

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: February 26, 2015

SUBJECT: Items for information

Master of Public Administration (MPA): program modification (increase in credit units)

Bachelor of Education (B.Ed.): termination of Industrial Arts and Home Economics teaching area

Certificate of Proficiency in Applied and Professional Ethics: approval of new certificate

Certificate of Proficiency in Ethics, Justice and Law: approval of new certificate

COUNCIL ACTION: For Information Only

SUMMARY:

The following items were approved by the academic programs committee at its meeting on January 21, 2015.

- 1. Program modification to Master of Publication Administration (MPA).** After an extensive review, the Johnson-Shoyama Graduate School of Public Policy elected to increase the number of minimum required credits units for the MPA degree from 30 cu to 36 cu. The change was undertaken to ensure students had the required knowledge in professional ethics and strategic and financial management, by bringing two existing courses available as electives into the required core and changing the elective component from 15 credits of restricted electives to 6 credits of open electives. APC is responsible to approve program modifications with tuition implications. The Board of Governors approved the tuition increase to the program, at its meeting on December 16, 2014, conditional upon approval by APC of the credit unit increase, which occurred on January 21, 2015.
- 2. Termination of Industrial Arts and Home Economics teaching areas from the Bachelor of Education (B.Ed.).** The approval of the Certificate in Practical and Applied Arts, designed to replace instruction in the teaching areas of Home Economics and Industrial Arts

within the B.Ed. program, resulted in the corresponding change to terminate these teaching areas within the B.Ed. program, effective September 1, 2015. Students seeking to gain teaching expertise in these areas will register in the Certificate in Practical and Applied Arts as of September 1, 2015, and students enrolled in these areas presently will complete their program with the assistance of the college's Programs Office.

**3. Certificate of Proficiency in Applied and Professional Ethics
Certificate of Proficiency in Ethics, Justice and Law**

Council has delegated authority to APC to approve those certificate programs for which an approved template exists. The two certificate programs will be offered by the Department of Philosophy. Although there is some commonality between the two programs, the certificate programs are designed to appeal to two distinct audiences. The Applied and Professional Ethics certificate is intended to primarily meet the needs and interests of post-graduate professionals working in a related field, such as health care or other area within the public sector. The Ethics, Justice and Law certificate is intended to complement studies in areas, such as law, sociology, or criminology and the justice system. As the enrolment projected for each certificate program is quite modest, APC has recommended that both programs be reviewed in three years' time to ensure their continued sustainability.

ATTACHMENTS:

1. Certificate of Proficiency in Applied and Professional Ethics proposal
2. Certificate of Proficiency in Ethics, Justice and Law proposal



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Applied and Professional Ethics

Field(s) of Specialization: Applied and Professional Ethics

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Peter Alward

Professor and Head, Department of Philosophy

College of Arts & Science

email: peter.alward@uask.ca

306-966-6384

Proposed date of implementation: September 2015

Proposal Document

3. RATIONALE

One main rationale for the Applied and Professional Ethics (APE) certificate program is the prospect of significant student demand. Another, not unrelated, rationale is the prospect of providing innovative academic programming (of the sort championed in the Third Integrated Plan) which meets currently unaddressed student needs. There are many careers, and many trajectories of post-undergraduate study and research, that involve issues related to applied ethics. Yet, for a variety of practical reasons, only a small minority of people with interests in the subject are willing or able to commit to a traditional 3 or 4 year Philosophy degree program. It seems reasonable to suppose, however, that at least some of those people would be motivated to undertake university-level studies in this area if they could so in a less costly and time-consuming manner. In addition, for many mid-career learners (e.g., in business, public administration, health care, or education administration) the certificate program will offer the prospect of a credential useful for career advancement. Similarly, for post-degree learners embarking on academic or commercial research involving ethical issues, the certificate will provide a means for establishing basic qualifications in the subject area.

