone Performance at Drew University; for facilitating a workshop at a Parent Fair on Embodying Our Truth at Dreamyard in NYC; for performing in NYC to honor James Baldwin with acclaimed percussionist William Hooker; for hosting Alumna Angie Phillips to teach a dance wellness workshop to Drew students at Drew University; for hosting professional dancer, John Proto to talk to Drew theatre and dance students at Drew University and for hosting a master class with professional tap dancer, Andrew Nemr and professional bassist Dave Eggar at Drew University.

Jonathan Golden: for his presentation to the Interfaith Advisory Council of the New Jersey Office Homeland Security and Preparedness on March 30, called "Mapping Strategies to Counter Religious Intolerance." Jonathan gave a similar address to West Point Cadets, at the Islamic Center of Jersey City on April 14.

Caitlin Killian: for the publication of an article with Namita Manohar in *Social Currents*: Killian, Caitlin and Namita N. Manohar. 2016. "Highly Skilled Immigrant Women's Labor Market Access: A Comparison of Indians in the United States and North Africans in France." *Social Currents* 3(2): 138-159. Additionally, she gave two presentations at the Southern Sociological Society meetings in April:"Barriers and Pathways to Skilled Immigrant Women's Labor Market Access: A Comparison of Indians in the U.S. and North Africans in France" and "Parenting Styles and Racial Socialization among White Parents with Transracial Adoptees." Also, her 2015 article with Nikki Khanna on adoption has received a lot of recent media coverage in *Australia Network News, Atlanta Black Star, How Stuff Works*, *NTRSCTN,* and on the local news in Vermont.

Elizabeth Kimball: for presenting the paper "Confianza in Action: Finding New Terms for Assessment," at the Conference on College Composition and Communication, Houston TX. Liz also served on the judging committee for the Winifred Bryan Horner Outstanding Book Award, sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition, which was presented at the conference.

Patrick McGuinn: for presenting a paper and chairing a session, "Convergence: U.S. K-12 and Higher Education Policy Fifty Years after the ESEA and the HEA of 1965," at the American Educational Research Association Annual Conference, Washington DC, April 8-12, 2016, and for the publication of his article "States as Change Agents under ESSA." *Phi Delta Kappan*, May 2016 (with Joanne Weiss).

Scott Morgan: for the acceptance for publication of his article with W.Y. Chan: "Different paths to protest: Investigating predictors of collective action in the Occupy Movement," *The Journal of Applied Social Psychology*.

Nancy Noguera: for presenting "The Fence Metaphor in the Recent Political Discourse on Immigration in the US" at the PCA/ACA National Conference, Seattle, March 22-26, 2016.

Emanuele Occhipinti: for the invitation from the Romance Studies Department at Duke University to present his study abroad program in Italy.He delivered the lecture: "Italy 360°: Community Engaged Study Abroad in Orvieto". Emanuele additionally served as a member of a doctoral dissertation defense committee at Rutgers University for the following dissertation: *Theater on the Small Screen: the Vernacular Performance of Eduardo De Filippo and Dario Fo*.

Jennifer Ostrega: for presenting "Teaching Critical Thinking Through Performance" at the 2016 NJ Teaching English to Speakers of Other Languages Higher Education Conference in June 2016.

Patrick Phillips: for publishing a poem, "The Diarist," in the Spring 2016 issue of *Ploughshares;* for being profiled by Jane Tillman Irving on CBS Radio; and for having his poem "Barbershop" featured in Alfred A. Knopf's "Poem-a-Day" broadside series.

Kimberly Rhodes: for contributing the paper "Seeing Saints in the Forest of Arden: *As You Like It*, Act 2, Scene 1" to the seminar *Artful Shakespeares* at the annual conference of the Shakespeare Association of America in March.

Carol Ueland: for presenting a paper, "Alexei Zver'ev's biography of Nabokov" on the" Nabokov: Friends and Enemies" panel at the Soviet, Post-Soviet and Emigre Culture Symposium in memory of Cathy Nepomnyashchy at Columbia University on Fri. April 8th.

Hannah Wells: for giving the keynote address at the New Jersey College English Association (NJCEA) annual conference on April 30th.

Drew University
College of Liberal Arts
Minutes of Faculty Meeting
4/1/2016

Present: Sarah Abramowitz, Erik Anderson, Christopher Andrews, Brianne Barker, Susan Beddes, Jason Bishop, Lisa Brenner, Barry Burd, Adam Cassano, Chris Ceraso, Miao Chi, Kimberly Choquette, Graham Cousens, Allan Dawson, Patrick Dolan, Stephen Dunaway, Roxanne Friedenfels, Jonathan Golden, Seth Harris, Summer Harrison, Deborah Hess, Emily Hill, Ryan Hinrichs, Sandra Jamieson, Jason Jordan, Hilary Kalagher, Steve Kass, Joshua Kavaloski, Caitlin Killian, Elizabeth Kimball, Roger Knowles, Wendy Kolmar, Amy Koritz, Jessica Lakin, Juliette Lantz, Dan LaPenta, Debra Liebowitz, Norman Lowrey, Christina McKittrick, Rosemary McLaughlin, Christopher Medvecky, Joanna Miller, Kesha Moore, Scott Morgan, John Muccigrosso, Philip Mundo, Robert Murawski, Emanuele Occhipinti, Ada Ortuzar-Young, Jennifer Ostrega, Mary-Ann Pearsall, Karen Pechilis, Michael Peglau, Muriel Placet-Kouassi, Kimberly Rhodes, Raul Rosales, Alan Rosan, Jonathan Rose, Susan Rosenbloom, Paris Scarano, Claire Sherman, Rebecca Soderholm, James Speese, Leslie Sprout, Raymond Stein, Sharon Sundue, James Supplee, Marc Tomljanovich, Carol Ueland, Linda Van Blerkom, Sara Webb, Tammy Windfelder

Others Attending: Sunita Bhargava, E. Axel Larsson, Alex McClung, Maya Sanyal, Nora Boyer

The Meeting was called to order at 3:17pm.

Approval of Minutes: The minutes of the March 4, 2016 faculty meeting were approved.

Dean's Updates: Chris reminded the faculty there would be a University Faculty Meeting, at the invitation of the President, on April 8th. The main agenda item is the draft intellectual property policy. Chris also shared that cards for Lillie Edwards would be available in the Dean's Office through April 15th for those eager to share good wishes on her retirement. He also reminded the faculty that summer advising forms were still being collected. Finally, he also informed the faculty that the fourth action item on the agenda for today, the Absence Policy for Athletes, is no longer on the agenda because Jason Fein was unable to attend the faculty meeting.

Action Items:

Vote 1 - Satisfactory Academic Progress Policy: Judy Redling

Judy reported that the Satisfactory Academic Progress Policy incorporates the policies set by the Academic Standing Committee and defines standards for students to get financial aid. She said that this is simply a compilation of existing practices and regulations, but noted that there is a nuance in the way the policy is written regarding students being required to withdraw after a semester on probation. In general, the timeframe has been three semesters (i.e., required withdrawal after two semesters on probation, a total of three low-GPA semesters), but the policy references that a student could be required to withdraw after only two semesters for an exceptionally low GPA or a non-academic disciplinary sanction. Sarah Abramowitz asked if required leaves were abolished. Judy said these leaves are often advised, but there is no such thing as a required leave at this time.

John Muccigrosso asked why we have a "Minimum Annual Pace" for students who are not full-time, and Judy indicated that those are federal guidelines that have to be articulated in the policy and that we do have students who are part-time. After further questioning as to what exactly ¾ and ½ time mean with

respect to Drew students and a question regarding the maximum attempted Post Baccalaureate credits (p. 17), Judy responded that she would get further clarification.

The vote was called to question and passed by the majority with one vote against the policy.

Vote 2 - Drew University Credit Hour Policy: Debra Liebowitz

Debra reported that the credit hour policy was drafted in consultation with both the Grad School and the Theological School. No questions were raised.

The vote was called to question and passed unanimously.

Vote 3 - General Absence Policy: Debra Liebowitz

John Muccigrosso noted that the policy seems to allow students to take off for religious observances yet also suggests they may not be able to pass a course if they have multiple absences. Deb shared that CAPC was trying to strike a balance with respect to allowing religious observance while making it clear that students need to fulfill the requirements of a course. Tina McKittrick said that for the most part, the faculty is accommodating whenever possible and makes every effort not to penalize a student for these kinds of absences.

A lengthy discussion followed with Sandra Jamieson and Jonathan Golden expressing their concern that a student should be able to complete a course successfully even if religious observances keep them out of class. A question was posed as to what accommodations could be made for students to participate in an alternative lab, for example, if it was missed for religious reasons? Tina shared that students can sometimes attend other lab sections, but even in other upper-level, once-a-week classes, students participate in discussions that cannot be replicated. She asked the faculty for suggestions to replace that kind of classroom dynamic, but no good alternatives were raised.

Jonathan stressed that the onus should be on the students to inform their professors of their conflicts due to religious observances at the beginning of each semester, but shared that he did not have an easy answer as to how to handle non-replicable classes. He did not, however, want the policy to create a situation where students couldn't come to Drew because our religious observance policy was so stringent. Jonathan urged a happy medium in terms of what holidays should be excused.

Wendy Kolmar asked if it was possible to provide a list of critical religious observance dates so faculty members could be attentive to those dates when writing a syllabus. She echoed concern for determining a threshold for absences. How many times would students need to have missed class before it was as if they hadn't taken the course at all? Some schools specify this percentage. Wendy also noted that the old policy allowed students to be out for a field trip or a university-sponsored event, but that language has now been dropped. Tina noted that this was an oversight.

Deb reiterated that we need to have an attendance policy. We do have one right now, and it simply says you have to attend class. Steve Kass questioned what other schools are doing. Jessica Lakin shared that many simply say "regular attendance is expected" and read Davidson's policy as an example. Tina shared that CAPC wanted to make it clear that the standard should be to allow absences for religious observance. Wendy agreed that having this as part of an attendance policy is critical in terms of visibility.

Tina asked if there should be a friendly amendment stating that faculty should not penalize students for an absence for a religious observance. Sandra Jamieson suggested the wording that faculty "may" not penalize. Alan Rosan then asked if the policy should be tabled until the absence policy for athletes was

ready for discussion; there should be consistency in the language of both. Tina said the language might be parallel, but the message needs to be different as an athlete chooses to play a sport in a way that an individual does not choose observance of religious holidays.

A motion was made to table a vote on the general attendance policy until such time as the Absence Policy for Athletes was ready to be discussed and the General Absence Policy was revised.

The vote on the motion to table discussion was called to question and passed by the majority with two votes against the motion and two abstentions.

Vote 4 - Changes to the Political Science Major: Christina McKittrick

Tina reported that the changes in the Political Science major, along with the next two votes on the International Relations Major and minor are all in response to suggestions by the department's external reviewers. Steve Kass pointed out a reference to a computer science course (CSCI 115) that no longer exists. The major should be updated to recommend CSCI 150 - Introduction to Computer Science in Python.

The vote was called to question and passed unanimously.

Vote 5 - Changes to the International Relations Major - Christina McKittrick

Tina identified a small typo: Students may complete the major with 46 credits (not 50, which is noted). No comments or questions were raised.

The vote was called to question and passed unanimously.

Vote 6 - New Minor in International Relations - Christina McKittrick

No comments or questions were raised.

The vote was called to question and passed unanimously.

Reports:

Curricular Report

Christina McKittrick noted that while changes to the theatre arts major and minor looked significant, the changes are actually small: half-semester classes were created and the total number of credits required for the major was changed accordingly. No comments or questions were raised.

Deb reviewed the revised general education catalog copy that appeared at the end of the curricular report. She noted that Middle States has already asked us to have articulated program-level learning outcomes for every program, including general education, and to be collecting assessment data relevant to student learning in all of those programs. Thinking about how to develop a comprehensive, efficient, sustainable assessment plan for general education has been extraordinarily challenging. We passed the current general education program with an assessment plan that was acceptable at that time, but that is no longer acceptable now. The previous plan had the general education program assessed over a seven-year period; that now all has to be done in the "life of a student" (i.e., three years).

