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. Originators: Gina Zanolini Morrison, on behalf of the Division of Global Cultures  
   X 4681 / gina.morrison@wilkes.edu

2. Proposal Title: GLOBAL CULTURES MINOR

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.

   X New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.

   □ Indicate the number of course modification forms that apply to this proposal:  
   1 Course Addition Form (Syllabus attached)

4. Executive Summary of Proposal.

   Overview.

   The Division of Global Cultures proposes an 18-credit Global Cultures Minor to serve as a foundation for undergraduate students with an interest in cultures and an aim to inform their major courses of study with cultural knowledge. In close consultation with the Global Studies Advisor, each student will plan a coherent course of study that allows the construction of a unique curriculum leading to a focus in one global culture or a related issue, with the intention of integrating that knowledge into the student’s career plans upon graduation and/or furthering knowledge in this area through formal graduate studies.

   We believe that this minor not only fills existing gaps in our curriculum, but also that there is a rising interest in our students for a minor of this focus and design, which reflects central themes of the Wilkes University Mission and Vision.

   Connection to Mission, Vision & Values.

   Wilkes has developed a far-reaching goal of embracing diversity and developing cultural competence in our students through “exceptional educational experiences that transform students and develop innovations through scholarly activities that lead to national recognition and shape the world around us.” These guiding principles reflect our sincere commitment to preparing students for success in the multicultural world. While our long-term efforts to provide a welcoming environment

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for students of all backgrounds have been increasingly successful in recent years, as evident in the rise in student diversity, our curricular treatment of diversity has only recently begun to expand.

For example, it was only in 2016 that the faculty approved a set of diversity student learning outcomes for inclusion in the general education requirements, which was soon followed by the approval of the proposal to address diversity with each and every student through the FYF program. Certainly, there have been several topics courses offered on diversity that have enhanced the student interest in global cultures, many of them through the Division of Global Cultures, such as foreign languages in Spanish, French, Mandarin, Russian, Latin, Ancient Greek; courses on Asian history and modernity; courses on global trends in energy, ethics, and philosophy; and courses that include faculty-led study abroad trips to Tanzania, Peru, London, and Malaysia. Our Division has taken note that we, as a campus, are moving in the right direction, particularly with programs on sustainability, energy, and women and gender studies.

Nevertheless, campus curricular offerings in areas that embrace the University’s mission of “liberally educating our students for lifelong and success in a constantly evolving and multicultural world” are scattered throughout the campus, leaving few options for students who wish to study cultures affected by current global trends in a coherent manner. We believe that our proposal to create a flexible Global Studies Minor is not only a platform for building the global knowledge and cultural competency skills of all its graduates, but also a foundation for future growth and “life-long learning.” Indeed, it doing so, it also integrates our core values of Scholarship, Diversity and Innovation.

Nothing is more important to the future of this planet than preparing our students to become informed and ethical instruments of positive global and cultural engagement. Empowered with knowledge about global history, systems, forces, and trends of cultures, and armed with major-specific skills, Global Cultures Minors will be positioned to understand their multicultural world, to act ethically and effectively within it, and to identify what further study is needed to become leaders on the global level within their respective disciplines.

Suitable Careers.

This program increases employability within international job markets by providing specialized preparation useful for careers in governmental and non-governmental agencies; health care; businesses and multi-national companies in the United States and the international community; social services in multi-ethnic environments (including criminology and immigration law); teaching or service in multi-ethnic, private, or international schools; global journalism; cross-cultural psychology; and careers involving international research in STEM fields. As an interdisciplinary minor, it may be added to most of our major courses of study to show the student’s concern with and interest in cultures and the global forces that affect them. This, we feel, adds a dimension of useful knowledge that would be attractive to future employers and institutions of higher learning.

5. Other specific information: Programs affected by this proposal, resources available, potential effects to the curriculum of current programs, departments and courses.

We believe that this flexible, interdisciplinary Global Cultures Minor will help students to broaden their interests and expand their knowledge by taking courses in any number of disciplines. With one anchor course (GC 301) and only one other co-requirement of a foreign language of any level, students will be required to sign up for courses otherwise unjustified by a minor; thus, we hope that

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the creation of this minor will populate courses in many other divisions on this campus, bringing students with interdisciplinary interest in the topic, knowledge of cultures and global trends, and a penchant for global citizenship.

