

ARTS AND SCIENCES FACULTY MEETING

May 9, 2019
HALL OF SCIENCES 4

AGENDA

CALL TO ORDER: 1:00 p.m.

Debra Liebowitz

DEAN'S UPDATES:

Debra Liebowitz

ACTION ITEMS:

1. Proposal for revisions to Medical Humanities M.A.
2. Proposal for revisions to Civic Scholars program

Rita Keane ----- pp. 2- 12
Ryan Hinrichs ----- pp. 13- 27

FOR DISCUSSION

1. Structure of new Gen Ed curriculum

Proposals for Revision of Master of Medical Humanities Program

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

I. Rationale

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

We are proposing to change the nomenclature for the Master of Medical Humanities (M.M.H.) degree to Master of Arts in Medical Humanities, Health and Society. We aim to broaden the appeal and scope of the degree. The enrollment figures for the program have been low for several years (see figure below). This proposal begins the process of reversing that trend. There has been significant growth in Medical Humanities in undergraduate programs and there is also an effort in the field to increase the interdisciplinary and professional reach of the field with the introduction of the category “health” alongside “medical” in the newest nomenclature (see the report on undergraduate Health Humanities). Because of recent leadership transitions in the Drew program and the very low number of students requiring a teachout plan, this is a good time to lay the groundwork for continuing to update and expand the program.

Table 3. Medical Humanities*

Fall	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Master of Med. Humanities										
Applicants	6	4	11	6	4	6	6	3	6	6
Admits	5	2	11	6	4	6	6	3	6	6
Matriculants	4	2	8	4	3	1	2	0	4	0

We also propose modest changes in the Medical Humanities core curriculum in order to make the program more sustainable and flexible for a variety of students entering from different places and with a range of goals. Curricular changes include: (1) replacing the required Introduction to Medical Humanities with a Medical and Health Humanities Seminar; (2) expanding courses that meet a social science-based requirement; (3) adding a non-thesis track to the MA (as in the Arts and Letters masters degree); (4) reducing the total credits for the degree by 3 by reducing the number of electives required. Explanation of each change is provided below.

Key considerations in these decisions:

- We aim to provide a flexible masters-level program that could build on the many undergraduate medical humanities programs (currently in very high-growth) and provide further preparation for applications to doctoral and professional degrees in healthcare and allied fields. Specifically, we envision that graduates who have majored or minored in medical humanities at the undergraduate level are prospective students for this graduate program and could use this degree for a range of professional outcomes. Furthermore, such students would not require an Introduction to Medical Humanities course. (See attached report on undergraduate Health Humanities programs.) Given this growth and the strong interest in health across many fields, there is no reason to have a program that competes solely with Medical Humanities and Bioethics Master's programs housed in Medical and Dental Schools.
- Reducing the master's degree to 30 better facilitates motivated students completing the degree in three to four terms (including summer).
- We are not implementing so strong a change that we are starting over with the program. A broadening of the curricular concentrations will likely occur in the near future, but the core required and elective courses will continue to be offered.
- We want to distinguish more clearly between the broad masters degree and the professional doctorate, thus allowing us to segment the recruitment for each while using some shared resources. In addition, a flexible degree allows us to continue to build on the synergy with Arts and Letters that already exists through cross-listed courses in literature and the arts.
- We are proposing no change to the Doctor of Medical Humanities nomenclature so that we can build on our history and renew our efforts to offer a professional doctorate to medical and healthcare professionals who seek credentialing for teaching, research, public- and field-oriented writing, professional advancement, and developing areas of expertise for those in health administration. This degree will be distinguished as a research professional degree. Students taking the MA can elect to take a thesis track or a non-thesis track in their masters programs depending on their goals for the degree.
- We want to begin to build a cluster of health studies initiatives in the graduate programs. Slightly distinguishing the MA and the DMH begins that process. Adding concentrations in the MA and programs in counseling are next steps toward this goal.

Finally, at the present we will continue to use the same CIP Code 51.3201, Bioethics/Medical Ethics. (Definition: A program that focuses on the application of ethics, religion, jurisprudence, and the social sciences to the analysis of health care issues, clinical decision making, and research procedures. Includes instruction in philosophical ethics, moral value, medical sociology, theology, spirituality and health, policy analysis, decision theory, and applications to problems such as death and dying, therapeutic relationships, organ transplantation, human and animal subjects, reproduction and fertility, health care justice, cultural sensitivity, needs assessment, professionalism, conflict of interest, chaplaincy, and clinical or emergency procedures.) In July 2019, there will be a new CIP code in Medical and Health Humanities that will reflect a broader and more interdisciplinary field. At that time, we will likely move both the MA and the DMH to that CIP code.

II. Learning Objectives

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

The current program outcomes are as follows:

1. Connect today's medical humanities to the tradition of Renaissance humanism and have an expertise in the history of medical humanities from its inception in the 1960s to the present day.
2. Develop a comprehensive understanding of the dominant methods, themes, cases, and contemporary issues associated with the field of clinical ethics.
3. Discuss and demonstrate the importance of narratives of illness.
4. Understand the relationships between the social and structural determinants of health, ideas of global justice and the ethical conduct of research.
5. Develop an original work of scholarship in the Medical Humanities. Complete a Practicum and Thesis that involves a conceptual analysis, and primary research.

Revised SLO's for Fall 2019 broaden the disciplinary framing and align with the creation of a Medical and Health Humanities seminar. The creation of a non-thesis track will mean that SLO 5 only applies to students completing a thesis.

