

Arts and Sciences Faculty Packet

November 2, 2018

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RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Alex Bajcz
Biology and ESS

Alex Bajcz for publishing (with co-authors) a new article in the journal *Environmental Education Research* entitled "Effects of childhood setting and interaction with nature on academic performance in introductory college-level courses in the environmental sciences." The article concludes there is a strong association between early environmental experiences, especially those more commonly had when growing up in rural areas, and academic performance in introductory environmental science courses at the college level.

Ed Baring
History, History
and Culture

Ed Baring for participating on a panel on Ethan Kleinberg's *Haunting History*, at the Society for Phenomenology and Existential Philosophy, College Park, Pennsylvania.

Miao Chi
Economics

Miao Chi for the forthcoming publication of the paper co-authored with Michael Coon, "Visa Wait Times and Future Earnings: Evidence from the National Survey of College Graduates" in *Journal of Economics, Race, and Policy*.

Emily Hill
Computer
Science

Emily Hill for publishing a peer-reviewed paper entitled, "Toward Automatic Summarization of Arbitrary Java Statements for Novice Programmers," presented by Drew undergraduate student co-author Mohammed Hassan at the IEEE International Conference on Software Maintenance and Evolution, New Ideas and Emerging Results (NIER) Track, in Spain in September 2018.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Sandra Jamieson
English

Sandra Jamieson for presenting the paper "Research and Replication: The Importance of Building on Information Literacy Research in Writing Studies" as part of a panel she also organized and chaired, "Listening for Structure, Watching for Process: A Study of Information Literacy From Digital Research To Final Paper -- and The Challenges of Developing That Study" at the Georgia International Conference on Information Literacy on September 28, 2018. And for being a facilitator at a half-day post-convention workshop, "Research Collaboration: The Lilac Project and the Citation Project" at the same conference, on September 29, 2018.

Lisa Lynch
Media and
Communications

Lisa Lynch for presenting research at the Association Of Internet Researchers in Montreal, Canada.

Yahya Madra
Economics

Yahya Madra for giving a public lecture on September 27 at the Heilbroner Center for Capitalism Studies, The New School for Social Research, on "Crisis of Capitalism in Turkey: From Neoliberal Populism to Corporate Capitalism".

**Tina McKittrick
and Roger
Knowles**
Neuroscience
and Biology

Tina McKittrick and Pearl Sutter ('18) for attending the Society for Neuroscience's annual meeting in San Diego. Their poster, co-authored with **Roger Knowles**, is entitled: "Effects of Addition of DCP-LA on learning and memory in an in vivo Alzheimer's disease model with ovariectomized rats".

**Rosemary
McLaughlin**
Theatre Arts
and Dance

Rosemary McLaughlin for performing an excerpt from her work-in-progress, "Bella for the Revolution", at Monologues and Madness, at the Cornelia Street Café, New York City, November.

RECOGNITION OF DREW FACULTY ACHIEVEMENTS

Jonathan Rose

History, History
and Culture

Jonathan Rose for his paper "New Frontiers in Library History," presented to the Past, Present, and Futures of Libraries Conference, sponsored by the American Philosophical Society in Philadelphia. Jonathan also spoke to the Princeton branch of the English-Speaking Union about his work on the history of reading.

Brandie Waid

Teacher
Education

Brandie Waid for co-presenting "EdTPA's Focus on Academic Language and its Influence on the Feedback Teacher Candidates Provide on Student Assessments" at the 2018 TPA Implementation Conference in San Jose, CA on October 19, 2018.

Courtney Zoffness

English

Courtney Zoffness for having an essay anthologized in the *Out of Many: Multiplicity and Divisions in America Today* ed. Camille Goodison (CUNY), and for receiving a residency fellowship from The MacDowell Colony.

Curricular Report

October 2018

For Action:

- Transfer Policy-Revised
- Museum Studies and Cultural Management Minor

For Information:

New Courses CLA:

- ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management [BHUM]

Revisions to Existing Courses CLA:

- ANTH/ARTH 375/Museums and Society
 - Title change to Museum Studies and Cultural Management Practicum
 - Credit Change from 4 to 8
- ANTH/ARTH 375L/Museums and Society
 - Dissolving Course Number
- DANC 322/DANC 322L/Choreography and Performance Studies
 - Add prerequisite of DANC 155
- PHYS 304/Advanced Laboratory I
 - Change in frequency
- PHYS 305/Advanced Laboratory II
 - Change in frequency and prerequisites
 - Adding Gen Ed designation [WRMJ]
- MUS 232/232R/Music and the Soundscape of Film
 - Description and co-requisite change
 - Dissolving course number 232R

Changes to Existing Major/Minor:

- Archaeology Minor-adding ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management
- Music Major/Minor-Removing MUS 232R/ Music and the Soundscape of Film

General Education Designations:

- ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management [BHUM]
- PHYS 305/Advanced Laboratory II [WRMJ]

For Action:

Transfer Credit Policy-Revised

Proposed Revisions to the Transfer Credit Policy

Vote #1. The first set of revisions updates the catalog policy to match the current practice of counting 3 credits courses towards majors, minors, intermediate and upper-level credits. Note: the inclusion of 2.5 credit courses matches the current policy for transferring credits for General Education requirements and is applicable primarily for international transfer credits.

Applicability of Transfer Credit to Majors and Minors

A student transferring credits toward a major or minor from another institution must complete at least 16 Drew credits at the intermediate- or upper-level to earn a major in that area. They must complete at least 8 intermediate- or upper-level Drew credits in order to earn a minor in that area. **If Drew transfers 2.5 credits or**

more for courses that satisfy required or elective courses for a major or minor, that student may complete the major or minor with up to 3 fewer total credits.

Comment [1]: This addition formalizes current practice. The 2.5 credit course is relevant to international transfer credits and was copied from the General Education requirement below.

Applicability of Transfer Credit to General Education Requirements

- Transferred courses are eligible to fill general education requirements in cases where they meet the learning objectives of a specific Drew requirement.
- The Drew Seminar (DSEM) is waived if a student transfers in two semesters of college writing from a community college or one semester from a four-year college or university.
- If Drew transfers 2.5 credits or more for a course taken at another institution, that course may be used to satisfy one 4-credit Drew general education requirement.
- If Drew transfers 2.5 credits or more for courses at the intermediate or upper-level, that student may complete the 64 credit intermediate or upper-level requirement with up to 3 fewer intermediate or upper-level credits.
- If Drew transfers 2.5 credits or more for courses at the upper-level, that student may complete the 32 credit upper-level requirement with up to 3 fewer upper-level credits.

Comment [2]: These additions describe current practice.

Vote #2. Revisions to address the emergence of joint high school diplomas with Associate Degrees. Students applying to Drew as first-time college students, and not transfer students, are not eligible for the Associate Degree policy (see added text for Note 2) but rather a modified Advanced Standing policy. Other added text clarifies the implementation of the policy for intermediate and upper-level transfer credits.