We also anticipate that our Global Cultures Minor will encourage the development of more courses such as African-American cultures and literature, Asian cultures, indigenous peoples of the world, and other topics reflecting trans-national cultural identities and related global issues. We particularly hope that our minor will encourage the development of—and institutional support of—many study abroad options for our curriculum.

6. Program Outline.

This interdisciplinary minor provides flexibility for the students to choose their courses, as long as each student takes the anchor course (GC 301). Students must take 5 more courses from the list below—and we hope that the list will grow longer with time. Courses can be added to the list at any time upon request, and approved by a syllabi review conducted by the faculty of the Division of Global Courses, with the input of faculty in other divisions as appropriate.

Courses may be taken in any order, with the strong recommendation that GC 301 should not be taken during the student’s first year. Again, a major component of this Global Cultures Minor is the mentorship of the Global Cultures Minor Advisor and the close consultation that will be needed for advisor and student to work together to shape a unique curricular path, in accordance with each student’s focus. Therefore, the curricular design of the Global Cultures Minor will be as follows:

A. Students must take GC 301: Global Cultures: Issues and Perspectives (3 credits, attached)

In addition, students will choose 5 courses, including at least 1--but no more than 2--foreign language courses of any level from among these GC-approved course listed below. Students are also encouraged to select appropriate special topics courses (not listed here) according to interest, in consultation with the GC Advisor. Students cannot count more than two courses with the same designation toward the GC Minor without approval of the GC Advisor.

Understanding Cultures of the World

ANT 102 Cultural Anthropology
ANT 211 Anthropology Through Film
ANT 212 Peoples and Cultures of the World
COM 304 Intercultural Communication

Philosophical or Political Differences

PHL 218 Philosophy of Non-Violence
PHL 244 Buddhist Thought
PHL 272 Philosophy of Religion
PHL 301 Origins of Western Thought
PS 141 Introduction to International Relations
PS 151 Introduction to Comparative Politics
PS 242 International Law and Organization
PS 251 European Politics
PS 354 Ecotourism in Costa Rica

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History
HST 341/342 History of Great Britain and the British Empire and Commonwealth
HST 352 The Renaissance and Global Connections
HST 353 Global Empires of the Eighteenth Century
HST 354 The Age of Revolutions in a Global Context
HST 355 The Nineteenth Century Global Order
HST 356 World War I and Interwar Period
HST 357 The World Since 1945
HST 376 World War II

Interacting in the World, Environment and Sustainability
SUS 401 Introduction to Sustainability
EES 210 Global Climate Change
FIN 358 International Finance
MGT 358 International Business (WGS)
STE 300 Study Tour Experience
Any course with a study abroad component

7. Assessments:

A. Student learning outcomes:

To guide our curricular design, we lean heavily on an accepted Global Learning Rubric developed by AAC&U. This rubric (attached) explains:

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably. (From value@aacu.org).

In the context of building each student’s foundation of knowledge regarding global cultures, then, throughout the curriculum we will address and assess the development of six constructs of understanding related to Global Cultures, as recommended by the AAC&U Global Learning Rubric:

(1) Global Self-Awareness
(2) Perspective Taking
(3) Cultural Diversity
(4) Personal & Social Responsibility
(5) Understanding Global Systems
(6) Applying Knowledge to Contemporary Global Contexts

Therefore, upon completion of the Global Cultures Minor, students will have demonstrated competency in each of the following areas, as assessed by a ranking of at least a 3 out of 4 on the Global Learning Rubric (AAC&U) in a variety of assignments, one from each course throughout the required course curriculum.

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**B. Measurement of SLOs (where), when (frequency), and how (assessment method).**

One of the key components to our curricular design is the close consultation that must occur within the students and the Global Cultures Advisor in order to create the student’s unique path of study according to her/his focus. The resulting portfolio of evaluated assignments over the course of the program will be reviewed by Advisor before graduation. Together, these assignments will create an assessment portfolio of evidence that competency has been met for each of the above constructs. Competency is measured by a 3 out of 4 on the rating of each assignment, one from each course, according to the Global Learning Rubric. Therefore, each student’s assessment portfolio will be as unique as the focus and design of the curriculum that has been constructed.

