**ARTS & SCIENCES FACULTY MEETING**
October 5, 2018
HALL OF SCIENCES 4
**AGENDA**


**CALL TO ORDER**:  3:15 p.m.                                      Debra Liebowitz

**APPROVAL OF MINUTES**:                                  Maria Masucci -------------- pp. 4-8

**DEAN'S UPDATES:**                                          Debra Liebowitz

**ACTION ITEMS:**

Academic Integrity Policy                                  Judith Redling ------------- pp. 9- 21

**REPORTS:**

CAPC                                                      Rita Keane ----------------- pp. 22-39
Launch Curriculum                                        Juliette Lantz -------------- pp. 40-43
Dean's Council--workload and APBC election               Caitlin Killian
Library Report                                           Andrew Bonamici -------- pp. 44-49
CEFAC 2017-18 Report                                     Susan Rosenbloom ------- pp. 50-54

**FOR DISCUSSION:**

Career Communities / Launch                              Daniel Pascoe Aguilar --- pp. 62-74

**OLD BUSINESS/NEW BUSINESS:**

**ANNOUNCEMENTS and DOCUMENTS:**

Reimagining London Working Group                         Jim Bazewicz -------------- p.55
Drew Review                                              Hannah Wells -------------- p. 56
Civic Engagement Film Boot and Alumni Networking Flyers  Amy Koritz ----------------- pp. 57-58
Digital Humanities Faculty Workshop                      Wendy Kolmar ------------- p. 59
Critical Language Scholarships                           Carol Ueland
Art Gallery Exhibition 10/16 to 11/16 – Reception 11/02  Michael Peglau ------------- pp. 60-61

# *RECOGNITION OF DREW FACULTY ACHIEVEMENTS*

**Erik Anderson**
Philosophy

**Erik Anderson** for presenting "Five Conditions of Adequacy for an Aesthetics of Silence" at the 2018 Australasian Association of Philosophy Conference in Wellington, NZ.

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**Chris Ceraso**
Theatre Arts
and Dance

**Chris Ceraso** for appearing in a concert reading of "The Doctor and the Devils," a new musical written and with appearances by Drew alums Jonathan Randell Silver and Katie Khars (Stults) based on a Dylan Thomas screenplay, at the Ensemble Studio Theatre in New York. Also at EST, "memberfest" readings of "Ball! You! Man!" by Kenneth Mandel, and "Men Accumulate," by Kim George; and with the Resonance Ensemble at the Studio Theatre on Theatre Row, a developmental workshop of Eminent Domain, by Mat Fleury, based on Shakespeare's Richard III. Additionally for his upcoming role as Lear in King Lear, under the direction of **Dan LaPenta** in the Dorothy Young Thomas Kean Theatre from October 17 - 20.

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**Alex de Voogt**
Business

**Alex de Voogt** for co-authoing the lead article in *The Mathematics Teacher* on the use of mancala games for first-year university and senior high school mathematics students.

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**Patrick Dolan**
Psychology

**Patrick Dolan** for a presentation with Samantha Lacey (CLA '17) at the International Meeting of the Psychonomic Society titled "Risk Tolerance and financial decision making in the elderly: The role of stereotypes".

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**Jason Karolak**
Art

**Jason Karolak** for the inclusion of his work in the group exhibition Hazy and Pure / Painting at Raum for Gäste in Aachen, Germany, September 28 - October 7, 2018.

**Caitlin Killian**
Sociology

**Caitlin Killian** for "Armed Conflict, Sexual and Reproductive Health and Rights, and Women's Employment: Theoretical and Empirical Links" presented at the International Association for Feminist Economics conference in June. The paper was co-written with **Jennifer Olmsted**.

**Lisa Lynch**
Media and Communications

**Lisa Lynch** for publishing the monograph "Native Advertising: Advertorial Disruptions in the Twenty-First Century News Feed" with Routledge University Press.

**Patrick McGuinn**
Political Science and International Relations

**Patrick McGuinn** for the publication of his book chapter "Incentives and Inducements: The Feds Fight Federalism" in *Bush-Obama School Reform: Lessons Learned*, published by Harvard Education Press.

**Raul Rosales**
Spanish

**Raul Rosales** for the publication of his article "Virgil Suárez: memoria y perspectiva exílica en la literatura cubano-americana" in *Label Me Latino/a: Journal of Twentieth and Twenty-First Centuries Latino Literary Production*, Volume VIII, Fall 2018.

**Courtney Zoffness**
English

**Courtney Zoffness** for being named a "Notable Essayist" in The Best American Essays 2018, ed. by Hilton Als.

Drew University
Minutes of Arts and Sciences Faculty Meeting
September 7, 2018

**Present**: Sarah Abramowitz, Christopher Andrews, Christopher Apelian, Carolina Arango-Vargas, Lee Arnold, Alex Bajcz, Edward Baring, Brianne Barker, Jeremy Blatter, Barry Burd, Monica Cantero-Exojo, James Carter, Christopher J. Casement, Adam Cassano, Chris Ceraso, Miao Chi, Graham A. Cousens, Molly Crowther, Allan Dawson, Alex de Voogt, Patrick Dolan, Stephen Dunaway, Christopher Fazen, Kimani Fowlin, Jonathan Golden, Emily Hill, Ryan Hinrichs, Oleg Ivanets, Sandra Jamieson, Jason Jordan, Lisa Jordan, John Jordan, Paul Kadetz, Steve Kass, Marguerite Keane, Caitlin Killian, Roger Knowles, Wendy Kolmar, Amy Koritz, Jessica Lakin, Juliette Lantz, John Lenz, Debra Liebowitz, Jens Lloyd, Jinee Lokaneeta, Lisa Lynch, Yahya Mete Madra, Maria Masucci, Christina McKittrick, Rosemary McLaughlin, Ziyuan Meng, Joanna Miller, Sangay Mishra, Tomas Morin, Rory Mulligan,Philip Mundo, Akwasi Nti-Addae, Marie Pascale-Pieretti, Karen Pechilis, Michael Peglau, Maliha Safri, Claire Sherman, Bernard Smith, Raymond Stein, Sharon Sundue, Christopher Taylor, Marc Tomljanovich, Kristen Turner, Carol Ueland, Brandie Waid, Hannah Wells, Tammy Windfelder, Carlos Yordan, Courtney Zoffness

**Others Attending:** Andrew Bonamici, Stacy Fischer, Michael Fried, Amo Kubeyinje, Bob Massa, Shawn Spaventa, Greg Townsend, Kathy Juliano, Irina Radeva, Brian Shetler

**The meeting was called to order at 3:15 pm** by Dean Debra Liebowitz who welcomed the faculty to the 2018-19 academic school year.

**Approval of Minutes:** The minutes of the May 4th and May 10th faculty meetings were approved, subject to a correction of the attribution of a question to Chris Apelian rather than Adam Cassano on page 7 "Bachelor of Science Proposal" in the May 4th minutes.

**Dean's Update**: Debra Liebowitz let faculty members know she was happy to answer any questions related to her opening of school letter, stating her intention was to provide a good reflection back on the 2017-18 academic year, as well as a look to the future. As a new academic year begins, Debra shared her heartfelt gratitude to all those involved in the recruitment of the new faculty members. She said she welcomed them and is eager for their contributions to the University's efforts to engage in the work that will make our students more successful and will make it easier to recruit and retain those students.

Debra expressed her wish to focus on two significant projects on the horizon for the year ahead:

1.  "Launch" -  designing the components of the framework presented last spring, which includes considering what a skills-based curriculum would look like, along with the effort to adopt the curriculum
2.  Continued new program development

With respect to the efforts of CRUE, Debra expressed her belief that the University needs to move toward a universal experience for students such that **all** students experience what we already do well in bigger, better, more universal ways. She said students must be the focus and we need to provide every single one with the experiences that we know are life-changing, and that will grow them into people who are successful - informed, engaged, and ready - and who are proud to call themselves Drew alums. Debra shared that she would like our students to be able to say the following four things confidently and truthfully when they graduate:

1. "My education is relevant"
2. "I am ready"
3. "I am connected with a network of advisors that includes faculty, staff, parents and alum"
4. "I am part of a community"

Debra said while we believe these things are already true, the students need help in understanding what they are learning. They need a "narrative" so they are able to describe their education and spread their Drew story in their own words. Additionally, Debra said there is a gap for some students in terms of their educational experience, particularly first generation or students of color. She said not every student leaves feeling ready for and confident about what is next.

Debra said with the new curriculum framework, students should be able to move from describing the completion of "x" program to a coherent narrative that is about student success and preparedness for their next steps. She said the goal is to blur the distinction between curricular and co-curricular experiences so students may experience themselves as being part of a community that has prepared them for their future. Further the success of the new CRUE framework will be apparent if we are able to increase graduation and retention rates, increase student outcomes, address racial and other outcomes gaps and increase applications and enrollment. Debra said to do these things, we know that we have to do more than change our marketing. She said the tuition reset is anticipated to impact our enrollment now and next year, but the momentum is expected to fall off if we don't do something to strengthen what we do and highlight what we do distinctively. While Launch will have a small impact for next year's class, it should result in sustained growth that will pick up where the tuition reset lets off.

Debra then introduced two people she said will be "instrumental" in helping with the new CRUE Launch framework. She welcomed Daniel Pascoe Aguilar, the new Associate Provost for Experiential Education and Career Development, stating she is excited for Daniel to oversee a center that brings together experiential learning, career development, campus life and student affairs. Daniel comes to us from Ithaca College where he served as the Executive Director of Career Services. Prior to that, he was the Director of the Career Center at the University of Oregon. Debra next introduced Greg Townson, a 2005 Drew graduate who served as chief of staff to the commissioner of labor in the NJ Department of Labor and Workforce Development, as well as senior policy adviser for the NJ Office of the Governor. Greg will serve as interim chief of staff in the wake of Marti Winer's departure, and will help build the Launch program and new Center for Experiential Education and Career Development.

Debra then thanked Marti Winer, who first came to the Drew campus over 20 years ago as an undergraduate, leaving the campus in her role as Vice President of University Relations and Chief of Staff to pursue an opportunity in the hospitality industry. Debra praised Marti for the partnerships she created on campus and within the greater Madison community, as well as serving in her role as liaison to the

Board of Trustees. Debra expressed her belief and hope that Marti's affiliation with Drew will remain strong and thanked her for the significant difference she made on the campus. The faculty joined Deb in her applause of appreciation for Marti.

Debra said the faculty will soon hear more from Juliette Lantz about the curricular process and encouraged faculty members to participate in these efforts as fully as possible so the final outcome of the process is reflective of the faculty's voice. She said she recognizes that this is an incredibly challenging time, as we both respond to higher education's challenges and Drew's specific challenges, while being very conscious about spending limited resources.

Finally, Deb asked faculty to review two documents which will assist in immediate planning with respect to workload. She said workload discussions will be ongoing and directed faculty to speak with Dean's Council if there are questions, concerns or suggestions. The documents referred to were:

1) Interim workload plan (page 34)
2) Research Release Grant Application (pages 32 -33)

**ACTION ITEMS:**

**Approval of Voting List**: The motion to approve the voting list passed unanimously.

**Elections:** Caitlin Killian noted there were 5 positions available for election: CAPC Division II and Division IV, Assessment Division I, University Professional Conduct Committee Division I and University Faculty Grievance Division II. An electronic ballot will be available Tuesday the 11th.

**REPORTS:**

**Enrollment Management:** Bob Massa briefly shared some statistics and highlights:
- Increase of "hard inquiries" from 6,300 one year ago to over 10,000 (61% increase), boding well for higher applications.
- 9/22 will be the first Discover Drew Day
- Higher summer melt was disappointing – 37 students decided not to come. However, only one Baldwin Scholar dropped out
- We lost 9 international students, 5 of whom could not get VISAs. All 5 deferred to January
- There is a greater out of state inquiry pool, but these students also have greater financial need
- The discount rate was close to what it was last year, but the revenue goal was missed
- Bob is optimistic for a larger class next year and thinks the discount rate could be 55%

Chris Taylor expressed his appreciation and thanks to Bob. Debra concurred and further thanked Bob's entire team and Kira along with her staff.

**Library Report**: No questions were directed to Andrew Bonamici regarding his report.

**For Discussion:** Juliette Lantz discussed next steps for the CRUE framework. She said a CRUE II Committee of faculty and staff members was formed to meet regularly and provide representation across the campus to build out the framework presented last spring. This group will meet on an ongoing basis with committee membership posted on the CRUE website. At the same time, Juliette reported that CRUE

is moving into a curricular design phase, where the first goal is to build the principles of a meaningful skills-centered liberal arts curriculum that will be a key part of the undergraduate student experience. She reiterated Debra's comments that the curriculum should be faculty developed.

Juliette highlighted that the CLA governance structure (CAPC and Assessment Committee) will lead the process. Dean's Council will also be involved, so Juliette encouraged faculty to use their elected representatives to have discussions or to bring forth ideas. Faculty will be used at two levels – first as design teams (8), who will meet towards the end of September/early October and will build the first drafts of the curricular components. Each of the 8 design teams will include a member from the Assessment Committee, one other member from CAPC or CRUE, and 2 or 3 faculty members interested in taking leadership roles. Juliette said approximately 25 faculty members expressed interest, but more volunteers are welcome.

A second opportunity for faculty members to be involved is on Friday afternoons meetings, where there will be open faculty work sessions (3:15-4:45). These dates will be announced throughout the coming weeks. Meetings on the calendar include 9/21 and 9/28, also Tuesday the 9th is reserved for a faculty working session. Details to follow.
Juliette thanked CAPC, Dean's Council and the Assessment Committee for their hard work to date.

**Old Business/New Business:** none

**Announcements and Documents:**

**Health Benefit Options**: Chris Apelian reported that Compensation Monitoring had been meeting over the summer and one issue they reviewed was health coverage. Chris indicated that Open Enrollment for our health plan will be held in November and as the provider will now be Aetna, several options are under consideration. Chris said the Committee recommends Option 2 (p. 52) but is eager to have faculty members' feedback within the week.

**CAPC Deadlines**: Rita Keane reported September 11th is the deadline for new course proposals.

**Korn Gallery Art Opening:** Deb encouraged faculty members to attend Michael Peglau's Art Opening after the outdoor reception.

**Global Education Faculty Advisory Committee:** Marc Tomljanovich reported that GEFAC welcomes faculty proposals for AY2020 shortTRECs programs. He announced the October 10th deadline and encouraged creative, exciting options for students.

Debra asked faculty members to look at detailed biographical information for each of our new faculty members, who were introduced as follows:

| | |
|---|---|
| **Carolina Arango-Vargas,** WGST/ANTH | **Alex Bajcz**, BIOL/ESS |
| **Jeremy Blatter**, MCOM | **Christopher Fazen**, CHEM |
| **Oleg Ivanets**, ECON/BUS | **Jens Lloyd**, ENGH/WRTG |
| **Yahya Madra**, ECON (was NTT faculty) | **Ziyuan Meng**, MACS |
| **Sangay Mishra**, PSCI (was NTT faculty) | **Tomás Morín**, ENGH/Creative Writing |
| **Rory Mulligan**, ART | **Akwasi Nti-Addae**, ECON/BUS |
| **Brandie Waid,** (CSGS) MAT | |

In addition to Daniel Pasco Aguilar, other new staff members introduced included:

**John Jordan**, Academic Director of Drew's INTO Center
**Amo Kubeyinje**. Associate Vice President for Graduate Enrollment
**Irina Radeva**, Reference and Government Documents Librarian

Before adjourning, Deb gave special recognition for the change in status for three faculty members – Sangay Mishra, Yayha Madra and Rory Mulligan and invited all faculty and staff to move outside for a welcome reception in the Brothers College Courtyard.