Deb noted that what we approved when we passed the general education program is requirement-level student learning outcomes. We have four, five, sometimes even six course-level requirements that are specific to the courses that are used to meet particular general education goals. None of those requirements have changed at this time. What we have done in this revised catalog copy is remove that level of detail and try to think about the general education program as a whole. Rather than include the individual requirement-level student learning outcomes, we articulated a small number of program-level requirements for the general education program. For example, instead of separately articulating multiple outcomes that students in each kind of breadth course need to meet, we need to think more globally about what the breadth requirement in its entirety is supposed to accomplish in the general education program. It's about critical thinking, information literacy, communication, etc. Thinking about the general education program in this way allows us to articulate program-level student learning outcomes that can be assessed efficiently and sustainably, and simultaneously allows all of the course-level requirements to stand as approved. We want the students to do those things in their individual courses in support of the higher-level outcomes that can be articulated for the entirety of the general education program. The approved course-level requirements are still being used by CAPC as they review proposals for courses that could carry general education tags.

Deb also noted that she realizes that there are already known problems with the requirement-level general education outcomes. For example, we had a meeting last spring about the quantitative requirement where it was clear that not all courses that meet this requirement put equal emphasis on the five articulated course-level requirements that the faculty approved. But we have to let the overall process identify these issues, and then we have to work together to determine how those problems will be addressed. Similar problems are regularly experienced by CAPC as they review Diversity courses. None of those issues can be fixed at this moment, but we have to have some program-level student learning outcomes articulated and shared to be in compliance with Middle States' expectations. Because faculty generally do not vote on catalog copy, this information appears in the curricular report. Any changes to the general education program itself, which may be proposed as a result of the assessment process, would require a faculty vote.

Steve Kass indicated that he is concerned that content on which the faculty voted had been removed from the catalog without warning and without a vote. The specific information about what constitutes a course that meets the general education requirements is now not available anywhere except on CAPC forms, and those forms are not voted on by the faculty. He doesn't feel that content approved by the faculty should exist solely on CAPC forms. He agrees that what is presented in the revised catalog copy is now more organized, but that important content is missing.

Deb reiterated that nothing has changed with regard to the general education requirements themselves. She understands the concern Steve raised and agrees that there should be a way to put that content somewhere besides the CAPC forms. However, the only two places where faculty vote on the content is the Academic Policy page of the catalog and the Faculty Regulations. The specifics of the course-level learning outcomes for courses that carry general education tags are neither academic policy, which is primarily directed to students, or regulations of the faculty. We could think about a way of linking that content through the academic policy page, but it could get cumbersome. We could also link that info in UKnow and indicate that these are the approved details of the general education program that cannot be changed without a faculty vote.

Steve indicated that he doesn't think the content should be moved out of the catalog until an acceptable alternative location has been determined, and he would like to see that content restored in the catalog. He questioned whether this change in catalog copy needed to be done for the Middle States review process.

Deb indicated that the articulation of the program-level student learning outcomes does need to be in the catalog, and that screen shots of this information will be submitted along with the report.

Tina McKittrick noted also that CAPC felt that information that is really only of interest to the faculty (e.g., the requirements that CAPC looks for in a course before assigning a general education tag) should not exist in the Catalog, which is a place where information is shared with both students and outside audiences. That level of granularity with regard to CAPC process shouldn't be in the catalog.

Jessica Lakin added that the catalog does have a significant external audience. More and more, outside individuals are viewing the catalog as a way to get information about schools, and they are comparing schools and making decisions based on this information. With the revisions to this language, the consistency of entire general education program with our mission is highlighted, and the program seems more vibrant and exciting. CAPC reviewed the general education descriptions in catalogs at lots of other schools, and our new copy is consistent with the level of detail that is presented elsewhere while still being true to what makes Drew unique.

Deb also indicated that the change in presentation of this content is important because it allowed the Dean's Office and CAPC to draft an assessment plan that meets all the needed requirements and is sustainable. There is not a disconnect between having these program-level outcomes and different outcomes at the individual course level.

John Muccigrosso asked why the catalog has been changed before registration has even begun; the catalog is supposed to be tied to an academic year. He also noted that the faculty regulations are visible, and if students want to see granular detail on those things, they could; that is not a reason to leave approved information out of the Catalog.

Deb reiterated that the catalog change is not affecting anything students are doing or are planning to do with regard to general education requirements, so it would not affect registration. She understands these program-level outcomes are not perfect and this entire process is in need of significant revision with active involvement of all faculty, but we have to be in compliance and we have to have a place to start.

Wendy Kolmar and Sharon Sundue both indicated that they didn't see any issues with the change to the catalog copy because this is what we were asked to present externally. They acknowledged that nothing about the general education program has changed.

Adam Cassano asked whether the program-level general education outcomes need to be included on syllabi, and Deb responded that they do not.

Chris thanked Deb for her leadership on the Periodic Review Report for Middle States and reiterated the magnitude of the issues that we are facing. He said the CLA is way ahead in many areas, but we must catch up with suggestions and recommendations that were made in the past. Deb added that momentum was halted during the period of interim leadership, but we now have to follow through in these areas. Further complicating our efforts is the fact that Middle States' requirements with regard to assessment processes have changed in the past five years.

Enrollment Report

Bob Massa stated that the indicators for enrollment are good. One hundred and four students have made their deposits, versus 78 last year. Most of these are due to early decision. He said the discount rate is 50% right now and a waitlist has been established. There are 343 students on the wait list.

Bob shared several big upcoming events. He continued to call for faculty participation and expressed appreciation for all the faculty has already done. He shared that he remains cautiously optimistic.

Advancement Report

Chris directed the faculty to Ken Alexo's report on pages 49 - 52 in the packet.

A motion to extend the meeting was passed with three votes against the motion.

Discussion:

Chris thanked the Dean's Council and members of the Committee on Faculty for taking on the tough job of revising the CLA faculty regulations. He introduced Roger Knowles and Rosemary McLaughlin who will gather feedback on the sections that have been identified for feedback today. There is no expectation for a vote.

Roger and Rosemary thanked the faculty for the constructive comments they had already received and solicited others. Points that were raised:
- Why are some people being excluded from attending faculty meetings? While not having voting privileges might make sense, excluding people from attending seems unnecessary.
- Should faculty who are on sabbatical still be counted when determining a quorum, regardless of whether they are in attendance?
- Under what conditions would electronic voting be used?
- How is release time granted? Should this document review the ways in which granting release time can be standardized?
- What does it mean to say that committees are not expected to perform administrative functions?
- How can the details of committee minutes be standardized? It was acknowledged that minutes lead to transparency, but they need not be filled with minutia.

Roger and Rosemary thanked the faculty for their thoughtful dialogue and encouraged continued comments.

Announcements:

Digital Humanities Events: Josh Kavaloski, on behalf of the Digital Humanities Committee, invited faculty members to join them for the exciting events outlined on page 80.

Community Action Week: Amy Koritz, on behalf of Drew's Center for Civic Engagement, invited faculty members to join them for the exciting events outlined on page 81, particularly the Civic Engagement Showcase and Awards Ceremony on April 19th.

Faculty Research Series: Deb Liebowitz reminded the faculty of Obiri Addo's Faculty Research talk on April 21st.

Art Exhibit Opening: Michael Peglau invited faculty members to join the Art Department for an opening and reception immediately following the meeting.

The meeting was adjourned at 5:34.

Minutes respectfully submitted by Trish Turvey.

Resolution on the Conferral of Degrees

Be it resolved that the Faculty of the College of Liberal Arts recommends to the President and to the Board of Trustees of Drew University the conferral of degrees in course upon all students who have successfully completed their courses of study, and who have met all of the requirements for the degree of Bachelor of Arts, as certified by the Registrar, and who have also met their financial obligations to the University, at the one hundred and forty-eighth annual Commencement Ceremony of Drew University on Saturday, May 14, 2016.

Curricular Report

April 2016

For Action:

1. **Business Studies Major/Minor**
2. **Italian Studies Major**
3. **Software Engineering: Drew University – Stevens Institute of Technology 4+1 Dual Degree Program Catalog copy**
4. **Software Engineering: Drew University – Stevens Institute of Technology 4+1.5 Dual Degree Program Catalog Copy**

For Information:

Changes to Existing Major/Minor:
- **PSYC 350L/Laboratory in Psychology**
  - Adding course to electives list
- **SOC 305/ The Practice of Public Sociology**
  - Adding course to Applied Performance Minor

New Courses:
- **PSCI 304/Democracy and Authoritarianism**
- **ECON 286/Theories and Empirical Studies of Social Entrepreneurship**
- **ECON 287/Applied Analysis of Social Entrepreneurship**

Revisions to Existing Courses:
- **PSYC 350L/Laboratory in Psychology**
  - Description and Prerequisite change
- **PHYS 105/Building and Programming Robots**
  - Description change
- **ENGL 110/Introduction to Media Studies**
  - Description change
- **ENGL 387/New York Semester on Communications and Media Colloquium**
  - Description and Restriction change
- **THEA 301/Theater Practice: Playwriting**
  - Description change
- **MATH 213/PHIL 213/ Introduction to Logic**
  - Description change

General Education Designations:
- **HUM 230H/ARTH 221H/Islam and New York City [DVUS]**
- **ANTH 231/ARTH 231/ Native Arts and Archaeology of Latin America [DVIT]**
- **PSCI 304/ Democracy and Authoritarianism [WRIT], [BSS]**

1. Business Studies Major/Minor

Proposals for Revision of an Existing Major

Proposals for significant revisions to existing majors must be submitted for CAPC review 4 weeks before the CLA faculty meeting at which the department hopes to have the major revisions presented. Earlier submission allows for more time for comments and questions before a proposal is finalized for presentation to the faculty. Before presenting a proposal to the CAPC, Departments are expected to consult with the other departments in their division and with any other departments whose offerings or majors will be affected by the revisions.

Proposals should include all of the sections outlined below and should be introduced by the Major Proposal Submission Cover Sheet.

I. Rationale

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

Since its inception in the fall of 2009, the business program at Drew University has been a larger success than anyone initially envisioned. Rather than simply reducing the number of economics majors, business has flourished in tandem with economics, and the number of students in each major has continued to grow. Drew's proximity to New York City has allowed the program to blend the Wall Street program, along with innovative programming events and The Fund, into a product that appeals to both domestic and Pathyway students. However, the program was cobbled together from existing resources, and had increasingly been running into both course and advising bottlenecks.

The business program underwent an external review in the spring of 2016. The reviewers reported that, while many facets of the program were working well, the major could benefit from increased transparency, and a more collaborative and interdisciplinary process. The department met with the CLA dean and associate dean in early September to discuss possible ways to re-craft the major. At the same time, the department stressed that the issues stemming from the lack of resources, especially given increasing business enrollments each year, were growing untenable.

Taking one of the main suggestions from the external review, the department agreed with the CLA dean and associate dean that a working group be assembled in the fall, with representatives across all departments offering courses, or potentially offering courses, included in the business program. The purpose of this group was to examine the existing business major and come up with solutions to the issues raised by the external reviewers. Within these meetings, the major would be reconstructed to make it more interdisciplinary to alleviate curricular bottlenecks while still retaining what has made it successful and distinctive.

This group has been meeting regularly since early November. The meetings have been led by the dean and associate dean, and have involved studying many business programs at liberal arts colleges throughout the country. A large amount of data was collected by various members of the committee and used in deliberations as the group collaboratively arrived at a new vision for the major, one that retained the essence of the original major yet offered new directions for our students.

The economics and business department has had four senior members actively contribute to the process by attending these meetings. Furthermore, the remaining members of the department were kept constantly updated through department meetings, emails, and private discussions as to the progress made within the business program working group. Some members of the department support the changes being proposed for pedagogical reasons and because they will help relieve some of the intense strain borne by the department faculty. There is also general agreement that this proposal, while solving some of the problems, does not address them all. In other words, this is only step one in a process of revision that will require additional steps.

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

1) Students can explain business topics from multidisciplinary and global perspectives
Objectives: Our students will communicate business issues from both multidisciplinary and global perspectives.