Transfer Policy for Students with an Associate Degree from a New Jersey Community College

If a transfer student has completed the Associate Degree in the State of New Jersey, they will be granted junior status (64 credits, including a minimum of 8 ~~12~~ intermediate- and 4 upper-level credits) upon transfer to Drew.

Comment [3]: This language is intended to clarify that this policy does not apply to dual Associates Degree-High School diploma programs. This is more clearly stated in Note 2 below.

If a student has completed the Associate Degree in the State of New Jersey, they must complete the following general education requirements:

- 64 credits of which at least 48 must be earned at Drew University. (If a student has completed more than 64 transferable credits up to 80 transfer credits could be awarded.)
- 52 intermediate and upper level credits, of which at least 28 must be at the upper level. (If a student has completed more than 12 transferable intermediate and upper level credits, each additional credit may apply toward this requirement. If a student has completed more than 4 transferable upper level credits, each additional credit may apply toward this requirement.)
- A major area of study;
- The equivalent of one four credit course in the following course categories:
 - Writing Intensive course (unless student has taken two equivalent courses in their Associate Degree);
 - Quantitative course (unless student has taken two equivalent courses in their Associate Degree);
 - Diversity course (unless student has taken two equivalent courses in their Associate Degree).
- Students are required to complete three semesters of foreign language between their Associate and Drew degrees. If they have not completed three semesters of language upon transfer to Drew, a placement test will determine the appropriate course level for completion of the remaining semester(s) at Drew. Students may also complete the language requirement for their Drew degree in one of the following ways:
 - if their application to Drew requires them to submit a TOEFL score;
 - by providing documentation to the Office of Academic Services that they attended school taught in a language other than English up through at least the 6th grade;

Comment [4]: This language clarifies the original intent that if a transfer student has more than 12 intermediate and upper-level transfer credits, these will count toward their Drew degree.

- by demonstrating proficiency equal to Drew's language requirement on a Drew placement test;
- by demonstrating proficiency equal to Drew's language requirement on a placement test administered through the Office of Academic Services in a language not offered at Drew;
- by scoring 680 or higher on an appropriate SAT II exam;
- by scoring a 4 or 5 on an appropriate Advanced Placement (AP) exam;
- by scoring a 5 or higher in an appropriate IB language course (SL or HL).

NOTE 1: Off-campus experiences are an integral part of Drew's General Education program and are core to the mission of the institution. This experience provides students with the opportunity to practice what they have learned outside the confines of the college campus. Transfer students are highly encouraged to talk with their advisers about how to integrate such an experience(s) into their Drew program of study. This might include an internship, a full-semester domestic or international off-campus program, a teaching or language practicum, a community-based learning course, an off-campus or immersive summer research experience, an international summer language program, a service learning program, or a community service project.

NOTE 2: Students who completed a combined High School and New Jersey Associate Degree program and who applied as a first-time student will be evaluated based on the Advanced Standing policy described below for "College Credits Earned Prior to Graduation from High School."

College Credits Earned Prior to Graduation from High School

Advanced Standing

A maximum of 32 credits may be counted toward the 128 required for ~~the a Bachelor's of Arts~~ degree for credits resulting from satisfactory Advanced Placement Examinations, International Baccalaureate scores, British A-Level Exams, or college-level courses including those completed as part of a combined degree program leading to a High School diploma and an Associate degree.

Vote #3. Current policy for IB and A-level credit is ambiguous with regard to Breadth requirements in the General Education program. Based on the recent Associates Degree policy, which essential awards credit for Breadth requirements, CAPC believes that AP, IB and A-level courses, which are also subject to strict guidelines, also count toward Breadth requirements.

Comment [RZH5]: Combined Associate Degrees-High School diplomas are becoming more common in New Jersey. According to this policy, these students will be subject to our Advanced Standing policy and not the above Associates Degree policy for transfer students.

Advanced Placement Credit (AP)

- Credit will be granted only for scores of 4 or 5 on Advanced Placement exams. On the Calculus BC exam a student who scores a 3 will receive 4 Drew credits. Further details of how AP credits are assigned are available [online](#).
- ~~AP credits cannot be applied to Breadth requirements in Drew's General Education program.~~
- To Students need to have an official copy of their AP scores sent to the Registrar's Office in order to have them transferred to Drew for credit. A student can [contact the College Board](#) to request that the scores be sent.

Comment [6]: CAPC proposes allowing AP, IB and A-level courses to satisfy Gen Ed breadth requirements. (Note, the currently policy is ambiguous for IB and A-level.) The primary rationale is that we now allow community college courses to satisfy these requirements, providing uneven application of this policy. We believe the rigorous requirements for AP, IB and A-level courses with appropriate exam scores makes them equivalent to community college courses.

~~Credit for~~ International Baccalaureate Courses

- Students with an IB Diploma have the potential to enter Drew with sophomore standing (a maximum of 32 credits will be awarded).
- Higher Level IB courses (HL) – Students with a score of 5 or above will be awarded 8 Drew credits up to a maximum of 32 credits.
- Standard Level IB courses (SL) – Students with a score of 5 or above will be awarded 4 Drew credits up to a maximum of 32 credits.

Visit our [website](#) for more information on International Baccalaureate Diploma and Courses.

A-level exams

- Students who earned a grade of A*, A, or B on a British Advanced Level (A-Level) exam will be granted 4 Drew credits, up to a maximum of 32 credits.
- Students who earned a grade of a C on a British Advanced Level exam in 2010 or before will be granted 4 Drew credits, grades of C thereafter will not earn Drew credit.
- Credit is awarded for successful scores on A-Level examinations only, not on O-Levels (ordinary level) or AS-level (Advanced Subsidiary) examinations.
- No credit may be granted for English language examinations or the general paper.
- Drew departments have the discretion to grant up to 8 credits per appropriate A-level score in cases where the content coverage of the A-level exam so warrants.

College Level Examination Program (CLEP)

- Credit and exemption are also granted for appropriate CLEP subject examinations on which satisfactory scores have been earned, and for the CLEP general examination in mathematics, the only CLEP general examination for which credit is awarded. Students taking CLEP examinations must include the optional essay portion for any examination for which it is offered.
- Students must earn a minimum score of 65 and take CLEP exams before completing 16 semester hours of college credit [at Drew](#) in order to receive credit.

Comment [7]: It is not possible to enforce this requirement unless the student is already enrolled at Drew University.

Museum Studies Minor

Proposals for new minors must be submitted for CAPC review 4 weeks before the CLA faculty meeting at which the department hopes to have the minor or 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 will be affected by the new minor being proposed.

All new minor proposals should include all of the sections outlined below and should be introduced by the Minor Proposal Submission Cover Sheet.