The meeting was adjourned at 4:21 p.m.

Minutes respectfully submitted by Trish Turvey

**Summary of proposed changes to the Academic Integrity Policy**

1. Update to policy as posted in catalog

Addition of **Standards** and **Mission** section; Standards aligns with text in uknow.

Categories of Academic Dishonesty reorganized; added category - **Unethical Data Reporting**

**Reporting Cases** section added, including guidelines and reference to **Academic Integrity Reporting form**

Alternative Resolution and Academic Integrity Hearing procedures clarified

**Content added in Hearing procedures:** i) role of the faculty "support" is clarified ii) language added for students with documented disabilities iii) accusing faculty member's presence not required once the deliberation period of hearing begins

**Penalties** renamed **"Sanctions"**; minor and more serious violations clarified.


2. **Alternative Resolution (AR) form** revised to be more include language that is inclusive of violations other than plagiarism. Language added which clarifies that AR form is intended for minor violations; examples of sanctions are in alignment with policy and **include Educational tutorial (currently, the Academic Honesty course is available in Moodle)**


3. **The AI committee has developed guidelines for deciding cases.**

# Academic Integrity Policy (proposed to faculty 10-5-18)

### Standards

*Standards of integrity in the academic world derive from the nature of the academic enterprise itself. Students attend college in order to educate themselves. The various exercises that absorb so much time and energy during the semester -- tests, reports, problem sets, essays, and term papers -- are all purposeful opportunities enabling students to develop and display their acquired skills, knowledge, and capacity for critical thinking and creative analysis. Since academic dishonesty necessarily hinders such development, it cannot be tolerated under any circumstances. Accordingly, Drew University has established standards of academic integrity and procedures governing violations of them. These basic standards apply to all work done at Drew.*

*Students are expected to understand the principles of integrity and comply with the university's standards.*

*All members of the academic community are expected to report any instance of presumed dishonesty.*

### Mission of the Academic Integrity Committee

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

### Categories of Academic Dishonesty

The standards of academic integrity apply to information that is presented orally, in writing, or via the computer, in any format ranging from the most informal comment to a computer program or a formal research paper. These standards apply to source

material gathered from other people, from written texts, from computer programs, from the internet, or from any other location.

**1. Plagiarism:** Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes

- submitting a paper or part of a paper written by another person as one's own, whether that material was stolen, purchased, or shared freely.
- submitting a paper containing insufficient citation or misuse of source material.
- submitting work with unacknowledged inclusion of language, ideas, or thoughts taken from another individual or information source.
- Knowingly allowing one's work to be used by other student(s) without prior approval of the instructor. Unless explicitly permitted or prescribed by the faculty member, students should not engage in collaboration on graded assignments, including but not limited to homework, projects, papers, laboratory work, and take-home exams.

**2. Unintentional Plagiarism:** Unintentional plagiarism, also known as patch writing, may occur when students depend too heavily on textual material to make a point rather than making the point themselves and using the text to support it. In such cases, students cite the sources they have used, but do not correctly paraphrase the source material. They often also fail to indicate where paraphrased source material begins and ends. Unintentional plagiarism can also result from excessive collaboration when students fail to give adequate credit to others with whom they have worked. In all cases, unintentional plagiarism leaves the reader unsure of whose ideas are being presented, or leads them to assume that the words and ideas of others are those of the author.

**3. False Citation:** Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. This includes attributing fabricated material to a real or fictitious source.

**4. *Unethical data reporting:*** *Suppressing results inconsistent with one's interpretation or conclusions, fabricating or falsifying lab or research data.*

**5. Duplicate Submission:** Submitting one work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using an assignment for more than one course or submitting material previously used to meet another requirement.

**6. Cheating on Examinations:** Copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the permission of the instructor is a breach of academic integrity. Knowingly providing

answers to another students during an exam also constitutes cheating. These standards apply to take-home examinations as well.

**Reporting Cases**

Instructors shall report alleged cases of violations of the Academic Integrity Policy using the Academic Integrity Reporting Form. The following considerations may apply to reporting alleged cases:

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

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

1. **Alternative Resolution** Procedure (ARP): The ARP applies to first offenses that are minor or unintentional for a student who admits responsibility for the violation. Details on the **ARP** follow below.

2. **Academic Integrity Hearing:** If the evidence suggests that the violation is more serious, was intentional, and/or the charged student is unwilling to admit to the offense, the Academic Integrity Committee may determine that an alternative Resolution is inappropriate. When at least one of the following conditions apply, the Integrity committee convenor will schedule an Academic Integrity Hearing:
   i) The nature of the case is more serious than would be warranted by an alternative Resolution or
   ii) The student refuses to admit to a first offense that could otherwise be resolved through the Alternative Resolution procedure or
   iii) The student fails to complete Sanction(s) articulated in the Alternative Resolution form or
   iv) The violation is the second recorded violation for the student.

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

# Alternative Resolution Procedure

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

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

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

# Academic Integrity Hearings

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

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

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

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

all aspects of the hearing.

## Hearing Process

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

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

In the first stage of the hearing, the faculty member bringing the charge, the accused student, and faculty or staff (disability-related or INTO) supports will be present. The faculty member will be asked to explain the assignment and the violation, and then the student will be asked to make an oral statement regarding their work. Both may be asked questions by members of the committee, and each will make an oral statement to the Committee and answer any questions. At this stage, either the faculty or the student may ask to address the Committee without the others being present, and will be granted the right to do so.

The accused student and faculty or staff attending for support (if present) will be asked to wait outside the room while the Committee deliberates. The accusing faculty member is released from the hearing. The accused student may be called back in the room or the faculty member contacted via phone to answer follow up questions should any arise.

The convenor, the two committee memberswill vote on the matter. A decision of guilt or innocence will be based on a preponderance of the evidence in the case. It is at this stage in the process that previous findings of guilt and/or mitigating circumstances are introduced in determining sanctions.

At the end of the Committee's deliberations on the case, the student will be called back into the hearing to hear the outcome. Shortly thereafter the convenor will convey the decision in writing to the student and the instructor.

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

All documents relating to the case will be placed on file in the office of the Dean of the College, where they will remain until the student's file is destroyed one year after the student graduates. If the student is found guilty of any further integrity violation, the sanction is permanent expulsion from the university.

# Sanctions

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

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

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

No credit for the assignment

A failing grade on the assignment

Re-do the assignment with grade penalty

An assigned paper or project related to academic integrity


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

Failing grade in course

An assigned paper or project related to academic integrity

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

Suspension for one or more semesters

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


# Appeals Process

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

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

Council must provide reasons in writing to both parties. If the Council agrees to hear the case, it has the right to reverse the decision of an earlier hearing.

c) Only the five faculty members of the Dean's Council will vote on such appeals. The Dean of Arts & Sciences or designee will remain in attendance during such hearings, and will have a voice but no vote.

d) When any member of the Council believes he or she should not hear the matter under appeal because of a possible conflict of interest, that member may be excused. In this event, the Dean of Arts & Science will appoint a temporary faculty replacement. The student is granted the same provision of faculty, disability-related support, or staff support (INTO only) as for an integrity hearing.

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

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

# Academic Integrity Violations-Faculty Form
* Required

1. **Faculty Name** *

2. **Accused Student Name(s)** *

3. **Date of Incident:** *

   *Example: December 15, 2012*

4. **Course** *

5. **Violation (check all that apply) A full description of each violation can be found in the catalog**

   *Check all that apply.*

   [ ] Plagiarism

   [ ] Unintentional Plagiarism (patch writing)

   [ ] False Citation

   [ ] Unethical data reporting

   [ ] Duplicate Submission

   [ ] Cheating on Examinations

   [ ] Other

6. **Briefly describe the allegation:**

7. **Has the student met with you to discuss the violation?**
   *Mark only one oval.*

   ◯ Yes

   ◯ No

   ◯ Other:

8. **Please attach supporting documentation**
   Files submitted:

# The Convenor of the Academic Integrity Committee will contact you if further information is required. The Convenor will confirm the appropriate course of action.

Powered by
Google Forms

# Alternative Resolution for Selected Violations of the CLA Academic Integrity Policy

Drew University has established standards of academic integrity and procedures governing violations of them, and has published those standards in its Academic Integrity Policy. These basic standards apply to all work done at Drew, and students are expected to study and comply with these principles.

Students come to Drew with a variety of academic preparations. For this reason, it may be appropriate to treat a first and minor violation of academic integrity as an opportunity for education. This might be especially appropriate in cases of improper or insufficient citation or excessive collaboration.

The Academic Integrity Committee has deemed the violation committed by the student identified on this form as eligible for resolution by the Alternative Resolution procedure.

Potential Sanctions include, but are not limited to, the following:
- Participation in and achievement of a passing score in an educational tutorial.
- No credit for the assignment
- A failing grade on the assignment
- Re-do the assignment with grade penalty
- An assigned paper or project related to academic integrity

According to the terms of the Alternative Resolution Procedure, this form and a copy of all relevant documentation will be placed on file in the office of the Dean of the College, where it will remain until the file is destroyed (see *Daniels' Dictionary* for further information on the handling of student files). This documentation will be considered at the penalty phase of an Academic Integrity Hearing if the student is found to have committed another breach of academic integrity or if the sanctions put forth in this document are not completed.

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Student Name:.................................................................................................

Instructor Name:.............................................................................................

Class (name, number, & section):.....................................................................

Date:....................................

The student named above has admitted to violating the Academic Integrity Policy in the class named above as follows: *(Please describe the assignment and the nature of the violation, and attach a copy of the assignment, the offending text, and highlighted copies of any misused texts that are available/relevant)*

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*Please complete both sides of this form*

Please list and describe sanctions : (examples include change of grade, requirement to re-write assignment, required completion of online educational tutorial, or others appropriate to violation)

------------------------------------------------------------------------------------------------------

**Student:**
I understand the accusation and the seriousness of any breach of academic integrity. I am aware that a copy of this document will be placed on file in the office of the Dean of the College, where it will remain until the file is destroyed (see Academic Integrity Policy). I also understand that if I am found guilty of a breach of academic integrity in the future, this document and the material from this case will be used as evidence of a first offense in the penalty phase of the hearing and the penalty will be more severe than it would be for a first offense.

Student signature:................................................................. Date:...............................

**Faculty:**
*If the student satisfactorily completes the above, please date and sign this form:*

I am satisfied with the work the student has completed as a result of this alternative resolution, and believe that the student now possesses the knowledge to avoid similar infractions in the future.

Faculty signature:............................................................. Date:...............................

*Please send this form with a copy of the assignment, the offending text, and copies of any relevant misused texts that are available, to the office of the Dean of the College. A copy of this form will be sent to the student and to you, and the original will be placed on file, where it will remain until the file is destroyed (see Daniels's Dictionary).*

**AI Committee Guidelines**

Convenor will reference guidelines to decide AR or Hearing; committee will be consulted in more ambiguous cases.

**Alternative Resolution:**

First offense AND **minor:**
    Instructor agrees not serious
    Unintentional plagiarism as defined in policy
    "Minor" plagiarism: One instance of unsanctioned source citation issue

**Hearing**

All second and **serious** first offenses:

    Cheating on quiz or exam
    Plagiarism: Submitting entire paper or large stolen sections that were copied
      from another source without citation.
    Upper class student with large sections of patched writing and no citation.
    Utilizing unsanctioned notes during quiz
    Falsifying documents (exams, labs)
    Fabrication of sources

**Curricular Report**

**September 2018**

**For Information:**

**New Courses CLA:**
- **BST/PSYC 333/Aviation Psychology and Management [BINT], [WRIT]**
- **CSCI 335/Functional Programming**
- **ECON 323/International Economics**
- **ENGH 231/WLIT 260/Literary Translation [BHUM], [BART]**
- **HIST 217/U.S. Food Cultures [DVUS], [WRIT], [BINT]**
- **HIST 375/The Human Self: A Political History [BHUM], [DVIT], [WRIT]**
- **PH 299/ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience**
- **PSCI 249/Refugees and Migrants: The Global Crisis of Immigration [DVIT]**

**New Course CSGS:**
- **HIST 715/Nationalism, Islamism and the Struggle for Identity in the Modern Arab World**

**Revisions to Existing Courses CLA:**
- **ART 104/Light, Color & Design**
  - **Title and description change**
- **ART 405/Professional Practice**
  - **Description, credit, and enrollment limit changes**
- **BIOL 250/Molecular and Cellular Biology**
  - **Prerequisite change**
- **BIOL 256/Anatomy and Physiology I**
  - **Prerequisite and co-requisite change**
- **DANC 322/DANC 322L/Choreography and Performance Studies**
  - **Description and credit changes**
- **ENGH 245/Interpreting and Making the News**
  - **Description change, course number change and adding cross-list with MCOM**
- **MCOM 201/Documentary Practice**
  - **Description change**
- **REL 362/WGST 363/Women in Asian Traditions**
  - **Drop cross-list REL 362 and add cross-list HIST 362**
  - **Description change**

**Revisions to Existing Courses CSGS:**
- **HC 888/ Gender in American History**
  - **Change in course number**
- **HC 878/Documentary and Photojournalism**
  - **Change in course number**

**Revisions to Existing Major/Minor/Program:**
- **Neuroscience Major/Minor**
  - **Adding MATH 227/Intermediate Statistics to the electives list**
- **MCOM Major and Minor-Addition of ENGH/MCOM 347**
- **ESS Major/Environmental Science Major/Anthropology Major/Minor-Adding HIST 217 as an elective-NEED ANTH CATALOG COPY**
- **BST/PSYC-adding new course BST/PSYC 333**
- **IR/PSCI-adding new course PSCI 249/Refugees and Migrants: The Global Crisis of Immigration**

**General Education Designations:**
- **BST/PSYC 333/Aviation Psychology and Management [BINT], [WRIT]**

- **ENGH 231/WLIT 260/Literary Translation [BHUM], [BART]**
- **HIST 217/U.S. Food Cultures  [DVUS], [WRIT], [BINT]**
- **HIST 375/The Human Self: A Political History [BHUM], [DVIT], [WRIT]**
- **PSCI 249/Refugees and Migrants: The Global Crisis of Immigration [DVIT]**


**Revised Catalog Copy:**
- **Drew-Columbia University 3 + 2 Engineering- Joint Degree Programs**
- **The Drew Seminar**

# For Information:

## New Course Descriptions CLA:

### BST/PSYC 333/Aviation Psychology and Management
Aviation Psychology has been at the basis of Organizational Psychology in at least three domains: selection and assessment, safety and ergonomics, and crew resource management or team work. Students are made familiar with aviation practices to discover how findings in aviation psychology have affected management practices, especially in high-risk industries. The diverse topics found in aviation psychology today will be centered around the theme of safety. The literature in this course is a combination of overview articles and in-depth studies, providing the tools to understand related literature on the course topics and encourage further reading. CLA-Breadth/Interdisciplinary, CLA-Writing Intensive.

### CSCI 335/Functional Programming
Functional programming goes beyond procedural programming and expands students' abilities to approach problems. The course will focus on Haskell, a purely functional programming language. Topics include Lambda expressions, currying, lazy evaluation, referential transparency, polymorphism, and monads.
Prerequisite: CSCI 230.

### ECON 323/International Economics
This course includes topics central to both international trade and international finance, in other words the flows of goods, services, and money across borders. The determinants of international trade, patterns of specialization and gains from trade in classical and neoclassical (Ricardian, Hecksher-Ohlin, factor-price equalization) models and new trade theories will be covered in order to study the effects of trade and trade policy (tariffs and quotas) on production and consumption patterns, factor prices, income distribution, economic growth and development. In the second half of the course, the focus will shift to theory and practice of international macroeconomics and finance. In particular, the course will cover issues pertaining to balance of payments determination, and the functioning of foreign exchange markets and international capital markets. A special focus will be devoted to financial crises and contagion in the context of global economic and financial interactions and policy coordination under international monetary system. Prerequisites: ECON 301, ECON 302.