2) Our students will demonstrate quantitative reasoning as it applies to business.
Students will have the ability to manipulate and analyze data using statistical software, and will be able to use data to support business arguments.

3) Our students will be effective communicators of business issues.
Objectives: Upon completion of the business major, our students will communicate business topics and issues effectively both orally and in writing, including the use of graphs, mathematical notation and words, as individuals and as members of a team.

4) Our students will understand the importance of behaving ethically in their professional lives.
Objectives: Student will identify business related activities/issues that may present ethical challenges, and articulate the consequences associated with unethical behavior. Students will also be able to identify ethical dilemmas in the context of business case studies and apply an ethics model or framework to propose a resolution.

5) Our students will demonstrate analytical and critical thinking skills.
Objectives: Upon completion of the business major, our students will identify business related issues and explain why/how they are problems; They will identify and evaluate assumptions; acknowledge objections and rival positions; evaluate evidence; and discuss implications, conclusions, and consequences.

For the purposes of assessment, we define "business topics" to include any of the following: management, finance, marketing, innovation, creativity, leadership, ethics, entrepreneurship, labor, governance/the role of the State.

III. Proposed Changes to the Curriculum

Business ~~Studies~~ Major

~~Requirements for the Major (56 credits)~~

~~The Business Studies major comprises a set of introductory courses, a set of core courses, a choice of electives drawn from Business, Society and Culture and economics courses, and a capstone that integrates concepts students have been exposed to in the major. The introductory and core courses include five economics courses so that majors will have a thorough understanding of the operation of markets and the economy, with special attention to financial markets. Accounting and statistics round out the introductory courses. The other core courses include key business courses in ethics, history and management. There are four required electives for the major; students must select two courses from the current Business, Society and Culture offerings, and two courses from Economics electives.~~
~~Finally, a one-credit capstone course is designed to pull together previous work that students have done in prior courses, and will have students present their research to each other and faculty members throughout the term.~~

Requirements for the Major (52 credits)

~~I. Introductory (16 credits)~~

- ~~ECON 101 - Economic Principles: Microeconomics~~
- ~~ECON 102 - Economic Principles: Macroeconomics~~
- ~~MATH 117 - Introductory Statistics~~
- ~~BST 115 - Fundamentals of Financial Accounting~~

I. Introductory (20 credits)

- ECON 101 - Economic Principles: Microeconomics
- ECON 102 - Economic Principles: Macroeconomics
- MATH 117 - Introductory Statistics
- BST 115 - Fundamentals of Financial Accounting
- Choice of any one course: PSCI 102, PSCI 103, PSCI 104, SOC 101, PSYC 101, HIST 102, ANTH 104

~~II. Core (24 credits)~~

- ~~BST 310 - Management~~

- ~~BST 321 - Corporate Finance~~ (must earn C- or higher) **OR**

- ~~ECON 321 - Corporate Finance~~ ~~(must earn C- or higher)~~
- ~~Capstone course. Must be taken senior year. ECON 321 is the same as BST 321~~
- ~~ECON 301 - Intermediate Microeconomic Theory~~ ~~(C- or higher)~~
- ~~ECON 302 - Intermediate Macroeconomic Analysis~~

- ~~HIST 318 - A History of Business in America~~ **~~OR~~**
- ~~HIST 319 - The History of Work in America~~ **~~OR~~**
- ~~SOC 249 - Sociology of Work~~

- ~~REL 214 - Business Ethics~~

II. Core (16 credits)

- REL 214 - Business Ethics
- ECON 301 – Intermediate Microeconomic Theory (C- or higher)

Choice of any two of the following courses: (C- or higher for each)
- BST 304 - Finance
- BST 305 - Marketing
- BST 310 - Management

~~III. Electives (16 credits)~~

~~Students must complete 8 credits in tract A, Business Society and Culture, and 8 credits in track B, Applied Economics. Students may use an internship~~ ~~INTC 200 - Internship project~~ ~~for one elective class (four credits), if the project is approved by the Director of Business and the student satisfactorily completes the Business internship paper.~~

~~A. Business, Society and Culture (8 credits)~~

- ~~ANTH 203 - Cultures, Economies, and Globalization~~
- ~~BST 111 - Corporations in Context~~
- ~~BST 120 - Business and Technology: Perfect Together?~~
- ~~BST 150 - Special Topics in Business Studies~~
- ~~BST 250 - Business Studies Special/Selected Topics~~
- ~~CSCI 270 - Computing Technology, Society and Culture~~
- ~~ENGL 215 - Writing For and About Business~~
- ~~FREN 334 - International Business French~~
- ~~HIST 319 - The History of Work in America~~
- ~~HUM 201 - Culture and Exchange~~
- ~~ITAL 306 - Italian for Business~~
- ~~LING 101 - Language, Communication, and Culture~~
- ~~PAST 400 - Pan African Studies Seminar~~ ~~(when topic is appropriate as approved by the Director of Business)~~
- ~~PSCI 212 - Public Policy and Administration~~
- ~~PSYC 369 - Seminar in Industrial Organizational Psychology~~
- ~~SOC 217 - The Sociology of Management~~
- ~~SOC 249 - Sociology of Work~~
- ~~SOC 309 - Sociology of Mass Communications~~
- ~~SPAN 379 - Doing Business in the Hispanic World~~

~~B. Applied Economics (8 credits)~~

- BST 305 - Market Strategy & Marketing
- ECON 230 - The Economics of Health and Health Care
- ECON 238 - Economics of Labor and Trade Unions
- ECON 241 - Global Economy
- ECON 242 - International Business
- ECON 247 - Economics of Business and Sustainability
- ECON 281 - Wall Street and the Economy
- ECON 338 - Industrial Organization and Public Policy Toward Business
- ECON 320 - Money and Banking
- ECON 315 - Political Economy of Race, Class, and Gender

III. Electives (16 credits)

Students choose courses from at least three different departments on the list (check semester offerings for a complete list as new courses can be added each semester). At least one of these electives must have a global component or perspective (these are marked with *). A minimum of two of these courses must be outside of BST or ECON. A minimum of two of these courses must be at the 300-level. Students may use an internship INTC 200 - Internship project for one elective class (four credits), if the project is approved by the Director of Business and the student satisfactorily completes the Business internship paper. Note: some of these electives may require a prerequisite course.

ANTH 203	Cultures, Economies, and Globalization*
BST 111	Corporations in Context
BST 120	Business and Technology: Perfect Together?
BST 150	Special Topics in Business Studies
BST 250	BST Special/Selected Topics
BST 305	Market Strategy & Marketing
BST 310	Management
BST 321	Corporate Finance
CE 215	Community and Vocation: Colloquium on Nonprofits and the Alternative Economy
CE 250	Leadership for Social Responsibility
CSCI 330	Databases & Information Management
CSCI 350	Computer Networks & Security
CSCI 270	Computing Technology, Society and Culture
ECON 230	The Economics of Health and Health Care
ECON 238	Economics of Labor and Trade Unions
ECON 241	Global Economy*
ECON 242	International Business*
ECON 247	Economics of Business and Sustainability
ECON 281	Wall Street and the Economy
ECON 302	Intermediate Macroeconomic Analysis
ECON 303	Economic Methodology and Introductory Econometrics
ECON 315	Political Economy of Race, Class, and Gender
ECON 320	Money, Banking and the Macroeconomy
ECON 321	Corporate Finance
ECON 338	Industrial Organization and Public Policy toward Business
ENGL 215	Writing For and About Business
ENGL 386	Theories and Effects of Media Communication

ENGL 387   New York Semester on Communications and Media Colloquium
FREN 334   International Business French*
HUM 201   Culture and Exchange
ITAL 306   Italian for Business*
MATH 227   Intermediate Statistics
MATH 320   Probability
MUS/THEA 270 Introduction to Performing Arts Administration
PSCI 212   Public Policy and Administration
PSCI 228   Chinese Politics*
PSCI 246   The Political Economy of Development*
PSCI 314   American Political Economy
PSCI 316   Social Policy and Inequality in America
PSCI 320   Environmental Policy and Politics
PSCI 321   International Environmental Policy and Politics*
PSCI 346   Comparative Political Economy*
PSCI 362   International Political Economy*
PSYC 369   Seminar in Industrial Organizational Psychology
SOC 217   The Sociology of Management
SOC 249   Sociology of Work
SOC 309   Sociology of Mass Communications
SPAN 379   Doing Business in the Hispanic World*

IV. Capstone (0 credits)

The capstone course asks students to take previous work they have done and apply it to a major course project. Students will have to present their research to each other, alumni, faculty members, and local business leaders in a public event. This requirement will be fulfilled at the end of the semester in which students take either BST 304, BST 305, and/or BST 310 and it will be integrated into the requirements for these courses. While students are likely to have this experience twice in their major, completing one such public presentation will meet the major capstone requirement.

Notes
1. Business majors may not double major or minor in Economics.
2. For the purpose of the major, ECON and BST are counted as two separate departments.

IV. Impact on Other Departments

These major revisions do not put any new burdens on departments, save for economics and business. For example, REL 214 (Business Ethics) is required in both the current and proposed major. In some situations, the burden is lightened. For example, one of the current requirements is for business students to take either HIST 318, HIST 319, or SOC 249; by moving SOC 249 to an elective, it removes the need for Sociology to offer it at its current frequency (especially since HIST 318 and HIST 319 are no longer actively offered by the History department).

There are two major revisions that do potentially impact departments. The first is in a potentially positive manner. There is now a requirement within the Introductory section of the major that students take an introductory course in another department (e.g. PSCI 102). This serves several

useful functions; students are exposed to other viewpoints when considering business issues, and also students are more likely to take business electives that have the introductory course as a prerequisite (e.g. SOC 249. Up to now, the director of business has been working with the Sociology department to manually override the SOC 101 prerequisite, on a case-by-case basis).

The second revision does put additional strains on the economics and business department. A market strategy and marketing course has been added to the list of core business classes, as literally every single business program at other liberal arts schools offers this course. And a core finance course is also being added (see Section VII) below. These additions appear in a list of three courses where students will be required to take two. In addition, we are dropping the requirement that business students take ECON 302 so this should free up some staff resources.

There is no way to either continue with the current major or to successfully revise the business major to offer our students a better and more flexible experience without additional hires in business. The president and CLA Dean's Office are aware of the resource bottleneck, and has allowed the hire of two visiting professors in the department of business and economics. This is a positive short-term solution, but ultimately, tenure-track lines will be needed within the business program, in multiple departments, to deal with the course offerings and mentoring components of the major.

V. Transition Plan

There is minimal transition needed, simply because all of the courses currently required to complete the business major will count in the revised major. Therefore, any students who have declared prior to the major revision, and hence subject to the old requirements, should have no difficulty in completing those requirements.

We propose to let current business majors chose whether they want to complete the major under the current requirements or switch to the new requirements. We suspect that some will want to make the switch because the new major offers more options from which students can select.

VI. Revision of Minor

BUSINESS ~~STUDIES~~ MINOR

~~Requirements for the Minor (24 credits)~~

~~I. Core (16 credits)~~

- ~~BST 111 - Corporations in Context~~
- ~~ECON 101 - Economic Principles: Microeconomics~~
- ~~REL 214 - Business Ethics~~
- ~~SOC 217 - The Sociology of Management~~

~~II. Electives (8 credits)~~

~~Amy 8 credits (two classes) from the list of either the required ore elective classes for the major.~~
~~**Notes**~~

~~Independent Study Courses, Special Topics Courses, or internships may fulfill a Business Studies elective requirement, if approved by the Business Director. Economics Majors may not count any ECON-designated class for both the major and the minor. Business majors may not double major or minor in Economics.~~

Requirements for the Minor (24 credits)

I. Introductory (8 credits)

- ECON 101 - Economic Principles: Microeconomics
- MATH 117 – Introductory Statistics

II. Core (8 credits)
- REL 214 - Business Ethics

At least one of the following:
- BST 111 – Corporations in Context
- BST 115 – Fundamentals of Financial Accounting
- BST 120 – Business and Technology: Perfect Together?
- BST 150 – Special Topics in Business Studies
- BST 250 – Business Studies Special Topics
- BST 304 -- Finance
- BST 305 – Market Strategy & Marketing
- BST 310 -- Management

II. Electives (8 credits)

Any 8 credits (two classes) from the list below. These electives must come from at least two departments.