**C. External accreditation agencies**

Although we have used the Global Learning Value Rubric developed by AACU to guide the structure and the assessment plan for our Global Cultures Minor, there are no external accreditation agencies that will have any continued involvement in the assessment of the Global Cultures Minor after its approval.
8. **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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<tr>
<th>Name</th>
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<tr>
<td>Dr Diane Wenger/Chair, Div. of Global Cultures</td>
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<td>Dr Kyle Kreider/Chair, Political Science</td>
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<td>Dr Miscelle Anthony/Chair, English Department</td>
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<td>Dr Mark Stine/Chair, Communication</td>
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<td>Dr Marleen Troy/Chair, Environ. Engineering</td>
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<td>Dr Ruth Hughes/Chair, Finance &amp; Accounting</td>
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<td>Dr Paul Riggs/Dean, CAHSS</td>
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<td>Dr Prahlad Murthy/Dean, Science &amp; Engineering</td>
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<td>Dr Abel Adekola/Dean, Sichu School of Business</td>
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<td>Ms Susan Hritzak/Registrar</td>
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<td>Dr Anne Skleder/Provost</td>
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<td>Dr Stephen Thomas/Dr Ruth Hughes</td>
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<td>4/23/19</td>
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Co-Chairs, Academic Planning Committee

Revised 4/17/2018
1. Course Title: Global Cultures: Issues and Perspectives

2. Course Number: GC 301

3. Course Credits: 3 Classroom Hours: 42 Lab Hours: 0 Other: 0

4. Course Pre-requisites: None

5. Course Co-requisites:
   At least 1 but no more than 2 Foreign Language courses of any level

6. Effective Date of Addition (semester/year): Fall 2019

7. Course Description (as proposed for the Bulletin):

8. A broad interdisciplinary introduction to the issues and theory underlying the study of global cultures, this course will address the global forces that contribute to the shaping of cultures, including: migration and diaspora, colonization, religion and spirituality, rights of women and children, health and poverty, privilege and class, indigenous peoples of the world, globalization, terrorism, war and trauma, environmental and cultural sustainability, cultural identity development, and the arts. Particular attention will be given to ethics and global citizenship. This course will serve as a foundation for students in choosing to further their studies in one global culture or issue of interest, in order to integrate this knowledge into their future careers.

9. Required Documentation: Proposed GC 301 Syllabus (attached next page)
GLOBAL CULTURES: ISSUES and PERSPECTIVES
GC 301 Course Syllabus

GENERAL INFORMATION:
Instructor: Dr. Gina Zanolini Morrison, Associate Professor, Division of Global Cultures
E-mail: gina.morrison@wilkes.edu
Phone: 570-408-4681
Office: 109 Breiseth Hall
Office Hours: Mondays 2:30–5:30 pm; Tuesdays & Thursdays 1:15–2:15 pm
If these hours are not convenient, please make an appointment.

COURSE DESCRIPTION:
A broad interdisciplinary introduction to the issues and theory underlying the study of global cultures, this course will address the global forces that contribute to the shaping of cultures, including: migration and diaspora, colonization, religion and spirituality, rights of women and children, health and poverty, privilege and class, indigenous peoples of the world, globalization, terrorism, war and trauma, environmental and cultural sustainability, cultural identity development, and the arts. Particular attention will be given to ethics and global citizenship. This course will serve as a foundation for students in choosing to further their studies in one global culture or issue of interest, in order to integrate this knowledge into their future careers.

REQUIRED READINGS:

[Additional articles or short readings will be provided online.]

COURSE OBJECTIVES:
This course will provide the students with opportunities to prepare for success in the modern world of globalization and diversity. Therefore, upon completion of the course, students will be able to:

1. Demonstrate the ability to read, research, reflect upon, synthesize and share basic content knowledge of the trends, forces, and systems of globalization, and how they have influenced the cultures of the world.

2. Write with skill to express critical thinking about ethical issues involved in globalization.

3. Identify the stages of cultural identity development and reflect upon one’s own cultural identity as part of a global, interconnected world.