### ENGH 231/WLIT 260/Literary Translation
In this course, we will study, and practice, the art of translation. If you have fulfilled Drew's language requirement (a language through the intermediate level), then you are eligible to take this course. Students will explore classic essays that have formed the foundation of translation theory and examine them in practice by comparing multiple translations of a text. Students will apply these theories as they attempt to translate a short work of fiction or poetry that they will share with the class in a workshop format. Students may work from any language into contemporary English; that language can also be a dialect, or historical variety, of English. Signature of instructor required for registration. CLA-Breadth/Arts, CLA-Breadth/Humanities.

### HIST 217/U.S. Food Cultures
Food means different things to different people, at different times, because all food knowledge Is cultural and must be learned. How is that knowledge generated and maintained?  How and why does it change over time?  What is the relationship between food and identity, at a personal and group level?  How can food both foster solidarity and divisiveness?  How is food political?  In addressing these and other questions, we will explore the multiple and sometimes contradictory meanings we attach to food in American culture.  We will explore the symbolic value and meanings of food, with attention to identity categories, such as gender, ethnicity, class, religion, etc...,as well as meanings at the sites of production, preparation, marketing and consumption.  As an Interdisciplinary course, we will explore different approaches
to the study of foodways, such as cultural production and transmission, relationships to the environment and issues of
social justice, and aspects of American history, such as slavery, industrialization, immigration and globalization. The class is discussion based, Includes outside "food experiences." CLA-Breadth/Interdisciplinary, CLA-Diversity US, CLA-Writing Intensive.

**HIST 375/The Human Self: A Political History**
Over the past two hundred years, few political gestures have been more ubiquitous or powerful than the appeal to our common "humanity." It has been used to challenge forms of oppression and exclusion, and in the guise of "human rights" it has come to dominate debates over international relations. But a politics based the human self (or, as it once was, "man") has often been accused of harboring limitations or prejudices that undercut its aspirations to universality. More recently, the reference to the peculiar dignity of the human species has been brought into question by studies into the cognitive and emotive capabilities of other animals, and developments in artificial intelligence. In this course, we will examine the emergence of the human self as a master concept of politics. But we will also track the criticisms of this concept by feminists and anti-colonial writers up until animal rights activists, and consider how scientific and technological developments over the past hundred years have troubled the sharp line between humans and other creatures that a humanist politics requires. In addition to political and philosophical texts, we will be watching several films, including "Planet of the Apes," ''Terminator," and "The Matrix," which raise in new ways that perennial question: What does it mean to be human? CLA-Breadth/Humanities, CLA-Diversity International, CLA-Writing Intensive.

**PH 299/ShortTREC- Health & Human Development in Africa: Lessons from the South African Experience**
The course will focus on selected topics offered as ShortTrecs through the Center for Global Education. Topics and location of the course will vary in accordance with student interest and faculty expertise. May be repeated as topics vary. Instructor Approval Required. Offering to be determined. CLA-Off Campus Experience.

**PSCI 249/Refugees and Migrants: The Global Crisis of Immigration**
The increased mobility of people across national borders, whether voluntary or forced, has become a critical issue for many nation states across the globe. The refugee crisis on European borders stemming from the situation in Iraq and Syria symbolized the challenges of dealing with such mobility of populations. Countries in both North America and Europe have seen waves of migrants and refugees over the decades, and immigration has become a volatile political issue in these countries. This course analyzes the ability of nation states to control their borders through specific examples from Europe, United States, and other parts of the globe. The discourse of controlled and selective immigration has been the dominant theme in these countries with strident anti-immigrant voices shaping the policy process. The process of social and political inclusion of refugees and migrants has been shaped by this discourse of controlled immigration. The course draws upon multiple case studies and theoretical perspectives to develop a comprehensive understanding of the global debate on immigration. CLA-Diversity International.

**New Course Description CSGS**:
**HIST 715/Nationalism, Islamism and the Struggle for Identity in the Modern Arab World**
Beginning in the late 19th century, and continuing to the present, the Arab world has been deeply torn by conflicting visions of collective political identity and order. Both secular nationalists and those with religiously-based visions have struggled, both amongst themselves and with each other, to command popular support and exert political control. This course examines the history of this ongoing struggle from 1850 to the present. Beginning with rising indigenous resistance to European colonialism and imperialism in the second half of the nineteenth-century, the course considers the emergence of localized secular nationalism, regional pan-Arab nationalism and various expressions of Islamism.

**Revisions to Existing Courses CLA:**

**ART 104/Light, Color & Design**

> **Current:**
> **ART 104/Light, Color & Design**
> An introduction to the visual elements that constitute the basic issues of two-dimensional design. Primary goals are the development of technical and critical skills as they apply to painting, drawing, and graphic traditions. Investigates aspects of color, line, form, texture, and space through workshops and outside assignments. The foundation course for the intermediate- and upper-level studio courses

> **Proposed:**
> **ART 104 /Digital Design**
> An introduction to the visual elements that constitute the basic issues of design. Primary goals are the development of technical and critical skills as they apply to digital design. Investigates aspects of color, line, form, texture, and space through workshops and outside assignments. The foundation course for the intermediate- and upper-level studio courses.

**ART 405/Professional Practice**
> **Current:**

**ART 405/Professional Practice**

This course introduces professional practices in the visual arts and supports students in the development of their identities as artists. Studio Art Majors create websites in which they publish artist statements, visual portfolios, exhibition reviews, CVs and narrative bios. Materials developed in class are used to apply for exhibitions, internships, and other real-world opportunities

**Proposed:**

**ART 405/Professional Practice**

This course introduces professional practices in the visual arts and supports art majors as they develop a professional identity. Students work on articulating their artistic practice and create a website in which they publish a portfolio of their artwork, artist's statement, and other writing common in the field. Students learn to document and prepare digital files for presentation and applications. Materials developed in class are used to apply for real-world opportunities.

**BIOL 250/Molecular and Cellular Biology**

    **Current:**

    **BIOL 250/Molecular and Cellular Biology**

Prerequisite: BIOL 160 and CHEM 160. Co-requisite: BIOL 250L

    **Proposed:**

    **BIOL 250/Molecular and Cellular Biology**

Prerequisites: CHEM 160 and a C- or better in BIOL 160. Co-requisite: BIOL 250L

**BIOL 256/Anatomy and Physiology I**

    **Current:**

    **BIOL 256/Anatomy and Physiology I**

Prerequisites: BIOL 160 and CHEM 160

    **Proposed:**

    **BIOL 256/Anatomy and Physiology I**

Prerequisites: BIOL 160 and CHEM 160; prerequisites or co-requisite: BIOL 250 or permission of the instructor

**DANC 322/DANC 322L/Choreography and Performance Studies**

    **Current:**

    **DANC 322/Choreography and Performance Studies**

Advanced technical composition and theoretical exploration through the preparation and performance of several choreographed pieces as part of the Theatre and Dance Department's dance concert at the end of the semester.   Requires extensive pre-production research and performance preparation including production meetings and consulting with designers for the choreographed pieces in the concert. May be repeated for credit. Prerequisite: DANC 101, DANC 220 or instructor approval CLA-Breadth/Arts.

    **Proposed:**

    **DANC 322/Choreography and Performance Studies**

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.

**DANC 322L/Choreography and Performance Studies**

    **Current:**

    **DANC 322L/Choreography and Performance Studies**

None

    **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, DANC 220 or instructor approval CLA-Breadth/Arts.

**ENGH 245/Interpreting and Making the News**

**Current:**

**ENGH 245/Interpreting and Making the News**

An exploration of the creation and impact of mass media news and the tensions created by the increasing merging of news and entertainment, the rise of profit-driven news media, the traditional role of the news industry to inform citizens, and the impact of users' ability to select which news to view via the internet. Topics include how advertising revenue influences the entertainment component of the "news," how the profit-margin influences what is considered newsworthy, how partisan and "fake" news shows influence the public conception of events, and how the increasing amount of readily available information influences the public conception of events, different perceptions among different cohorts, and the degree of truth in news reports.

**Proposed:**

**ENGH/MCOM 347/Interpreting and Making the News**

An exploration of the creation and impact of news media and the tensions produced by recent shifts in news creation and distribution. Drawing on the latest research from the fields of journalism studies and media studies, we will examine topics including the evolution of journalism revenue models and the economic crisis in the media, the debate over how best to control the spread of misinformation in the media ecosystem, the role played by algorithm-driven media platforms in determining news delivery, and the struggle for control over local news media. This class will focus mainly on the US, with some comparative discussion of other news systems.

**MCOM 201/Documentary Practice**

**Current:**

**MCOM 201/Documentary Practice**

This course is an exploration of contemporary documentary through both theory and practice. Students will conduct archival research and field work, learn how to interview subjects, and gain experience in interpreting and editing the material they gather into original text-based, oral and visual communication. While the class will introduce students to historical documentary traditions as well as contemporary methods and techniques, special focus will be given to new digital forms of representation and their impact on production, distribution, and consumption. Some fundamental questions this class will raise include: What is at stake in using documentary and non-fiction modes of representation? What is the role and function of documentary within contemporary society? What are the ethics of documentary production? In addition to the regular class session, students will be expected to work on their projects during additional lab hours. Prerequisite: MCOM 101/ENGH 121 or instructor permission.

**Proposed**:

**MCOM 201/Documentary Practice**

This course is an exploration of contemporary documentary through theory and practice, drawing on a variety of media forms and methods. Students will learn production methods including archival research and field work, interviewing documentary subjects, and interpreting and editing the material they gather into original text-based, oral and visual communication. While the class will introduce students to historical documentary traditions as well as contemporary methods and techniques, special focus will be given to new digital forms of representation and their impact on production, distribution, and consumption. Some fundamental questions this class will raise include: What is at stake in using documentary and non-fiction modes of representation? What is the role and function of documentary within contemporary society? What are the ethics of documentary production? In addition to the regular class session, students will be expected to work on their projects using Adobe software in MCOM lab. Prerequisite: 121 and instructor permission.

**REL 362/WGST 363/Women in Asian Traditions**

**Current:**

**REL 362/WGST 363/Women in Asian Traditions**

This course critically examines traditional definitions of gender and the ways women both enact and challenge such definitions in the present day in Asia, largely through the course consideration of contemporary ethnographic (field research) studies on women and religion. The course focuses on contemporary women's everyday lives, as well as their involvement in social, political, and environmental movements that are gendered and engage traditional cultural values in new definitions of rights and ways of acting in society today. The world region of focus - South Asia, Southeast Asia, and/or East Asia - will vary by offering. Analysis of ethnographic film is part of the course of study. Same as WGST 363. CLA-Diversity International, CLA-Writing Intensive.

**Proposed**:

**HIST 362/WGST 363/Women in Asian Traditions**

This course critically examines traditional definitions of gender and the ways women both enact and challenge such definitions in the present day in Asia , through our reading of contemporary ethnographic (field research) studies on women and religion. The methodology of the course is to examine ways in which cultural history is both affirmed and changed in the present, through study of scholarly theories of intersections between the academic disciplines of history,

ethnography and the history of religions. We perform gender analysis to contrast women's social agency in past and present in order to situate the opportunities they have to participate in the shaping of tradition today, and to examine ways in which contemporary women are actively and authoritatively redefining tradition to shape their everyday lives in social and political context, engaging traditional cultural values in new definitions of rights and ways of acting in society. The world region/s of focus - South Asia, Southeast Asia, and/or East Asia- will vary by offering. Same as WGST 363, HIST 362. CLA-Diversity International, CLA-Writing Intensive.

**Revisions to Existing Courses CSGS:**
**HC 888/ Gender in American History**
> **Current:**
> **HC 888/Gender in American History**
> **Proposed:**
> **HIST 740/Gender in American History**

**HC 878/Documentary and Photojournalism**
> **Current:**
> **HC 878/Documentary and Photojournalism**
> **Proposed:**
> **HIST 761/Documentary and Photojournalism**

**Revisions to an Existing Major/Minor:**
**Neuroscience Major/Minor**
> o  **Adding MATH 227/Intermediate Statistics to the electives list**

# Neuroscience Major

## III. Electives (12 credits)

Must include courses from two different departments. 4 credits of Independent Research (NEUR 294, 296, 394, 396) can be counted as elective credit.
- ANTH 322 - Primatology **OR**
- BIOL 322 - Primatology
- 
- ANTH 326 - Evolution and Human Behavior
- BIOL 256 - Anatomy and Physiology I
- BIOL 314 - Animal Behavior
- BIOL 344 - Endocrinology
- CHEM 360 - Foundations in Biochemistry
- 
- CHEM 361 - Advanced Biomolecular Structure and Function **OR**
- CHEM 362 - Chemical Biology
- 
- LING 101 - Language, Communication, and Culture
- LING 201 - Topics in the Study of Language
- MATH 227 – Intermediate Statistics
- NEUR 294 - Intermediate Independent Research: Literature Research
- NEUR 296 - Intermediate Independent Research: Laboratory/Field Research
- 
- NEUR 358 - Diseases of the Brain **OR**
- BIOL 358 - Diseases of the Brain
- 
- NEUR 270 - Topics in Neuroscience
- NEUR 364 - Seminar in Biopsychology
-

- NEUR 366 - Computational Modeling of Neural Systems **OR**
- PHYS 366 - Computational Modeling of Neural Systems
- 
- NEUR 368 - Theories about Vision
- NEUR 370 - Special Topics in Neuroscience
- NEUR 394 - Advanced Independent Study in Neuroscience: Literature Research
- NEUR 396 - Independent Research in Neuroscience: Laboratory/Field Research
- PHIL 322 - Philosophy of Mind
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- BIOL 370 - Topics in Biology
- BIOL 390 - Seminar in Biology
- CSCI 390 - Advanced Topics in Computer Science
- PHYS 329 - Special Topics in Physics
- PSYC 270 - Selected Topics in Psychology
- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology
- PSYC 364 - Seminar in Biopsychology
- PSYC 366 - Seminar in Cognition
- PSYC 370 - Advanced Topics in Psychology

**Neuroscience Minor**

**III. An additional intermediate- and upper-level courses (12 credits):**

Courses may also be chosen fom the list of core courses above. Up to 4 credits of Independent Research (NEUR 294, NEUR 296, NEUR 394, NEUR 396) can be counted as elective credit.