I. Rationale

In Fall semester 2016, the Arts Administration minor (shared with Theatre) was officially split with the intention of developing two revised minors, one focusing on performing arts, and the other on visual arts and museum studies. The division was motivated by the desire to better serve the students interested in museum studies, and in response to the Art History Department external reviewers' recommendations (Feb. 2016). In addition to expressed student interest, several of our students have gone on to complete graduate degrees in Museum Studies and many currently are working in the museum field. As stated in the external review report, our proximity to New York City represents one of the most important resources for the Art History Department and that the minor, as configured at the time, "is a significant and potentially excellent program but currently under-developed. Expansion in this area seems not only sensible but also valuable..." In addition, the report specified that a minor in Museum Studies and Arts Administration, "needs an array of courses treating, for example, the history and theory of museums, curatorial methods, collections management, exhibition design, and public education. Finally, internships play an additional and important role in preparing undergraduates for work in both fields. While internship possibilities do abound in proximity to Drew, and surely represent a strength of the minor's offerings, the current Arts Administration and Museum Studies minor generally lacks the curriculum suggested above." In response, the Art History Department has renamed and redesigned the minor to better reflect the goals of the program and address the issues outlined in our review. The new minor, Museum Studies and Cultural Management, will include 2 new courses, a foundation course (Introduction to Museum Studies and Cultural Management – 4 credits) and a 2 credit Practicum which is a co-requisite with ARTH/ANTH 375 (Museums and Society). We have also recontoured the selection of other courses required of the minor to better address the needs of the minor. The minor has a scaffolded structure and includes a new foundation courses at the introductory level, noted above, Administration and Communications courses at the intermediate level, and the Capstone course in addition to a required practicum and internship at the upper level. (Please see attached course list.)

It should also be noted that the ARTH/ANTH 375 Museums and Society has been changed from a 4 to a 8 credit course and we have attached the new Credit Calculation Sheet demonstrating the accurate calculations. In addition, as noted we would like to change the on-campus class from a single class meeting to a double period to better accommodate the needs of the students and course (please see credit calculation sheet). The result will be that this course will absorb 8 credits of the faculty member's course load during the Spring semester when this course is offered. That said, the Art History Department has organized its course offerings to make this possible. The department will not need additional resources, but has been able to reallocate existing courses during the Spring semester of odd-numbered years.

*Finally all of the Art History faculty are equipped and willing to teach the new Introductory course listed above. (please see course rotation plan)

II. Learning Outcomes for the Minor (designed in consultation with Mike Fried)

After completion of the minor, students should be able to:

1. Analyze how museums convey the history and interest of the objects contained in their collections to the public
2. Describe the nature of work performed in museums and arts organizations
3. Recognize the roles of museums and arts organizations in relevant larger contexts (as parts of cities, for example, or as representatives of specific cultures)
4. Evaluate museums and arts organizations in light of theoretical constructs, recognizing how museum and arts professionals address issues and solve problems
5. Articulate a career path for themselves in a museum or arts organization, indicating individual professional priorities

III. Curriculum/Minor Requirements

Museum Studies and Cultural Management

Requirements for the Minor (26-28 credits)

At least 16 credits must be at the intermediate or upper level.

1. Introductory (12 credits)

4 credits ANTH 104 or ARTH 101 or ARTH 102
4 credits ECON 101
4 credits ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management

2. Administration and Communications (4 credits)

ART 120 Digital Imaging*
BST 286 Social Entrepreneurs
BST 305 Market Strategy and Marketing
CE 215 The Non-Profit Sector
CSCI 270 Computing, Technology, Society and Culture
ENGH 246/BST 246 Business Communications
ENGH 344 Rhetorics of the Workplace/Professional Communication
PHIL 214 Business Ethics
MCOM 201 Documentary Practice
SOC 217 Sociology of Management

*students who choose ART 120 as one elective must be sure that they have at least 16 additional credits at the intermediate or upper level.

3. Internship (2-4 credits)

INTC 200 Internship

4. Capstone (8 credits)

8 credits ARTH/ANTH 375 Museums & Society

0 credits Practicum ARTH/ANTH 3XX (corequisite with ARTH/ANTH 375)

This will be a corequisite 0 credit "lab".

The course rotation that will impact the Art History Department is the new course ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management, which will be taught every other year in the Spring semester of even-number years. This will alternate with the capstone course, 8 credits ARTH/ANTH 375 Museums & Society which will be taught in its usual rotation of every other year in the Spring semester of odd-number years. (All of the Art History faculty are equipped, willing, and ready to teach the new Introduction course noted above. Again, see the course rotation chart.)

III. Impact on and Connections with Other Departments/Programs

The minor depends on courses in other departments. Three courses from the previous minor have been substituted with new courses (see the lists below).

- ~~BST 310 – Management~~ *
- [CSCI 270 - Computing Technology, Society and Culture](#)
- [ECON 101 - Economic Principles: Microeconomics](#)
- [ENGL 215 – Writing For and About Business](#)
- [PHIL 214 - Business Ethics](#)
- [SOC 217 - The Sociology of Management](#) *
- ~~SOC 309 – Sociology of Mass Communications~~ *

ART 120 Digital Imaging*

BST 286 Social Entrepreneurs

BST 305 Market Strategy and Marketing

ENGL 246/BST 246 Business Communications

ENGL 344 Rhetorics of the Workplace/Professional Communication

MCOM 201 Documentary Practice

CE 215 The Non-Profit Sector

-Does the proposed minor offer possibilities for interdisciplinary collaboration? Yes.

-Will the proposed minor depend on courses from other departments? Yes, as in the past.

-Will the proposed minor offer courses that might be cross-listed by other departments? One cross listed course is already part of the minor and in the catalogue (ARTH/ANTH 375 Museums and Society). The new course, ARTH/ANTH 2XX Introduction to Museum Studies and Cultural Management, will be cross listed with Anthropology. The Anthropology faculty have reviewed this proposal and enthusiastically endorse the revision.

-Will the proposed minor have a significant impact on enrollments in other departments/programs? No. The number of students taking the courses in other departments will remain the same as most of the students are already taking several of these courses for other majors, minors, and gen.ed.

IV. Effective Date/Transition Plan

The Art History Department would like to implement the changes for Spring 2019. The new minor builds on the previous minor as outlined above, and can be implemented very easily. Students who have already declared the minor may complete the old minor or, if they choose to, can complete the new minor.

VI. Course Descriptions

ARTH/ANTH 210 Introduction to Museum Studies and Cultural Management

This course will introduce the fundamentals of Museum Studies. Students will gain an understanding of the museum as a cultural organization, the various departments, and its inner workings. For example, students will be required to design an exhibition and work through all phases of creating and mounting an exhibition from its inception to funding, programing, installation, and final stage of de-installation etc. A virtual experience of the intricacies and the complexities of this process will allow students to not only explore the various challenges, but better understand the various departments that make up a museum.

Museums are major repositories for cultural objects and cultural heritage. The course will also explore the fundamental question of "What is heritage?", how is it produced and to what extent does it (re)arrange relationships between time, memory and identity? How do some heritages come to be memorialized and institutionalized and others excluded? This portion of the course will explore the historical development of the concept of heritage and what role museums play in this development as well as the genesis of international heritage administration. Emerging trends, best practices, and national heritage laws will also be discussed. Case studies from different regions and social contexts will be the lens through which these issues are examined.