1. **Articulate the value of the humanities for understanding health and society as it relates to the medicine/allied healthcare professions.**
2. **Analyze contemporary issues associated with the fields of clinical and/or care ethics using the dominant methodologies and themes of medical humanities.**
3. Discuss the importance of narratives of illness.
4. **Discuss** the relationships between the **cultural**, social, and structural determinants of health.
5. **Thesis-track students:** Develop an original work of scholarship in the Medical Humanities. Complete a Practicum and Thesis that involves a conceptual analysis, and primary research.

III. Proposed Changes to the Curriculum

- a. Explain each proposed change to the major individually;
- b. Provide comparison between new major and old major;
- c. Provide complete revised catalogue copy for the new major exactly as you wish it to appear in the next catalogue and in the on-line catalogue.

Change 1. Revise program name to Master of Arts in Medical Humanities, Health, and Society

The slight change in nomenclature opens a broader space for a wider range of students. In addition to the medical professionals we recruit for the DMH, we want to see the MA as a space

for recent college graduates in pre-medical and health-related majors as well as for a wide range of medical and health professionals.

Change 2. Replace Introduction to Medical Humanities with a Medical and Health Humanities Seminar.

The proliferation of undergraduate Medical Humanities programs will likely mean that some prospective students will already have completed an Introduction to Medical Humanities. By replacing this requirement with a Medical and Health Humanities Seminar, we can offer a sustainable and flexible seminar that changes topics, but that has assignments arranged to meet the student learning goal of understanding the Humanities in Medical/Health Humanities (e.g., research in journals for the field). A substantial paper or project from this seminar will be the key artifact for assessing student learning outcome 1. A Medical and Health Humanities Seminar, in which students apply the methodologies of medical humanities to various topics, would be offered every Fall and students could repeat it as an elective as the topic varies. Students in the DMH who have already completed one of these seminars in the MA, can take a second on a different topic to fulfill their core requirements.

Change 3. Add Medical Sociology and a course in Health and Social Equity to the Medical Anthropology requirement to create a social science-based requirement.

Understanding healthcare requires an interdisciplinary approach. Although this program is rooted in the humanities, a social science requirement provides the interdisciplinarity to broaden the students perspective of healthcare and patient issues. By adding Medical Sociology (MDSM 840) and new course Health and Social Equity (MDSM 820) as options alongside Medical Anthropology (MDSM 830), we ensure that students engage medical and health topics with a sociological or anthropological framework in their program in one of these three courses. Students may elect to take more than one. In order to continue to develop the curriculum interdisciplinarily (humanities, arts, social sciences, ethics) and for various health and care professionals, we will also curate future elective courses in such subjects as health and the arts, care ethics, and patient advocacy. Students in the DMH who have already completed one of these courses in the MA, can take a second to fulfill their core DMH requirements.

Change 4. Add a non-thesis track as in the Arts and Letters program.

As students may have a range of reasons for earning a MA in Medical Humanities, Health, and Society, we will add a non-thesis track that resembles the same in the M.Litt. The program convenor will work with each student to determine what track is best for their educational goals. The MA in Medicine, Health, and Society at Vanderbilt University has a similar structure with a thesis and non-thesis track (<https://wp0.vanderbilt.edu/mhs/graduate/m-a-program/>). Students who complete either a thesis or non-thesis track MA in Medical Humanities, Health, and Society will be able to move seamlessly to the Doctor of Medical Humanities program as the policies are already in place to do so (see Coursework in Other Degree Programs [HERE](#)).

Change 5. Reduce the total size of the Master's program by 3 credits (currently 33 total credits, proposed 30 total credits) by reducing the number of elective credits.

Providing an accelerated one-year path through the program is critical in the competitive landscape. For example, Columbia University's M.S. in Narrative Medicine (see info below) advertises “Those studying full-time can complete the program in one academic year plus the following summer, and for a few students, in one academic year.” A 30 credit master’s program is consistent with new graduate programs in CSGS and in line with New Jersey state requirements. Benchmarking data shows this change is reasonable for graduate programs in medical humanities.

Benchmarking data:

Vanderbilt University, [M.A. Medicine, Health, and Society](#)

- Thesis/practicum track: 24 credits coursework + 6 credits thesis
- Non-thesis track: 30 credits coursework

Columbia University, [M.S. Narrative Medicine](#)

- 38 “points” (Note: many classes appear to be 4 “points”. For example, “Degree requirements include the five Core Courses in Narrative Medicine (22 points) and the Research Methodology course (4 points).”)

University of Rochester, [Master’s in Medical Humanities](#)

- “The program requires 32 credit hours of graduate level work. Students can complete the program over two, three, or four semesters. Some students take one course per semester, completing the program over four years.” Note: 4-credit courses.

Here are sample schedules for students motivated to complete the degree in 3 or 4 terms:

Non-Thesis Track 3 terms:

Fall Term--12 credits	Spring Term--12 credits	Summer Term--6 credits
MHH Seminar Bioethics 2 electives	Narrative Medicine Social-Science req Practicum 1 elective	2 electives

Thesis-Track 4 terms:

Fall Term--9 credits	Spring Term--9 credits	Summer Term--6 credits	Fall Term--6 credits
MHH Seminar Bioethics 1 elective	Narrative Medicine Social-Science req Practicum	2 electives	Research Methods Thesis

We can provide sufficient graduate electives on this schedule given our cross-listing of medical and health related courses from Arts and Letters and the Theological School. We will also cross-

list select courses from the CLA with faculty approval and when appropriate provisions are in place for graduate work in the course.