Please note that many of these couses have prerequisites, which may add to thesize of the minor. Course selection should take into consideration University guidelines, which permit no more than 8 credits of coursework to be double-counted toward **both** a major and a minor**.**

- NEUR 270 - Topics in Neuroscience
- NEUR 294 - Intermediate Independent Research: Literature Research
- NEUR 296 - Intermediate Independent Research: Laboratory/Field Research
- 
- NEUR 358 - Diseases of the Brain **OR**
- BIOL 358 - Diseases of the Brain
- 
- NEUR 364 - Seminar in Biopsychology
- NEUR 366 - Computational Modeling of Neural Systems
- NEUR 368 - Theories about Vision
- NEUR 370 - Special Topics in Neuroscience
- NEUR 394 - Advanced Independent Study in Neuroscience: Literature Research
- NEUR 396 - Independent Research in Neuroscience: Laboratory/Field Research
- 
- ANTH 322 - Primatology **OR**
- BIOL 322 - Primatology
- 
- ANTH 326 - Evolution and Human Behavior
- BIOL 314 - Animal Behavior
- BIOL 370 - Topics in Biology (when relevant)
- BIOL 390 - Seminar in Biology (when relevant)
- CHEM 360 - Foundations in Biochemistry
- 
- CHEM 361 - Advanced Biomolecular Structure and Function **OR**
- CHEM 362 - Chemical Biology
- MATH 227 – Intermediate Statistics

The following courses and seminars may be applicable if the topic is relevant to the study of neuroscience:

- CSCI 390 - Advanced Topics in Computer Science (when relevant)
- LING 101 - Language, Communication, and Culture
- LING 201 - Topics in the Study of Language
- PHIL 322 - Philosophy of Mind
- PHYS 329 - Special Topics in Physics (when relevant)
- PSYC 270 - Selected Topics in Psychology (when relevant)
- PSYC 351 - Learning and Behavior
- PSYC 353 - Cognition
- PSYC 360 - Psychology Seminar: Contemporary Issues in Psychology (when relevant)
- PSYC 364 - Seminar in Biopsychology (when relevant)
- PSYC 366 - Seminar in Cognition (when relevant)
- PSYC 370 - Advanced Topics in Psychology (when relevant)


**MCOM Major and Minor-Addition of ENGH/MCOM 347/Interpreting and Making the News**

## Media & Communications Major

**Media and Communications Major**

**Forms**

In these courses, students learn the structural elements, patterns, and formal systems that define digital, textual, and aural media, developing a critical vocabulary that informs their own media practice.

ARTH 243 - History of Photography
CHIN 350 - Selected Topics in Modern Chinese Literature and Film
ENGH 120 - Introduction to Film Analysis
ENGH 221 - Film History and Theory
ENGH 240 - Introduction to Writing and Communication Studies
ENGH 322 - Thinking about Genre through Film
FREN 304 - Contemporary Francophone Cinema
ENGH 347 - Interpreting and Making the News
FREN 362 - Fantasy and Reality in French Cinema (1895-present)
FREN 366 - Entertaining Crowds: Popular Culture in 19th and 20th Century France
GERM 256 - German Film in English
HIST 350 - History of American Journalism
ITAL 302 - Contemporary Italian Cinema
ITAL 308 - From Book to Screen
LING 101 - Language, Communication, and Culture
MUS 232 - Music and the Soundscape of Film
PHIL 334 - Aesthetics
RUSS 255 - Russian, Soviet and Post-Soviet Cinema
SPAN 345 - Cinematic Language: An Introduction to Spanish Filmic Discourse
SPAN 354 - Gender in Contemporary Hispanic Fiction and Film
THEA 323 - Graphic Communication for the Theatre


## Media & Communications Minor

### Forms

In these courses, students learn the structural elements, patterns, and formal systems that define digital, textual, and aural media, developing a critical vocabulary that informs their own media practice.
- ARTH 243 - History of Photography

- CHIN 350 - Selected Topics in Modern Chinese Literature and Film
- ENGH 120 - Introduction to Film Analysis
- ENGH 240 - Introduction to Writing and Communication Studies
- ENGH 245 - Interpreting and Making the News
- ENGH 322 - Thinking about Genre through Film
- ENGH 347 - Interpreting and Making the News
- FREN 304 - Contemporary Francophone Cinema
- FREN 362 - Fantasy and Reality in French Cinema (1895-present)
- FREN 366 - Entertaining Crowds: Popular Culture in 19th and 20th Century France
- GERM 256 - German Film in English
- HIST 350 - History of American Journalism
- ITAL 302 - Contemporary Italian Cinema
- ITAL 308 - From Book to Screen
- LING 101 - Language, Communication, and Culture
- MUS 232 - Music and the Soundscape of Film
- PHIL 334 - Aesthetics
- RUSS 255 - Russian, Soviet and Post-Soviet Cinema
- SPAN 345 - Cinematic Language: An Introduction to Spanish Filmic Discourse
- SPAN 354 - Gender in Contemporary Hispanic Fiction and Film
- THEA 323 - Graphic Communication for the Theatre


**ESS Major/Environmental Science Major/Anthropology Major/ Environmental Science Major-Adding HIST 217/ U.S. Food Cultures**

**Environmental Studies and Sustainability Major**

**II. Electives (28 credits)**

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

ENV 265 - Energy and Environment
ENV 282 - Topics in Environmental Science:
ENV 350 - Advanced Environmental Science
ENV 365 - Advanced GIS
ENV 382 - Advanced Topics in Environmental Science
ENV 395 - Research in Environmental Science
ESS 107 - Indigenous Environments: Literature and Film
ESS 204 - Environmental Writing and Eco-Criticism
ESS 206 - Nature Writing
ESS 271 - Environmental History
ESS 281 - Topics in Environmental Humanities
ESS 283 - Topics: Environment & Society
ESS 300 - Research in Environmental Studies
ESS 305 - Medical Geography
ESS 307 - Environmental Justice Literature
ESS 330 - Topics in Economics and the Environment
ESS 331 - Archaeology and Sustainable Culture
ESS 332 - Wildlife and Culture
ESS 333 - Inuit Environmental Dilemmas
ESS 344 - Environmental Aesthetics
ESS 381 - Advanced Topics in Environmental Humanities
ESS 383 - Advanced Topics: Environment and Society
ESS 410 - Specialized Honors I
ESS 411 - Specialized Honors II
ANTH 202 - Ecological Anthropology

ANTH 322 - Primatology
BIOL 150 - Ecology and Evolution
BIOL 308 - Conservation Biology
BIOL 314 - Animal Behavior (BIOL 160 prerequisite)
BIOL 318 - Freshwater Ecology (BIOL 160 prerequisite)
BIOL 320 - Tropical Marine Ecology (BIOL 160 prerequisite)
BIOL 338 - Ornithology (BIOL 160 prerequisite)
CHEM 103 - Turning Green: An Introduction to Green Materials & Alternatives
CHEM 150 - Principles of Chemistry I
CHEM 320 - Fundamentals of Analytical Chemistry
CHEM 321 - Advanced Analytical Chemistry (CHEM 320 prerequisite)
CHEM 325 - Environmental Chemistry (CHEM 320 prerequisite)
ECON 245 - Environmental Economics
ECON 247 - Economics of Business and Sustainability
HIST 217 - U.S. Food Cultures
PSCI 320 - Environmental Policy and Politics
PSCI 321 - International Environmental Policy and Politics
REL 218 - Environmental Ethics
SPAN 326 - Self, Place and the Environment in the Hispanic World


**Environmental Science Major**

**III. Environmental Studies Elective (4 credits)**

Choose one of the following:

ESS 107 - Indigenous Environments: Literature and Film
ESS 204 - Environmental Writing and Eco-Criticism
ESS 206 - Nature Writing
ESS 271 - Environmental History
ESS 281 - Topics in Environmental Humanities
ESS 283 - Topics: Environment & Society
ESS 300 - Research in Environmental Studies
ESS 307 - Environmental Justice Literature
ESS 309 - Food, Justice, and U.S. Literature
ESS 330 - Topics in Economics and the Environment
ESS 331 - Archaeology and Sustainable Culture
ESS 332 - Wildlife and Culture
ESS 344 - Environmental Aesthetics
ESS 381 - Advanced Topics in Environmental Humanities
ESS 383 - Advanced Topics: Environment and Society
ECON 245 - Environmental Economics
ECON 247 - Economics of Business and Sustainability
HIST 217 - U.S. Food Cultures
PSCI 320 - Environmental Policy and Politics
PSCI 321 - International Environmental Policy and Politics
REL 218 - Environmental Ethics
SPAN 326 - Self, Place and the Environment in the Hispanic World


**Anthropology Major**

**C. Socio-Cultural Anthropology**

ANTH 202 - Ecological Anthropology
ANTH 203 - Cultures, Economies, and Globalization
ANTH 204 - Society and Social Change in Sub-Saharan Africa
ANTH 205 - Native North American Cultures

ANTH 206 - Topics in Cultural Anthropology
ANTH 207 - Regional Ethnography
ANTH 208 - Religions of Africa
ANTH 209 - Anthropology of Business
ANTH 300 - Independent Study in Anthropology
ANTH 301 - Medical Anthropology
ANTH 302 - Anthropology of Religion
ANTH 303 - Gender and Culture
ANTH 304 - Selected Topics in Cultural Anthropology
ANTH 310 - Ethnographic Research Methods
ANTH 332 - Wildlife and Culture
HIST 217 - U.S. Food Cultures


**BST/PSYC-adding new course BST/PSYC 333**

**Business Minor**

**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/Selected Topics
• BST 304 - Finance
• BST 305 - Market Strategy & Marketing
• BST 310 - Management

**III. 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 219 - Business and Government in the U.S.
• BST 321 - Corporate Finance
• BST 333 – Aviation Psychology and Management
• BST 340 - Strategic Decision Making
• BST 355 - Selected Topics in Marketing
• CE 215 - The Non-Profit Sector
• CE 250 - Leadership in Practice
• 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 and Banking
- ECON 321 - Corporate Finance
- ECON 338 - Industrial Organization and Public Policy Toward Business
- ENGH 246 - Business Communications
- ENGH 386 - Theories and Effects of Media Communication
- ENGH 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 270 - Introduction to Performing Arts Administration
- OR
- 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 333/Aviation Psychology and Management
- 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, Economics and Business are counted as two separate departments.

**IR/PSCI-adding new course PSCI 249/Refugees and Migrants: The Global Crisis of Immigration**

**International Relations Major**

**I. Core (24 credits)**

- PSCI 102 - Comparative Political Systems
- PSCI 104 - International Relations
- PSCI 242 - International Organizations
- PSCI 247 - International Security
- PSCI 362 - International Political Economy

**One course in Human Rights (from the following):**

- PSCI 241 - Global Feminisms
- PSCI 248 - Special Topics in Human Rights
- PSCI 333 - International Human Rights
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 365 - Seminar on Human Rights

## II. Language Study (4 credits)

Students must complete one course in the target language beyond Drew's general education requirement. Students starting a language at Drew will therefore require four semesters of language study to fulfill this requirement. Students who place beyond the fourth semester of language instruction in a Drew foreign language will be considered to have completed this requirement, and can complete the major with only 50 credits.

## III. Intermediate or Upper-Level (20 credits)

In addition to the required core, language and capstone courses, students must take 32 credits (total) in the intermediate (200) and upper level (300) level courses. At least half of these credits (12) must be at the upper level. A minimum of 16 of these intermediate and upper level credits must be taken on campus.

- PSCI 200 - Internship in Political Science
- PSCI 225 - European Politics
- PSCI 226 - Russian Politics
- PSCI 228 - Chinese Politics
- PSCI 229 - Middle East Politics
- PSCI 230 - East Asian Politics
- PSCI 240 - United States Foreign Policy
- PSCI 241 - Global Feminisms
- PSCI 242 - International Organizations
- PSCI 243 - Terrorism
- PSCI 246 - The Political Economy of Development
- PSCI 247 - International Security
- PSCI 248 - Special Topics in Human Rights
- PSCI 249- Refugees and Migrants: The Global Crisis of Immigration
- PSCI 257 - Muslims and the West
- PSCI 259 - Global Governance and Counter-Terrorism
- PSCI 283 - UN Community Internship
- PSCI 285 - Internship Project in Washington
- PSCI 307 - Research Methods in Political Science
- PSCI 314 - American Political Economy
- PSCI 321 - International Environmental Policy and Politics
- PSCI 333 - International Human Rights
- PSCI 341 - Selected Topics: Comparative Politics
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 345 - War and Peace in the Middle East
- PSCI 346 - Comparative Political Economy
- PSCI 347 - Seminar in Comparative Revolutions
- PSCI 360 - Selected Studies in International Politics
- PSCI 361 - Latin America and U.S. Foreign Policy
- PSCI 362 - International Political Economy
- PSCI 363 - The National Security Council
- PSCI 364 - Collective Conflict Management
- PSCI 365 - Seminar on Human Rights
- PSCI 367 - Seminar on Gender and International Politics
- PSCI 369 - Strategies of War and Peace
- PSCI 371 - Peacemaking and Peacekeeping in the 21st Century
- PSCI 380 - London Semester Interdisciplinary Colloquium
- PSCI 381 - Contemporary British Politics
- PSCI 382 - The History of Modern Britain
- PSCI 383 - The United Nations System and the International Community
- PSCI 384 - Research Seminar on the United Nations
- PSCI 385 - Elections and Policy Making in Washington

- PSCI 386 - Research Practicum in Washington

## IV. Capstone (2 credits)

- **IREL 402 - International Relations Capstone**

## Note:

A student can propose to have a maximum of 8 credits from other departments applied to the major. The proposal must be substantively related to the major's focus and be approved by the faculty adviser. Students planning to attend graduate school in political science, public policy, public administration, or a related field and students planning to write an honors thesis or enroll in upper-level research seminars are encouraged to take PSCI 307 - Research Methods in Political Science.

## Political Science Major

**Requirements for the Major (46 credits)**

**I. Required Foundation Courses (16 credits)**

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

- PSCI 105 - Introduction to Political Theory
  OR
- PSCI 255 - Classics in Political Theory

**II. Intermediate and Upper-Level Electives (28 credits)**

In addition to the required foundation courses, students must take 28 credits (total) in intermediate (200) and upper (300) level courses and they must be distributed across at least three of the four subfields in the discipline. At least three of these courses (12) must be at the upper-level. A minimum of 12 of these intermediate and upper level credits must be taken on campus. A maximum of 8 departmental internship course credits may be counted towards the major.

**Sub-Fields**

**A. American Politics, Government, and Policy**

- PSCI 200 - Internship in Political Science
- PSCI 211 - Law, Justice, and Society
- PSCI 212 - Public Policy and Administration
- PSCI 213 - Congress
- PSCI 215 - The American Presidency
- PSCI 216 - Urban Politics
- PSCI 217 - Political Participation in the United States
- PSCI 218 - State and Local Politics
- PSCI 219 - Business and Government in the U.S.
- PSCI 285 - Internship Project in Washington
- PSCI 301 - Civil Liberties
- PSCI 302 - Criminal Justice
- PSCI 303 - Constitutional Law and Civil Rights
- PSCI 313 - Gender and U.S. Politics
- PSCI 314 - American Political Economy
- PSCI 316 - Social Policy and Inequality in America
- PSCI 317 - Education Policy and Politics

- PSCI 318 - Race and Politics
- PSCI 319 - Selected Studies in American Politics and Administration
- PSCI 320 - Environmental Policy and Politics
- PSCI 385 - Elections and Policy Making in Washington
- PSCI 386 - Research Practicum in Washington


**B. Comparative Politics and Government**

- PSCI 225 - European Politics
- PSCI 226 - Russian Politics
- PSCI 228 - Chinese Politics
- PSCI 229 - Middle East Politics
- PSCI 230 - East Asian Politics
- PSCI 341 - Selected Topics: Comparative Politics
- PSCI 343 - Comparative Political Parties
- PSCI 346 - Comparative Political Economy
- PSCI 380 - London Semester Interdisciplinary Colloquium
- PSCI 381 - Contemporary British Politics
- PSCI 382 - The History of Modern Britain


**C. International Relations**

- PSCI 240 - United States Foreign Policy
- PSCI 241 - Global Feminisms
- PSCI 242 - International Organizations
- PSCI 243 - Terrorism
- PSCI 245 - International Relations Theory
- PSCI 246 - The Political Economy of Development
- PSCI 247 - International Security
- PSCI 248 - Special Topics in Human Rights
- PSCI 249- Refugees and Migrants: The Global Crisis of Immigration
- PSCI 257 - Muslims and the West
- PSCI 259 - Global Governance and Counter-Terrorism
- PSCI 283 - UN Community Internship
- PSCI 321 - International Environmental Policy and Politics
- PSCI 329 - Principles of International Law
- PSCI 333 - International Human Rights
- PSCI 343 - Comparative Political Parties
- PSCI 344 - Torture: Pain, Body, and Truth
- PSCI 345 - War and Peace in the Middle East
- PSCI 346 - Comparative Political Economy
- PSCI 360 - Selected Studies in International Politics
- PSCI 361 - Latin America and U.S. Foreign Policy
- PSCI 362 - International Political Economy
- PSCI 363 - The National Security Council
- PSCI 364 - Collective Conflict Management
- PSCI 367 - Seminar on Gender and International Politics
- PSCI 369 - Strategies of War and Peace
- PSCI 371 - Peacemaking and Peacekeeping in the 21st Century
- PSCI 383 - The United Nations System and the International Community
- PSCI 384 - Research Seminar on the United Nations


**D. Political Theory**

- PSCI 233 - Policing and the Rule of Law: Gender, Race, and Citizenship
- PSCI 255 - Classics in Political Theory

- PSCI 305 - Political Sociology OR
- SOC 315 - Political Sociology

- PSCI 307 - Research Methods in Political Science
- PSCI 312 - Democratic Theory
- PSCI 315 - Contemporary Theories of Liberalism and Conservatism
- PSCI 332 - Advanced Topics in Political Theory
- PSCI 333 - International Human Rights
- PSCI 334 - Cultural Diversity and the Law
- PSCI 344 - Torture: Pain, Body, and Truth

**III. Capstone (2 credits)**

- PSCI 400 - Capstone Seminar

**Notes**

Students planning to attend graduate school in political science, public policy, public administration, or a related field and students planning to write an honors thesis or enroll in upper-level research seminars are encouraged to take PSCI 307 . Additional highly recommended courses are MATH 117 and CSCI 115
PSCI 300 - Independent Study in Political Science may satisfy a requirement with department approval.

