Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Helen Davis, on behalf of the GEC
   English/GEC Chair
   408-4548/helen.davis@wilkes.edu

2. Proposal Title:

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - ☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - ☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - ☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - ☒ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - ☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - ☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - ☐ Change in course credit or classroom hours.
   - ☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - ☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

- Course Addition Form (plus syllabi): 0
- Course Deletion Form: 0
- Course Change Form: 0

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

This proposal includes the revised General Education Outcomes. The General Education committee has been working with faculty throughout the academic year to revise the General Education Outcomes. We met with faculty at the faculty retreat, within area groups, at college meetings, and at open forums. We also invited faculty comments via email on a number of occasions. The goals of the review process were for faculty to have an opportunity to evaluate our existing general education outcomes and make any revisions, additions, or deletions needed to ensure that our Outcomes reflect what faculty want students graduating from Wilkes University to know. We also wanted to ensure that our outcomes are assessable. At the faculty retreat before the semester began, faculty heard a presentation on making outcomes assessable and we began the review process with faculty. During the fall semester, the GEC sent faculty worksheets that included the outcomes, the Wilkes Mission, Vision and Values, relevant Middle States Standards, and links to best practices for various areas of study and skill areas. GEC faculty then met with faculty in general education area groups and skill areas to discuss and revise outcomes. There were many of these meetings. Discussions also took place at CAHSS and College of Science and Engineering college meetings. The GEC chair also offered to attend any other School or College meeting, and she was invited and presented an update for the Sidhu School of business. In the Spring semester, discussions within areas continued as needed, and the GEC hosted three Open Forums. The invitation to those forums, given at full faculty meetings and via email, encouraged faculty to attend the open forums and to comment on any of the outcomes. The goal of these forums was to ensure that faculty across disciplines had opportunities to offer input about the outcomes and so that all faculty feel ownership of the outcomes. Faculty were also given revised versions of the outcomes several times throughout the process via email so that faculty could monitor progress and offer suggestions. After the final open forum, faculty were sent the most recent version with a final call for suggestions. Several suggestions were received. The GEC considered those suggestions and the outcomes at the April faculty meeting, integrated suggestions, and voted to approve the outcomes. The final approved revised outcomes are included in this document starting on page 7. The GEC chair will seek signatures of all undergraduate chairs, deans, and the provost since the General Education Outcomes affect all programs.
Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

All programs are affected by General Education Outcomes, but no new resources are needed at this time. The next phase of the General Education review will include analysis of course structure. The effect on the curriculum will be that updated outcomes will be required for General Education classes. Assessment efforts will also be affected since the outcomes will be revised. Faculty need to periodically review and revise outcomes to ensure that our general education remains up-to-date and relevant to our students, our teaching goals, and advances in understanding and skills.

6. Program Outline. (Not applicable for incidental changes).
A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

7. Signatures and Recommendations. (please date)
• Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
• If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

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<thead>
<tr>
<th>Name/Title</th>
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<tr>
<td>Kyle L. Keiser, Chair, Division of Behavioral &amp; Social Sciences</td>
<td>[Signature]</td>
<td>4/10/15</td>
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<td>Department chair(s) of all potentially affected programs</td>
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<td>Steven Thomas, Chair, Division of Performing Arts</td>
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<td>4/13/15</td>
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<td>Barbara Bracken, Chair, Math</td>
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<td>4/13/2015</td>
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<td>Anne Heineman Batoy, Chair, ELM</td>
<td>[Signature]</td>
<td>4/13/2015</td>
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<td>Department chair(s) of all potentially affected programs</td>
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Jennifer Edmunds, FAMS  4/3/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Diane Wagner, Chair Global History & Language  4/14/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Eric Reider, Chair International, Mary Hunt  4/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Michael A. Steele, Chair of Bio  4/19/2015
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Donald E. Mencer, Chair of Chem  4/19/2015
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Eugene Kohne  4/16/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Zbigniew J. Witek  4/19/2015
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Edward J. Foote  4/17/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

Susan Malkenes  4/20/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

MARK D. STINE CHAIR, COMM. STUDIES  4/20/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

DIANE POLACHEK, CHAIR ED  DIANE POLACHEK  4/21/15
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

DEBORAH ZHUOER, DEAN, ABET REGIONS  4/20/2015
Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

BERNARD GARRAH, DEAN, BLDW/ATH  4/13/2015
Print Name/Title  Signature  Date
Dean (s) of any potentially affected College/School.