Current: Master's of Medical Humanities (33 total credits)	Proposed: Master of Arts in Medical Humanities, Health, and Society (30 total credits)
Required Courses (18 credits)	Required Courses (15 credits)
MDHM 799 - Introduction to Medical Humanities	MDHM 800 -- Medical and Health Humanities Seminar <i>(this course revision will also apply to the CMH and DMH)</i>
MDET 801 - Biomedical Ethics	MDET 801 - Biomedical Ethics
MDNR 802 - Introduction to Narrative Medicine	MDNR 802 - Introduction to Narrative Medicine
MDSM 830 - Medical Anthropology	MDSM 830 - Medical Anthropology OR MDSM 840 Medical Sociology OR MDSM 820 Health and Social Equity <i>(this revision will also apply to the DMH)</i>
MDMH 900 - Clinical Practicum	MDMH 900 - Clinical Practicum
MDHM 906 - Research Design and Methodology	<i>only required for Thesis-Track (see below)</i>
Electives (12 credits)	Electives (9 credits)
Required Thesis (3 credits)	Thesis-Track (6 credits) OR
	MDHM 906 - Research Design and Methodology
MDHM 990 -- Masters Thesis Preparation	MDHM 990 - Masters Thesis
	Non-Thesis Track (6 credits)
	2 additional courses in MDHM or ARLT

Master of **Arts in** Medical Humanities, **Health, and Society** (**M.A.M.H.**)

Students in the Master of **Arts in** Medical Humanities, **Health, and Society** complete ~~33~~ **30** credit hours from Medical Humanities listings, as well as approved courses from other Drew programs.

I. Required Courses (**158** credits)

- ~~[MDHM 799 - Introduction to Medical Humanities](#)~~
- [MDHM 800 - Medical and Health Humanities Seminar](#)
- [MDET 801 - Biomedical Ethics](#)
- [MDNR 802 - Introduction to Narrative Medicine](#)
- [MDSM 830 - Medical Anthropology](#) **OR** [MDMH 840 - Medical Sociology](#) **OR** [MDSM 820 - Health and Social Equity](#)
- [MDHM 900 - Clinical Practicum](#)
- ~~[MDHM 906 - Research Design and Methodology](#)~~

II. Electives (~~12~~ **9** credits)

Choose from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

III. Thesis Track (6 credits)

- [MDHM 906 - Research Design and Methodology](#)
- [MDHM 990 - Master's Thesis Preparation](#)

IV. Non-Thesis Track (6 credits)

Choose an additional 6 credits from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

Certificate Requirements

Students in the Certificate of Medical Humanities complete 15 credit hours from Medical Humanities listings, as well as approved courses from other Caspersen programs.

I. Required Courses (12 credits)

- ~~MDHM 799 - Introduction to Medical Humanities~~
- ~~MDHM 800 - Medical and Health Humanities Seminar~~
- [MDET 801 - Biomedical Ethics](#)
- [MDNR 802 - Introduction to Narrative Medicine](#)
- [MDHM 900 - Clinical Practicum](#)

II. Electives (3 credits)

Choose from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

Doctor of Medical Humanities (D.M.H.)

Students in the Doctor of Medical Humanities complete 45 credit hours from Medical Humanities listings, as well as approved courses from other Caspersen programs.

I. Required Courses (21 credits)

- ~~[MDHM 799 - Introduction to Medical Humanities](#)~~
- [MDHM 800 - Medical and Health Humanities Seminar](#)
- [MDET 801 - Biomedical Ethics](#)
- [MDNR 802 - Introduction to Narrative Medicine](#)
- [MDSM 830 - Medical Anthropology](#) **OR** [MDMH 840 - Medical Sociology](#) **OR** [MDSM 820 - Health and Social Equity](#)
- [MDHM 905 - The Joy of Scholarly Writing: Beginning the Dissertation Process](#)
- [MDHM 906 - Research Design and Methodology](#)
- [MDHM 908 - Doctoral Internship/Practicum](#)

II. Electives (15 credits)

Choose from existing Medical Humanities courses, as well as courses from the Caspersen School or Theological School with approval of advisor.

III. Dissertation (9 credits)

- [MDHM 999 - Dissertation](#)

IV. Impact on Other Departments

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

Other than the two revisions to the core courses in the CMH and DMH, the proposed changes do not impact other programs. In general, an increase in enrollment in the Medical Humanities programs will contribute positively to the course enrollments in the Arts and Letters courses that are cross-listed with the program.

V. Transition Plan

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

The proposed changes will go in effect for students beginning the program in fall 2019. There are only two current students in the masters program and they are close to completing the current core curriculum and moving to thesis.

VI. Revision of Minor

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

There is no minor. See above for changes to the two CMH and DMH core courses.

VII. Course Proposals

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

MDHM 800 -- Medical and Health Humanities Seminar (3 credits, can be repeated)

A required graduate seminar examining a current topic or question in the field of Medical and/or Health Humanities. This diverse field transcends the disciplinary boundaries of the academy and engages all aspects of human culture--science, history, ethics, philosophy, literature, religion, and art--in a discursive dialogue centered on what medicine and health mean in relation to the individual and society. Students develop individual research projects that deepen and demonstrate their understanding of this field and its relevance to their educational interests and professional contexts.

MDSM 820 -- Health and Social Equity (3 credits)

Social determinants of health significantly impact the well being of individuals, communities, and entire populations in some areas. This course will examine the interaction of social factors on health outcomes including issues of discrimination, environmental degradation, economic access, and food security, to name a few. Using transdisciplinary approaches to identifying disparities in health, students will explore structural responses related to health care delivery, policy change, education, and community engagement. Students can focus on particular communities, health issues, or social systems to propose concrete conditions and processes a society is able to put into place to increase health equity.