4. Compare various cultures and explore ways to accept and embrace differences within a pluralistic global society. This includes knowledge of multiple worldviews and an articulation of multiple perspectives.

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5. *Integrate core knowledge* about Global Cultures and discipline-related content knowledge in preparation for a program or initiative of ethical and sustainable global change.

6. Articulate the ways in which new knowledge, discoveries, history, culture and traditions, events, societal influences, political changes, globalization processes, and personal experience can lead an individual to address complex global problems through a cross-cultural and interdisciplinary approach to change.

7. *Relate career development* to this learning experience by articulating how this new knowledge has the potential to shape one’s own career path.

8. *Address global citizenship* by reflecting upon the ways in which this learning experience has enriched not only one’s personal and academic growth, but also ethical development as agents of positive change in a richly diverse, ever-changing, modern and spiritual world, with the ultimate goal of developing a personal definition of global citizenship.

**COURSE REQUIREMENTS:**

In order to meet course objectives, students will be expected to complete the following:

1. *Readings:* Students should read the assigned book, articles, and other related materials distributed by the instructor, in advance of the class. *Note: Students should allow extra time to read and digest the material, which might be unfamiliar, so that class time can be used to construct knowledge and understanding together.* (Readings are assessed by tests, which account for 20% of the final course grade, as clarified in the next item). *Course Objectives addressed: 1, 4.*

2. *Tests:* Students will take tests on the reading and lecture materials throughout the semester, to ensure that the material is covered at a level sufficient to generate meaningful discussion during the class periods. Test grades will account for 20% of the final grade. *Course Objectives addressed: 1, 4.*

3. *Class Participation:* Students should attend all class sessions and participate in classroom activities. As ethical agents of change, students should come to class prepared for active and informed engagement by reading all assigned work in advance of every class. Punctuality and active participation is necessary to ensure that students will be able to process the issues covered in this class. In addition, class time will be utilized to generate possible activities that might be undertaken to combat some of the global issues that are currently impacting our world in a negative way. Class participation will account for 10% of the final course grade. *Course Objectives addressed: 1, 4, 6.*

4. *Journal Reflections:* Students will respond to reading assignments and in-class activities with brief, informal writings. Journals will be submitted online in LIVE and collectively will account for 10% of the final course grade. *Course Objectives addressed: 1 through 8.*

5. *Hometown Project.* In order to understand the power of perspective involved in analyzing cultures other than one’s own, students will research the histories of their own hometowns and deliver brief presentations for the class, focusing on the global trends that have influenced the culture of the area. Requirements will be outlined in a rubric. This project will account for 10% of the final course grade. *Course Objectives addressed: 1, 3, 6.*

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6. **Culture-in-Transition Presentation.** During the course, students will identify and research one culture being affected by global issues and will share that information in a 10-minute presentation to the class. The instructor will offer a list of suggested cultures-in-transition, but the students may choose other cultures, in consultation with the instructor. A rubric for the presentation will be provided. This presentation will account for 20% of the final grade. *Course Objectives addressed: 1, 4.*

7. **Research Proposal and Defense.** After topics of interest have been identified and explored, a focus on a culture or global issue will be developed by the students in consultation with the instructor. Each student is required to develop a research proposal in the form of a well-written paper that demonstrates effective synthesis of a semester-long investigation into some aspect of global cultures, and which includes a plan to carry out research in the future. Each student will also deliver an oral presentation “Defense” to the class. The written Proposal is worth 20% of the final course grade and the Defense is worth 10% of the final course grade. Rubrics will be provided. *Course Objectives addressed: 1 through 8.*

* **Important Note:** Students must work with the Global Cultures Advisor to be sure that the necessary assignments have been assessed and included in the Global Culture Assessment Portfolio.