Accordingly, the APE certificate program will be geared especially toward to the needs and interests of:

- a) Adult learners with personal or professional interests in applied ethics for whom the time and/or financial commitment of a 3 or 4 year undergraduate degree program in Philosophy is impracticable. Within this group an especially significant cohort is mid-career managers, public administrators, and professionals whose work brings them into contact with ethical issues. For students in that cohort the program can provide a useful credential for professional development and possible career advancement.
- b) Post-degree students who are seeking to establish proficiency in applied ethics as an adjunct to further academic studies (i.e., in graduate studies or a professional program), for professional development, or out of personal interest. The program is likely to be especially attractive to students coming out of degree programs in the life sciences, health sciences, engineering, business, public policy and education whose future career path involves engagement with substantive ethical issues and/or working with ethics policies.
- c) Students at U of S partner institutions, including regional colleges in Saskatchewan currently linked to the U of S through the Centre for Continuing and Distance Education (CCDE), as well as international partner institutions (e.g., Indian university partners, assuming that initiative comes to fruition).

In order to reach these audiences effectively and to help ensure retention and program completion, flexibility in delivery of the program is key. As a means to achieve this, ongoing consultation with relevant institutions and professional bodies in the province, and with the students themselves, will be crucial both to ensuring that the program meets the needs of these learners and to ensure that the program becomes well-known as a lower investment alternative to traditional degree programs in the field.

Assuming the proposed program is appropriately advertised and promoted, e.g., to relevant institutions and professional bodies in the province, a sustainable enrollment of 15-20 FTE students/year is realistically achievable. Indeed, somewhat higher enrollment numbers—say, 20-30—are not out of the question. Those may appear to be comparatively modest numbers, yet they would represent an increase of more than 100% in students registered in Philosophy programs.

The APE certificate program will be arguably unique in Canada; it will definitely be unique in Western Canada. Several Canadian universities offer specialized graduate degree programs in bioethics, perhaps most notably the University of British Columbia (coordinated through the W. Maurice Young Centre for Applied Ethics), the University of Alberta (the John Dossetor Health Ethics Centre) and the University of Toronto (the Joint Centre for Bioethics), yet these are highly-specialized professional programs serving markets clearly distinct from those proposed for the APE certificate. A few Canadian philosophy departments offer minor or 'emphasis' programs in applied ethics, including the University of Victoria, Trent University, and the University of Ottawa. A systematic search of university web sites suggest, however, that among Canadian universities, the only stand-alone program in applied ethics not tied to a 3 or 4 year degree is the Diploma in Applied Ethics offered by Memorial University of Newfoundland. The

MUN program is similar to the proposed APE certificate program in that it is a 24 credit hour program primarily directed to students who have an undergraduate degree in hand. The MUN program is distinct, however, in that requires students to choose among a narrower range of three streams (bioethics, mental health ethics and environmental ethics) and lacks a focal research project of the sort contemplated in the APE capstone course.

Notes on Program Requirements

Introductory Courses

PHIL 133 and PHIL 140 provide necessary background for courses in applied ethics at or beyond the 200-level. In addition, these courses jointly satisfy the Department of Philosophy's standard prerequisite of "6 credit units in Philosophy" for 200-level courses. The department already offers multiple sections of both of these courses each year, including in the Spring and Summer (T3) session, so no new teaching resources will be required. Both courses are also regularly offered through St. Thomas More College.

Since many universities offer courses that are substantially equivalent to PHIL 133 and PHIL 140, some students at partner institutions and some domestic post-degree students will be able to receive transfer credit for these courses. Consistent with College of Arts and Science requirements for certificate of proficiency programs, students can satisfy up to 50% of their program requirements (up to 12 cu, in this case) through transfer credits.

Core Courses

Allowing students a choice of program requirement courses permits to students to create a focus for their program which aligns with their interests and/or career development needs and also provides relevant background for the research project that they will undertake in the capstone course. The department already offers all of these courses on a regular basis (some, including PHIL 231, PHIL 235 and PHIL 236, are also regularly offered in the T3 session); several of these courses are also regularly offered by the Philosophy department at St. Thomas More College. Accordingly, no new teaching resources will be required.

Capstone Course

As its name indicates, the main evaluation in the proposed capstone course is an undergraduate-level research project. Students will choose and refine the focus of their project in consultation with the instructor, present their research-in-progress in a seminar format to receive input from their fellow students, and ultimately produce a substantial paper (ca: 20-25 pages) in which their findings are presented. Before student seminar presentations get underway, the first few weeks of the course will be conducted as a proseminar, in which students will be introduced to research resources in the subject area (e.g., the Philosophers Index, PhilPapers subject indexes, and other specialized resources) and engage in critical examination of some the important policy documents related to their research projects (e.g., the Tri-Council *Policy Statement on Ethical Conduct for Research Involving Humans*, EngineersCanada's *Guideline on the Code of Ethics* and other such documents, the selection of which may be tailored to the specific projects of each student cohort) supplemented with related articles from the applied and professional ethics literature.