New Major / New Program Proposal Form

Title of Program: Civic Scholars Expanded to "Social Impact Scholars" with tracks for Community Engagement Scholars, Global Civic Scholars, and Innovation and Entrepreneurship Scholars	
Contact Person / Chair: Amy Koritz	
School: X CLA <input type="checkbox"/> CSGC <input type="checkbox"/> THEO	Degree(s) awarded: n/a
Anticipated start date: Fall 2020	Total credits: 6-10
What other stakeholders / departments have been consulted about the proposed major / program? Civic Engagement Advisory Committee; Center for Religion, Culture, and Conflict; innovation seminar faculty; admissions, Assoc. Provost for Experiential Education and Career Development, Civic Scholars Student Advisory Committee,	
<p><u>New Major / New Program Proposal Submission Checklist</u></p> <p> <input type="checkbox"/> Mission Statement and Rationale <input type="checkbox"/> Program goals, Objectives and Student Learning Outcomes <input type="checkbox"/> Program Curriculum <input type="checkbox"/> Attach Course Proposal Forms <input type="checkbox"/> Impact on Other Departments <input type="checkbox"/> Alignment of Program with Strategic Goals of University <input type="checkbox"/> Analysis of Prospective Student Interest & Projected Enrollments <input type="checkbox"/> Financial Analysis of Program Costs & Revenues </p>	

Please consult with the Associate Dean for Curriculum in Arts & Science when completing this form. Relevant Admissions Directors and Institution Research may be able to provide accurate data when considering the analysis of student interest and program finances.

Submit the completed form electronically to the Associate Dean for Curriculum in Arts & Science: assocdean_curr@drew.edu

1. Program mission and rationale.

What is the mission and rationale for creating this new major or program? How will the new major/program contribute to the undergraduate/graduate education at Drew? What evidence is there of student interest in the major? How have external benchmarks for the major such as national association standards or comparable programs at our comparison or peer institutions been used in developing this proposal? Briefly describe the benchmarking process and stakeholder discussion informing this proposal here, and note that more detailed information is required below.

Mission

Students will engage in creative problem solving applied to implementing a solution to a real-world problem that demonstrates social impact, financial viability, and environmental sustainability. The program is grounded in interdisciplinary collaboration aimed at tackling complex problems that impact communities and transcend borders. Its students develop the knowledge, skills, values, and motivation to address the urgent challenges of our time. *This 3-year pilot program will allow Drew to test the benefits of this approach for student recruitment, retention, and learning.*

Rationale

This proposal seeks to transform our existing Civic Scholars Program so as to serve more students while surfacing and strengthening the outcomes of that program that meet institutional goals to increase yield, retention, post-college preparation and capacity to address real-world challenges. The revised program will magnify and integrate existing areas of strength in civic and global education, while expanding on our 2-year-old pilot Innovation program. These programmatic areas will be scaffolded on our new general education program and take advantage of the proven success of the Civic Scholars program in order to create a new *Social Impact Scholars Program*. Through a 2-3 year pilot program, we will offer access to 60 first-year students in AY 2020-21 to participate in a two-year guided pathway that will fulfill general education requirements, enable intentional and mentored community engagement and experiential learning, and facilitate students' ability to contribute to society while clarifying their post-college directions. In its second phase--if implemented (AY 2022-23)--this program will also allow accepted students to enter the program as juniors and graduate with Honors in Social Impact and Innovation,

Drew University's Civic Engagement Scholarship program, the general model for Drew's Social Impact Scholars, was launched in 2009 with 10 students. It currently houses 115 students in a four-year developmental program focused on connecting students' commitment to the common good with academic coursework, professional skill-building, and experiential education through service to the community--local, national, and global. This program has out-performed the overall undergraduate student body consistently and significantly in terms of its ability to yield applicants to the college and retain them from first to second year. Qualitative feedback from focus groups and student surveys suggest that Civic Scholars also feel better prepared and more supported for post-college lives. Civic Scholars form a strong cohort of students whose program readies them for leadership positions on campus and beyond. Because of the *Launch*

initiative, Drew has the opportunity to bring the lessons from this program to scale in order to benefit a much larger number of undergraduates as they move through our re-imagined education. While the Civic Scholars program has been successful, it is small, enrolling 30-35 students annually. After ten years, we believe that we have sufficient insight into the components of this program that lead to successful outcomes to replicate these in new focus areas and at a larger scale while integrating new components that will better guide students towards graduation and life after college. By building the new general education structure and intentional coordination with career development initiatives into this program, we can guide students through the curriculum and to post-college success more effectively. The creation of a new Center for Experiential Education and Career Development (led by new associate provost Daniel Pascoe Aguilar)--where this expanded program will reside--provides Drew with an uncommon and special opportunity to integrate curricular and co-curricular best practices for student success into its structure from the outset.

All of the focus areas proposed for development have a pre-existing group of stakeholder faculty whose teaching interests align with these areas and who will be invited to participate in an expanded working group. The umbrella structure for these programs, *Social Impact Scholars*, will provide both economies of scale for shared back-office functions and for the possibility of further expansion. Three areas of focus are proposed: Civic Engagement Scholars (modifying and building on the existing program), Innovation Scholars (building on a 2-year pilot program), and Global Civic Scholars (a new program, but in an area with deep historical roots in Drew's curriculum, Center for Global Education and Center on Religion, Culture, and Conflict, and their existing administrative and curricular infrastructures). We are executing a joint planning and implementation process to ensure that common themes, skills and experiences are integrated into all three program areas and that the ability for students to collaborate with or move seamlessly across areas as their interests evolve is built into the program model. The Center for Experiential Education and Career Development will provide backbone administrative support and coordination with assistance from CRCC. An external advisory group will be identified and convened to assure alignment with best practices and expectations for students aspiring to work in start-up, non-governmental organizations, and related environments.