**Revised Catalog Copy:**

**Engineering: Drew University – Columbia University 3+2 B.A./B.S. Program**

This program is for students who want a liberal arts education and an engineering degree. Students in this program will earn, in five years, a B.A. or B.S. degree from Drew, and a B.S. degree from Columbia University in engineering. Students will spend three years at Drew and then transfer to Columbia at the end of their junior year for two additional years of study. Students are required to complete their degree requirements, their major requirements, and their pre-engineering requirements while at Drew.  A minimum **3.30** (B+) GPA both overall and in the pre-engineering course work is expected. Applicants must obtain a minimum grade of **B** on their first attempt at each pre-engineering prerequisite courses.  For students matriculating to Drew on or after fall 2019, admission to Columbia is based on a competitive application process and is not guaranteed.  Options exist for a 4+2 schedule that allows students to be considered for admission to Columbia after their fourth year at Drew which gives the student greater flexibility in their course planning.

The Dual Degree program is an attractive alternative to traditional engineering curricula, which are highly structured and can require more than four years to complete. Program graduates are "liberally educated engineers" possessing strong communications and problem-solving skills, and a broad background in the humanities and social sciences, as well as a high-quality technical education. They are well-prepared to advance in technical management and to play major roles in solving increasingly complex societal problems.

In Columbia University's Combined  Engineering Program, students choose one of several engineering majors.

- Applied Mathematics
- Applied Physics
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Computer Science
- Earth and Environmental Engineering
- Electrical Engineering
- Engineering Mechanics
- IEOR: Industrial Engineering, Engineering and Management Systems, or Operations Research

- Materials Science and Engineering
- Mechanical Engineering

**Prerequisites for Entering the Dual Degree Engineering Program**

To be eligible to enter Columbia's Combined Program in Engineering after three years of undergraduate study at Drew, students must have taken:

- Mathematics: (3 semesters) Calculus I, II and III
  MATH-150, MATH-151, MATH-250

- Physics: (2 semesters with lab) Calculus-based physics
  PHYS-150 and PHYS-160

- Chemistry: (1 semester with lab)

CHEM-150 or CHEM-151

- Computer Science (C++, JAVA, Python or MATLAB): (1 semester)

CSCI-149 or CSCI-150

- Economics (1 semester): ECON-101 or ECON-102
- English composition: satisfied by DSEM-100 or WRTG-120

Note: specific engineering majors listed above may have additional prerequisites. You are advised to read the combined plan curriculum guide for the most up-to-date information about the requirements for all programs.

Successfully completing all engineering prerequisites in addition to Drew's General Education and major requirements takes careful planning. All students intending to participate in this program should contact the 3+2 Program Adviser, Prof. Robert Murawski, during their first semester at Drew for an advising appointment. Students need strong math skills to succeed in this program. To finish the Drew portion of this program in three years, students may have to take 20 credits (5 courses) in some semesters or take classes in the summer. First-year student registration: Students should take Math 150 (or a higher level math if placed at that level), PHYS 150 and PHYS 113 in the fall semester. While students can pursue any major at Drew, the Physics major provides the best alignment with the Columbia Combined Plan. Chemistry, Computer Science and Mathematics majors can also provide foundational knowledge aligned with the engineering coursework.

**Eligibility and Application Criteria**

Students who meet the following criteria will have a competitive application for this program:

- Be enrolled full-time at Drew for at least three years
- Achieve an overall and pre-engineering GPAs of 3.30 or higher
- Achieve a minimum letter grade of 'B' in all pre-engineering science and math prerequisite courses on the first attempt
- Provide three letters of recommendation: one from a math professor, one from a science professor, and one from the Combined Plan Liaison. Both professors need to have taught the student in his/her sophomore year or later.
- Successful completion, by the end of the spring semester in which you are applying, of the specific prerequisite courses for your intended major at Columbia
- Completion (before entering Columbia) of the major and general education requirements for Drew
- Demonstrate English Language proficiency as decided by Columbia

Upon successful completion of two years at Columbia, students in the 3+2 program will be awarded a bachelor's degree from Drew University and a B.S. from Columbia. A student who, for any reason, does not to complete their studies at Columbia may return to Drew to complete the bachelor's degree requirements. In such a case, Drew will allow the transfer up to 24 credits from Columbia toward Drew's degree requirements. Transfer credit will be given for courses satisfactorily completed at Columbia with a grade of C- or higher.

*For more information about the Drew-Columbia 3+2 program, contact Professor Robert Murawski.*

**The Drew Seminar**

The Drew Seminar introduces students to the intellectual life of a liberal arts education. Led by a faculty member dedicated to working with first-year students, the seminar provides a stimulating introduction to rigorous, college-level work that centers on the exploration of a particular topic or subject area, and includes development of critical thinking, information literacy, and writing and oral communication skills. Students select from a wide-range of seminar topics.

The Drew Seminar is required for all incoming first-year students in the fall semester; successful completion of the Drew Seminar fulfills the first-year college writing requirement. Transfer students and students who have not successfully completed the Drew Seminar may satisfy this requirement by completing Academic Writing (WRTG 120) or another approved first-year college writing course.

# LAUNCH: 21st CENTURY Skills are at the foundation of the DREW UNDERGRADUATE EXPERIENCE

The CRUE framework articulated that 21st Century skills are a central element of the reimagined undergraduate experience. These skills need to be developed in both curricular and cocurricular environments in an explicit way so that students can monitor their growth in these areas, and provide evidence of this growth. Thus, the skills and their descriptions must be applicable in a variety of constructs. Both the skills and the descriptions need to be accessible to students and the entire Drew community, and generally understood beyond Drew as well.

| Interpretation | |
|---|---|
| | Closely examining material to extract meaning and demonstrate comprehension |
| **Critical Thinking** | |
| | Evaluating, analyzing, and synthesizing information in order to formulate an evidence-based argument or conclusion |
| **Problem Solving** | |
| | Analyzing a complex issue and developing a viable strategy to address it |
| **Ethical Thinking** | |
| | Analyzing the ethical implications of actions or decisions, with consideration of sociocultural, professional, political, and/or philosophical perspectives |
| **Creative Thinking** | |
| | Responding to existing ideas, images, or expertise to create an innovative, imaginative product |
| **Quantitative Reasoning** | |
| | Interpreting quantitative information and critically analyzing quantitative arguments or phenomena |
| **Collaboration** | |
| | Interacting with others in a mutually supportive way and building on each other's individual contributions to a common goal |
| **Written Communication** | |
| | Conveying information and ideas to an intended audience through written materials |

| Interpersonal Communication | |
|---|---|
| | Exchanging information and meaning through verbal and non-verbal expression |
| **Oral Communication** | |
| | Conveying information and ideas to an intended audience through prepared presentation |
| **Engaging Difference/ Thinking and Working Across Difference** | |
| | Exploring and reflecting upon your commonalities and differences with other people and working with common purpose using your differences as a resource |
| **Technological Competence - TBD** | |
| | |

## Principles of the GEN ED, proposed by Assessment and CAPC

Many meetings of the Assessment Committee and CAPC established the following proposed principles for the Launch curriculum. This is not an exhaustive list by any means, and some of these principles may become more fine-tuned as the design elements of the curriculum are further constructed. Still, it is useful to consider these principles as a fundamental starting point:

1. Students should be moved around the curriculum in some way with Gen Ed courses

2. Skills should be distributed among all 7 categories of the Gen Ed

3. About 2 skills/category are required/assessed

4. 4, 5 or 6 courses are prereqs for Complex Problems (the 4 courses are Foundational Courses)

5. Gen Ed courses could also count as major courses

6. Portfolio elements will be required in all gen ed courses

7. Complex Problems - targeted to be primarily offered during the spring semester of junior year (offered sparsely in the fall semesters, to accommodate travel, etc)

8. Complex Problems should be multidisciplinary

**HOW DO THE 21st Century Skills get distributed throughout the curriculum, such that they are all explicitly developed, and appear at least once in all foundation courses?**

| FOUNDATION CATEGORIES | Skills Developed Explicitly |
|---|---|
| **Critical, Ethical, and Historical Inquiry**. Emphasizes approaches to historicizing and understanding the genealogies of contemporary problems and questions; emphasizes close reading and the analysis and evaluation of texts and sources | ● Critical Thinking<br>● Ethical Thinking<br>● Interpretation (optional 3rd skill) |
| **Scientific Inquiry**. Emphasizes the use of the scientific approach to solve complex problems | ● Problem Solving<br>● Collaboration<br>● Critical Thinking (optional 3rd skill) |
| **Creative Practice**. Emphasizes the creative process and innovative thinking and making | ● Creative Thinking<br>● Interpersonal Communication |
| **Quantitative Reasoning**. Emphasizes quantitative analysis and making data-driven arguments | ● Interpretation<br>● Quantitative Reasoning<br>● Problem Solving (optional 3rd skill) |
| CULTURE AND DIFFERENCE CATEGORIES | Skills Developed Explicitly |
| **Understanding Power, Privilege and Difference**. Emphasizes understanding one's own and others' place within a wider social world, especially within institutions and structures of power and privilege; emphasizes issues of difference, social inequality, and inclusivity | ● Ethical Thinking<br>● Thinking and Working Across Difference |
| **Thinking Globally**. Emphasizes understanding of global and transnational phenomena, institutions, and processes; emphasizes the histories, and civic and social structures of specific cultures and nations outside the US | ● Thinking and Working Across Difference<br>● Critical Thinking<br>● Ethical Thinking (Optional 3rd Skill) |
| **Foreign Language**. Develops the ability to communicate through a language other than one's own; emphasizes global citizenship and cross-cultural and intercultural understanding through language | ● Thinking and Working Across Difference<br>● Interpersonal Communication<br>● Oral Communication (Optional 3rd Skill) |
| **ePortfolio/Reflection/Writing** | ● Reflection, Writing, Digital layout/communication/representation |

## Design Team Leadership: Please contact the Design Team Leaders if you wish to be included directly on a Design Team

| Design Team | Assmt | CAPC/CRUE | Faculty Leaders |
|---|---|---|---|
| ePortfolio/Reflection/ Writing | Tina McKittrick | Wendy Kolmar (Jill Cermele) | Sandra Jamieson Brianne Barker |
| | | | |
| Quantitative Reasoning | Patrick McGuinn | Adam Cassano | Sarah Abramowitz Graham Cousens JIm Bazewicz |
| Scientific Inquiry | Tina McKittrick | Rita Keane | Hilary Kalagher Mary-Ann Pearsall |
| Creative Practice. | Lisa Brenner | Hannah Wells | Rebecca Soderholm Leslie Sprout Emily Hill |
| Critical, Ethical, and Historical Inquiry | Raul Rosales | Kim Rhodes | Jonathan Rose Yahya Madra Caitlin Killian |
| | | | |
| Understanding Power, Privilege and Difference | Lisa Brenner | Wendy Kolmar | Chris Andrews Allan Dawson |
| Thinking Globally | Patrick McGuinn | Sangay Mishra | Minjoon Kouh Jason Jordan |
| Foreign Language | Raul Rosales | Chris Taylor | Emanuele Occhipinti Marie-Pascale Pieretti Steve Kass |

Here's the tentative schedule for the next 4 weeks:

**Friday, Sept 28**:  All Design Teams meet for introductory details
**Sept 28 - Oct 8**:  Foundation Design Teams draft descriptions and SLOs
**Tuesday, Oct 9:** (General Faculty meeting)  Foundation Design Teams present drafts for faculty feedback, Culture and Difference Teams begin drafting process
**Oct 9 - Oct 19**:  Culture and Difference Teams draft descriptions and SLOs
**Friday, Oct 12**:  Foundation teams report revisions
**Friday, Oct 19**:  Culture and Difference Teams present drafts for faculty feedback
**Friday, Oct 26**:  Culture and Difference report revisions

**UNIVERSITY LIBRARIAN'S REPORT**
**For CLA Meeting of October 5, 2018**

**University Library Committee (ULC)**
The ULC is developing its agenda for AY2018-19. In addition to review of the ULC charge and role in shared governance and advocacy, topics under consideration include

- Implications of LAUNCH on library and technology programs and services
- Role of library and archives in fulfilling Drew's instruction and research mission
- Open Educational Resources and Open Access Publishing
- Future of library space and potential for additional labs, classrooms, etc.
- Collections management
- New and revised academic programs: implications for library and technology collections and services

We are also planning to hold occasional joint meetings with the Academic Computing Advisory Committee. If you have questions or suggestions for the ULC, please contact Jonathan Rose (ULC Chair) or me.

**New Resources**
The library has added several electronic resources in response to faculty requests and Drew's evolving curricular and research programs. We also encourage you to review new/trial databases listed on the library website at http://libguides.drew.edu/az.php. 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 Digital Scholarship Technology Manager position. As of this writing, the committee has recommended a finalist and we anticipate an announcement soon. The search committee for an Instructional Designer has completed Zoom interviews and will schedule campus visits in the near future.

**Proxy Borrowing Reminder**
The library's Proxy Borrowing program allows a faculty member to designate another person to check out circulating materials and retrieve ILL items and films on your behalf.  As of October 1, 2018, signed forms are required for both new and continuing Proxy Borrowing participants. To ensure that all parties understand their responsibilities in this program, we have adopted a standard application for completion and signature by you and your proxy. See https://uknow.drew.edu/confluence/display/Library/Proxy+Borrowing+Policy for further detail and a link to the Proxy Borrowing Application.

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

**CURRENT EXHIBITS**

**Learning Center (Main Library)**

## African American Life: Aspects and Archives



This exhibit showcases materials related to African American history, culture, and social issues. The materials in the exhibit come from a variety of collections, including the Glen Sergeon Collection of African American Literature and the Joan Steiner Endowment for African American Books.

**UPCOMING EXHIBITS**

## Social Justice
**October 1-4, 2018**
United Methodist Archives and History Center



"The Ever-Widening Circle" is an exhibit that highlights the Social Principles of the United Methodist Church and how those principles guide the actions, behaviors, and decisions of the church. The exhibit will feature historical documents, archival materials, publications, photographs, and other items from the United Methodist Archives and the Drew University Archives. It will highlight the role that members of the United Methodist Church and Drew University students and faculty play in the modern social justice movement.

