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: Chris Zarpentine
   Global Cultures
   570-408-4597, christoph.zarpentine@willkes.edu

2. Proposal Title: Proposal for a concentration in Ethics

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.
   □ 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.
   □ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   □ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   □ 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)

Indicate the number of course modification forms that apply to this proposal:

— Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
— Course Deletion Form
— Course Change Form

Revised 4/30/2018
4. 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.

The Philosophy program would like to offer a concentration in Ethics. The concentration includes courses that are already in the Bulletin and allows students to obtain an additional credential by completing 4 courses (12 credits) focused on theoretical and applied issues in ethics.

Ethical principles are central to all Professional disciplines and play an important role across careers and occupations. Additional training in ethics (beyond what is provided by satisfaction of the General Education curriculum) capitalizes on the strong liberal arts tradition at Wilkes and contributes to Goal 1 of the Strategic Plan (Foster Excellence in Academic Programs) by providing a way of enhancing the educational experience of students across a range of majors.

In addition, by providing an additional credential for students completing the concentration, it provides a way for students in a range of disciplines to distinguish themselves from other students with similar training. For example, increasingly Medical Schools are recognizing the value of training in the humanities. A concentration in Ethics would offer a student majoring in Biology—in preparation for applying to Medical School—a way of distinguishing themselves from competing applicants, all of who have a similar level of scientific training. In this way, a concentration in Ethics, contributes to Goal 3 of the Strategic Plan (Recruit, Retain, Place and Graduate Undergraduate and Graduate students): it allows students to easily demonstrate additional training in ethics and better compete against peers without such academic experience. Moreover, the argumentative and critical thinking skills developed through the study of ethics will help prepare students for the reasoning sections of standardized tests that serve as entrance exams to various graduate programs (e.g. LSAT, MCAT, and GRE), increasing their likelihood of acceptance at competitive programs.

Since many of the students whose educational experience might be enhanced by coursework in ethics are enrolled in very demanding programs with few opportunities for electives, it may not be possible to complete a minor (18 credits) but completing a concentration may be more feasible. Moreover, we often have students that complete 4-5 philosophy classes—less than a minor—but still a substantial number of courses. Offering a concentration (in addition to a minor) offers greater flexibility for students interested in additional training in ethics.

Revised 4/17/2018
5. 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.

No other programs are directly affected. The courses that we already regularly deliver are sufficient for the proposed concentration. Indirectly, an Ethics concentration has the potential to enhance the educational experience and future opportunities of students in a range of majors outside of philosophy.

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.

To receive a concentration in Ethics, students must complete four courses (12 credits), including
(1) PHL 110 (Intro to Ethical Problems) or PHL 101 (Introduction to Philosophy),
(2) PHL 310 (Ethical Theory), and
(3) Two course from among the following:
   a. PHL 214 (Medical Ethics),
   b. PHL 216 (Violence and Nonviolence),
   c. PHL 217 (Animal Minds, Animal Lives),
   d. PHL 218 (Environmental Ethics),
   e. PHL 242 (The Meaning of Life),
   f. PHL 314 (Advanced Topics in Bioethics),
   g. PHL 316 (Moral Psychology), or
   h. Special topics courses (PHL 298 or PHL 398) as appropriate.

7. New Program Assessments: (For new programs ONLY)
All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

N/A

b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how (assessment method) for each SLO.

N/A

Revised 4/17/2018
c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program’s assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.

N/A
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>
<th>Signature</th>
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<tr>
<td>Diane Wenger</td>
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<td>2/6/19</td>
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<td>Print Name/Title</td>
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<td>Department chair(s) of all potentially affected programs</td>
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<td>Paul Riegel, Dean CHTS</td>
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<td>Dean (s) of any potentially affected College/School.</td>
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<td>Susan Hritzak</td>
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<td>2/6/19</td>
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<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).</td>
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<td>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.</td>
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<td>Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
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<td>Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).</td>
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Revised 4/17/2018