ANTH 203	Cultures, Economies, and Globalization
BST 321	Corporate Finance
CE 215	Community and Vocation: Colloquium on Nonprofits and the Alternative Economy
CE 250	Leadership for Social Responsibility
ECON 230	The Economics of Health and Health Care
ECON 238	Economics of Labor and Trade Unions
ECON 241	Global Economy
ECON 242	International Business
ECON 247	Economics of Business and Sustainability
ECON 281	Wall Street and the Economy
ECON 302	Intermediate Macroeconomic Analysis
ECON 303	Economic Methodology and Introductory Econometrics

ECON 315   Political Economy of Race, Class, and Gender
ECON 320   Money, Banking and the Macroeconomy
ECON 321   Corporate Finance
ECON 338   Industrial Organization and Public Policy toward Business
ENGL 215   Writing For and About Business
ENGL 386   Theories and Effects of Media Communication
ENGL 387   New York Semester on Communications and Media Colloquium
FREN 334   International Business French
HUM 201   Culture and Exchange
ITAL 306   Italian for Business
MUS/THEA 270 Introduction to Performing Arts Administration
PSCI 212   Public Policy and Administration
PSCI 314   American Political Economy
PSCI 316   Social Policy and Inequality in America
PSCI 320   Environmental Policy and Politics
PSCI 321   International Environmental Policy and Politics
PSCI 346   Comparative Political Economy
PSCI 362   International Political Economy
PSYC 369   Seminar in Industrial Organizational Psychology
SOC 217   The Sociology of Management
SOC 249   Sociology of Work
SPAN 379   Doing Business in the Hispanic World

Notes

1. Economics Majors minoring in Business must take four electives outside of the economics department (ECON 101 and MATH 117 count for both the economics major and business minor).
2. Business majors may not double major or minor in Economics.
3. For the purpose of the major, ECON and BST are counted as two separate departments.

VII. NEW COURSES IN MAJOR

BST 304: FINANCE

Course Proposal Form
Use this form for all new courses and for major revisions of existing courses

Dept Proposing Course: Economics & Business	When will this course first be offered? Spring 2017	Anticipated Instructor: Tomljanovich, M.
Dept Abbreviation: BST	Proposed Course Number: BST 304	Number of Credits: 4
Is this course Cross-Listed? ☐ Yes ☐ X No	Cross-Listed Department:	Cross Listed Course Number:
This is a: X☐ New course ☐ Revised Course	This course will replace current offerings. ☐ Yes ☐ No If Yes, please explain briefly.	

☐x   **This course will count toward the requirements of the major.**

☐ X   **This course will count toward the requirements of the minor.**

☐**This course will affect the requirements and/or curricular offerings of the major or minor in departments other than the one proposing the course.**

IF SO, PLEASE PROVIDE DESIRED CHANGES TO CATALOG COPY AND A DESCRIPTION OF HOW THE CHANGES SHOULD BE CODED IN LADDER (See last page of this form).

CATALOG AND LADDER CODING CHANGES MUST BE SUBMITTED FOR _ALL_ AFFECTED DEPARTMENTS, INCLUDING THOSE IN WHICH THE COURSE IS CROSS-LISTED.
Click here to enter text.

Catalog Copy (Course title and description):

BST 304: Finance

This course introduces students to the fundamental financial concepts in business that are also influenced by political, sociological, psychological, economic, and environmental factors. Students study the effects of entrepreneurial and global activities on financial decisions. Topics include financial analysis and planning, financial investments and institutions, financial assets and pricing, and corporate investment decisions.

Course Cap: 25 **Grading Status (check all that apply):** ☐x **Regular** ☐**Pass/Fail** ☐**Audit** **Language of Instruction:** ☐x **English** ☐**Other (specify)** Click here to enter text.	**Gen Ed Attributes:** **Breadth:** ☐**BNS** ☐**BSS** ☐**BHUM** ☐**BART** ☐**BINT** **Diversity:** ☐**DVIT** ☐**DVUS** **Other:** ☐**WMAJ** ☐**WINT** ☐**QUAN** ☐ **OFFC** ☐**CBL** ☐**HON**	**Course can be repeated for credit** ☐**Yes** ☐**No** **If yes, how many times?** Click here to enter text. ☐**As topic varies** ☐**With permission of instructor/dept. chair** ☐**Other (please explain):** Click here to enter text.

Enrollment Priority:
☐x **Majors**
☐**Minors**
☐**First Year Students**
☐**Sophomore**
☐**Juniors**
☐**Seniors**
☐**Invitation by instructor/department**
	Course Format (**check one that is most appropriate**):
	☐x **Lecture**
	☐**Lecture with laboratory**
	☐**Lecture with recitation**
	☐**Stand-Alone laboratory**
	☐**Seminar**
	☐**Studio**
	☐**Internship**
	☐**Independent Study**
	☐**Other (please describe)** Click here to enter text.
		Course Offering :
		☐**Fall Term**
		        ☐**Every** ☐**Even** ☐**Odd**
		☐**Spring Term**
		        ☐**Every** ☐ **Even** ☐**Odd**
		☐**Summer**
		☐**Other (please describe) : Annually**
		☐**Half Semester Courses**
		        ☐**1st Half** ☐**2nd Half** ☐**Both**

This course has prerequisites or corequisites (include labs/recitations)
☐x **Yes** ☐**No**

Please complete as appropriate (check all boxes that apply; if a course can be take as a prerequisite OR a corequisite, check both boxes).
Indicate required labs or recitations with the proposed course number appended with an L or R, respectively:

☐**Course dept and number__BST 115_____** ☐x **Prerequisite** ☐**Corequisite** ☐**Minimum Grade in Prerequisite _____**

☐**Course dept and number__BST 301_____** ☐x **Prerequisite** ☐**Corequisite** ☐**Minimum Grade in Prerequisite _____**

☐**Course dept and number__ECON 102_____** ☐x **Prerequisite** ☐**Corequisite** ☐**Minimum Grade in Prerequisite _____**

☐**Placement Exam Test: _____**   **Score: _____**

☐**Permission of Instructor**

☐**Other (please explain):** Click here to enter text.

Please provide a brief rationale for this course including:
- How it implements the department's learning goals;
- How it will affect department/program offerings or offerings in any other department or program;
- How it will affect department staffing;
- Why it is designated at this level;
- Whether student interest, department assessment and/or external review have been taken into account in proposing the course.

Most of the rationale has been explained above, in the major revision description. Up to this point, largely for staffing reasons, BST 321 (Corporate Finance) has been a required course in the business major. As we work to make the major more flexible to students with wider business interests, requiring such a quantitatively-rigorous course puts an undue burden on majors who are interested in pursuing marketing or management, and do not need to learn financial models at such an advanced level. Moreover, almost all business programs at comparable institutions have multiple finance courses offered. This change allows us to have business majors take this course (BST 305) as (a possible) core requirement. Then those students who wish to concentrate in finance can take BST 321. BST 321 will then still continue to be offered, but this revision will allow for fewer students in BST 321, which may give us the flexibility to offer it annually rather than each semester, and teach more advanced concepts which will better prepare finance students upon graduation.

Staffing is a potential cause of concern. Currently we offer two sections of BST 321 a year (once per semester), which is perhaps too few, since the course cap of 25 is routinely breached. By adding one section of BST 305 each semester, even which lowering the BST 321 offering to once a year, means that we will have to teach one additional finance course each year. However, we are also hopeful that we will not have to offer as many sections of ECON 302, though this is uncertain given the rise in INTO business majors. In the short-term, we can move either Professor Sarolli or Tomljanovich into teaching BST 305, while hiring an adjunct to teach one of their regular courses (e.g. BST 320 or BST 321). But longer-term, we are hopeful that additional staffing will be approved to help the economics and business department with this heightened burden. In addition, the proposal to revise the Business major includes a dropping of the requirement that business students take ECON 302 so this should free up some staff resources.

If course will count toward major or minor, please append revised catalog copy to this document. If cross-listed, please submit revised catalog copy for ALL affected department/programs.

Signature of the Department Chair or Program Director: Marc Tomljanovich	**Date: 2/29/16**

If cross-listed, signature of the Department Chair or Program Director in cross-listed area: Click here to enter text.
Date: Click here to enter text.

Course proposal forms should be submitted by the Department Chair or Program Director to the Associate Dean for Curriculum and Faculty Development, who will take the proposal to the Committee on Academic Policy and Curriculum for their review. Significant changes to majors, minors or programs also require action of the faculty. Proposals received by <u>noon on Tuesday</u> will be considered at the Thursday meeting of the CAPC. PLEASE SUBMIT AN ELECTRONIC VERSION OF THIS FORM.

Rev. 01/21/15

BST 305: MARKET STRATEGY AND MARKETING – add WMAJ designation

Changes to an Existing Course
This form is intended to simplify the process of submitting 1 or 2 changes to an existing course. You need submit only this form, and not the full course proposal form, to make any of the changes listed below. If a course is being completed revised and all aspects of the course are changing, you should submit the full course proposal form.
Course Proposal Form

Current Course Number and Title: BST 305: Market Strategy and Marketing
Proposed change: (NOTE: May require changes in course listings for major/minor)
__ Change Title
__Change number
__Change description
__Change number of credits
__Change restrictions on course (signature, required grade)
__Change frequency or semester of offering
__Change prerequisites or co-requisites
__Change enrollment limit

Current: _____

Proposed: _____Add Writing in the Major designation_____

*Please include required changes to catalog copy, e.g. course descriptions, course lists for major/minor

Rationale for the Change:

See the included revisions to the major. Since business majors now have a choice of any two of three core courses, and BST 304 (Finance) does not have the course structure to support a significant writing component, then to ensure they take a course with WITM designation, then BST 305 must be adjusted to include this designation.

Is this course cross-listed and/or included in the curricular offerings for any other program or department? ☐Yes ☐x No

If so, name of the other department(s) _____

This form must be accompanied by the relevant change forms from ALL affected departments/programs.

Signature of Department or Program Chair: ___Marc Tomljanovich___ Date: ___

I. Rationale
What is the rationale for creating this new major?

In May 2010 the French and Italian Department underwent an external review. The reviewers were impressed by the students' enthusiasm for the Italian program and the fact that they were "very interested in having an Italian major and having the opportunity to take more advanced language classes." They went on to point out that "the current system of a special major is not efficient. Students and faculty report that it is a difficult process to create a special major, and most of the burden falls on the student. For this reason, only highly motivated students are likely to pursue it … Now that the minor is in place, the Italian section needs to think carefully about how to develop the curriculum. The students all expressed a desire for a major in Italian and the number of minors and special majors justifies a move in this direction. If the department develops an Italian Studies major, it must have a coherent course of study and clear goals and objectives."

Since then, the number of students declaring a special major in Italian Studies has increased (an average of two each year in the last five years). Three special major students graduated in 2015 and two will graduate this year. Also, two honors theses in Italian have been written in the recent past. Since 2005 the class size in Italian upper-level courses has increased by 400% (from an average enrollment of three students in the spring of 2005 to an average of 15 in subsequent semesters, and an average of 24 students (29, 18, 26, 21 respectively) during the last four semesters. The number of minors has also increased with 39 declared minors last year (placing the Italian minor in second place among the ones we offer) and 31 as of April 2016.

Because of all these reasons, and because of President Baenninger's invitation to think about new majors that do not use a lot of resources (there are sufficient current resources by combining the offerings in the Italian program with courses with an Italian component offered by other Departments such as Art History, Music, History, Classics, Economics, Political Science, Linguistics, Philosophy, Comparative Religion, and Theater), a major in Italian Studies (where students can take some courses taught in English and not exclusively in Italian) would be more appropriate for Drew, and this is the right time to offer one. Such a major, following the model of other liberal arts schools, would not require any additional funding because of the rich offerings of Italian-related courses provided by other Departments. A new major in Italian Studies will allow the program to grow, offer more interdisciplinary courses, incentivize student interest in the MAT program in

Italian, and attract to Drew more students interested in pursuing a major in Italian Studies. It will also appeal to potential donors for scholarships and internship opportunities, as was the case at Seton Hall and Montclair Universities.[1]

How will it contribute to the undergraduate education at Drew? What evidence is there of student interest in the major?