## Frankenstein Anniversary Exhibit
**October 8, 2018 – January 7, 2019**
United Methodist Archives and History Center



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 October 11, 2018**
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.

## Opening Reception for Frankenstein Exhibit
October 16, 2018 | 5pm
United Methodist Archives and History Center



Talk by Head of Special Collections Brian Shetler and Special Collections Associate Candace Reilly on the new Frankenstein exhibition.

## *Frankenstein* on Film
**6:00 pm October 22, 2018**
LC 30



Celebrate Frankentstein's anniversary with us as we screen the 1931 film version of Mary Shelley's novel that brings to life the story of Frankenstein, as adapted from Ms. Peggy Webling's 1927 play. The film is directed by James Whale and stars Boris Karloff. Prior to the film, Drew professor Dr. Lisa Lynch will lead a discussion about the film's relationship to the Hayes code and its place in the history of American horror films. Event will take place in LC30 (lower level of the Library). Refreshments provided by Drew's Film Club. Seating is limited. Co-sponsored by the Libraries and the Media and Communications Department. Can't make the date? Drew community members may access the streaming version of the film anytime through Drew Library's Swank subscription here.

## Lecture on Mary Shelley, Betty Bennett, and Frankenstein
October 23, 2018 | 4pm
United Methodist Archives and History Center



Stuart Curran, PhD, professor at the University of Pennsylvania, guest lectures at the Methodist Archives about his scholarship concerning Mary Shelley, Betty Bennett, and Frankenstein. Curran has had a long career as a Romanticist, specializing in the Shelleys and in women writers of the period.

## Ghosts and Monsters at Drew University

October 30, 2018 | 6pm
United Methodist Archives and History
Center



Back again by popular demand! University Archivist
Matthew Beland, and Head of Special Collections
Brian Shetler lead a panel discussion on this history of
ghosts and monsters at Drew and the buildings they
reputedly haunt, including female apparitions in Hoyt-
Bowne and Mead Hall and "Reggie", the ghost
haunting the Kirby Shakespeare Theatre. Come learn
about Drew's past and share your own ghost stories.

## Frankenreads

October 31, 2018 | Timing TBD
United Methodist Archives and
History Center



Celebrate Halloween and come watch the live-stream of the
Library of Congress reading event of the full text of Mary
Shelley's Frankenstein. In addition, be amazed by Drew
theatre students' performances of select speeches from
Shelley's text.

**(continued**

**LIBRARY WORKSHOPS**
**Citation Management Help Workshops**

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

**Endnote Web** is a free, web-based citation management tool that can help you keep track of your research sources and work with Word to create notes and bibliographies for your papers. Endnote Web Online is especially suited for the Chicago Notes & Bibliography style, but works well with all other style types. Includes a Cite While You Write tool for Microsoft Word.
Endnote Web Workshops:
- Tue Oct 9, 2018, 5 – 6pm
- Wed Oct 10, 2018, 5 – 6pm
- Tue Nov 13, 2018, 5 – 6pm
- Wed Nov 14, 2018, 5 – 6pm

**Zotero** is a free, easy-to-use tool to help you **collect, organize, cite, and share** your research sources.  It is available for Mac, Windows, and Linux , and  works with both MS Word and OpenOffice as well as Google Docs. Zotero has an easy-to-use citation capture add-on for Chrome, Mozilla, and Safari.  Zotero can store your citations in the cloud, and access them either via a standalone (free) app or within the Mozilla browser.
Zotero Workshops:
- Thu Oct 11, 2018, 5 – 6pm
- Wed Oct 17, 2018, 3 – 4pm
- Thu Nov 8, 2018, 5 – 6pm
- Mon Nov 19, 2018, 2 – 3pm

**Citation Help Drop In sessions:**
Not sure which citation manager to use, or if you need one at all? Got a tricky citation you'd like some advice on? Took a citation manager workshop but need help getting something to work? Show up for one of the Drop In session:
- Wed Oct 24, 2018, 5 – 6pm
- Wed Nov 28, 2018, 5 – 6pm

**Email 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

## Civic Engagement Faculty Advisory Committee (CEFAC)
## Report to the Faculty, 2017-2018

During the 2017-2018 academic year, the Center For Civic Engagement continued to build or sustain programming capacity in three key areas: the Civic Scholars Program, Community-Based Learning classes for Drew students, and the facilitation of academic and co-curricular community service.

- 14 Community-Based Learning (CBL) classes in 9 disciplines across all 4 divisions
- Drew students, led by Civic Scholars, contributed more than 70,000 hours of academic and co-curricular community service (AY 2017).

**Civic Engagement Faculty Committee (CEFAC)-**
We welcome new CEFAC members Lisa Lynch (Media and Communications), Sandra Keyser (Chemistry) and Di Bai (Chinese). Please reach out to CEFAC members if you have questions about or ideas for working with community partners, developing CBL classes, or increasing Drew's civic impact in other ways.

**In addition, the year was marked by several notable events:**
- **Neighbors in Need:** Dr. Kesha Moore and Dr. Susan Rakosi Rosenbloom, along with community partners including all of the housing organizations in Morris County, won an almost $100,000 competitive grant supporting a community based research project on affordable housing in Morris County. Six undergraduates will participate in research to house the most vulnerable in Morris County with the goal of ending homelessness. Thank you to Linda DeTitta and Dr. Amy Koritz for invaluable grant writing support.
- **Affordable Housing Summit**: Featuring Senator Cory Booker and Dr. Matthew Desmond, MacArthur Fellow and Pulitzer Prize winning author of *Evicted,* and organized by the Center for Civic Engagement and Monarch Housing. **Video** here**, Media Coverage** here.
- **FilmBoot 24:** a collaboration with the Center for Civic Engagement, CinemaEd, Valley Arts, and the Orange Public Schools. Orange High School and Drew students, under the mentorship of film-making professionals and Drew Professor Chris Ceraso, worked over one weekend on Drew's campus to produce six short videos. The final films were screened, and winners announced, at Orange High School on March 25, 2018. See the films here.
- **Innovation Program**: This pilot program helps students implement a socially responsible solution to a real-world problem; teams collaborate across disciplines in formulating potential solutions, as well as connecting with innovators and entrepreneurs

outside the university. Lead faculty in 2017-18 were Dr. Emily Hill (Computer Science) and Andrew Elliot (Theater and Dance). Professor Hill received a grant from the Periclean Faculty Leadership Program to develop her course, and a student team pitched their project the UPitchNJ, the state-wide higher education pitch competition. In 2018-19, the Innovation course sequence will be taught by Dr. Andreas Panayi (Business) and Dr. Minjoon Kouh (Physics).

**Highlights from Senior Civic Projects**
- The national office of the American Chemical Society (ACS) awarded the ChemLuminary Award for "Outstanding Public Outreach Event Organized by a Student Group" and the North Jersey local chapter of the ACS awarded the "Salute to Excellence" to Saif Yasin's (C '17) and Zoe Coates Fuentes's (C '18) senior civic project, the Fair for Emerging Researchers (FER). Drew FER, advised by Chemistry professor Sandra Keyser, introduced the scientific method to 100+ middle-school students throughout the school year, culminating in a science fair where posters were judged by college students and faculty, and top posters were awarded scholarships.
- View senior civic scholar Olivia Blondheim's public science TED talk, "Colonies of Change", https://www.youtube.com/watch?v=UZShktU009Y) about her research on newly discovered pyrosome blooms in the Pacific Northwest. Her public talk used easily accessible language to explain how the pyrosome invasion impacts fishers, the environment and other sea life.
- Joe Alfanador's senior civic project, "Foot-Soldier Barbering", offered haircuts to homeless people. His project was recognized with a Civic Engagement award and was featured on local news. http://www.news12.com/story/38494054/nj-barbers-free-haircuts-bring-joy-to-the-homeless, 2018)

**CBL Classes**
Fall 2017: the faculty taught 6 CBL classes with 79 students working with community partners as part of their coursework. Spring 2018: the faculty taught 8 CBL classes with 91 Drew students working with community partners.

Thank you to the faculty who taught time intensive CBL classes last year:, Susan Rakosi Rosenbloom (Sociology), Summer Harrison (English and ESS), Tracy Andrews (Civic Engagement), Jennifer Olmsted (Economics), Lisa Jordan (ESS and Public Health), Lisa Brenner (Theater and Dance), Chris Ceraso (Theater and Dance), Scott Morgan (Psychology), Jim Bazewicz (Theater and Dance), Sophia G Fortune (French), Sandra Jamieson (English), and Kimani Fowlin (Theatre and Dance). The CCE mentors faculty who are new to CBL pedagogy,

offering advice and assistance from Center staff and experienced faculty. Faculty planning future CBL courses include Di Bai, Jonathan Golden and Sean Nevin.

Drew faculty working with the Center for Civic Engagement continue to build and maintain reciprocal and mutually beneficial collaborations with community partners.  Indispensable partners include: Interfaith Food Pantry, Grow-It-Green, Cornerstone Family Services, Homeless Solutions and Neighborhood House in Morristown; Orange Community School Initiative (and affiliated coalition members) in Orange; the Newark Collaboration with Newark Public Schools' Marion A. Bolden Student Center in Newark (now in its 8th year); and  Madison Borough, Madison Y, Madison Volunteer Ambulance Corps. and Dress for Success in Madison.

**Civic Scholars Highlights**
Since its inception in 2009, Civic Scholars' yield & retention has compared highly favorably to the general CLA population.

**Civic Scholars Retention By Year**
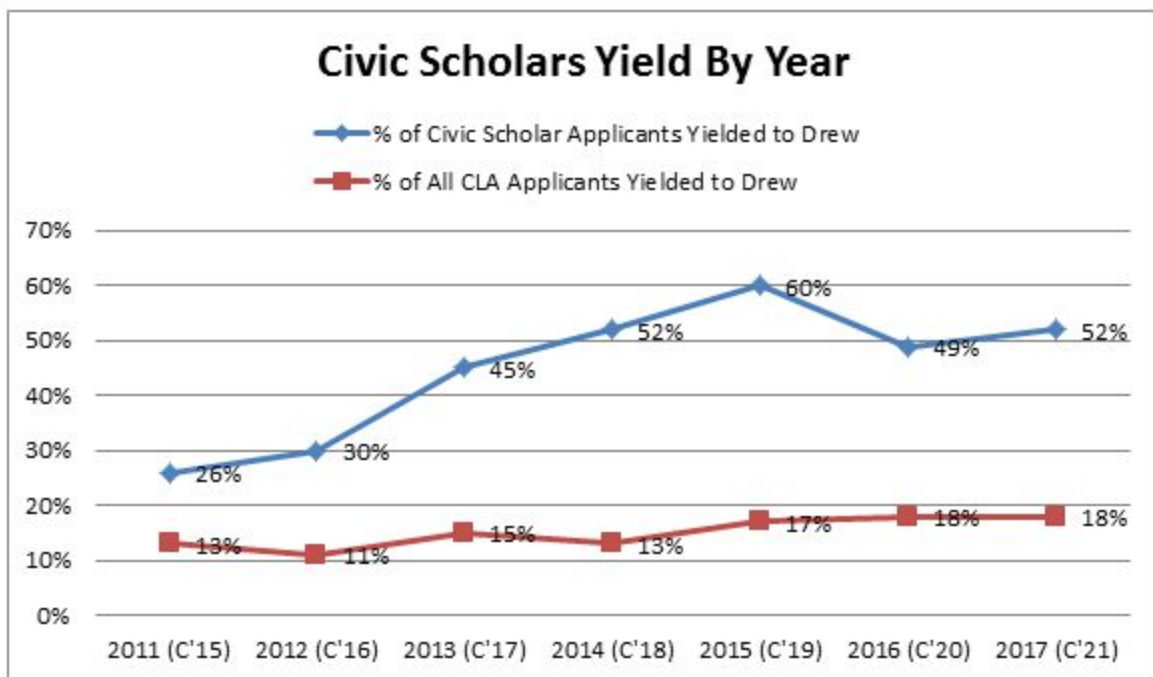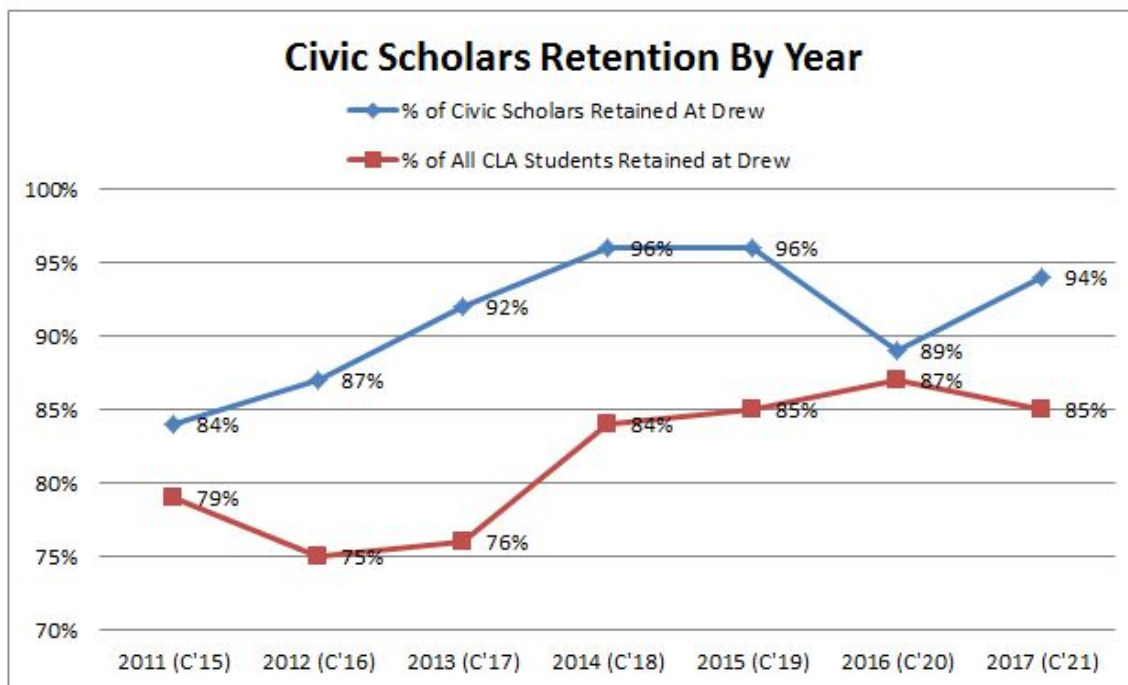
**Ongoing Projects/Initiatives**

- **MVAC/Drew Cadet Program:** CCE facilitated the development a new partnership program with Madison Volunteer Ambulance Corps and Drew Public Safety that provides EMT training and public safety experience to Drew students while addressing MVAC's significant need for more volunteers to support this crucial service for our community.

- **MLK Day of Service**, reinforcing the importance of community action in honoring Dr. Martin Luther King's legacy. Approximately 150 students, faculty and staff participated in this university wide event. The day of service followed a **Freedom School** event planned by Kesha Moore, Elias Ortega Aponte, Jesse Mann and Cordelza Haynes. Faculty, students and staff from across the university participated.

- **AdvantageArts@Drew, The Newark Collaboration** continues to grow through the support of the Victoria Foundation, the Casement Fund, Dr. Paul Drucker, and with new support from the Neuberger Berman Foundation. The eight-year-old theater program, in which Newark students can enroll for Drew credit in the summer term, has added a dance component, and a poetry class is being planned for spring 2019.