In addition to the research project, the proposed capstone course will afford some (modest, but not insignificant) opportunities for experiential learning. For example, pending agreement from the relevant parties, students may have the opportunity to meet with the Behavioural and/or Biomedical Research Ethics Boards at the U of S. Meetings with or visits to personnel from the Saskatoon Health Region/Saskatchewan Cancer Agency Joint Ethics Committee, or talks from/visits to personnel involved in professional ethics accreditation may also be arranged.

Also, while the proposed capstone course is in the first instance intended for students in the APE certificate program, it need not be restricted to those students. Some Philosophy majors, and other students in traditional degree programs who have completed PHIL 234, 235, 236, etc., have from time to time expressed interest in undertaking a research project in applied ethics beyond the usual term paper required in a 3 cu course. There is no reason why such students could not be accommodated in the

proposed course (though registration priority would be given to students enrolled in the certificate program).

Pathways through the Program

As mentioned above, some students will be able to receive transfer credit for one or both of the program prerequisites. For those students, the certificate program can be completed within the T1/T2 academic year, and might be sequenced as follows:

T1: 9 cu Program Requirement Courses

T2: 3 cu Program Requirement Course + 3 cu Capstone Course

or

T1: 3 cu Prerequisite + 3-6 cu Program Requirement Course(s)

T2: 6-9 cu Program Requirement Courses + 3 cu Capstone Course

Since the program is directed primarily to students who have already obtained a university degree or who are already engaged in university-level studies (see “Rationale” below), it seems reasonable to expect that a majority of students will fall into the above category. The prerequisites for PHIL 226, 231 and PHIL 234-8 are “6 credit units in philosophy or completion of 24 credit units at the university,” meaning that students can satisfy the prerequisites for these courses either by receiving transfer credit for the certificate program prerequisite courses or by having previously completed the equivalent of a full year of university-level instruction.

Students with no previous university-level instruction, or who cannot receive transfer credit for either prerequisite course, also have a path through the program, though it will extend over more than two terms. For such students, the typical sequence might be:

T1: 6 cu Prerequisite Courses

T2: 9 cu Program Requirement Courses

T3 (or T1 of the following year): 3 cu Program Requirement Course + 3 cu Capstone Course

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Applied and Professional Ethics

The certificate program in Applied and Professional Ethics (APE) provides students with opportunities for substantive philosophical study in some of the main areas of applied and professional ethics, including bioethics, environmental ethics, business ethics, and ethics in technology and scientific research. In addition, the program provides for focused study in a specific research area that reflects students' interests in the subject. The program will familiarize students with the ethical theories and principles that inform the sub-disciplines of applied ethics, provide an overview of specific ethical issues in the contemporary world, and provide opportunities for examination of and critical reflection on the relationships between applied ethics and other domains, such as law, public policy, and professional codes of conduct. The program is nominally one year in duration (21 cu), though students may complete the program over three or more academic terms. It is expected that the program will be especially attractive to students whose professional career or post-degree research involves issues related to applied and professional ethics, especially those who wish to establish basic qualifications in the subject area without undertaking a 3 or 4 year degree program. If you are interested in receiving more information about this program, please contact student-advice@artsandscience.usask.ca.

Major Average

The major average in the Certificate of Proficiency program in Applied and Professional Ethics includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate of Proficiency in Applied and Professional Ethics, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

Requirements (21-24 credit units):

- PHIL 133.3 – Introduction to Ethics and Values (preferred) or PHIL 110.6 -- Introduction to Philosophy
- PHIL 140.3 – Critical Thinking
- PHIL 330.3 – Research Project in Applied Ethics - Capstone Course (New)

An additional **12 credit units** drawn from:

- PHIL 226.3 – Environmental Philosophy
- PHIL 231.3 – Ethical Problems
- PHIL 233.3 – Ethical Theory
- PHIL 234.3 – Biomedical Ethics
- PHIL 235.3 – Business and Professional Ethics
- PHIL 236.3 – Ethics and Technology
- PHIL 237.3 – Law and Morality
- PHIL 238.3 – Ethical Issues in Scientific Research

St. Thomas More College

Some courses included in the Applied and Professional Ethics program are taught by faculty in the corresponding department of St. Thomas More College. These courses or sections are designated as STM sections in the online Course Offerings.