As mentioned in the Drew2017, a major in Italian Studies, because of its interdisciplinary nature, is a perfect addition to a Liberal Arts education. Italian culture is deeply connected to the goals of a Liberal Arts university. Italy's contributions to Arts, Music, Literature (just think of Dante, Petrarch, Boccaccio, Calvino to cite just a few) and Culture in general make the study of Italian an integral part of the curriculum in many Liberal Arts institutions, providing students with a linguistic and cultural proficiency that gives them a better understanding of subjects offered by other Departments. Italian is taught in most Universities all over the world and fulfills "the global context of knowledge" of the Drew mission. According to the October 2014 report commissioned by the Italian Foreign Affairs Minister on the study of the Italian language in the world,[2] Italian has a potential interest for 250 millions of people and the study of Italian now holds the fourth position (from fifth) among the languages most studied in the world. The United States is in third place, after Germany and Australia, for the number of students learning Italian. As noted in the Drew2017 report, it is also a fact that the number of "Americans who have declared their true Italian ancestry has increased, according to the figures of the US Census Bureau, from 15.5 million in 2000 to 17.8 million in 2009," [3] and that New Jersey and New York are the two States with the highest percentage of Italian-Americans.

One recent study of the U.S. Department of Education reveals that the offerings of Italian in primary and secondary schools are increasing exponentially and more and more schools offer AP Italian courses. English-Italian bilingual sections are

[1] In the Drew2017 report, I underlined the fact that thanks to Community donations Seton Hall University is home to the **Charles and Joan Alberto Italian Studies Institute** "established to coordinate Seton Hall University's many activities relating to Italian and Italian American history and culture, to sponsor cultural events and to promote curriculum development and community outreach." (http://www.shu.edu/academics/artsci/alberto-institute/history.cfm) Other examples include the **Montclair Coccia Institute** (http://www.montclair.edu/chss/coccia-institute/about-us/) and the endowed chair in Italian and Italian American Studies "devoted to the promotion of Italian culture with particular emphasis to its meaning and relevance in the international scene, and especially in the U.S. and in New Jersey, as a result of people's migrations and exchanges of ideas, practices, and goods over the centuries." (http://www.montclair.edu/chss/inserra-chair/).

[2] See http://www.usspeaksitalian.org/litaliano-nel-mondo-che-cambia-la-situazione-negli-usa
[3] See http://usspeaksitalian.org/imparare-italiano

being implemented in the public schools of New York under the "Dual Program," with the collaboration of the Italian Consulate General in New York, IACE (Italian-American Committee on Education), La Scuola d'Italia "G. Marconi" and many other institutions. This, of course, increases the number of students interested in the language at the University level.

Italy is, according to the Institute of International Education, the second most popular destination sought out by American students for trips/study abroad. In the 2012-13 academic year, Italy hosted 29,848 American students, placing it second after Great Britain.[4] The location of Drew, home to a consistently high Italian-American community (in our classes roughly 40-50% of students are Italian-American), and its location in New Jersey, where a 2002 Act established the *New Jersey Commission on Italian and Americans of Italian Heritage Culture and Education Cultural and Educational Programs*, makes the establishment of an Italian Studies major very important to Drew University. As article II of the report states: "It is the policy of the State of New Jersey that the culture, history and heritage of Italians and Americans of Italian Heritage are a proper concern for all people, particularly students enrolled in the schools of this State. It is desirable to educate our citizens about the positive aspects of the culture, music, art, language, history and heritage of Italians and Americans of Italian Heritage..." [5]

There are also other reasons why an Italian Studies major would be an asset at Drew. We already offer an MAT program in Italian (Drew's first MAT candidate to win the NJ Distinguished Student Teacher of the Year award in 2011 was an Italian student and since then two more Italian students have been nominated) and have been offering a very successful Summer Program in Italy for many years (six summers in Venice and three years in Orvieto. Last year we offered two programs: one in Orvieto and one in the Cilento region). Courses on many aspects of Italian culture are regularly taught in many Departments and the Italian program collaborates with some of them. I have taught regularly in the World Literature Program since its inception and I teach language courses for the NJ-STEP program. I have also taught College Seminars and offered a Holocaust course which is an elective for the Holocaust minor, a Business class which is an elective for the Business Studies major. A course in the Orvieto summer program is a Civic Engagement class and many FLAC (foreign language across the curriculum) courses are of interest to Italian students. Moreover, some events organized by the Italian program and the student organization C.I.A.O. (Cultural Italian American Organization) are co-sponsored with the Italian Consulate in New Jersey and New York and are open to the Madison community. Last but not least, as of last year Drew has a chapter of *Gamma Kappa Alpha*, the national Italian Honors Society, and as of this year, thanks to the initiative of some students, there is an Italian Theme House, *Piccola Italia*.

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[4] http://www.iie.org/Research-and-Publications/Open-Doors
[5] See http://njitalia.nj.gov/bylaws.shtml

A major in Italian Studies would also be of interest to the Admissions office because at Open Houses parents always ask why we do not offer one. According to an informal poll among our current students who declared a minor in Italian, 50% of them expressed an interest to pursue a major if Drew offered one.

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?

In developing this major, we looked at what a typical Italian Studies major of many institutions (Colleges and Universities) looks like[6], and in particular at the curriculum of the institutions in the Annapolis group, of which Drew is a member, and at the one of our peer, aspirational and overlap institutions. It is interesting to note that among the 2015 list of peer institutions, only three offer a major in Italian or Italian Studies, but twenty-three of the schools from the Annapolis group (some of them are our old peer institutions and some are aspirational ones) offer either one or both (See Table 1). Also, seven out of twelve of our admissions overlap institutions offer a major in Italian or Italian Studies (See Table 2). We have also included this year (2016) peer, aspirant and competitor institutions that offer an Italian or Italian Studies (or both) major (See Table 3). As confirmed by some colleagues teaching in those schools, majors in Italian or Cultural Studies are very popular. In particular, they foster an interdisciplinary thinking preparing students for careers in education or graduate school in Italian and related fields; foster collaboration among Departments; attract donors from the Italian American community. By offering an Italian studies major, Drew will certainly stand out among its current peer schools and be more in line with the institutions from the Annapolis group, the aspirational and overlap ones. The tables indicate the name of the major offered (e.g., Italian or Italian Studies), the total number of credits or number of courses (according to what is indicated in the catalogs or web pages, where there is no information N/A appears) of only Italian Studies or Italian culture majors with language and non-language courses, where indicated, and examples of courses offered outside the Department with a title that does not include the following: Italy, Italian, Roman, any Italian cities or Italian authors. It must be taken into consideration that although some institutions have comparable Italian Studies majors, they offer 3-credit courses (e.g., Ithaca, Rutgers), but it is not always clear, or have a different system of counting credits/requirements (e.g., Bard, Sarah Lawrence, Kenyon, Colorado College).

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[6] We looked at thirty-three Colleges/Universities with a major in Italian Studies. The courses that count toward the major include: Anthropology, Art, Business/Economics, Classics, Comparative Literature, Education, English, Film, Gender Studies, History, Linguistics, Music, Theater, Philosophy, Political Science, Religion, and Romance Languages.

Table 1:

Peer Institutions	Majors:	Credits/Number of courses:	Courses in English with no mention of Italian in the title:
Skidmore College	Italian Studies (Self-Determined)	N/A	N/A
Stonehill College	Italian Studies (in combination with another language)	N/A	N/A
Susquehanna University	Italian (with inclusion of one course outside of the Department of Modern Languages)	28 starting with Intermediate	one course in European history
Annapolis Group	**Majors:**	**Credits/Number of courses:**	**Courses in English with no mention of Italian in the title:**
Bard	Italian Studies	11 courses (it includes 2 semesters of elementary Italian)	-ARTH 230 The Early Renaissance -ARTH 231 The High Renaissance -ARTH 336 Villa Culture: Origins and Adaptations -HUM 206 European Studies Seminar -LIT 323 Economies of Modern European Literature
Bryn Mawr College	Italian Language and Literature and Italian Cultural Studies	10 courses each (both include Italian 101/102): ILL 8 in Italian and 2 in English. ICS: 5 in Italian and 5 in English	CITY B207 Topics in Urban Studies ARTW B240/COML B240 Literary Translation – COML 225 Censorship: Historical Contexts, Local Practices and Global Resonance COML 213 Theory in Practice: Critical Discourses in the Humanities CSTS 220 Writing the Self CSTS B223 The Early Medieval World ENG 385 Topics in Apocalyptic Writing – at Haverford College ENG 220 Epic – at Haverford College HART 253: Survey of Western Architecture: 1400-1800 HART 323: Topics in Renaissance Art HART/RUSSIAN 215 Russian Avant-Garde Art, Literature and Film HART 306 Film Theory HIST 212, Pirates, Travelers and Natural Historians College LATN 200 Medieval Latin Literature SPAN 202 Introduction to Literary Analysis
Bucknell	Italian Studies	7 courses starting with Intermediate II, 4	HIST 246 Medieval Heresies and Heretics

		taught either in Italian or English	One Latin course
			ARTH 102: World Art II: Renaissance to Now
			Hist 237:The Renaissance
			IREL218: International Relations of Europe
			POLS 233: European Politics
Colorado College	Italian Studies	5 Italian courses at the advanced level and 4 electives in English	Four courses chosen from at least one, but not more than two, disciplines (art history, cinema, classics, history, international relations, linguistics, music). All courses must be directly relevant to Italian cultures and selected in consultation with advisor.
Connecticut College	Italian Studies	9 courses, starting with Intermediate	
Dickinson College	Italian Studies	10 courses beyond intermediate, 5 in Italian/5 in English	HIST 223: Renaissance Europe; HIST 375 Europe's Dictators ARTH 304: Southern Baroque MUAC 351: Seminar in Medieval and Renaissance Music HIST 105: Medieval Europe; HIST 223: Renaissance Europe
Gettysburg College	Italian Studies	10 courses, 5 advanced in Italian beyond intermediate and 5 in English (it may include a FYS)	
Haverford College	Same as BMC		
Holy Cross	Italian (Students may take two courses in English in related Departments)	10 courses starting with Intermediate	
Kenyon	Modern Languages (with Italian as primary or secondary language) or Italian area studies	10 courses (six language, starting with Intermediate) and 4 culture courses)	
Middlebury	Italian		
Mount Holyoke	Italian		

Saint Mary's College (Notre Dame)	Italian		
Sarah Lawrence	Italian		
Scripps	Italian and Italian Studies	8 courses starting with advanced	
Skidmore	Italian Studies (Self-Determined)	N/A	
Smith	Italian and Italian Studies	10 courses	Three courses in other Smith departments or programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser.
Susquehanna	**See Peer Institutions**		
Trinity College	Italian Studies	12 courses including 101 and 102, 4 courses in English from related Departments	
Vassar	Italian		
Wellesley	Italian Culture	9 courses, including courses in translation (not specified) and one course outside the Department	
Wesleyan	Italian Studies	9 courses starting with Intermediate	
Wheaton	Italian Studies	9 courses starting with 200, at least 4 of the 9 must be in Italian	

Table 2:

Overlap Institutions:	Majors:	Credits/Number of courses:	Courses in English with no mention of Italian in the title:
Boston University	Italian Studies and Italian and Linguistics	13 courses	One course in linguistics, two courses outside the Dept.
Dickinson College	**See Annapolis Group**		

| Fordham | Italian Language and Literature and Italian Studies | 10 courses starting with Intermediate including 6 electives. Students can choose from different tracks. | ENGL 3836-Fiction into Film

ARHI 2236-Cultural Encounters: Islam and the West

ARHI 2236-Cultural Encounters: Islam and the West

COLI 4016-Rewriting the Mediterranean

MHIST 3545-Race and Nation in Modern Europe; HIST 3624-European Cities

HIST 4980-The Renaissance and the Islamic World;