Additional Information Requested by CAPC in May 2017

Requested by CAPC: Rationale for more than 4 courses at the Introductory level:

Our understanding is that minors must have at least 16 credits at the intermediate and upper level. The new minor as we have designed it fulfills this requirement. We have added 100 level courses and it is for this reason, the minor is relatively large in number of credits (to accommodate 12 credits at the introductory level). The size of the minor has always been 26-28 credits; the size is not new, nor is the number of 100 level credits (the vast majority of students who have completed the minor have done 12 credits at the 100 level).

Departmental Response to CAPC correspondence of September 2018

The Art History Department met and discussed the questions and options sent to us regarding the new minor MSCM (please see the text of the email below).

We have elected option "a" proposed by CAPC with some slight modifications. ARTH/ANTH 375 (8 credits) should be scheduled for a 75 minute period during the week and from 9:30-5:30 on Fridays (as per the Registrar's approval that this can be done).

ARTH/ANTH 375L will be removed from the books.

To facilitate this change and better reflect the course in its new iteration we will also propose changing the title for ARTH/ANTH 375 to: Museum Studies and Cultural Management Practicum.

Requested by CAPC: "Comparison Chart for the Drew minor with a peer and aspirant school to get a sense of how they structure it."

Museum Studies and Cultural Management Minor

Curriculum Comparison with two peer/aspirant institutions

Drew- proposed MSCM minor (6 courses, 26-28 credits)	Skidmore Arts Administration minor (9 courses, minimum 27 credits)	Ursinus Museum Studies minor (6 courses, 19-20 credits)
Introductory ARTH or ANTH (4 credits)	3 courses required in one of following fields: Art, Art History, Dance, Theatre, or Music (9 credits)	(May choose Art History or Anthropology for 2 of the electives)
Introductory Business Studies: ECON 101 (4 credits)	Foundations of Marketing (3 credits); Foundations of Financial Accounting (3 credits)	
ARTH/ANTH 2XX Intro to Museum Studies (4 credits)	Foundation of Arts Administration (3 credits)	Intro to Museum Studies (4 credits)
Elective in art, administration, and/or communication (4 credits)	Philanthropy and the Arts (3 credits)	2 elective courses in Art History, Anthropology, Business & Economics, Education, Environmental Studies, History, or Media/Communications (8 credits)

Internship (2-4 credits)	Internship (3 credits)	Internship (3-4 credits)
Capstone: ARTH/ANTH 375 Museums & Society (on campus & experiential course + practicum) (8 credits)		2 courses in Curatorial Practice (2 credits each=4 credits); Oral presentation (zero credit)

For Information:

New Course Descriptions CLA:

ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management

This course will introduce the fundamentals of Museum Studies and Cultural Management. Students will gain an understanding of the museum as a cultural organization, the various departments, and its inner workings. For example, students will be required to design an exhibition and work through all phases of creating and mounting an exhibition from its inception to funding, programing, installation, and final stage of de-installation etc. A virtual experience of the intricacies and the complexities of this process will allow students to not only explore the various challenges, but better understand the various departments that make up a museum.

Museums are major repositories for cultural objects and cultural heritage. The course will also explore the fundamental question of "What is heritage?", how is it produced and to what extent does it (re)arrange relationships between time, memory and identity? How do some heritages come to be memorialized and institutionalized and others excluded? This portion of the course will explore the historical development of the concept of heritage and what role museums play in this development as well as the genesis of international heritage administration. Emerging trends, best practices, and national heritage laws will also be discussed. Case studies from different regions and social contexts will be the lens through which these issues are examined. CLA-Breadth/Humanities.

Revisions to Existing Courses CLA:

ANTH/ARTH 375/Museums and Society

Current:

ANTH/ARTH 375/Museums and Society

This course explores the intersection of the museum and its public with a focus on the rise of the museum in the late eighteenth century and its development up to the present day. Why were museums created, and what purposes do these institutions serve? What values do they project? Such questions are addressed through selected case studies and readings of key theoretical texts in the field. Analysis of current museum and gallery exhibitions, discussion of such issues as the role of government, the interdependence of museums and the art market, and debates over repatriation, restitution and looting or theft will also be addressed. Corequisite: Must register for ARTH 375L. Same as: [ANTH 375](#). Offered spring semester in even-numbered years. CLA-Breadth/Interdisciplinary, CLA-Off Campus Experience. (4 credits).

Proposed:

ANTH/ARTH 375/Museum Studies and Cultural Management Practicum

This course explores the intersection of the museum and its public with a focus on the rise of the museum in the late eighteenth century and its development up to the present day. Why were museums created, and what purposes do these institutions serve? What values do they project? Such questions are addressed through selected case studies and readings of key theoretical texts in the field. Analysis of current museum and gallery exhibitions, discussion of such issues as the role of government, the interdependence of museums and the art market, and debates over repatriation, restitution and looting or theft will also be addressed. Same as: [ANTH 375](#). Offered spring semester in even-numbered years. CLA-Breadth/Interdisciplinary, CLA-Off Campus Experience. (8 credits).

ANTH/ARTH 375L/Museums and Society

Current:

ANTH/ARTH 375L/Museums and Society

Corequisite: ANTH/ARTH 375

Proposed:

Dissolving Course

DANC 322/Choreography and Performance Studies

Current:

DANC 322

Advanced technical composition and theoretical exploration through the preparation and performance of several choreographed pieces. Requires extensive pre-production research and performance preparation. Students interested in choreographing for the Theatre and Dance Department's dance concert must concurrently enroll in DANC 322L. May be repeated for credit. Prerequisite: DANC 101, DANC 220 or instructor approval CLA-Breadth/Arts.

Proposed:

Advanced technical composition and theoretical exploration through the preparation and performance of several choreographed pieces. Requires extensive pre-production research and performance preparation. Students interested in choreographing for the Theatre and Dance Department's dance concert must concurrently enroll in DANC 322L. May be repeated for credit. Prerequisite: [DANC 101](#), or DANC 155, or [DANC 220](#), or instructor approval CLA-Breadth/Arts.

DANC 322L/Choreography and Performance Studies

Current:

DANC 322L/Choreography and Performance Studies

Laboratory section taken concurrently with DANC322. For those students interested in Choreographing for the Theatre and Dance Department's dance concert. Requires extensive pre-production research and performance preparation including production meetings, consulting with designers, and performing showings of choreographed pieces in process to be included in the concert. May be repeated for credit. Prerequisite: DANC 101, DANC 220 or instructor approval CLA-Breadth/Arts.