Benchmarking Process/Consultation with Stakeholders

Primary benchmarking will be against Civic Scholars historical outcomes, particularly in yield and retention. Although programs with common elements to the program proposed exist in many higher education institutions, earlier benchmarking of Innovation and Entrepreneurship programs confirms that their structure, requirements, and institutional location varies widely.

Changes from current Civic Scholars and new program:

- 4 year program - revised to a required 2 year program with option for a junior/senior honors component (resources permitting): Not all civic scholars are motivated to complete a high quality civic senior project, and some students who did not join the program as first-year students are so motivated. The 2-year/2-year program model

allows for the entrance of new students while providing a structured exit point for others. It also means that students aren't locked in to the program for four years, if they don't want to be.

- Remove required DSEM: The size limitations and multiple demands of the DSEM curriculum hamper the ability to increase the size of the civic program or to add coordinated, substantive new focus areas. This change will also allow for easier access to the program for sophomores and transfer students in future iterations. Current Civic first-year students express frustration about being the only first-year students who have no choice about their DSEM selection and this change will address the issue.
- Increase FY fall semester seminar 1 credit to 2 credits: Without the DSEM to provide grounding in research and scholarship, students will need an additional credit's worth of work to provide a stronger academic base for the program.
- Add FY spring semester 4 credit seminar: This shared curriculum will enable the program to sustain and strengthen an interdisciplinary cohort of students working in teams towards a public program at the end of the semester. Embedding this course in a general education requirement helps student approach their team problem from new perspectives while adding academic substance to their approach. It provides students with a clear benefit that moves them forward in their college program.
- 100 hours volunteering to 100 hours experiential learning: broadening the kinds of engagement that will fulfill this requirement will accommodate the broader range of interests expressed by students entering the new program while enabling it to better support other university priorities such as career communities and to align with the Immersive Experience requirement.
- Expand sophomore internship requirement to include selected immersive experiences: To enable students for whom an internship is not the best option to fulfill an immersive experience requirement in options aligned with program goals.
- Monthly second-year convening replaces 2 sophomore meetings and 5 required skills workshops (see Appendix II).

2. Program goals, objectives and student learning outcomes.

Student learning outcomes describe the knowledge and skills students should be able to demonstrate upon completion of the program.

Program goals for students:

- Students gain confidence and skills to identify, define and tackle complex problems that impact communities and transcend borders
- Students value empathy, understanding and responsiveness to diverse others in their work and public roles
- Students explore and take action on solutions to real-world problems that fulfill the goals of social impact, financial viability, and environmental sustainability.

Program Goals for Institution

- Meet or exceed historical data for civic scholars yield and first-to-second year retention

- Attract new applicants with interest in global civics and innovation/entrepreneurship focus areas

Program Student Learning Outcomes

1. Students articulate social responsibility in the context of professional and personal action and goals.
2. Students work effectively in teams to plan and implement a collaborative project.
3. Students articulate the integration of academic learning with real-world action.

Outcome	Introduced	Practiced	Mastered / Assessed
1. Students articulate social responsibility in the context of professional and personal action and goals.	Defining problems Seminar	Exploring Solutions Seminar	Civic-Minded Graduate narrative prompt assigned in Second-year Convening.
2. Students work effectively in teams to plan and implement a collaborative project.	Defining problems Seminar	Exploring Solutions Seminar	Assessed at Exploring Solutions town-hall presentation and through team self-assessment. Assessed at Exploring Solutions town-hall presentation and through team self-assessment.
3. Students articulate the integration of academic learning with real-world action.	Defining Problems Seminar	Exploring Solutions Seminar	Second-year Convening, assessed in final reflection. Immersive experience, assessed in final IE product

Program Objectives

- Scaffolded first-year curriculum that culminates in a student-team organized and facilitated public Town Hall.
- Problem-focused first-year curriculum that engages community, global, and innovation perspectives to connect academic learning with planning and action on an issue.
- Experiential learning opportunities to help students practice skills and clarify personal and professional goals (throughout)
- Curated second-year immersive experiences aligned with student and program goals
- Second-year Convening that builds on first-year skills through workshops and reflections.

3. Program curriculum and requirements.

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

The pilot Social Impact Scholars program for AY 2020-21 will have three focus areas:

1. Civic/Community Engagement Scholars
2. Global Civic Scholars
3. Innovation and Entrepreneurship Scholars

The first-year curriculum will be parallel for all three cohorts, with the second year permitting greater flexibility for students to pursue community/civic, global or innovation focus.

Social Impact Scholars Two-Year Curriculum

First-Year, Fall Semester: Defining Problems (2 credits, 100-level)

Students will examine three case studies of complex challenges relevant to all focus areas (civic, global, innovation). Assignments help student explore and interpret a single challenge from multiple perspectives, brainstorm and research solutions, and develop a pitch or presentation articulating their preferred strategy. In preparation for the spring semester, students will work in teams to identify and define a challenge they would like to tackle. Examples of case study topics include climate change, the opioid epidemic, human trafficking, political extremism, and improving existing technologies.

First-Year, Spring Semester: Exploring Solutions (4 credits, 100-level)

Focusing on problems identified in the fall semester, students will work in teams to analyze and develop strategies for implementing proposed solutions. To provide context and depth to their approaches, the course will engage, through readings and critical analysis, with the ethical questions raised by how power, privilege, culture and other differences impact access to and success of real world attempts to address needs and challenges. Student teams will research best practices, consult with clients, customers, or other stakeholders, develop an action plan, take action based on that plan, and prepare to present and facilitate a dialogue on their approach for the spring Social Impact Town Hall Dialogue and Pitch Event.