(FOR JERF ALVES)
JENNIFER SODONDS, SISHU  4/13/15
Print Name/Title  Signature  Date
Dean (s) of any potentially affected College/School.

TERESA M. WIGGINS  TERESA M. WIGGINS  4/1/15
Print Name/Title  Signature  Date
Dean (s) of any potentially affected College/School.  CSE

TERESA M. WIGGINS  TERESA M. WIGGINS  4/1/15
Print Name/Title  Signature  Date
Dean (s) of any potentially affected College/School.  SOE

THOMAS J. BALDWIN  THOMAS J. BALDWIN  4/17/15
Print Name/Title  Signature  Date
Dean (s) of any potentially affected College/School.
Print Name
Registrar

Anne Askland
Provost (For new programs, significant revisions and revisions to the General Education Program only).
Provost should check here if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Helen H. Davis
Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
Revised General Education Outcomes

Distribution Area I: The Humanities
Students will
- apply analytical and critical reasoning skills when solving problems (critical judgment);
- analyze problems by considering diverse and varying forms of evidence and multiple perspectives within global historical and cultural contexts (historical perspective);
- demonstrate the ability to critically evaluate various ethical codes and belief systems including their own (ethical awareness);
- use evidence and sound ethical reasoning to frame analyses and defend them. (ethical awareness);
- demonstrate an awareness and understanding of the diversity and complexity of aesthetic expression (aesthetic expression);
- demonstrate the ability to speak and write effectively in languages including, but not restricted to, standard American English (linguistic awareness);
- and students should be able to demonstrate the above outcomes in their writing.

Distribution Area II: The Scientific World
Students will
- describe how science affects contemporary issues;
- access sources of scientific information that are both relevant and reliable;
- explain ethical issues in the practice of science;
- communicate scientific concepts effectively;
- draw logical conclusions based on scientific data;
- distinguish between scientific evidence and pseudoscience;
- and explain the development of scientific theories using the scientific method.

Distribution Area III: The Social Sciences
Students will
- critically read and understand tabular data, graphs, or other displays of data; (methodological reasoning)
- identify independent variables and dependent variables; (methodological reasoning)
- write or identify a well-formulated hypothesis; (methodological reasoning)
- recognize and interpret types of relationships between variables (positive and negative); (methodological reasoning)
- apply one or more conceptual frameworks to an issue or problem; (conceptual reasoning)
- and identify and explain the various factors that influence human behavior. (conceptual reasoning)
Distribution Area IV: The Visual and Performing Arts
Students will
• analyze works of art using vocabulary appropriate to the art form;
• demonstrate an understanding of the relationship between artistic technique and the expression of a work’s underlying concept;
• analyze the relationship between works of art and the social, historical, global and personal contexts in which they are created or experienced;
• and engage in the artistic process, including conception, creation, interpretation, and ongoing critical analysis.
• Students will achieve at least three of the four identified objectives

Skill Area: Written Communication
Students will
• produce written texts that sustain a unifying focus with coherently-structured and logically-ordered sentences and paragraphs;
• control surface features such as syntax, grammar, punctuation, and spelling;
• present an argument in writing, with use of evidentiary examples;
• adopt appropriate voice, tone, and level of formality appropriate to different rhetorical situations, genres, and audiences;
• and engage in scholarly research-based practices and document another writer’s written work and ideas, in a manner appropriate to relevant academic or professional disciplines.