Proposed:

DANC 322L/Choreography and Performance Studies

Laboratory section taken concurrently with DANC322. For those students interested in Choreographing for the Theatre and Dance Department's dance concert. Requires extensive pre-production research and performance preparation including production meetings, consulting with designers, and performing showings of choreographed pieces in process to be included in the concert. May be repeated for credit. Prerequisite: [DANC 101](#), or DANC 155, or [DANC 220](#), or instructor approval CLA-Breadth/Arts.

PHYS 304/Advanced Physics Laboratory I

Current:

Advanced Physics Laboratory I

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in PHYS 300. Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 150, PHYS 160, PHYS 255, PHYS 250 and MATH 250. Offered spring semester in even-numbered years. CLA-Writing in the Major

Proposed:

Advanced Physics Laboratory I

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in PHYS 300. Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 150, PHYS 160, PHYS 255, PHYS 250 and MATH 250. CLA-Writing in the Major.

PHYS 305/Advanced Laboratory II

Current:

PHYS 305/Advanced Laboratory II

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis.

Also serves as preparation for possible subsequent experimental research such as might be undertaken in [PHYS 300](#).
Meets: One hour lecture, six hours laboratory. Prerequisite: [PHYS 304](#). Offered fall semester in even-numbered years.

Proposed:

PHYS 305/Advanced Laboratory II

Experimental physics at an advanced undergraduate level. Includes working in an increasingly independent format on a series of selected projects from a variety of physics areas. Lectures and laboratory work give specific attention to experimental design, laboratory techniques, computer data acquisition and analysis, and error propagation and analysis. Also serves as preparation for possible subsequent experimental research such as might be undertaken in [PHYS 300](#).
Meets: One hour lecture, six hours laboratory. Prerequisite: PHYS 304 or permission of instructor. CLA-Writing in the Major.

MUS 232: Music and the Soundscape of Film

Current:

MUS 232: Music and the Soundscape of Film

In the words of American film director David Lynch, "half the film is picture, the other half is sound;... they've got to work together." In this course we will explore the soundscape of film and the role that music plays within that soundscape. The goal is to analyze how what we hear interacts with what we see when we watch a film. Students will learn basic listening/viewing skills by exploring the relationship between music and sound, sound and narrative, music and film form, and music and film style. Then, to understand how technology has influenced the role of sound in film, we will survey the most prominent technological developments from the early years of the twentieth century to the current day. Course work consists of a class presentation, quizzes on readings/viewings, and writing assignments building to a final paper based on a specific film soundscape. The lab is for the screening of films. No prior knowledge of music or film is necessary.

Proposed:

MUS 232 - Music and the Soundscape of Film

In this course we study the soundscape of film and the role that music plays within that soundscape. The goal is to analyze how what we hear interacts with what we see when we watch a film. To understand how technology has influenced the role of sound in film, we survey technological developments from the early years of the twentieth century to the current day. Students acquire listening and viewing skills by exploring the relationship between music and sound, sound and narrative, music and film form, and music and film style. No prior knowledge of music or film is necessary.

MUS 232R: Music and the Soundscape of Film Recitation

Current:

MUS 232R: Music and the Soundscape of Film Recitation

Corequisite: MUS 232

Proposed:

Dissolving Course

Changes to Existing Major/Minor:

Adding ANTH/ARTH 210/Introduction to Museum Studies and Cultural Management to the electives list in the Archaeology minor.

II. Topics in Archaeology (4 credits)

One regional or topical archaeology, classics, or art history course emphasizing the analysis of the material record for prehistoric or historic synthesis, selected from the following:

- [ANTH 231 - Native Arts and Archaeology of Latin America](#) OR
- [ARTH 231 - Native Arts and Archaeology of Latin America](#)
-
- [ANTH 232 - Regional Archaeology](#)
- [ANTH 312 - Human Osteology](#)

- [ANTH 331 - Archaeology and Sustainable Culture](#)
- [ARTH 101 - Survey of Western Art: Ancient and Medieval](#)
- **ARTH-210 Introduction to Museum Studies and Cultural Management OR**
- **ANTH 210 -Introduction to Museum Studies and Cultural Management**
- [ARTH 256 - The Art of Ancient Egypt: History and Modern Myth](#)
- [ARTH 383 - Art and Architecture in London](#)
- [CLAS 215 - Classical Mythology](#)
- [CLAS 230 - History of Ancient Greece](#)
- [CLAS 232 - History of Ancient Rome](#)
- [CLAS 240 - Archaeology of Greece and Rome](#)
- [CLAS 260 - Classical Civilization: Selected Topics](#)
- [CLAS 270 - Society and Family in Ancient Greece and Rome](#)
- [HUM 211 - Classical Antiquity](#)

Change to Course MUS 232/232R/Music and the Soundscape of Film

Music Major

Requirements for the Major (46-52 credits)

I. Required Courses (18-24 credits)

- MUS 102 - Music Fundamentals or pass placement test
- MUS 103 - Music in Context
- MUS 227 - Music Theory I
- MUS 228 - Music Theory II
- MUS 252 - Keyboard Studies or pass placement test
- MUS 400 - Music Capstone Fall Semester
- MUS 401 - Music Capstone Spring Semester

II. Music and Culture (8 credits)

- MUS 231 - History of Opera
- MUS 232 - Music and the Soundscape of Film
- ~~MUS 232R - Music and the Soundscape of Film Recitation~~
- MUS 233 - Music of the Whole Earth
- MUS 234 - History of Jazz
- MUS 236 - Women and Music
- MUS 238 - African American Music History
- MUS 240 - Music in the American Century

III. Western Music History (8 credits)

- MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras
- MUS 303 - Music of the Classic and Romantic Eras
- MUS 311 - Music of the Twentieth and Twenty-First Centuries
- MUS 341 - Topics in Music History

IV. Composition/Theory (8 credits)

- MUS 101 - Music: Imagination and Technique
- MUS 223 - Introduction to Conducting
- MUS 246 - Counterpoint
- MUS 260 - Music Composition (may be repeated for credit)
- MUS 324 - Techniques of 20th- and 21st-Century Composition
- MUS 334 - Orchestration
- MUS 337 - Electronic Music Composition

V. At least four semesters of private lessons at the introductory or advanced level

- MUS 109 - Introductory Vocal Instruction
- MUS 111 - Introductory Keyboard Instruction
- MUS 112 - Introductory Guitar Instruction
- MUS 113 - Introductory Strings Instruction
- MUS 114 - Introductory Woodwinds Instruction
- MUS 115 - Introductory Brass Instruction
- MUS 116 - Instrumental Percussion Instruction
- MUS 325 - Advanced Vocal Instruction
- MUS 326 - Advanced Keyboard Instruction
- MUS 327 - Advanced Guitar Instruction
- MUS 328 - Advanced Strings Instruction
- MUS 329 - Advanced Woodwinds Instruction
- MUS 330 - Advanced Brass Instruction
- MUS 331 - Advanced Percussion Instruction