The working group considered a variety of models for the first-year curriculum and settled on the first-year spring semester seminar for several reasons:

- The cohort-building (ie retention) benefits of the program will be weakened if there is not a two-semester curriculum in the first year (this is one of the elements of the Civic Scholars program we think it important to preserve)
- a 2-credit add-on in both fall and the spring may not be a good choice academically for some students and others may feel that their schedule is overly fragmented with classes not fulfilling other requirements, leading them to neglect this class.
- The pedagogical goal of guiding students through the process of defining a problem and then developing ways to tackle it and taking action of these approaches (bringing to bear on them multiple disciplinary perspectives) requires a tight course sequence

The spring first-year course will ideally fulfill a general education requirement so that students continue to make progress toward graduation. Since revisions to the general education program are underway, any Gen Ed designation for this course will depend on the final approved curriculum. In the current Gen Ed, we believe the course satisfies the criteria for the Interdisciplinary Breadth category and would petition CAPC for this designation under the current Gen Ed. In the revised Gen Ed, we believe a designation in the *Foundation* or *Cultural and Difference* categories would be appropriate, pending final approved learning outcomes. Gen Ed designations will be submitted to CAPC with course proposal forms in fall 2019.

Second Year: The second year curriculum will have more flexibility than year one. We anticipate offering students several options, all of which will fulfill an “Immersive Experience” general education requirement.

Fall or Spring: Select from an approved list of immersive/off-campus experiences (0-4 credits), including Internships, CBL classes, select TREC's (may be completed summer of first year) and a new Innovation/Action Lab offered each semester (2-credits each) that meet program goals and contribute to learning outcomes.

Innovation Action Lab (2-credit,200-level, offered fall and spring): Students will engage in creative problem solving applied to analyzing and developing a viable strategy to address a real-world problem that has social impact, is economically viable, and environmentally sustainable. This course will ask students to act, think and collaborate across disciplines by drawing from the arts, humanities, as well as social and natural sciences in formulating potential solutions. The course will feature opportunities to connect with innovators, entrepreneurs, and other stakeholders outside of the university setting. Permission of instructors required.

Second-Year Convening: In addition to the required immersive experience, all second-year Social Impact Scholars will attend a monthly 90-120 minute, 0-credit Scholars Convening consisting of an informational program, skills workshop, mentoring, presentation or reflection activity. Examples include:

- Skills development workshops
- Guest speakers, student pitch events and presentations
- Small group mentorship meetings
- Launch sophomore program
- Presentation on immersive experience and final reflection paper

Skills Workshops incorporated into required classes and convenings may include:

- Planning and Project Management
- Interpersonal and Professional Communication
- Conflict resolution
- Collaboration and Teamwork
- Design thinking
- Engaging Difference: Diversity and Inclusion

Potential Junior/Senior Social Impact and Innovation Honors Program

The current proposal only considers a two-year program, which the majority of students would complete in their first two years. This structure makes sense since many students become heavily involved in their majors during the junior and senior year, leaving little time for sustained commitment to the Civic Scholars Program. However, we have discussed the possible creation of a Honors Program to allow exceptional scholars to continue their work. Such a program, however, will only be implemented in Year 3 if faculty mentors can be identified to support Honors credit-bearing component. If such a program seems feasible, a separate proposal will be submitted for consideration. We include a brief description and possible model here for information purposes only.

Draft Description

As one requirement for graduation with Social Impact and Innovation Honors, your Senior Project should include a cumulative statement about your civic, global and/or innovation work, drawing from your experiences in and out of the classroom. Working with a community partner or other group of stakeholders, the Senior Social Impact and Innovation Project implements a solution to a real-world problem that has social impact and provides a clear and measurable benefit to a community outside of Drew. The end product might be community-based research, issue advocacy, community capacity building, writing for a public purpose, a work of art, a digital resource, a prototype or fabricated solution, a patent, a business, an organization or a movement. In their Senior Social Impact and Innovation Project proposal, students will consider costs and benefits to society and their community, not just to individuals. The proposal should outline an iterative approach to interdisciplinary problem solving appropriate to their project.

Possible Honors Model:

1. Apply April sophomore year or September junior year by submitting a project proposal
2. Project proposal must include the following elements:
 - a. Research and analysis on background of project, including your qualifications to lead it
 - b. Analysis of the costs and benefits to society and a community, not just to individuals
 - c. Outline of an iterative approach to interdisciplinary problem solving appropriate to their project, including a minimum viable project (MVP) for community adoption
 - d. Rationale for approach proposed and detailed implementation plan
 - e. One faculty and two additional mentors who have agreed to assist
 - f. Description of student team, including skills each brings to the project
3. Enroll in a minimum of 4 credits Honors independent study over 2-4 semesters
4. Document 100 hours work (beyond that completed for credit) on proposed project
5. Present at Junior & Senior Fall Semester pitch event and one other public or off-campus venue
6. Submit project report and evaluation at least one month prior to graduation that includes stakeholder feedback

Current Civic Scholars Requirements	Proposed Social Impact Scholars Requirements
Civic Scholars DSEM (4 credits)	<i>Students complete DSEM of their choice</i>
Civic Engagement Workshop (1 credit each semester) includes first-year Civic Project	Defining Problems Seminar (2 credits)
	Exploring Solutions (spring, 4 credits)
100 hours community engagement	100 hours experiential learning
Civic Internship (2 credit)	Required Immersive Experience (0-4 credit) via approved TREC, internship, CBL or Innovation Action Lab
Five 2-hour Civic Skills Workshops	Integrated into 0-credit Sophomore Scholars convening
100 hours community engagement	100 hours experiential learning
Sophomore meetings	Integrated into 0-credit Sophomore Convening
CBL course recommended	
100 hours community engagement	
Senior Civic Project Class (1 credits)	
CBL/Internship credits	
100 hours community engagement	