POSC 2620-Politics of the European Union; AMCS 3200-American & Catholic; AMST 2000-Major Developments in American Culture; ENGL 3652-New Wave Immigrant Fiction; POSC 2320-Politics of Immigration; SOCI 3140-Old and New Minorities in the US; SOCI 3404-Gender and Migration; SOCI 3408-Diversity in American Society; THEO 3877-Religion and the American Self |
| Ithaca | Italian Studies | 18-30 credits in Italian, 12 outside | Italian studies courses: |

		the Dept., 3 Linguistics, 12 second foreign language	Decisions regarding the appropriateness of a course for the Italian studies major are made on an ongoing basis by the Italian studies steering committee.
NYU	Italian, Italian and Linguistics, Italian Studies with two tracks	36 credits	
Rutgers	Italian and Italian Studies	36 credits (5 courses in Italian language starting at the Intermediate level, 5 electives, 2 core seminars)	
Skidmore	**See Peer Institutions**		

Table 3:

Peer	Aspirants	Competitors
Illinois Wesleyan U.	Dickinson College	Rutgers University
Susquehanna University	Skidmore College	Montclair State U.
	Connecticut College	Seton Hall
	Trinity College	The College of NJ (Self-designed)
	Gettysburg College	New York University
	St. Lawrence University (Italian part of Multi-Language major)	Penn State University
	Sarah Lawrence	Fordham University

II. Learning Objectives for the Major

Upon completion of an Italian Studies major, most students will reach the following:

1) An Advanced Low Speaking Proficiency as defined by ACTFL Proficiency Speaking Guidelines.
2) An Advanced Low Writing Proficiency as defined by ACTFL Proficiency Writing Guidelines.
3) An ability to conduct independent research in Italian and in English by analyzing primary and secondary sources from literary (articles, books, newspapers, magazines) and audiovisual (film, television, radio, internet) texts. By doing so, students should show capacity of description, narration and analysis supporting an argument in a coherent way and in an academic writing style.
4) A cultural and intercultural knowledge by noticing and comparing differences and similarities between Italian culture and their own, by

learning, exploring and analyzing different topics about Italian, Italian-American and Italophone culture, society and literature in general.

5) An ability to make connections between Italian and at least another area of study, showing how they shape and inform Italian culture in contemporary society and/or across the centuries.

Curriculum Mapping / Course Alignment Matrix: Courses offered in the Department of French and Italian

	SL01	SL02	SLO3	SL04	SL05
Italian 201	I	I		I	
Italian 250	I	I	I	I	P
Italian 281	I	I		I	
Italian 299	I	I	I	I	P
Italian 300	P	P	P	P	P
Italian 301	P	P	I	I	
Italian 302	P	P	I	P	I
Italian 306	P	P	I	P	I
Italian 308	P	P	P	P	P
Italian 350			P	P	P
Italian 380	P	P	P	P	
Italian 383			P	P	P
Italian 385	P	P	P	P	P
Italian 400	M	M	M	M	M
Italian 410	M	M	M	M	M
Italian 411	M	M	M	M	M

Curriculum Mapping / Course Alignment Matrix: Courses offered outside the Department of French and Italian

	SL01	SL02	SLO3	SL04	SL05
ARTH 303					I
ARTH 304					I
MUS 231					I
THEA 210					I
CLAS 215					I
CLAS 232					I
CLAS 240					I
CLAS 270					I
CLAS 302					I
CLAS 312					I
CLAS 336					I
HUM 213					I
HUM 215					I
PHIL 210					I
HIST 232					I
HIST 336					I

HIST 342					I
REL 234					I
REL 235					I
REL 240					I
REL 302					I
REL 312					I
PSCI 225					I
LING 302					I

Note that the learning goals are in line with other majors in Italian Studies in most institutions that offer such a major. We realize that this is a work in progress, and that some changes will be necessary once we start collecting data. Also, rubrics have been developed in order to assess SLO #3, #4 and #5.

III. Curriculum/Major Requirements

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

The Italian Studies major follows the structure of those offered in most of the liberal arts colleges and universities examined where students take a core of some Italian language courses (usually 4-6) and some courses in English, from a minimum of one to a maximum of 6, either offered in the Department or in related Departments like Art History, History, Classics, etc. The strength of such a major will be its interdisciplinary nature which gives students the possibility to explore the breadth of Italian culture with courses on Italian subjects as well as courses strictly relevant to Italian, and a strong language component. Students will have the possibility not only to develop linguistic competency, but also an interdisciplinary and cultural one. By looking at the total number of credits/courses of the other institutions and at similar models offered at Drew, German Studies (34 credits) and Chinese Studies (44 credits, but the major includes Chinese 101 and 102), we believe that the Drew Italian Studies major should consist of 34 credits (taking also into consideration that some courses under the interdisciplinary area have pre-requisites that do not count for the major). The major will have the following structure:

    1. 20 credits of courses taught in Italian starting with Italian 201 (most institutions start at the same level. At Drew, French and German start at 201, Chinese at 101). This will constitute the core of the major and will provide students with the necessary linguistic and cultural competency.

2. 4 credits of Italian culture courses taught in English. Although these courses are open to all Drew students, Italian Studies majors will be required to write their papers in Italian.
3. 8 credits of courses with an Italian component taken in other Departments. All courses chosen put Italy in a global context and in connection with other areas of study. They will help students to develop goal #5 during the project in the capstone course. They were chosen according to the following criteria:
   a. They are all at the 200-level or above
   b. Contain a clear indication –title, description, content, conversations with instructors- that Italian culture is a major component of the course
   c. They follow the model of some institutions (see Table 1 and 2 under "Courses in English"): The course has some connection with Italy and Italian culture and is important for the interdisciplinary aspect of the major because it exposes students to different ways of thinking and critical approaches (e.g., Linguistics is important for students interested in teaching in order to know the structures of language, PSCI 225 is important for students interested in European affairs in which Italy plays a major role, and THEA 210 is important because of the role theater played and plays in Italian culture and society, in particular the course chosen will help students to see connections between Italian theater and the development of different forms of theater in the world (e.g. the use of masks in the Commedia dell'Arte, Noh theatre and Classical Greece, differences, similarities and influence) across the centuries (e.g. Origins-Renaissance). Students can explore those connections in their final papers or projects and during the capstone. We selected five main areas from which students can choose two courses. This will give them the option to choose from a large array of offerings in other Departments.
   d. A 2-credit capstone which will culminate in students' research projects, as suggested by the reviewers.

All students will be encouraged to spend a considerable amount of time in Italy through Drew sponsored programs abroad, in order to refine their language and cultural skills.

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

Italian Studies Major

Requirements for the Major (34 credits)

I. Core (20 credits)

ITAL 201 - Intermediate Italian OR

ITAL 281 - Intermediate Italian in Italy

ITAL 301 - Italian Conversation and Contemporary Culture

ITAL 302 - Contemporary Italian Cinema

ITAL 306 - Italian for Business

ITAL 308 - From Book to Screen

ITAL 380 - Advanced Italian Language and Culture in Italy

II. Italian Culture Courses (4 credits)

ITAL 250 - Selected Topics:

ITAL 299 - Italian Across The Curriculum

ITAL 350 - Selected Topics:

ITAL 383 - Short-Term Program Seminar: Italian Culture

ITAL 385 - Italy 360º: Arts, Fashion, Food and Community-Based Learning

III. Interdisciplinary Areas (8 credits from one or two areas)*

a) Arts

ARTH 303 - Italian Renaissance Art

ARTH 304 - Baroque and Rococo Art

MUS 231 - History of Opera

THEA 210 - Theatre History I: Origins to the Renaissance

b) Humanities

CLAS 215 - Classical Mythology

CLAS 232 - History of Ancient Rome

CLAS 240 - Archaeology of Greece and Rome

CLAS 270 - Society and Family in Ancient Greece and Rome

CLAS 302 - Greek and Roman Religions

CLAS 312 - Classical Morality & Religious Ethics From Plato to Machiavelli

CLAS 336 - Foundations of the European Intellectual Tradition
HUM 213 - The European Middle Ages

HUM 215 - Forms of Humanism: Renaissance to Enlightenment

PHIL 210 - History of Ancient and Medieval Philosophy

c) History and Religion

HIST 232 - History of Ancient Rome
HIST 336 - Foundations of the European Intellectual Tradition
HIST 342 - Europe, 1914-1945: The World Wars and the Great Dictators

REL 234 - Introduction to Early Christianity

REL 235 - Introduction to Medieval Christianity

REL 240 - Dante:Hell,Heaven & Florence

REL 302 - Greek and Roman Religions

REL 312 - Classical Morality & Religious Ethics from Plato to Machiavelli

d) Politics

PSCI 225 - European Politics

e) Linguistics

LING 302 - Sociolinguistic Theory and Method

*Each semester the Department will provide the Registrar's Office with an additional list of courses and honors seminars with an Italian theme topic if they follow the criteria of inclusion of the courses under # III. They will be cross-listed with either Italian Selected Topics 250 or 350.

IV. Capstone (2 credits)

ITAL 400 - Capstone Project

NOTE

Students are strongly encouraged to spend time studying in Italy through either a Drew short term summer program or a semester long program.

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

Course	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Italian 201	Occhipinti			Occhipinti		
Italian 201	Adjunct			Adjunct		
Italian 306	Occhipinti					
Italian 385			Occhipinti			

Italian 383					Occhipinti
Italian 301	Occhipinti				
Italian 250 or Italian 308			Occhipinti		
Italian 302				Occhipinti	

IV. Impact on and Connections with Other Departments/Programs
Does the proposed major 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?

The proposed major will offer possibilities for collaboration among the Departments offering the courses under the interdisciplinary areas list. One of the two cultural components (III) will depend on courses from those Departments, but the list is large, with rotating courses over the semesters so that students will not have problems in completing the major. Some courses (Classics, History and Religion) are cross-listed. We anticipate a modest positive impact on enrollments in other programs.

V. Minor

Is there an existing minor in this area that is being revised or eliminated as a result of the creation of the major? If a minor will continue to exist or be created, detail the minor requirements and provide complete catalog copy for the new/revised minor.

No changes

VI. Course Descriptions
Attach complete course proposal forms for each new or revised course included in the major.

N/A

3.

Software Engineering: Drew University – Stevens Institute of Technology 4+1 Dual Degree Program

The Drew University / Stevens Institute of Technology 4+1 B.A./M.S. in Software Engineering program allows qualified computer science majors or minors to complete the Bachelor of Arts degree at Drew and the Master of Science degree at Stevens in five years instead of the five and one half years that it would normally require.

Eligibility and Application Criteria

Students are eligible to apply to the Drew/Stevens program coordinator for provisional acceptance once they have completed 48 credits towards Drew graduation. The requirements for provisional acceptance are:

- A minimum cumulative grade point average of 3.0
- A minimum of 3.0 in Computer Science courses
- Recommendation of the Drew/Stevens program coordinator
- No academic integrity violations.

Students who meet the following requirements are guaranteed admission to the program provided they meet the following requirements:

- A minimum cumulative grade point average of 3.3 at Drew;
- A positive recommendation from the Drew faculty person who serves as the Drew/Stevens Program Coordinator; and
- No academic integrity violations at Drew (one case resolved through the alternative dispute resolution process is acceptable)

By graduation from Drew, the 4+1 student will have:

- Completed 134 credits, including the CSCI 220, 540, 600 courses
- Achieved minimum GRE scores of 300 overall and 155 quantitative
- A minimum grade of 3.3 in the following graduate-level Drew computer science courses: CSCI 540 and 600.

CSCI 540 and 600 successfully completed at Drew with a grade of 3.3 or above will be transferred to Stevens and applied to the M.S. in Software Engineering as the equivalent of SSW 540 and 690. Taking these two courses at Drew reduces the number of credits needed for the M.S. degree, thus allowing the M.S. in Software Engineering to be completed in one calendar year.

Final Acceptance

Final acceptance of Drew students into the Stevens M.S. in Software Engineering program additionally requires submission of a completed Stevens' application of admission, to be

completed by March 15th of student's final academic year at Drew. The standard Stevens application fee will be waived for applicants to this program.