VI. Membership in at least one ensemble for at least four semesters

- MUS 105 - Improvisation Ensemble
- MUS 110 - Choral Union
- MUS 215 - Chorale
- MUS 217 - Madrigal Singers
- MUS 220 - Pan-African Choral Performance
- MUS 222 - University Orchestra
- MUS 224 - Wind Ensemble
- MUS 225 - Flute Ensemble
- MUS 226 - Jazz Ensemble
- MUS 229 - Chamber Music

VII. Meeting/Concert Attendance

Music Minor

Requirements for the Minor (21-25 credits)

I. Required Courses (9-13 credits)

- MUS 102 - Music Fundamentals
- MUS 103 - Music in Context
- MUS 227 - Music Theory I

II. Music and Culture (4 credits)

- MUS 231 - History of Opera
- MUS 232 - Music and the Soundscape of Film (co-requisite, MUS 232R)
- MUS 233 - Music of the Whole Earth
- MUS 234 - History of Jazz
- MUS 236 - Women and Music
- MUS 238 - African American Music History
- MUS 240 - Music in the American Century

III. Western Music History (4 credits)

- MUS 301 - Music of the Medieval, Renaissance, and Baroque Eras

- MUS 303 - Music of the Classic and Romantic Eras
- MUS 311 - Music of the Twentieth and Twenty-First Centuries
- MUS 341 - Topics in Music History

IV. Composition/Theory (4 credits)

- MUS 101 - Music: Imagination and Technique
- MUS 223 - Introduction to Conducting
- MUS 246 - Counterpoint
- MUS 260 - Music Composition
- MUS 324 - Techniques of 20th- and 21st-Century Composition
- MUS 334 - Orchestration
- MUS 337 - Electronic Music Composition

V. Membership in at least one ensemble for at least two semesters

- MUS 105 - Improvisation Ensemble
- MUS 110 - Choral Union
- MUS 215 - Chorale
- MUS 217 - Madrigal Singers
- MUS 220 - Pan-African Choral Performance
- MUS 222 - University Orchestra
- MUS 224 - Wind Ensemble
- MUS 225 - Flute Ensemble
- MUS 226 - Jazz Ensemble
- MUS 229 - Chamber Music

VI. Meeting/Concert Attendance

****Corrections from the September 2018 Curricular Report**

ENGH 231/WLIT 260/Literary Translation -Is now ENGH 233/WLIT 260/Literary Translation

DREW UNIVERSITY COLLEGE ADMISSIONS REPORT TO FACULTY

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

The 2019 undergraduate recruitment year is well underway and is shaping up to be one of the most challenging ever due to the confluence of what I would call three major “disruptions” to the higher education model in the U.S. First, we have declining demand due to the downturn in the number of high school graduates particularly in our primary northeast markets. Second, the value of higher education is being increasingly called into question like never before – by parents but also by the popular press. And third, the student college decision journey has become much more complex and increasingly unpredictable. For example, the first contact for about 40 percent of our applicants last year was.....the application itself! We certainly cannot impact the size of the applicant pool if a large number of students choose not to be identified until they actually apply.

So, now what? How are we positioning Drew to not only weather these disruptions, but to emerge stronger as a result? There are really three things that we must do right – and better than our peers. First, we must step up our efforts to build relationships and to invite prospective students, their parents and their counselors into our community early and often. There is no better way to earn an application and ultimately an enrollment deposit than connecting with students one-on-one. Second, our use of technology must be leveraged to identify, communicate with and market to those students who are most likely to be receptive to our targeted and compelling messages. In an environment that increasingly bombards kids with messages they do not want to hear, we must know who we are targeting and must stand out in terms of what we say, how we say it and the channels we use to deliver it. And finally, in the context of a liberal education, we must connect our programs to outcomes in direct and tangible ways. Through new majors/minors and certificate programs with a more direct professional focus, as well as through the requirement/guarantee of two “out of class” experiences, Drew is making a good start in this vital programmatic area. In fact, I believe we are making substantial progress in all three areas.

Although it is very early in the application process, I will share some numbers that are encouraging. **The number of “hard inquiries” -- that is, the number of students who actually have taken an action to demonstrate their interest in Drew whether by signing up for a visit or completing an inquiry form – is up over 56% date to date (14,135 v. 9026 on 10/29/17).** Now this does not mean that applications will increase by that amount. In fact, as of Monday, October 29, we were **up 9.8% in applications (504 applications vs. 459 on 10/29 last year).** We clearly have a long way to go and we do need to be 15% ahead of last year in order to safely enroll 470 new first year students next fall. That said **the number of students who have**

started a common application is up 16% year over year, and we will have a push to encourage those students to complete and submit.

Our visit numbers were significantly impacted by last weekend’s “nor’easter” threat which pretty much turned out to be a little rain and no significant wind. Of the 220 registered, only 80 showed up, so the numbers below do not include the October program (for comparison, 132 attended last year’s October program). Also, keep in mind that Discover Drew programs contain the campus tours, so our 5% decline in tour numbers represents weekend and weekday tours, not overall tours.

**7/1 to present	2018	2019
Discover Drew Days	156	201
Campus Tour	489	465
Interview	104	122
High School Visits	445	451

We have two “Experience Drew Days” coming up on November 8 and 9 (NJ Teacher Convention; public schools are closed), and we are open every Saturday except Thanksgiving weekend until the end of the semester. We will reach out to all students who registered but did not attend the October 27 “nor’easter” program to advise them of these additional opportunities to visit on more pleasant days.

Once again, I want to thank members of the faculty and the academic administration who continue to show their support by volunteering to help us bring you the best students we can by having breakfast with families, speaking on panels, inviting students into your classes and responding to prospective student inquiries. We could not develop these all important relationships without you. I also want to acknowledge your work on the curriculum, the Launch requirements, and in the development of new programs. With a firm commitment to the liberal arts as our foundation, these new programs and approaches will help Drew attract the students we need and want in this ultra- competitive environment.

Thanks also to Kira Poplowski and her staff who, for the second year in a row, had a major announcement to position (Launch; Tuition Reset last year) while still creating the print and electronic marketing collateral that we need to increase awareness and call prospective students to action.

It indeed takes a village.