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

Current Civic Scholars Program	Proposed Social Impact Scholars Program
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CE DSEM 1 (fall, 4 credits)	CE 150 - Defining Problems Seminar (2 credits)
	CE 150 - Defining Problems Seminar (2 credits)
CE DSEM 2 (fall, 4 credits)	CE 150 - Defining Problems Seminar (2 credits)
	CE 150 - Defining Problems Seminar (2 credits)
CE workshop 1 (fall, 1 credit)	CE 160 – Exploring Solutions (4-credits).
CE workshop 2 (spring, 1 credit)	CE 160 – Exploring Solutions (4-credits).
	CE 160 – Exploring Solutions (4-credits).
First-year total: 10 credits (with zero serving Gen Ed requirements)	First-year total: 20 credits (with 12 credits counting toward Gen Ed requirements)
Sophomore Civic Internship (0-4 credits)	Immersive experience (0-4 credits): approved TREC, internship, CBL or CE 260,261 sequence
5 skills workshops + 1 small-group meeting per semester	Sophomore Scholars Convening (0 credits)
CE 301: Senior Civic Project class (1 credit). 3 sections	

c. Course Descriptions: Attach complete course proposal forms for each new or revised course included in the major/program. List all new/revised courses below:

- CE 150 - Defining Problems Seminar (2 credits)
- CE 160 – Exploring Solutions (4 credits)
- CE 260 - Sophomore Innovation/Action Lab (2 credits)
- CE 261 - Sophomore Innovation/Action Lab (2 credits)

(CE 360- Junior/Senior Honors Independent Study (1-4 credits): offered only if resources permit.)

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

The current Civic Scholars program requires two Drew Seminars plus two 1-credit workshop classes in the First-Year Fall/Spring Semesters, which would be eliminated in the current curriculum. These students would participate in the general selection for the morning options of Drew Seminars. This also allows for future consideration of transfer students and sophomore students to enter the program. Staffing resources will be available to offer the fall semester seminars (8 credits total for four sections). Spring courses require three 4-credit seminars. However, since these seminars will contribute to the General Education curriculum, the staffing requirements contribute to the overall staffing needs of the college.

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

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

The proposed program is conceptualized as interdisciplinary--focusing on problems and their solutions as approached from community, global and innovation perspectives rather than a specific field of study. As such we anticipate it providing pathways for students into a wide variety of disciplines and opportunities for faculty from multiple disciplines to introduce their approaches to the problems studied. Since the required classes are limited to the first-year of the program, and add only 2-credits to the student's course load in the fall, while fulfilling a general education requirement in the spring, the only potential impact on enrollments in other departments would be the exclusion of these students from courses offered at conflicting times in the student's first year. Faculty from Sociology, Political Science, English, Theater, Physics, Chemistry, Business and Economics, French, Communication, Chinese, and Computer Science have been consulted in the development of this program so far.

5. Explain how the program meets the strategic goals of the university and the school:

Drew has an urgent need to increase undergraduate enrollment. The Civic Scholars program provides a tested strategy for improving Drew's ability to yield accepted students by providing a cohort-based and scaffolded program model attractive to students. The proposed new program will enable a scaling up of many aspects of the civic scholars program while expanding it into other areas of interest, increasing its integration with post-college planning, and scaffolding it onto the proposed general education structure.

6. Describe and comment on the expected market for the proposed program:

The Civic Scholars program historically attracts more applicants that it can admit and yields those admitted at a significantly higher rate than the overall pool. By (over time) admitting a larger percentage of applicants to the civic scholars program and immediately expanding the pool of students who might be attracted to a similar program with a different focus, we believe that this program will have a positive impact on Drew's admissions yield.

Year	Civic Applications	Civic Admits	Deposits	yield	percent yield
2012 (C'16)	115	86	26	26	30%
2013 (C'17)	165	107	50	48	45%
2014 (C'18)	132	91	49	47	52%

2015 (C'19)	91	62	37	37	60%
2016 (C'20)	86	67	35	33	50%
2017 (C'21)	71	60	32	32	53%
2018 (C'22)	112	68	32	31	46%

Both Innovation/Entrepreneurship and Global/International are areas of great interest to college students (see e.g. Open Doors report, personal communication Bob Massa). According to an analysis completed in fall 2017, 46% of Drew’s peer institutions and 80% of our aspirant institutions offer programs focused on innovation and/or entrepreneurship (Peer group: 7 of 15 / Aspirant Group: 12 of 15). In addition, the Social Entrepreneurship NYC Semester has shown steadily increasing demand since its inception in 2017 (for 2019 there were 34 applications for 20 spaces). The proposed program will appeal to this cohort, but also expand it to students in STEM fields where innovation and entrepreneurship are becoming an increasingly important part of the professional landscape.

7. Enter expected annual enrollment in program (e.g., new students per year) and provide a justification/rationale for these estimates:

The following table shows projected numbers for the pilot project. With a two-year curriculum, the total shows the number of scholars assuming modest expansion of the program. The curriculum is designed to be scalable, which means that future projections depend on the desire and capacity for growth. Additional students can easily be incorporated into this model, either in new or existing areas of focus.