For more information about the Drew-Stevens 4+1 program, contact Professor Emily Hill.

4.

Software Engineering: Drew University – Stevens Institute of Technology 4+1.5 Dual Degree Program

The Drew University – Stevens Institute of Technology 4+1.5 Bachelor of Arts/Master of Science in Software Engineering program allows Drew students without a major or minor in Computer Science the ability to complete the Drew B.A. and the Stevens M.S. in Software Engineering in five and one half years. Upon completing the Drew degree, students will enroll at Stevens to complete the graduate degree. Meeting the entry requirements for the program will guarantee admission to Stevens.

Eligibility and Application Criteria

Students are eligible to apply to the Drew/Stevens program coordinator for provisional acceptance once they have completed 48 credits towards Drew graduation. The requirements for provisional acceptance are:

- A minimum cumulative grade point average of 3.0
- A minimum of 3.0 in Computer Science courses
- Recommendation of the Drew/Stevens program coordinator
- No academic integrity violations.

Students who meet the following requirements are guaranteed admission to the program provided they meet the following requirements:

- A minimum cumulative grade point average of 3.3 at Drew;
- A positive recommendation from the Drew faculty person who serves as the Drew/Stevens Program Coordinator; and
- No academic integrity violations at Drew (one case resolved through the alternative dispute resolution process is acceptable)

By graduation from Drew, the 4+1.5 student will have:

- Completed 128 credits at Drew University
- Completed CSCI 150, 220 courses
- Achieved minimum GRE scores of 300 overall and 155 quantitative

Final Acceptance

Final acceptance of Drew students into the Stevens M.S. in Software Engineering program additionally requires submission of a completed Stevens' application of admission, to be completed by March 15th of student's final academic year at Drew. The standard Stevens application fee will be waived for applicants to this program.

Scholarship Awards

Non-computer science majors and minors admitted into the M.S. in Software Engineering at Stevens will be eligible for National Science Foundation (NSF) scholarships up to a total of $15,000. Scholarships are need-based and recipients must be a U.S. citizen, or a "U.S Person" as defined by NSF. Scholarship awards are determined by Stevens Institute of Technology.

For more information about the Drew-Stevens 4+1.5 program, contact Professor Emily Hill.

For Information:

Changes to Existing Major/Minor:
- **PSYC350L/Laboratory in Psychology-Add to the Neuroscience Major and Minor electives list**
- **SOC 305/ The Practice of Public Sociology**

PSYC350L/Laboratory in Psychology:

Add PSYC350L to the major and minor list under the section heading: "The following courses and seminars may be applicable if the topic is relevant to the study of neuroscience:"

SOC 305/The Practice of Sociology:

Requirements for the Minor (24 Credits)

I.   Disciplinary core: Theatre and Dance (8 credits)

THEA 135 - Acting and Directing

Plus four credits from the following:

DANC 101 - Beginning Movement Studies

DANC 201 - Intermediate Movement Studies

DANC 220 - Movement for the Musical Stage

DANC 250 - Special Topics in Dance

DANC 350 - Special Topics in Dance

THEA 255 - Playwriting

II. Interdisciplinary: Performance and Community-Based Learning (12 credits)

1. At least four but no more than eight credits taken from among the following:

   THEA 386 - Theatre in the Community: the Newark Collaboration

THEA 385 - Applied Performance: Addressing Sexual Harassment, Violence, and Discrimination through Interactive Performance.

THEA 389: Special Topics in Applied Performance

2. At least four but no more than eight credits taken from among the following:

CE 215: Community and Vocation: Colloquium on Nonprofits and the Alternative
           Economy
CE 250: Leadership in Practice
ENGL 219: Community Language and Literacy
PAST 306: Selected topics in Pan-African Studies: Black and Brown Power Movements
PAST 308: Global Hip-Hop, Youth Activism, and Global Change
PSCI 316/HON/CIV S14: Social Policy and Inequality in America
SOC 314: Engendering Prison
SPAN 250: Theatre for Social Justice in the Hispanic World
SPAN 375: Community Based Learning: The U.S. Latino/a Experience
SOC 305: The Practice of Public Sociology

New Course Descriptions:

PSCI 304/Democracy and Authoritarianism

The near doubling of democracies in two decades beginning in the 1970s raises significant theoretical questions. How is a democracy made, why do some last, and importantly why do they sometimes fail? Becoming a democracy (democratization) is one of the most dynamic and complex processes studied in political science and is core to the concept of political development. Likewise, democratization's predecessor authoritarianism is now often seen as its successor. The attempt to create a democracy is at once an ancient and contemporary effort and in the 21st century we are seeing significant institutional engineering that is creating what some have called hybrid democracy, or semi-authoritarianism. Why is this happening? This seminar investigates democratization and authoritarianism by considering the theoretical literature, and critically analyzing variety of cases of successful democratization, unsuccessful democratization leading to authoritarianism, and 'yet to be determined' cases that span the globe.

ECON 286/Theories and Empirical Studies in Social Entrepreneurship

This course explores the concept of social entrepreneurship, with an emphasis on the need for an interdisciplinary, historical and global approach to understanding the trajectory that led to the notion of entrepreneurship increasingly being applied to activities that emphasize the importance of social change. Readings, discussion and written assignments will focus not only on the various types of social entrepreneurship forms that have emerged (non-profit, for profit with a social mission etc.), but also on critically examining, with the help of various disciplinary approaches, the question of how and why

various societies approach the issue of social challenges in a variety of ways, and why, both in the US and in the global context, social entrepreneurship is increasingly identified as central to institutions with a social mission. The course will also focus on exploring how size, location, structure and mandate shape decision making processes and challenges faced by institutions with a social mission.   Co-requisite: Econ 287. Signature of instructor required for registration.

ECON 287/Applied Analysis of Social Entrepreneurship

This course compliments Econ 286, with a focus on hands on approaches to social entrepreneurship, as well as on obtaining the skills needed to successfully work for social change. The course consists of a series of field trips, skills workshops and a group project that involves working with a social change organization on a current challenge that organization is facing. Students are expected to apply the skills-based knowledge gained during the course to the group project, which will involve both a written report and a public presentation. Corequisite: Econ 286. CLA – Off Campus Experience. Signature of instructor required for registration.

Revisions to Existing Courses:

PSYC 350L/Laboratory in Psychology:

Current: An optional laboratory course to be taken after PSYC 211. Students will explore the methodological and measurement practices that are commonly employed in psychological research in several different areas of psychology by completing hands-on activities and projects. Multiple lab reports will be required. Prerequisite: PSYC 211. Offering to be determined. CLA- Writing Intensive

Proposed: ADD: Course may be repeated as topic varies. Prerequisite: PSYC211 or NEUR210

PHYS 105/Building and Programming Robots:

Current: This course is designed for students interested in engineering. It is a hands-on, project- based course, where teams of 3-5 students will build and test robots to perform a pre- defined task (e.g., navigating through obstacles, picking-up and carrying specified objects to a destination, etc.). The robots will compete against each other at the end of the course. The lectures will cover the basics of how certain sensors and motors work, and basic programming techniques for processing the sensor inputs and for generating motor outputs. Repeatable as topic varies.   Graded Pass/Fail.

Prerequisite: CSCI 117, 150, or permission of instructor. CLA-Breadth/Interdisciplinary, CLA-Quantitative

Proposed: Adding the following stipulation. Students may receive a credit for CSCI 290 (Introductory topics in Computer Science), instead of PHYS 105, if their robotics projects involve an adequate level of computer programming. An approval by Computer Science Program Director is required.

ENGL 110/Introduction to Media Studies:

Current: This course offers an overview of the history, technological changes, and cultural and intellectual significance of media forms in modern culture. Media covered include print, electronic media (radio, television, film) and digital ("new") media (internet, social media, mobile media). Topics include the nature and function of media, media and its relationship to information and communication, and social and intellectual aspects of media.

Proposed: The course offers students an introduction to the critical perspectives, theories, and research methods that are central to the analysis of mass communication policy and programming, traditional and new media, interpersonal communication, and audience reception. The course will provide students with the skills to explain how and why media institutions make messages, how individuals receive and use these messages, and how these messages have typically widespread and long-term effects on cultural, social, individual, and global levels.

ENGL 387/New York Semester on Communications and Media Colloquium:

Current: The course studies the institutions and operations of advertising, communications, public relations, publishing, and media and their roles in contemporary society. We will also explore the history and ethical dimensions of the principles and practices integral to media, publishing and communications. A key component of this course is the opportunity to delve into the practical day-to-day operations of Madison Avenue, Silicon Alley, and the related institutions located in New York City. Central to the course are talks by guest speakers drawn from all fields of advertising, communications, public relations, publishing, and media. The class will also visit advertising agencies, public relations firms, digital and traditional media organizations, and publishers. Additional related activities may include attending related events, screenings, readings, museum visits, and seminars in the International Radio and Television Society and the Center for Communication. Speakers, field trips and events, and student projects explore the contemporary communication issues, such as the concentration of media ownership and conglomeration, media literacy, the increasing democratization of the information environment, and changes in the media landscape.

Proposed: This course then offers an overview of the history, technological changes, and cultural and critical significance of contemporary media, including print, electronic media (radio, television, film), and digital ("new") media (internet, social media, mobile media, digital games). We will explore the forms and function of media, media and its relationship to information and communication, and the intersections of media and culture. Enrollment limited to junior or senior standing.

THEA 301/Theatre Practice

Current: For playwrights whose plays are in production, or dramaturgs working on productions in our production season. In addition to work done on the production, students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of THEA 135 , THEA 303 , and/or THEA 304 per semester; up to a total of six credits can be counted toward the degree. Non-majors: One credit per semester, up to a total of four credits. Students must consult with the faculty member assigned to the course (to determine whether the project is sufficient for credit) and formally enroll with the Registrar's Office before completion of the project (i.e., before the end of the production) to receive academic credit. Prerequisite: At least eight credits in theatre arts courses. Signature of instructor required for registration. Offered every semester.

Proposed: For playwrights whose plays are in production in our production season, and producers of our Plays In Process (PIPs) series. In addition to work done on the production, playwrighting students must attend a post-production talkback and submit a paper. Theatre arts majors: up to two total credits of THEA 301 – 309, THEA 313, 314, 315, 318 or 319 per semester; up to a total of six credits can be counted toward the degree. Non majors: one credit per semester, up to four credits can be counted toward the degree. Students must consult with the faculty member assigned to the course and formally enroll with the Registrar's Office before completion of the project (i.e., before the end of the production) to receive academic credit. Prerequisite: At least eight credits in theatre arts courses. Signature of instructor required for registration. Can be repeated. Offered every semester.

MATH 213/PHIL 213 Introduction to Logic

Current: The catalog description includes the sentence, "This course cannot be used as an intermediate level elective for the mathematics major or minor."

Proposed: Omit that sentence while leaving the rest of the description unchanged. The members of the department wish to allow the course to count as an elective in the major.

Proposal to make the Civic Engagement Faculty Advisory Committee a permanent CLA Committee

A. The Civic Engagement Faculty Advisory Committee (CEFAC) shares oversight and advises the Director of the Center for Civic Engagement on the development, promotion and implementation of new and existing civic engagement courses, programs, and partnerships. It provides guidance regarding the Civic Scholars Program.

B. Members are elected

C. Membership of the CEFAC shall consist of:
   a. Four elected faculty members, one from each division, who shall elect a chair from among themselves. In the absence of a division representative, a second member from another division shall be elected.
   b. The Director of the Center for Civic Engagement, who reports to the Dean of the College.
   c. Additional *ex officio* members may attend meetings as deemed useful by the committee.*

D. The CEFAC conducts its business through consensus. In the event that a vote is required, only elected members may vote. In the event of a tie, the Director of the Center for Civic Engagement may also vote.

*Such ex office members may include regular representation from other university offices with which the Center for Civic Engagement works closely such as CLSA or the Theological School. Guests invited on a less regular basis might include representatives from Admissions, the Center for Internships and Career Development, or Institutional Research.