Bob Massa



Drew University Fundraising Reports FY2019

FY18 - FY19 Comparison

July 1, 2018 to September 30, 2018

	<u>FY19</u>			<u>FY18</u>			<u>FY18 Final</u>
	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	<u>YTD Received</u>	<u>Goal</u>	<u>% to Goal</u>	
Total Philanthropic Commitments	\$607,339	\$12,000,000	5%	\$1,137,486	\$12,000,000	9%	\$10,349,308
Total Cash & Irrevocable Deferred Gifts	\$815,259	\$8,000,000	10%	\$1,015,054	\$8,000,000	13%	\$8,507,241

Drew University Fundraising Reports

FY2019

FY19 By Purpose and Source

July 1, 2018 to September 30, 2018

Giving by Purpose

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
Capital	\$0	\$57,051
Endowment	\$276,287	\$290,505
Restricted	\$164,018	\$284,280
Unrestricted	\$167,034	\$183,423
• <i>Annual Fund</i>	\$48,134	\$64,523
• <i>MEF</i>	\$118,900	\$118,900
Giving by Purpose Total	\$607,339	\$815,259

Giving by Source

	<u>Total Philanthropic Commitments</u>	<u>Cash and Irrevocable Deferred</u>
Trustees	\$28,531	\$64,031
Alumni	\$88,237	\$151,019
Friends	\$262,226	\$266,914
Corporations	\$26,374	\$11,324
Foundations	\$14,806	\$134,806
Other Organizations	\$187,165	\$187,165
Giving by Source Total	\$607,339	\$815,259

Annual Fund Report
July 1, 2018 to September 30, 2018

	<u>Cash</u>	<u>Pledge Balance</u>	<u>Total</u>	<u>Goal</u>	<u>% to Goal</u>	<u>Average Gift</u>
FY19	\$64,523	\$333,073	\$397,596	\$1,650,000	24%	\$972
FY18	\$91,098	\$126,418	\$217,516	\$1,300,000	17%	\$556
Increase (Decrease) from FY16	(\$26,575)	\$206,655	\$180,080			\$416
Increase (Decrease) Percentage	(29%)		83%			75%

<u>Participation (All Funds)</u>								
FY19				FY18				
	Percentage	# of Donors	Goal	Donors Needed	Percentage	# of Donors	Result	Donors Needed
CLA	1%	188	26%	3,178	2%	302	18%	n/a
DTS	3%	119	19%	569	2%	90	15%	n/a
CSGS	1%	24	14%	273	1%	27	10%	n/a



UNIVERSITY LIBRARIAN'S REPORT

For CLA Meeting of November 2, 2018

The Libraries, Archives, and Instructional Technology areas have been full of activity this month. In addition to ongoing support of academic programs, classroom visits, research consultations, and managing collections and access, we have hosted some extraordinary special programs. Of particular note is a rich series of lectures, exhibits, film screenings, and readings to celebrate the 200th anniversary of Mary Shelley's *Frankenstein*. Thanks to Brian Shetler, Candace Reilly, Masato Okinaka, Matthew Beland, Margery Ashmun and the Library Programming Committee, Lisa Lynch (Media and Communications), and all of the others who contributed to the success of these events. Watch the Drew Vimeo channel for recordings of the exhibit opening lecture (October 16) and the Stuart Curran lecture (October 23).

On October 5, we had a productive site visit from Melissa Lena, new program manager for the VALE library consortium (<https://vale.njedge.net/>). Topics of discussion included consortial licensing of electronic resources (a critical consortial service), library systems initiatives around the state, and a new initiative to develop expertise in Open Educational Resources (OERs) through participation in the Open Textbook Network (OTN). Here is a good overview of OERs from the EDUCAUSE Learning Initiative <https://library.educause.edu/~media/files/library/2018/6/eli7157.pdf>. The Drew Libraries are in the planning stages for an OER initiative here, and faculty participation will be essential. If you are using OERs in your courses now, have experience with OERs from other institutions, or simply want to learn more, please please contact me at abonamici@drew.edu.

New Resources

We encourage you to review trial databases listed on the library website at <http://libguides.drew.edu/az.php>. Current trials:

e-Duke Books Scholarly Collection

The Duke University Press book collections provide access to over 2,300 e-books in the humanities and social sciences.

HeinOnline

A fully searchable, image-based government document and legal research database, this Government, Politics & Law package includes, among other things, special collections on Criminal Justice, History, Foreign Relations, Religion and the Law and Women and the Law.

New Yorker Digital Archive

A weekly magazine with a signature mix of reporting on national and international politics and culture, humor and cartoons, fiction and poetry, and reviews and criticism of books, movies, theatre, classical and popular music, television, art, and fashion. Access from 1925-present

Contact your subject librarian with any questions about access to these or any other library collections and resources.

Instructional Technology Searches

Thanks to all who participated in campus interviews with candidates for the positions of [Digital Scholarship Technology Manager](#) and [Instructional Designer](#). As of this writing, the committees

have completed their work and offers extended to finalist candidates. We anticipate making announcements soon.

Please don't hesitate to contact me or your subject librarian with any questions about library or instructional technology services and programs.

Sincerely yours,

Andrew Bonamici, University Librarian

abonamici@drew.edu

x3322

(continued)

CURRENT EXHIBITS

Frankenstein Anniversary Exhibit

Continuing through January 7, 2019

United Methodist Archives and History Center
(with additional materials in Main Library)



Why has Mary Shelley's novel about the reanimation of the dead become a cultural phenomenon? This exhibit curated by Head of Special Collections Brian Shetler and Special Collections Associate Candace Reilly highlights the impact Shelley's novel has made on literature, society, and culture. Featuring materials from Drew University's Special Collection such as comic books, rare books, manuscripts, and objects that were inspired by Frankenstein's monster this exhibit brings to life Shelley's novel in a haunting and riveting way!

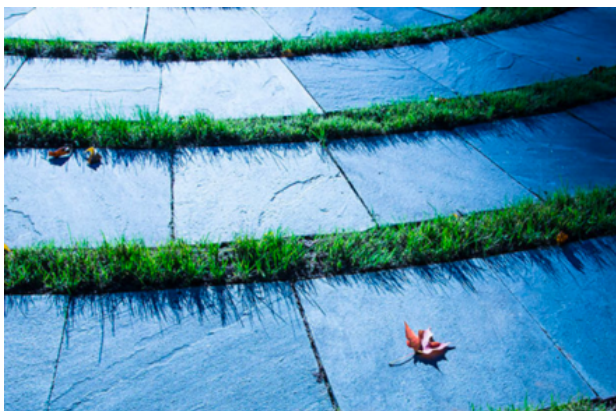
EVENTS

Digital Humanities Summer Institute Showcase

2-5 pm November 1, 2018

(rescheduled from October 11)

Learning Center Academic Commons (main floor of library)



Meet members of the [Drew Digital Humanities initiative](#), and see examples of faculty and student work from the 2017-2018 academic year and the Digital Humanities Summer Institute.

LIBRARY AND TECHNOLOGY WORKSHOPS

All workshops will be in the **Library/Technology Classroom on the 1st floor of the Library.**

Citation Management

Endnote Web

- Tue Nov 13, 2018, 5 – 6pm
- Wed Nov 14, 2018, 5 – 6pm

Zotero

- Thu Nov 8, 2018, 5 – 6pm
- Mon Nov 19, 2018, 2 – 3pm

Citation Help Drop-in Sessions

- Wed Nov 28, 2018, 5 – 6pm

Contact jheise@drew.edu to reserve a seat, or, if you can't make it to one of our workshops, make a one-on-one appointment

.....

Instructional Technology

Simple Assessment with Google Forms

- Wed Nov 4, 2018, 11 am

Excel Charts and Tables

- Wed Nov 14, 2018, 4pm

Managing Google Drive

- Wed, Nov 28, 2018, 11am

Contact npinto@drew.edu with any questions.

let's talk
politics

ARE SHOUTING AND SILENCE OUR ONLY TWO OPTIONS?