- **Changebuilder Community Engagement Coordinator** Americorps position. Through its membership in New Jersey Campus Compact, Drew will be welcoming our first Americorps Changebuilder. Kendra Polk (C'18) will be joining the CCE to expand our

ability to support student community engagement and strengthen internal and external partnerships focused on serving the common good.

- **Civically Engaged Alumni Networking Reception**: 40 students spoke with 18 alums in fields ranging from wealth management to education, law, counseling, and communications. Attendees included both recent and long-time alums and students from first-years to seniors.
- **Non Profit Opportunities Fair:** 30 employers seeking volunteers, interns and full-time employees from multiple fields--including environment, human services, youth development and health--met with 75 students.

**Selected Other Events Hosted or Co-sponsored by the Center for Civic Engagement**

- Orientation Day of Service: 50 First Year and INTO students harvested 17,600 pounds (70,400 servings) of farm fresh corn at America's Grow A Row to benefit local food banks and farmers markets.
- Civic Scholar Annual Retreat: 130 Civic Scholars harvested 13,000 pounds of tomatoes, cucumbers, and zucchini at America's Grow A Row and made 300 literacy kits for preschool children at schools funded by the United Way of Northern New Jersey.
- College Visits introducing college and Drew to local middle-school students: Avenel Middle School, Avenel, 50 students. Rosa Parks Community School, Orange 100 students, Orange Preparatory Academy, Orange, 20 students. For each visit CCE and CBL courses coordinated campus tours, Drew professional staff discussed college admissions and financial aid, and Drew students introduced college to youth.
- [Community Action Week](#) was April 16-22. A collaboration of Drew University's Center for Career Development, Center for Civic Engagement, DEAL, Office of Sustainability, Student Activities, Drew Staff Association, Drew Theological School, and the VRC. Marketing and scheduling of events is coordinated by the CCE's staff. 17 on and off campus events were planned.

Special thanks to the many Drew offices, departments, and individuals who collaborate with the Center for Civic Engagement, Civic Scholars, and CE faculty.

You are Invited to Participate in a Reimagining of

## Drew's London Semester

**Why?**
Because the London Semester, Drew's most enduring study abroad program, lives within an environment of continual change for which we must continually fashion new responses. Fluctuations in student demographics, shifts in what it means to be "British," the ebbs and flows of departmental engagement – all these things and more affect the London Semester.  If we fail to respond, we fail our students. So reimagining the London Semester is our duty.

**It is also an opportunity.**
Think of the excitement and change that you see in students when they study abroad, when they have opportunities to engage outside the traditional classroom setting. This is a privilege that should be afforded to future Drew students and faculty.

It is almost hard to imagine when the London Semester enrolled only political science students, not the diversity of majors we see today. Or when faculty from across multiple departments didn't take turns leading this jewel in the crown of Drew's global programs.  Drew's London Semester has constantly been changing, adapting, responding to the times and the interests of our students. Drew faculty and staff have always sought new ways to deepen the student experience in London and deliver more than just a semester away from Madison. Courses have been added in new disciplines, incorporating a community engagement requirement to the curriculum, or enhancing the academic program with dynamic field trips.

*This is not a call for applications to direct the London Semester. It is an invitation to dream big, to think outside the box, to build an exciting new program from the ground up for the next generation of Drew students.*

*Faculty from all departments and programs are invited to join a working group being led by Jim Bazewicz. An organizational meeting is scheduled for **October 17 at 4:15-5:30 in BC 101**.  Please let Stacy Fischer, Director of the Center for Global Education, know if you plan to attend, or if you are interested, but cannot attend this initial meeting.*

## Please join us!

# *The Drew Review*

*The Drew Review* is the annual research journal for the undergraduates of the Drew University College of Liberal Arts. Please nominate students who've written high quality, creative research papers of eight pages or more. The papers should be 'A' quality and have original and interesting theses. The mission of *The Drew Review* is to showcase the quality and breadth of student research in the CLA.

## <u>IMPORTANT DATES</u>

**October 29th, 2018** - Fall Semester Submission Deadline
Email nominations of outstanding essays to
<u>drewreview@drew.edu</u>. Please CC the student you are nominating. A student can also submit his/her own paper via email, in which case he or she should CC the nominating faculty member.

# Calling All Filmmakers!

# FilmBoot24

## Interested in film and video?
## Take your skills to the next level with FilmBoot24 on November 16-18!

Drew students collaborate with film and media professionals, community arts organizations, Orange High School students, and Drew staff and faculty

- Make a short film
- Meet and work with professionals in film and media
- Help high school students in our local communities
- See your work on the big screen in the closing film festival
- Win Awards! Get free food!

**For more information and registration, contact the Center for Civic Engagement at engage@drew.edu**

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Center for Civic Engagement

VALLEY ARTS

CINEMA ED

Academic Excellence
Keeping Children First!
Orange Public Schools

# NETWORK

## The Civically Engaged
# Alumni Networking Event

Thursday, Oct. 11th
7pm
Mead Hall

## Digital Humanities/Domains of One's Own
## Faculty Workshop

### Friday, October 5 – Founders Room
### Lunch available from 12:30. Session starts at 1:00.
Sponsored by a Grant from the Andrew W Mellon Foundation

**RSVP for Session and Lunch: https://goo.gl/forms/bZNbt6ZumD7h18v22**

### A Domain of One's Own: Origins, Purposes, and Possibilities
A Faculty Workshop with **Gardner Campbell,** Vice Provost for Learning Innovation and Student Success and Associate Professor of English at Virginia Commonwealth University

Where does a Domain Of One's Own come from? What ideas informed it? Are you somewhat skeptical or just curious about how such things promote liberal arts teaching and learning?  In short: why should you care? This faculty forum is designed to give you a chance to think about these questions with Gardner Campbell, an expert who has been working on them since he was involved in founding the first Domains project in the United States, at the University of Mary Washington. Gardner will be speaking to DSEM students in the morning.  This afternoon workshop is a chance for faculty to have a conversation with him about how and why Domains might matter in their work.

**Gardner Campbell** currently serves as Associate Professor of English at Virginia Commonwealth University in Richmond, Virginia, where for nearly three years he also served as Vice Provost for Learning Innovation and Student Success and Dean of VCU's University College. He is an intellectual omnivore, a former radio announcer, a professor (Milton and Renaissance studies, film studies, new media studies), and a bassist. Gardner has worked in teaching and learning technologies for over twenty-five years, nearly fifteen of those (to his great surprise) as an administrator. He's been a member of numerous advisory boards as well as the governing boards of the New Media Consortium and the Doug Engelbart Institute. He also speaks frequently at conferences and workshops, both nationally and internationally (Sweden, Canada, Italy, Australia): here are his three most-watched YouTube videos. You can read his blog, "Gardner Writes," at  www.gardnercampbell.net . You can find him on Twitter @gardnercampbell.

See his TED talk on "Wisdom as a Learning Outcome" https://www.youtube.com/watch?v=27cLTJ-fPCI

Watch a YouTube talk from Educause on "Technology and Languge"
https://www.youtube.com/watch?v=fSxDBr6jAqQ

Read his piece on "Networked Learning as Experiential Learning"
https://er.educause.edu/articles/2016/1/networked-learning-as-experiential-learning
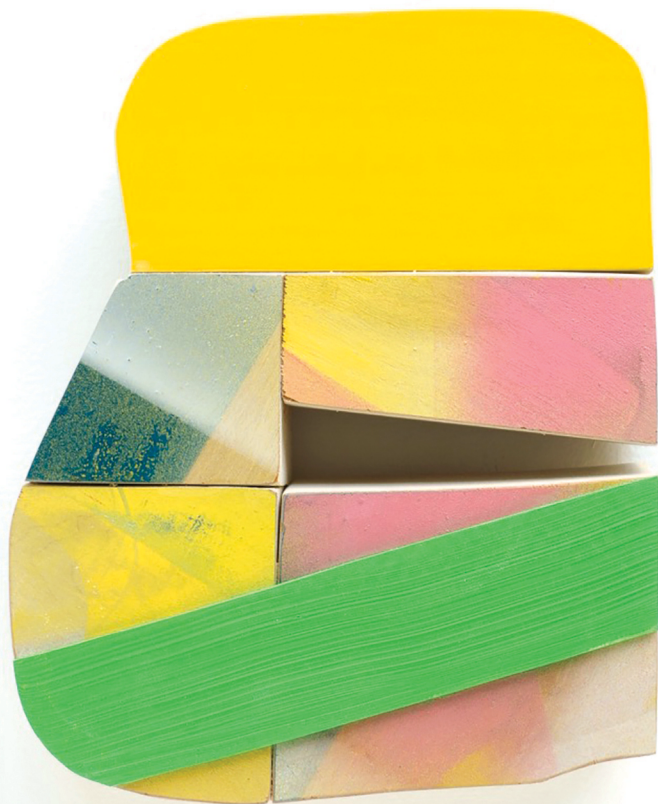
Korn Gallery
Dorothy Young Center for the Arts
Drew University
Madison, NJ 07940

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
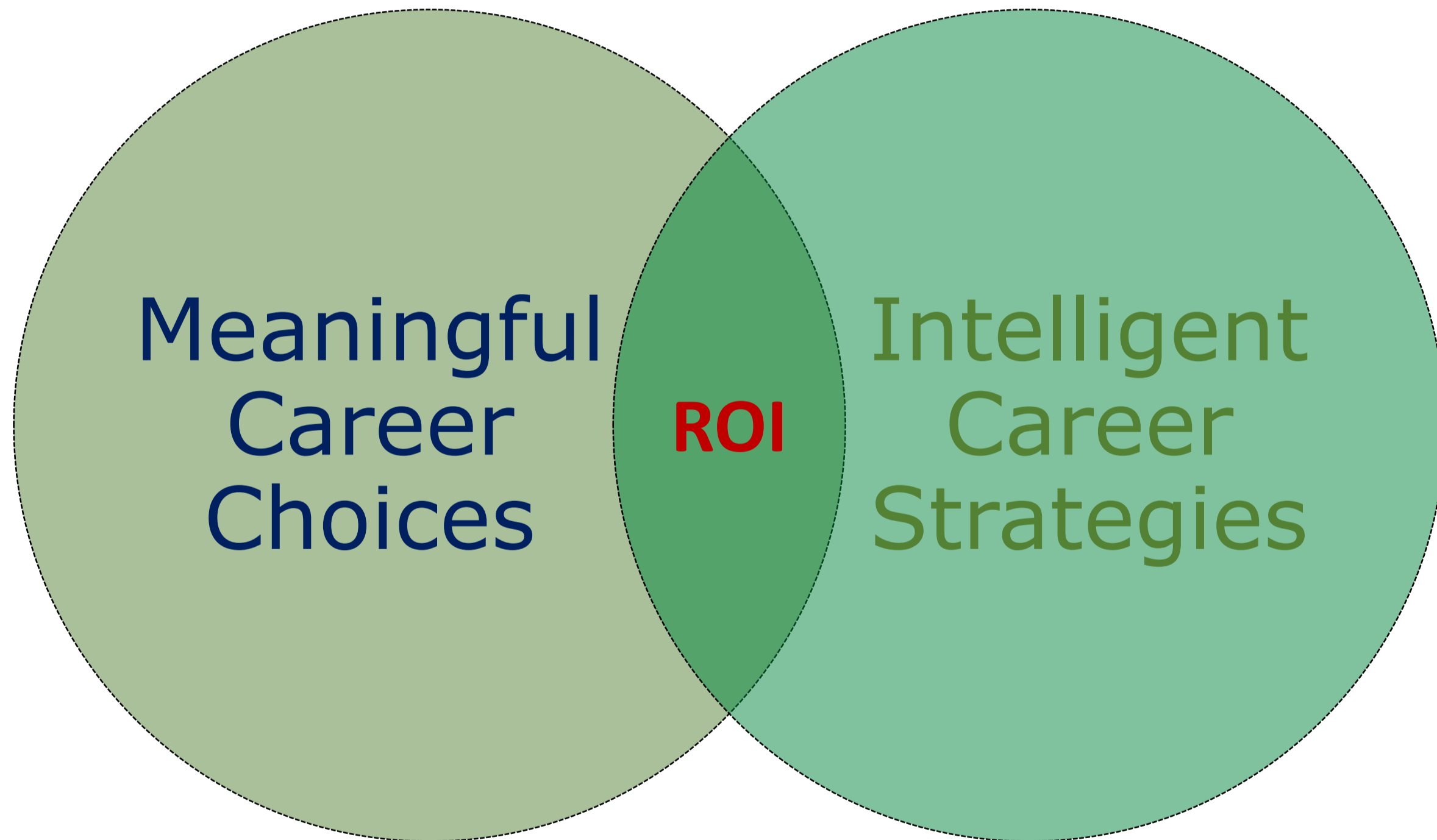www.drew.edu/korngallery

