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: Kyle L. Kreider, Ph.D.
   Chair, Division of Behavioral and Social Sciences
   X4473; kyle.kreider@wilkes.edu

2. Proposal Title: Criminology in Panama Certificate Program

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.
   - [x] 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 Criminology Department seeks to partner with a University in Panama – UDELAS – to deliver a post-baccalaureate Certificate program in Criminology. This program is consistent with the University’s vision to “provide educational experiences that transform students and develop innovations through scholarly activities that lead to national recognition and shape the world around us.” This program is innovative in a number of key respects but clearly unique in that it provides Wilkes University with an opportunity to shape criminal justice policies in Panama and, even possibly, the entire Central American region. This initiative was the result of UDELAS (Panama City, Panama) approaching Wilkes University to request our assistance in developing a program for its national police officers to learn more Criminology-related theory so as to assist them in understanding why people commit crime and what can be done to prevent it. This program will require two Wilkes University Criminology faculty -- Dr. Andrew Wilczak and Dr. Craig Wiernik – to deliver the courses using a hybrid teaching model. The plan is for Wilkes to offer 12 credits, with UDELAS offering six (6) credits. It is an 18-credit Certificate program.

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.

The only program affected by this Certificate proposal would be the Criminology program in Wilkes-Barre, PA. However, the impact on the Criminology program would be minimal. Currently, the plan is for Dr. Wiernik to start teaching in the summer of 2019 and Dr. Wilczak will teach his courses in the fall of 2019. Dr. Wiernik will teach his two (2) classes with summer compensation and Dr. Wilczak will teach his two courses in load. This proposal also requests an additional faculty member who will serve as a coordinator for the program. The budget also includes resources for interpreters, travel, meals, and office supplies.

As noted, the impact of this new Certificate program on the existing Criminology program on campus will be minimal with the hiring of a Visiting Professor/Coordinator. We envision that this person will not only coordinate the program but will also teach courses in the program as well.

The Panamanian students will also have access to D2L and Wilkes University Farley Library resources.

Revised 4/17/2018
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.

**Summer 2019**
- SOC252: Race, Class, Gender, and Crime
- SOC 325: Juvenile Delinquency

**Fall 2019**
- SOC360: White Collar Crime
- SOC375: Advanced Criminological Theory

**Spring 2020**
- Criminology course offered by UDELAS
- Criminology course offered by UDELAS

While there will be around 25 students in the initial cohort (2019-20), the next cohort will begin in the summer of 2020.

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](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.

1. Students will be able to explain the causes of crime in Panama;
2. Students will be able to connect empirically-driven theories to criminal justice policies and outcomes;
3. Students will be able to connect criminological concepts with real-world applications;
4. Students will be able to think critically about their criminal justice system and will create ideas for improving the system.
5. Students will be able to discuss the history of the criminal justice system.

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.

Revised 4/17/2018
1. **Students will be able to explain the causes of crime in Panama.** The outcome will be assessed in SOC 252 and 325 in online discussion questions throughout the semester, essay exam questions administered three times during the semester (the equivalent of weeks 5, 10, and 15), and a semester long research project; The outcome will be assessed in Soc375 through weekly discussion questions, two exams, and one research paper, all of which is based on the reading of academic-quality sources.

2. **Students will be able to connect empirically-driven theories to criminal justice policies and outcomes.** The outcome will be assessed on online discussion questions throughout the semester as well as on essay exam questions administered three times during the semester (the equivalent of weeks 5, 10, and 15). The outcome will be assessed in Soc360 and Soc375 in weekly discussion questions, asking them to connect what they have learned in the textbook to "real-world" examples, with those examples coming from their own work/investigations.

3. **Students will be able to connect criminological concepts with real-world applications.** The outcome will be assessed in Soc375 in weekly discussion assignments, asking students to find news reports of local deviant/criminal events and apply the relevant criminological theory to them.

4. **Students will be able to think critically about their criminal justice system and will create ideas for improving the system.** The outcome will be assessed in SOC 252 and SOC 352 in essay exams given throughout the semester. The outcome will be assessed in Soc360 in 3 weekly-discussion activities, and one final exam question, focused on the intersection of the criminal justice system and white collar crime.

5. **Students will be able to discuss the history of the criminal justice system.** The outcome will be assessed in both SOC 252 and 325 in essay exams given throughout the semester.

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.*

No external accreditation issues.
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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<th>Signature</th>
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<tr>
<td>Kyle L. Kessel</td>
<td>2/8/19</td>
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Department chair(s) of all potentially affected programs

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<td>Paul Rogers, CAT 115</td>
<td>2/8/19</td>
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Dean(s) of any potentially affected College/School.

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<tr>
<td>Joseph M. Kultys</td>
<td>2/11/19</td>
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Registrar

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<td>Anne A. Skelley</td>
<td>2/13/19</td>
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Provost (For new programs, significant revisions and revisions to the General Education Program revisions 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.

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<tr>
<td>Ruth C. Hughes</td>
<td>2/14/2017</td>
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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.

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

Revised 4/17/2018