Notice on the Enrollment Report

The week of the faculty meeting is one that finds admissions data changing daily, even hourly. Therefore, Bob Massa will make his full report to the faculty at Friday's meeting.

Academic Standing Petitions			
January 2016- May 2016			
Total: 121			
	Approved	**Denied**	**No action**
Retroactive grade forgiveness	6	0	
Grade chage requests	4	2	
Change in course credit allocation	6	0	
Exceed semester credit Limit	7	2	1
Late addition of course	16		1
Late withdrawal of course	6	4	1
Retroactive course/semester withdrawal	4	1	pending
Course conversion (i.e. change to Honors thesis or indep study)	5	0	
Extended incomplete	5		
Waiver: Quantitative Literacy	1	0	
Waiver: Foreign Language	7	0	
SAP Appeal	10	1	
Re-Entry Req.	14	1	pending
Participation in commencement	12	1	1
Request to complete last semester elsewhere	2		
Total	105	12	4

Progress Report

February 20, 2009 to March 31, 2016

	Goals	Gifts	Pledge Balances	Deferred		Total
				Irrevocable	*Revocable*	
Capital	**$22,000,000**	**$12,442,135**	**$1,137,526**	**$525,000**		**$14,104,661**
Ehinger Center	$8,300,000	$7,597,954	$408,267			$8,006,221
THK Reading Room	$850,000	$919,763	$57,000			$976,763
Hall of Sciences	$8,000,000	$1,850,896	$671,009	$525,000		$3,046,905
Athletics	$4,000,000	$239,713	$1,250			$240,963
Other Capital	$850,000	$1,833,809				$1,833,809
Endowment	**$32,500,000**	**$12,686,489**	**$1,032,445**	**$3,308,774**	**$9,140,650**	**$26,168,358**
Scholarships/Fellowships	$15,000,000	$6,081,450	$721,499	$418,565	$4,632,650	$11,854,164
Internships	$3,000,000	$873,801	$79,506	$65,000	$100,000	$1,118,307
Professorships	$2,500,000	$120,025	$80,000	$375,000		$575,025
Programs	$12,000,000	$5,611,213	$151,440	$2,450,209	$4,408,000	$12,620,862
Restricted	**$9,500,000**	**$21,645,545**	**$1,073,257**	**$75,890**	**$440,000**	**$23,234,692**
Unrestricted	**$16,000,000**	**$14,526,258**	**$434,682**	**$5,000**	**$49,000**	**$15,014,940**
Annual Fund	$9,000,000	$8,449,883	$434,682	$5,000	$49,000	$8,938,565
MEF	$7,000,000	$6,076,375				$6,076,375
Grand Total	**$80,000,000**	**$61,300,427**	**$3,677,910**	**$3,914,664**	**$9,629,650**	**$78,522,651**

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Gifts by Funding Area
February 20, 2009 to March 31, 2016

	Gifts	Pledge Balances	Deferred		Total
			Irrevocable	*Revocable*	
College of Liberal Arts	$22,067,505	$1,528,318	$408,565	$5,014,650	$29,019,037
Drew Theological School	$12,378,949	$245,295	$494,000	$55,000	$13,173,244
Caspersen School of Graduate Studies	$1,974,412	$279,561		$3,000,000	$5,253,973
Library	$4,284,650	$92,815			$4,377,465
Athletics	$1,428,842	$207,000			$1,635,842
University	$19,166,068	$1,324,922	$3,012,099	$1,560,000	$25,063,089
Grand Total	**$61,300,427**	**$3,677,910**	**$3,914,664**	**$9,629,650**	**$78,522,651**

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FY15 - FY16 Gifts

July 1, 2015 to March 31, 2016

	FY16			FY15			FY15 Final
	YTD Received	**Goal**	**% to Goal**	**YTD Received**	**Goal**	**% to Goal**	
Total Philanthropic Commitments	$5,789,327	$12,000,000	48%	$6,672,588	$12,000,000	56%	$12,640,777
Total Cash & Irrevocable Deferred Gifts	$3,605,201	$9,000,000	40%	$5,327,797	$9,000,000	59%	$10,070,060

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Annual Fund Report
July 1, 2015 to March 31, 2016

	Cash	Pledge Balance	Total	Goal	% to Goal	Average Gift
FY16	$690,067	$140,959	$831,026	$1,300,000	64%	$376
FY15	$843,767	$111,393	$955,159	$1,250,000	76%	$481
Increase (Decrease) from FY15	($153,700)	$29,566	($124,134)			($106)
Increase (Decrease) Percentage	(18%)		(13%)			(22%)

Participation (All Funds)

	FY16				FY15			
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	12%	1595	28%	2,085	11%	1404	26%	n/a
DTS	12%	462	21%	346	10%	359	16%	n/a
CSGS	9%	200	17%	166	9%	157	15%	n/a

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Institutional Repository

Drew is considering an Institutional Repository to publish faculty research, student dissertations, open-access journals and other scholarly writings so that Drew's academic work can be shared with the wider world.

Digital Commons is one of several platforms available. It is used by a number of Oberlin Group institutions, and while it is the primary option under consideration, we are looking at others to determine whether this is the right option for Drew.

From their web site:

> Digital Commons is the leading hosted institutional repository software for universities, colleges, law schools, and research centers. A Digital Commons repository showcases the breadth of scholarship produced at an institution - everything from faculty papers, student scholarship, and annual reports to open-access journals, conference proceedings, and monographs.
>
> Scholarly material and special collections in Digital Commons repositories are highly discoverable in Google, Google Scholar, and other search engines. Additionally, articles in Digital Commons repositories are indexed in the Digital Commons Network, a free discovery tool for full text scholarly articles used by researchers worldwide. The content is all the institution's own; bepress provides the platform, the support, and the expertise.
>
> (digitalcommons.bepress.com)

Oberlin College Institutions using Digital Commons

Bard College	Macalester College
Bowdoin College	Occidental College
Bryn Mawr	Skidmore College
Colby College	Smith College
Gettysburg College	Swarthmore College
Haverford College	Trinity College
Hope College	Wellesley College
Lawrence University	Wesleyan University

THE DREW REVIEW

Volume 9 of the Drew Review is now out! Please pick up a copy for yourself and congratulate those students who have had their work published.

Please consider nominating research papers written by your students this Spring for the Drew Review. Students need to send their papers directly to drewreview@drew.edu, and Faculty should send an email nominating the paper to the same address. The Review is looking for good examples of writing in any subject or major. Portions of theses are particularly welcome.

Please also consider nominating students to the editorial board. Students just need to submit a writing sample and a brief email about why they are interested. Faculty should send a brief email nominating these students. All emails for this position should go directly to the faculty adviser: GianDomenico Sarolli gsarolli@drew.edu.

Department of Research and Reference

- EndNote and Scholarly Profiles consultations and workshops will continue this summer. Contact Jenne Heise (jheise@drew.edu or x3675) for more information.

- 24/7 has begun at the Library, and continues until Wednesday, May 11, with free coffee and cookies served at 10pm and 2am (co-sponsored by the Library and Student Life).

- Happy with your students' bibliographies? One way to help students find appropriate sources is to encourage them to use academic databases - and our data indicate that, when students have received instruction from a librarian, they're more likely to go to databases rather than Google for their research. Contact Jody Caldwell (jcaldwell@drew.edu or x3481) or your favorite librarian for more information about how to help your students succeed.

- The end of the collection development fiscal year is near – please submit your book orders to department liaisons soon.

General News

- The Library is considering an Institutional Repository for use for faculty teaching and research. We would like to learn the thoughts and considerations of faculty as we consider several platforms including Digital Commons. Please send your comments to Jenne Heise (jheise@drew.edu).

- University Intellectual Property (updated Version) document will soon be sent by the Dean Laura Martin to university faculty. An open two hours session will be held within the next two weeks for final comments. Faculty can drop in/out during that time to speak further with Dean. Final electronic vote will be just following sent via email.

- The Dean will announce Dr. Christopher Anderson as Associate Dean of Libraries. A search for a new Head of Special Collections, Archives and Methodist Librarian will commence during the next several weeks.

Respectfully submitted,

Christopher J. Anderson
Associate Dean of Libraries

Faculty Development in the Teaching of Writing
Fall 2016

Building on the success of the DSEM faculty sessions, we have decided to extend participation to the entire faculty for the following sessions. Participants will develop specific plans for their own courses and programs, drawing from current theories of learning that see writing as a primary form of engagement. We'll build on the practices we've cultivated in DSEM using John Bean's *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (and if you don't have a copy, let us know and we'll get you one).

Teaching for Better Arguments
Thursday, August 25
9:30-12:00, EC 145
In the year one assessment of the DSEM, we found many strengths in student writing, but noticed that students struggled most with developing arguments. This workshop is intended for DSEM faculty and others who recognize the need for more explicit teaching in the development of complex claims that take varying perspectives into account. In this workshop, we will examine developmental and rhetorical aspects of the development of arguments. Then, we will work with Drew student writing to create concrete plans for revising our course practices, from assignments to feedback mechanisms to the place of reading.

Using the Drew Writing Portfolio in Your Teaching
WI faculty especially encouraged to attend
Thursday, August 25
1:30-3:30, EC 145
Writing portfolios are a proven method for cultivating the habits of mind that students need to be successful writers. They help students move from a mindset of completing assignments to one that engages the intellectual work of writing and learning. In this workshop, we will introduce portfolio philosophy as well as the physical mechanisms for the portfolio at Drew, which we introduced in the Fall 2015 DSEMs and now want to roll out to the students' subsequent Drew writing courses. Then we will work with examples of student reflective writing from the first-year portfolios to build a shared sense of students' metacognitive understanding of writing at the beginning and end of the first semester. Participants will then create individual plans tailored to their own courses that build on that understanding.
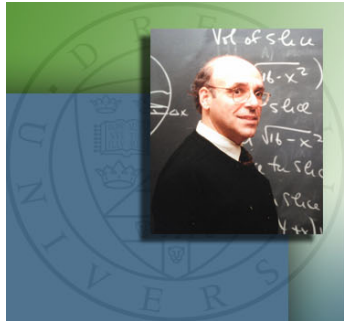
How to Deal with Grammar and Punctuation
New DSEM faculty plus all others who are interested
Friday, September 16
3:15 PM, EC 145
In this workshop, we will learn approaches to understanding how novice writers approach the sentence, and then practice some methods for helping students become better at seeing the sentences they are producing,

The Alan Candiotti Fund
for Innovation in Technology and Education

"If you like science, study poetry too;
If you like art, study science too;
If you like literature, study politics too.
You will be the richer for it."

–Professor Alan Candiotti

Applications for grants from the Alan Candiotti Fund for Innovation in Technology and Education are now being accepted. Proposals are due **May 20th**. Please see www.drew.edu/ut/candiotti for proposal ideas, guidelines, and a link to the submission form.

About the Candiotti Fund:
The Alan Candiotti Fund for Innovation in Technology and Education is established in memory of Dr. Alan Candiotti, in recognition of his legacy of leadership at Drew, his enthusiastic commitment to innovation in the integration of technology and the liberal arts, and his longstanding dedication to his students and colleagues. The Fund is distributed to faculty and staff members in support of innovative technology projects that improve the quality of instruction and enhance learning opportunities and experiences for Drew students.

Who can apply?
Faculty or staff who have an innovative project that can positively influence the learning environment for students. University Technology staff are not eligible; but are available to grant recipients as a resource to ensure a successful project.

The 2016-2017 Candiotti Fund committee:
E. Axel Larsson, Chief Information Officer
Gamin Bartle, Senior Director of Instructional Technology and User Services
Chris Taylor, Dean of the College of Liberal Arts
Steve Kass, Professor of Mathematics and Computer Science
Minjoon Kouh, Assistant Professor of Physics
Stephanie Mazzarella, Program Coordinator, Student Activities

For more information, please see

www.drew.edu/ut/candiotti

Faculty Development Session:
Working with Pathway Students

Tuesday, May 17, 2016
12:00-1:00 pm
BC 101

Please join us for a faculty development session on working with Pathway students. Faculty members from various departments will share their best practices and experiences of working with Pathway students.

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