NEW COURSE:

PHIL 330.3 —1/2(3S)

Research Project in Applied Ethics (Proposed Capstone Course)

In this course students will research, write, and present an advanced undergraduate-level research project in their chosen area of applied ethics (bioethics, environmental ethics, business and professional ethics, ethics in science and technology, etc.). The initial in-class focus of the course will be on research methods and the writing, critical, and analytical skills necessary to produce a project of this sort. In addition, the course will include discussion and critical appraisal of applied ethics in practice, including the role of research ethics boards, professional codes of ethics in business and the professions, and the relation(s) between applied ethics and other domains such as public policy and the law.

Prerequisite(s): 9 credit units in Philosophy, including at least one of PHIL 226, PHIL 231, PHIL 234, PHIL 235, PHIL 236, PHIL 237 or PHIL 238.

Note: PHIL 330 serves as the capstone course for the Certificate of Proficiency program in Applied and Professional Ethics, but is open to all qualified students.

Instructor(s): William Buschert, Sarah Hoffman, Brian Zamulinski, Bryan Wiebe

5. RESOURCES

No additional library or information technology resources will be required.

Since the prerequisite and program requirement courses that comprise the APE certificate program are all already offered by the department on a regular basis, no new teaching resources will be required for those courses. Teaching resources for the proposed capstone course will be accommodated within the department's budget.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

All of the prerequisite and program requirement courses included in the program are already offered by the department on a regular basis. Multiple sections of the prerequisite courses (PHIL 133 and PHIL 140) are offered each term and typically one section of each is offered in the Spring and Summer (T3) section. Moreover, one or more sections of each of the program requirement courses are typically offered each year, including sections offered through St. Thomas More College. All of these courses normally have fairly high enrollment caps (ranging from 20 for PHIL 233 to 120 for PHIL 140), yet none of them are regularly over-subscribed. So, with respect to prerequisite and program requirement courses, no additional resources will be required and any overall impact on the department will be minimal. Indeed, on balance, the impact will likely be positive for both the A&S and STM departments insofar as the program will help to ensure healthy enrollment in these courses.

The proposed new capstone course will require a commitment from the department to offer the course at least once each year. There are, however, several faculty members in the department who have indicated willingness to teach the course, including Professors Buschert, Hoffman; in principle the course could also be taught by Brian Zamulinski or Bryan Wiebe, both of whom are sessional instructors with extensive experience in teaching applied ethics courses. As indicated above, the course need not be reserved for students in the APE program and will likely attract some students from 3 and 4 years programs in Philosophy and, as an elective, from students in other degree programs. In fact, the proposed capstone course would likely be a viable course offering considered on its own, independent of the APE program. Arguably, the course will also help to give focus to the department's existing teaching and research strengths in the area of applied ethics.

7. BUDGET

No change to current allocations.

College Statement

From David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

I am pleased to confirm that the College of Arts & Science supports the development of Certificates of Proficiency in Applied and Professional Ethics, and Ethics, Justice and Law.

The College of Arts & Science is working to provide innovative programming options that meet student need and demand. The two certificate programs being developed will provide students with options to be recognized for concentrated study in the philosophical theories of ethics, as applied to the areas of justice and law, or to aspects of professional ethics such as codes of conduct. We believe that formal recognition for this area of study will especially benefit students who apply for admission to professional Colleges such as Law or Medicine, and those who aspire to management positions in the workforce.

The divisional Academic Programs Committee approved the proposal on 5 November 2014, as did the Division of Humanities and Fine Arts on 26 November 2014.

Related Documentation

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

☐ Consultation with the Registrar form



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Ethics, Justice and Law

Field(s) of Specialization: Ethics, Justice and Law

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Peter Alward

Professor and Head, Department of Philosophy

College of Arts & Science

email: peter.alward@uask.ca

306-966-6384

Proposed date of implementation: September 2015

Proposal Document

3. RATIONALE

Students obtaining a certificate in *Ethics, Justice and Law* will be proficient in the fundamentals of ethical theory, understanding classical theories and their foundational commitments, standard critical responses to them, and the relevance of these theories to contemporary debates. Students completing this certificate program will also have developed practical skills as critical moral thinkers.