**GRADING:**

Each student has the possibility of earning a total of 100 points in this. Points can be earned in the following ways:

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Class Participation</td>
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<td>Journal Reflections</td>
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<td>Tests</td>
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<td>Culture-in-Transition Presentation</td>
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<td>Research Proposal Defense</td>
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<tr>
<td>Research Proposal Paper</td>
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**Total:** 100 points

Final grades will be determined according to the following point value system:

- 4.0 (A) = 94 - 100 points
- 3.5 (A-/B+) = 87 - 93 points
- 3.0 (B) = 80 - 86 points
- 2.5 (B-/C+) = 75 - 79 points
- 2.0 (C) = 70 - 74 points
- 1.5 (C-/D+) = 64 - 69 points
- 1.0 (D) = 60 - 63 points
- 0.0 (F) = 0 - 59 points

**COURSE ASSESSMENT:**

The Global Cultures Minor requires students to assemble a portfolio of graded assignments, which are evaluated according to the Global Learning Rubric (AAC&U). The assessment of all course assignments in this course, which is the anchor course in the Global Cultures Minor, will be guided by the Global Learning Rubric, below.

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Student competencies will be ranked according to the Global Learning Rubric (AAC&U), below:

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<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>1. Global Self-Awareness</strong></td>
<td>Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.</td>
<td>Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.</td>
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<td><strong>2. Perspective Taking</strong></td>
<td>Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).</td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</td>
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<td><strong>3. Cultural Diversity</strong></td>
<td>Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</td>
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<td><strong>4. Personal &amp; Social Responsibility</strong></td>
<td>Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.</td>
<td>Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one’s sense of personal and civic responsibility.</td>
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<td><strong>5. Understanding Global Systems</strong></td>
<td>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.</td>
<td>Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.</td>
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<td><strong>6. Applying Knowledge to Contemporary Global Contexts</strong></td>
<td>Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</td>
<td>Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific)</td>
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COURSE POLICIES:

1. Attendance. Because of the participatory nature of this course, students are expected to attend all classes. If you need to miss a class or a travel activity while abroad, please inform the instructor prior to the class or activity. You are responsible for what you have missed, including changes to the course schedule; it is suggested that you obtain class notes from another student in the class. Missed handouts can be obtained from the instructor or through D2L, the online course delivery system used by Wilkes University. Log in at https://live.wilkes.edu/ and click on GC 301: Global Cultures: Issues and Perspectives.

2. Punctuality. Please arrive to class on time (clock time). Assignments should be submitted by the due dates listed on your course schedule and late work may be subject to point deductions. When each student arrives on time and is prepared for class by having read and reflected upon the readings, we will be able to generate a more pro-active approach to dealing with global cultural concerns.

3. Participation. During class time, each student’s active participation is necessary to create a positive class atmosphere in which learning can thrive. Textbook reading is only one of several learning strategies to be utilized in this class. Video viewings, guest lectures, group discussions, class project presentations, reflective journal writings, and collaborative learning activities will also be incorporated into the learning experience in order to prepare each student for a successful and enriching experience abroad. Expect to participate actively.

4. Phones. Kindly refrain from using your phone during classes unless otherwise instructed. Phone usage shows a disregard for your peers and the instructor and detracts from the productivity of the limited time we share together.

5. Professionalism. No one is expected to know everything about the cultures of the world; however, you can become informed agents of change by challenging yourself to think critically about global issues that shape cultures and understanding different theories and perspectives on how to work towards global solutions. During all discussions, your behavior should reflect knowledge of and respect for the cultures of the world, tolerance of differences, concern for the wellbeing of fellow classmates, and ethical treatment of all those encountered. As critical thinkers, you should be willing to suggest local resolutions to global problems. At all times, students should behave with the awareness that they are expected to synthesize information and awareness developed throughout your Global Cultures courses that can lead you to your destination.

6. Special Needs: If you have special needs as addressed by the Americans with Disabilities Act and require special accommodations, please discuss this with the instructor before the second class so that the proper accommodations can be arranged.

7. Title IX/Clergy Act Notification: Sexual misconduct (sexual harassment, sexual assault, intimate partner violence, stalking, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the University's Counseling Center and Health and Wellness Services 570-408-4730; as well as the 24/7 hotline 570-408-2428. To report sexual misconduct or sex discrimination, contact the Title IX Coordinator 570-408-3842; Office of Student Affairs 570-408-4108; or Office of Public Safety 570-408-4999. Disclosure to University faculty or

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instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer. For more information, visit the Title IX website (www.wilkes.edu/titleix).

COURSE SCHEDULE:

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<th>Week</th>
<th>Date</th>
<th>Topics to be covered</th>
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This schedule may change; changes will be announced as far in advance as possible.