Year	First year students	sophomores	total	Junior-Senior Honors (approx. 20%+ 6-8 new entrants)*
20-21	60	N/A (30-34 existing civic scholars)	90-94	N/A
21-22	60	60	120	N/A
22-23	60	60	120	18-26

***Offered only if resources permit**

8. Anticipated start-up costs:

Start-up costs will be primarily in staff/faculty planning work. There will also be costs associated with developing and disseminating marketing materials of approximately \$5000. Some of this cost may be defrayed by the CEECD Marketing manager (to be hired).

9. Anticipated annual program costs (including adjunct, library, and lab staffing) (use chart): Program costs will be divided among the CLA Dean (overload stipend), the Center for Civic Engagement (redirection of funds and staff time currently spent on first 2 years of Civic Scholars), the Center for Experiential Education and Career Development (staff support for events, logistics, and marketing), and the Center for Religion, Culture and Conflict (staff support and other program costs)

Item	FY21	FY22
Instructors (seminar + class+lab)	5 course equivalents One 2-credit overload stipend (Dean)	6 course equivalents One 2-credit overload stipend (Dean)
copying	\$300 (CE & CRCC)	\$400 (CE & CRCC)
Skills workshops and speakers stipends for sophomore convenings	N/A	\$1300 (CE)
Fall Pitch/Issue Forum	\$500 (CRCC)	\$500 (CRCC)
Spring Conference/Town Hall*	CE 1st year project funds (\$1400)	CE 1st year project funds (\$1400)
Transportation (for experiential learning)*	\$8500 (CE + CRCC+CEECD)	\$10,000(CE + CRCC+CEECD)
Cohort-building events/materials*	\$3500(CE+CRCC)	\$3500 (CE+CRCC)
staff support: events/logistics/tracking	25%FTE (10hr/wk CE & CRCC existing staff) + CCDEE infrastructure	35%FTE (15hr/wk CE & CRCC existing staff) + CCDEE infrastructure
Educational supplies and equipment	\$200 (CE & CRCC)	\$200 (CE & CRCC)

*The Spring Conference/Town Hall will replace the current first-year Civic Projects as a team-based and public facing event. Funding will be reallocated from first-year projects to support the Town Hall. Transportation costs include those already being spent to support the Civic Scholars Fall Retreat Service Project and first-year transportation to community work sites. This amount includes an annual contract with J&J Taxi and reimbursement for public transit fares. Cohort-building events and materials will include a fall retreat and end of semester holiday celebration as well as branded clothing for all participants.

Appendix I

Senior Civic Scholar Project

Junior Civic Scholars complete an “Issue Focus Statement” in the fall and a project proposal in the spring

Senior Civic Project: As one requirement for graduation with Civic Honors, your Civic Scholar Senior Project should be the four-year culmination and statement about your civic work, drawing from your experiences in and out of the classroom. Working with a community partner, the Senior Civic Project may focus on research, advocacy or service. As such, it must provide a clear and measurable benefit to a community outside of Drew.

Senior Project Requirements

- Present your project ideas as a Junior at the Spring Wrap-Up to connect with rising Juniors and other Civic Scholars with interest in your issue area
- Complete a minimum of 25 community hours in activities related to your project or its issue area during your senior year
- Lead 1-3 Junior Civic Scholar project assistants (if available and appropriate for the project)
- Enroll in CE 301: Senior Civic Workshop: All Senior Civic scholars enroll in a 1-credit P/F Senior Civic Project class in the fall semester of their senior year.
- Create a public e-portfolio or website on your project that includes the following: Your background and qualifications, a project description and rationale, your project logic model, descriptions and images of actions taken, a reflection on and evaluation of your project and the planning and implementation process
- Present your Senior Civic Project at the CCE Showcase

What are the acceptable kinds of senior civic projects?

- **Community-Based Research**: An applied collaborative approach that enables community members and researchers to combine knowledge and action for social change. It is an orientation to research which equitably involves all partners in the research process and recognizes the unique strengths that each brings.
- **Community Capacity Building**: Engagement with the assets and needs of a community partner or partners that facilitates a sustainable increase in the capacity to serve clients and meet expressed community needs.
- **Issue Advocacy**: activities undertaken to change or influence lawmakers and other decision-makers to change, strengthen, or revise current laws and policies on a specific issue.
- **Action for Impact**: Direct engagement with or response to an underserved or at-risk population, threatened environment, or natural/human-made disaster that addresses an immediate need.
- A combination of not more than two of the above categories

Appendix II

Social Impact Scholars: Tentative Draft Description, non-curricular requirements

Sophomore Convening

Month	Topic	Notes
September	Skills Workshop: Building and Working in Diverse Teams	
October	Skills Workshop: Conflict Resolution	
Nov/Dec	Immersive Experience Presentations/ Reflection Activity	
January	Skills Workshop: Planning and Project Management	Backwards planning
February	Skills Workshop: Professional Communication	Incl. e.g. mock interviews, delivering bad news, addressing values conflicts
March	Immersive Experience Presentations/ Reflection Activity	Civic Graduate Narrative Prompt
April	Town Hall Participation	All scholars attend—led by 1 st yrs.

100 Hours Experiential Learning: Requirements and Options

Required: All Scholars, both years (25-30 hours)

- 2 networking events
- 1 career fair
- 1st yr Launch plan & sophomore Launch event
- Expanded Scholars Retreat, Showcase, Town Hall, Pitch and Presentation Events
- Sophomore Convening

Optional, pre-approval required

- Volunteering, advocacy work (e.g canvassing, lobbying days, social media campaigns)
- Stakeholder and expert interviews
- Off-campus shadowing, internships, community-based learning/research and site visits
- On- or off-campus events, workshops, speakers or conferences aligned with program goals
- Specialized training (not for academic credit)
- Other approved immersive experiences (e.g. TREC, NYC programs)
- Hackathons, Tech meet-ups

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