Skill Area: Oral Communication
Students will
• construct a relevant message supported by scholarly and sufficient research;
• organize message content based on an accepted and coherent organizational pattern;
• deliver an audience-centered presentation;
• use language clearly, appropriately, and inclusively that follows to the grammatical rules of Standard American English;
• and effectively deliver, in an extemporaneous manner, informative, persuasive, and special occasion speeches

Skill Area: Computer Literacy
Students will
• define the relationship between hardware and software, in particular, the relationship between hardware and the operating system and the operating system and applications;
• develop an understanding of privacy and security issues with respect to networks, email, social media and WWW usage;
• know intellectual property laws with respect to software, music, and video, and understand the ethical use of information for academic and personal purposes;
• utilize software such as word processing, spreadsheet, and database software to effectively organize, manage, and communicate information;
• and understand the roles of computers and technology in mass communication, including social media.
Skill Area: Quantitative Reasoning
Students will

- represent mathematical information symbolically, visually, numerically, and verbally, and interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
- apply arithmetical, algebraic, geometric and statistical methods with appropriate technological tools to solve problems;
- think critically and apply common sense in estimating and checking answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results, judging the soundness and accuracy of conclusions derived from quantitative information;
- and communicate mathematical information effectively using symbols, visual, numerical, or verbal representations.

Skill Area: Critical Thinking
Students will

- use critical thinking to recall relevant information accurately, and structure verbal and written message content based on an accepted and coherent organizational pattern;
- paraphrase, synthesize, and analyze information from multiple sources to explain concepts;
- analyze information and apply it to new contexts;
- and utilize information to formulate and support a position.

Skill Area: Diversity Awareness
Students will

- demonstrate knowledge and understanding of the diversity of the local and global communities, including cultural, social, political, and economic differences;
- analyze, evaluate, and assess the impact of differences in race, ethnicity, gender, socioeconomic status, native language, sexual orientation, ableism, age, and religion;
- and utilize perspectives of diverse groups when conducting analyses, drawing conclusions, and making decisions.
Dear Curriculum Committee,

This letter is in response to the proposal submitted by the General Education Committee to the Curriculum Committee to revise the General Education Outcomes. I have signed the form but disagree and do not support this proposal. Two of my colleagues have reviewed this document and concur. While we appreciate the hard work put into the revisions, I and the undersigned faculty do NOT support the revisions as written for a number of reasons. We ask that the curriculum committee reject the proposal and ask the GEC to consider more significant and broader changes to the Outcomes.

Specifically, we are concerned that:

- The outcomes listed are too narrowly focused and unnecessarily categorized into a list of academic areas (e.g., humanities, scientific world, social sciences).
- The outcomes inconsistently include critical thinking, ethical awareness, and effective communication skills throughout the individual academic areas. For example, ethical awareness is not mentioned in computer literacy and social sciences, but it is for humanities and the scientific world. We hope our GE curriculum helps to develop critical thinking skills, ethical awareness, and effective communication without boundaries defined by individual academic areas.
- We would urge the GE Committee to consider other areas not currently included in the GE outcomes including civic engagement, environmental stewardship, information literacy, and wellness.
- Many of the outcomes are too specific and would be better suited as course outcomes.
- As written, the focus of the outcomes is on the individual academic areas, not on the personal and professional development of the student.
- Categorizing our outcomes into silos of academic areas illustrates a lack of interdisciplinary education at Wilkes University. Interdisciplinary outcomes show our students and parents that we all work together in the educational process and have outcomes that reflect the personal and professional development of our students regardless of faculty academic silos.
- Assessment of the outcomes will be impractical because of (1) the number of outcomes and (2) many are not written in a way to be reasonably assessed.
- A number of faculty have urged the GEC to think more creatively about the outcomes rather than revising previous outcomes. We think the current structure is outdated and will inevitably lead to a process where the GE curriculum is neither relevant for student personal and professional development nor critically evaluated.

Edward Foote
Professor and Chair of Pharmacy Practice

Judith Kristeller
Associate Professor

KarenBeth Bohan
Associate Professor
MEMORANDUM

TO: Curriculum Committee Members

FROM: Brian E. Whitman, Chair EEES

DATE: April 20, 2015

SUBJECT: General Education Outcomes Proposal

The Faculty from the Environmental Engineering and Earth Sciences Department decided to TABLE the motion to approve the General Education Outcomes Proposal. At this time, the EEES Faculty cannot say whether they Agree (or Disagree) with the proposed outcomes. Since many of the Skill area outcomes are taught within the Programs offered by the EEES Department (specifically Writing, Oral Communication, Computer Literacy, Quantitative Reasoning, and Critical Thinking), we are unsure how these new outcomes will affect the courses that are currently listed as approved in these skill areas (OPO and CI), and in general the overall program for Writing Across the Curriculum (WAC).