BRINGING BIPARTISANSHIP AND
TRANSFORMATION TO CITIZEN ACTIVISM

**WEDNESDAY NOVEMBER 14, 2018
6:00-7:30 P.M.
BC 120**

Has the political discourse left you hungry for a bigger voice in our democracy? What's next after the mid-term elections?

Join Sam Daley-Harris, Founder & Principal, Civic Courage, to learn how to make a profound difference on issues like getting money out of politics, reversing climate change, ending global and domestic poverty, and preventing nuclear war with North Korea.

DREW

Center for Civic Engagement

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THE DREW STUDENT VOTER PROJECT PRESENTS

PARTY AT THE POLLS

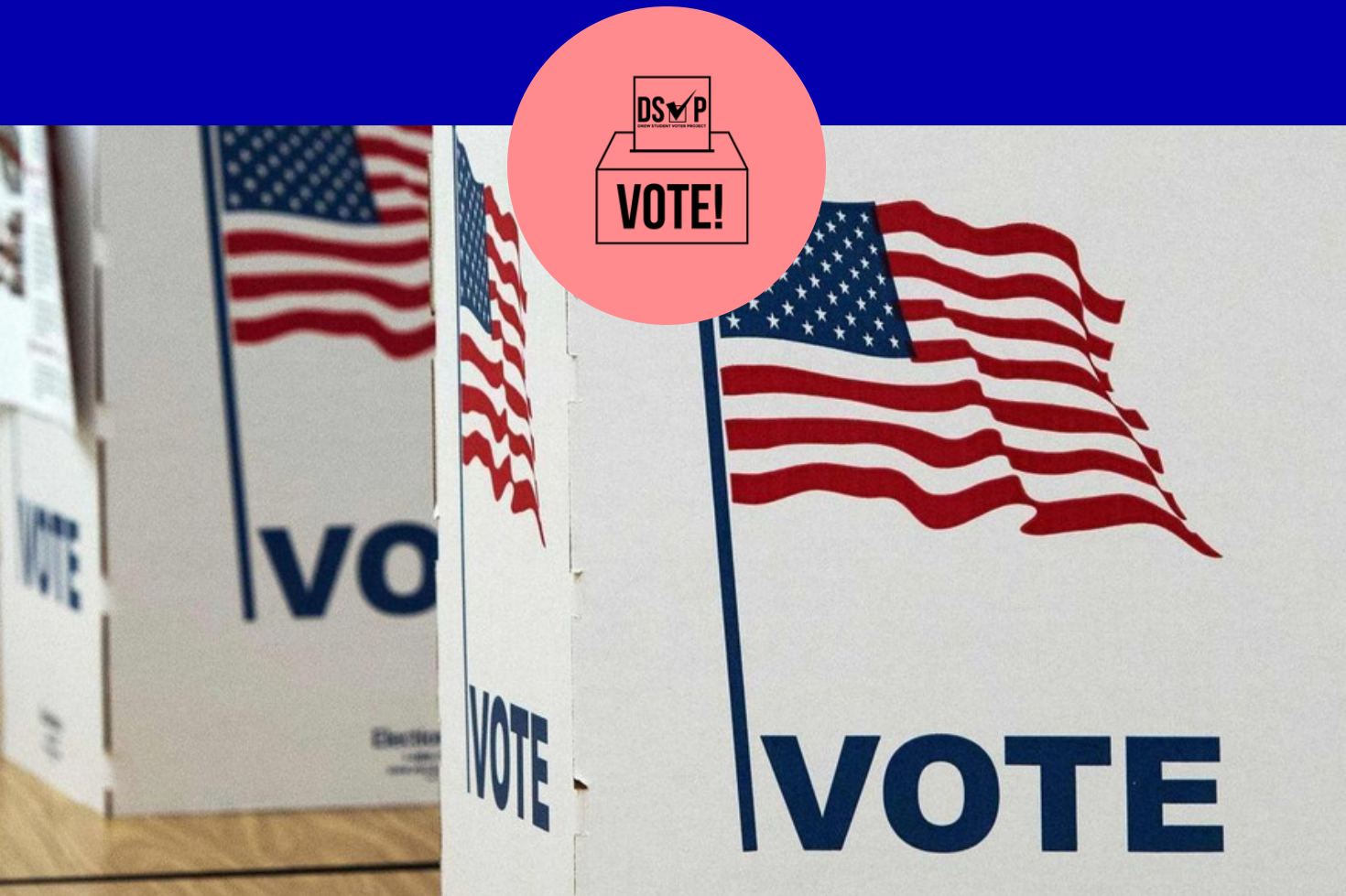
REGISTERED WITH YOUR DREW ADDRESS? OR JUST
EXCITED ABOUT ELECTION DAY? COME JOIN US IN
PARADES TO THE POLLING PLACE ALL DAY!

1867 LOUNGE

3-8 P.M.

ELECTION DAY

TUESDAY, NOVEMBER 6TH



Want to volunteer and help us get out the vote?

Contact dkaramourtopoul@drew.edu

Interested in Teaching?

The state of New Jersey has particular content requirements for teachers.

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

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

Contact Kristen Turner, kturner3@drew.edu with questions or see drewmatnews.wordpress.com for information on the BA/MAT program.

Korn Gallery



Andrew Zimmerman

Under/Cut

Curator: Raymond Saá Stein

October 16 - November 16, 2018

Reception: November 2, 5:00 - 7:00 PM

Artist Talk: October 30, 9:40 AM, Korn Gallery

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

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

For Immediate Release

Andrew Zimmerman

Under/Cut

Curator: Raymond Saá Stein

Exhibition: October 16 – November 16, 2018

Reception: November 2, 5 - 7PM

Free Admission

The Korn Gallery is pleased to announce the exhibition *Under/Cut* by Andrew Zimmerman, on view October 16 through November 16. The Gallery is located in the Dorothy Young Center for the Arts at Drew University and is open Tuesday through Friday 12:30-4:00 pm, selected weekends and by appointment.

In his work, Andrew Zimmerman explores the juncture between painting and sculpture, art and design, and the hand-made and the mass-produced. He works within the tension of these intersections and is interested in creating moments of unexpected discovery within a language of interchangeable forms.

Andrew Zimmerman received a BFA in Industrial Design from the California College of the Arts in San Francisco and a BFA in Painting from the Rhode Island School of Design. His work has been shown throughout the United States and Europe, including solo shows at Sears Peyton Gallery in NYC, the J. Johnson Gallery in Jacksonville, Florida, as well as many group exhibitions. He received a grant from the Pollock-Krasner Foundation, a Fellowship from the Vermont Studio Center, and received the Skowhegan Fellowship Award.

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

Korn Gallery, Drew University, 36 Madison Avenue, Madison, NJ 07940
www.drew.edu/korngallery