# Community Based Experiential Education & Career Development
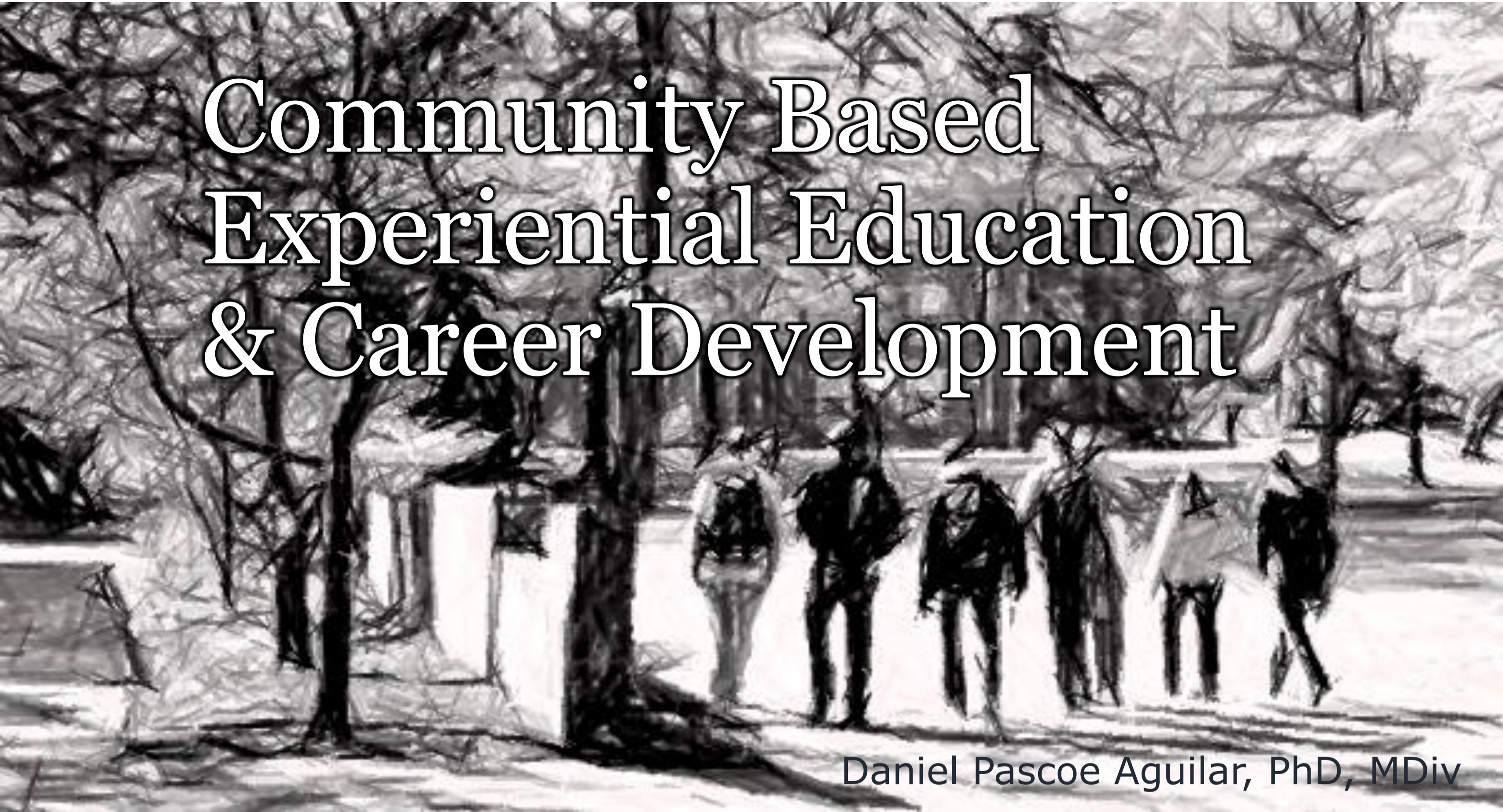
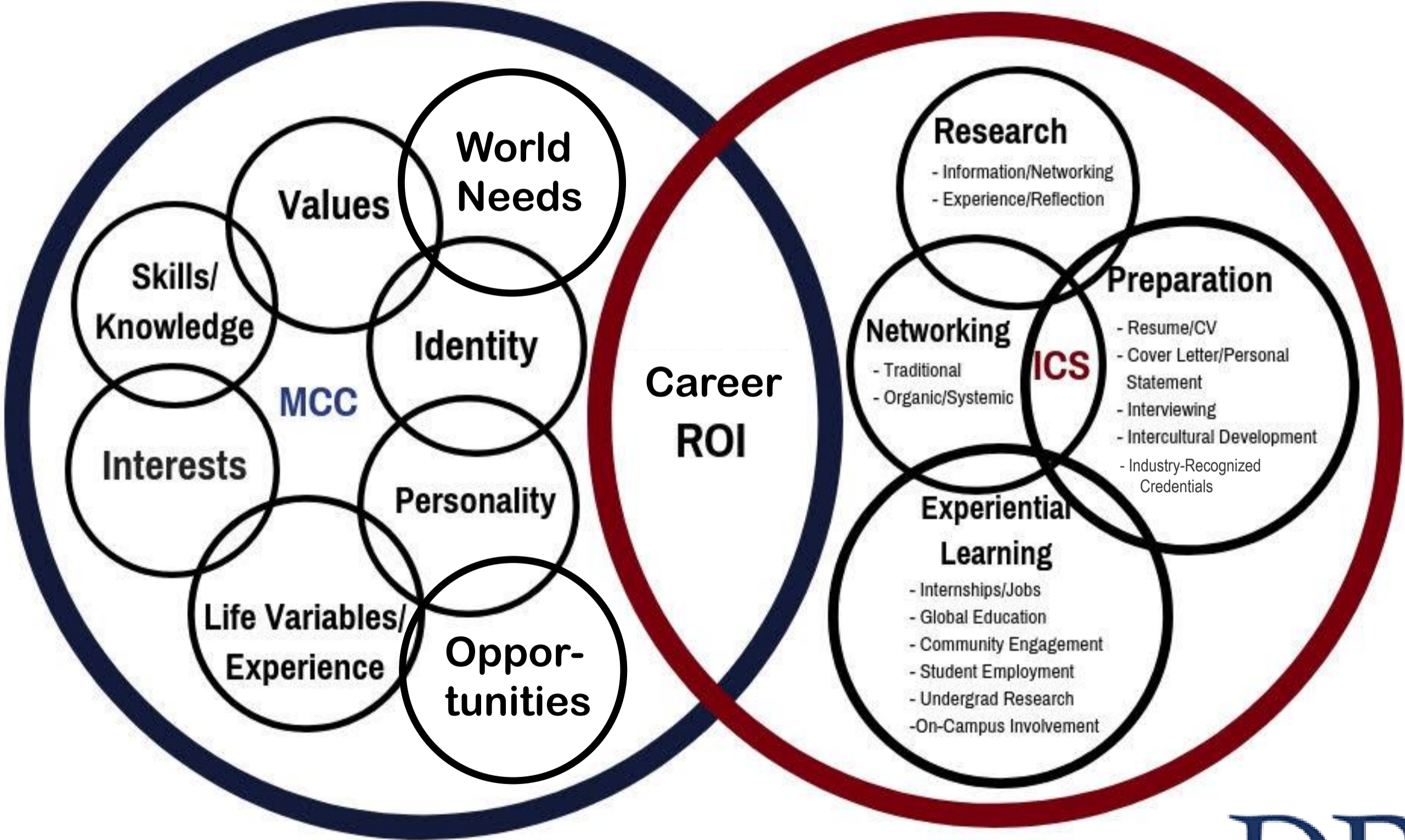Daniel Pascoe Aguilar, PhD, MDiv

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# Career Development

# Career Development Map

# Preparing a New Generation of Leaders

- Need for meaning in career decisions and work:
  - 87% of the world's workforce and 66% of the US workforce are struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013).

- Need for the transferability of education:
  - Working generations are expected to change jobs, most often in different industries, an average of 11.9 times throughout their careers and 2.85 times in their first five years after college (DOL, 2017; LinkedIn, 2016)

- Need for transferable skill development:
  - The top 10 competencies employers are seeking in college graduates are all transferable skills (AACU, 2018; NACE, 2018; WEF, 2015)

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# Collectively Preparing
# Our New Generation of Leaders

- Need for strategic and pervasive networking:
  - Approximately 85% of jobs are filled through networking (LinkedIn 2016; Forbes, 2016)

- Need for intentional Career Mentoring:
  - Multiple meta-studies have found that career mentoring increases:
    - Meaning at work and job satisfaction
    - Professional skills, adaptation and performance
    - Work salaries, promotions and mobility
    - Organizational commitment, retention and performance
      (Allen, 2008; Underhill, 2006; et al.)

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# Collectively Preparing
# Our New Generation of Leaders

- Need for strategic and pervasive experiential learning:

  - 71% to 94% of employers prefer college graduates with meaningful or professional experience (AACU, 2018; NACE, 2017; CERI, 2013)

  - 80% of employers prefer ePortfolios synthesizing students' experiences over academic transcripts (AACU, 2018)

  - 90% of repeat internships and 73% of first time internships ended in a job offer in 2015 (NACE, 2015; Krumboltz, 2011)

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# The Imperative of Experience & Community

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# Systemic Career Development Facilitation Model



**STAKEHOLDERS:**

Employers · Students/Alumnx · Professional Alumnx · Faculty/Staff/Administrators · Community Members · Parents / Family Members

**LEVERS**

Embedded Assessment · Strategic Marketing & Communications

**TOOLS:**

Intercultural Sensitivity/Development · Strategic Planning · Multilevel Evaluation · Technology Innovation/Integration

Equitable Opportunity & Gap Analysis · Distributive Budgeting

**STRATEGIES:**

Integration, Mentoring, Experience

Collaborative Leadership, Inclusion · Engagement, Community, Scale

**GOAL:**
Inclusively and collaboratively facilitate students'/alumnx's envisioning, making and telling of their story

(Pascoe, 2017)

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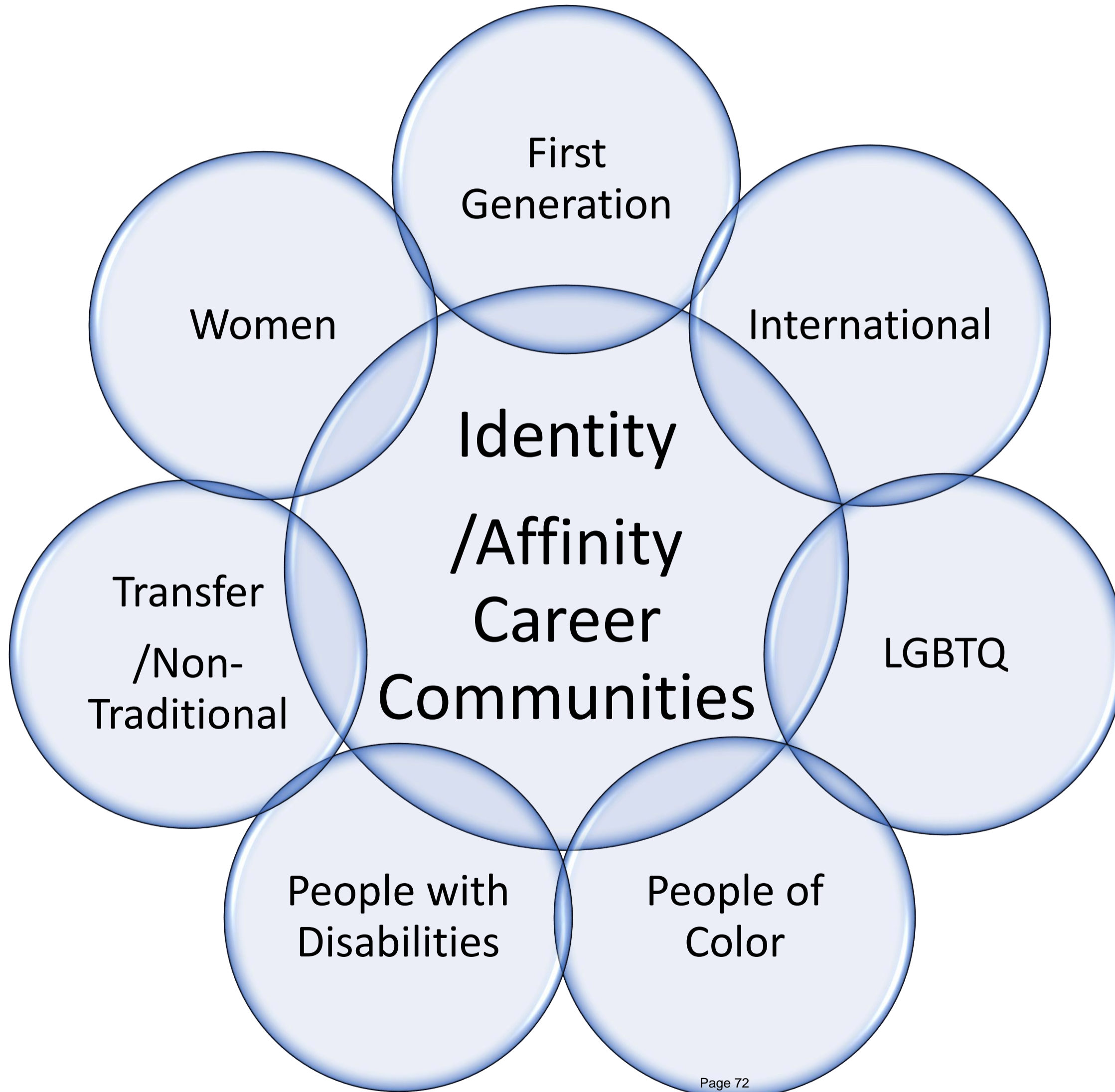
# Career Communities

- Industry and identity/affinity career clusters
- 24/7 access to Career Community customized:
    - Opportunities
    - Networks
    - Support
    - Programs
    - Calendars and events
    - Resources
    - Communication
    - Notifications
- Multi-system integration in central, experiential website
- Customized programs, events and collaboration opportunities
- Purposeful student and community engagement

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# Industry Career Communities



Arts & Entertainment

Health & STEM

Business & Management

Industry Career Communities

Human Services & Social Sciences

Culture, Communication and Languages
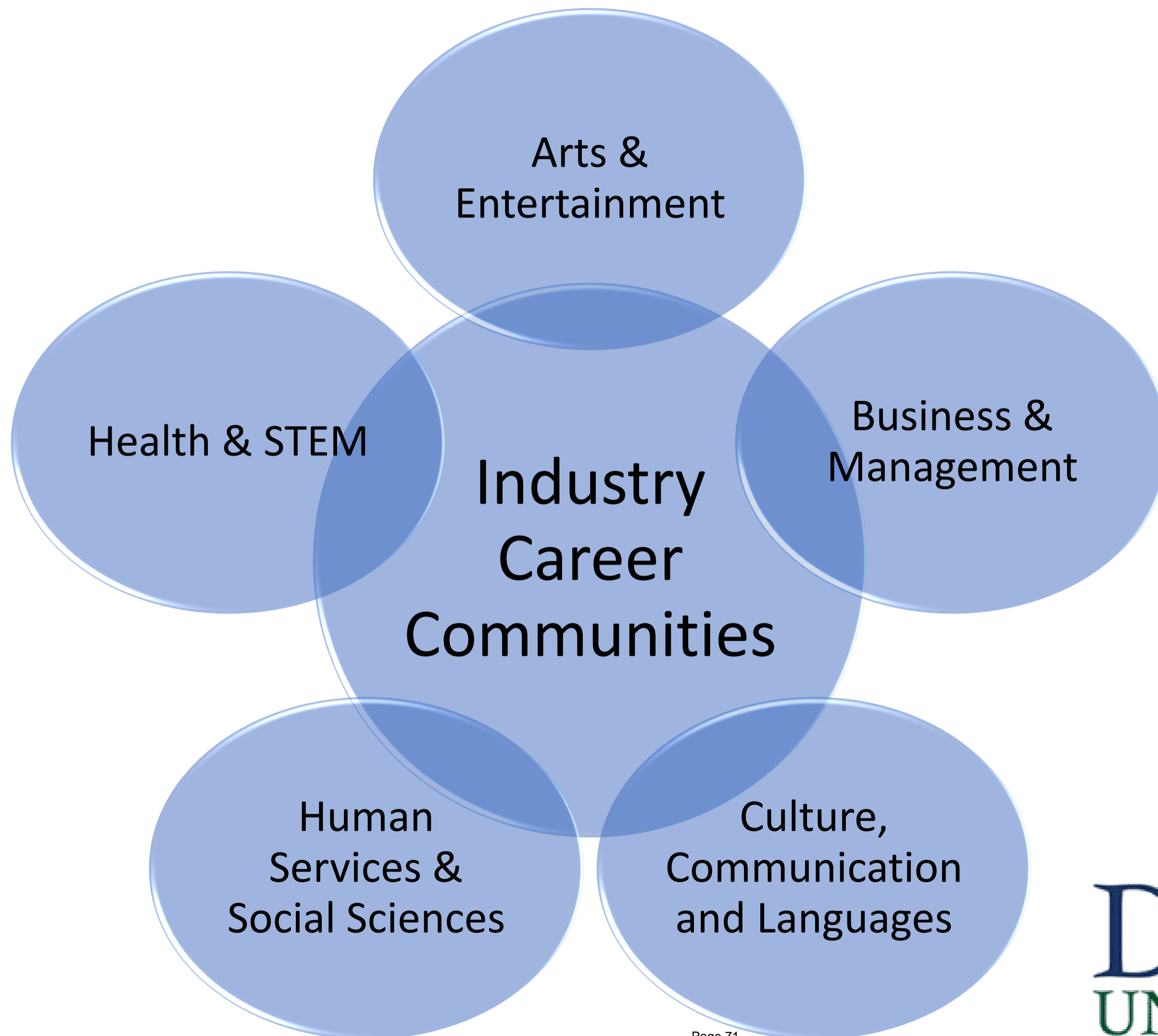
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# Identity/Affinity Career Communities

# Career Community Samples

University of Wisconsin SuccessWorks Career Communities

- https://careers.ls.wisc.edu/what-are-career-communities/

Indiana University Walter Center for Career Achievement

- https://careers.college.indiana.edu/what-are-career-communities/

Bentley University

- https://careeredge.bentley.edu/what-is-a-career-community/

Ithaca College

- https://careercore.ithaca.edu/channels/industry-communities/
- https://careercore.ithaca.edu/channels/affinity-communities/

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Questions

Daniel Pascoe Aguilar, PhD, MDiv

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**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