Philosophy is a subject with great appeal to many students, many of whom pursue the study of values either for its own sake, or as a supplement to their own discipline. Students who do not wish to get a degree in philosophy, but nonetheless wish to make a substantive commitment to its study, are currently disadvantaged by not having available to them a path to completion of concentrated study in value theory. This certificate program is needed to serve the interests of these students who, at present, receive no guidance in selecting an appropriate set of courses sufficient for achieving proficiency in value theory. Students who, for example, concentrate on applied ethics without taking courses in the foundations of value theory would not, by the standards of the discipline, be thought to be proficient in value theory, while students satisfying the certificate requirements would and this could be extremely advantageous to their further studies and careers. The certificate is also needed because it is appropriate that proficiency in ethics, justice and law be formally acknowledged. Completion of the requirements of this certificate marks a significant achievement within philosophy and a clear learning outcome. Because many students with strong interests in philosophy go on to pursue degrees in fields such as Law, Medicine, Business, Education, or Journalism they can be systematically disadvantaged by this lack of a formal acknowledgement of success in this widely acknowledged and accepted area of study. Certificate programs of this sort are widely available at universities across Canada.

While in many certificates it would make sense to have the capstone, or core course, at the 300 or 400-level, in this case the core course is appropriately set at the 200-level. Ethical Theory is core to this certificate and fundamental to the learning outcomes of this program because it provides the foundational context necessary for further focused study, and because the connections between ethics, justice and the law lie in these foundational commitments. Issues central to the philosophical study of ethics, politics and the law are studied in Ethical Theory and it therefore serves as the backbone of the certificate. As students are required to complete at least one seminar class (D) they will be completing intensive study.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Ethics, Justice and Law

The *Ethics, Justice and Law* certificate will allow University of Saskatchewan students an opportunity for substantive philosophical study of values in their moral, social and legal contexts. The certificate promotes knowledge of ethical theories which have been influential in shaping our thinking about rights, citizenship, democracy, virtue and our obligations to others. It also promotes rigorous, critical thinking about practical issues in ethics, justice and the law. It is expected that this program will be especially attractive to students intending to pursue studies in law, public policy, business administration, medicine, and other fields involving social policy issues.

If you are interested in more information about this certificate, please contact student-advice@artsandscience.usask.ca

Requirements: (15 credit units)

- PHIL 233 - Ethical Theory

Choose **3 credit units** from:

- PHIL 133 - Introduction to Ethics and Values
- PHIL 231 - Ethical Problems
- PHIL 234 - Biomedical Ethics
- PHIL 235 - Business and Professional Ethics
- PHIL 236 - Ethics and Technology
- PHIL 238 - Ethical Issues in Scientific Research

Choose **3 credit units** from:

- PHIL 237 - Philosophy of Law
- PHIL 262 - Social and Political Philosophy

Choose **3 credit units** from:

- PHIL 333 – Metaethics
- PHIL 337 - Philosophy of Law
- PHIL 362 - Topics in Political Philosophy
- PHIL 433 - Topics in Ethics

Choose **3 credit units** from:

- PHIL 133 - Introduction to Ethics and Values
- PHIL 231 - Ethical Problems
- PHIL 234 - Biomedical Ethics
- PHIL 235 - Business and Professional Ethics
- PHIL 236 - Ethics and Technology
- PHIL 237 - Philosophy of Law
- PHIL 238 - Ethical Issues in Scientific Research
- PHIL 262 - Social and Political Philosophy
- PHIL 333 – Metaethics
- PHIL 337 - Philosophy of Law
- PHIL 362 - Topics in Political Philosophy
- PHIL 433 - Topics in Ethics

St. Thomas More College

Some courses included in the Ethics, Justice and Law program are taught by faculty in the corresponding department of St. Thomas More College. These courses or sections are designated as STM sections in the online Course Offerings.

5. RESOURCES

This certificate is based on currently offered courses and requires no new resources.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The courses required for this program are already taught by the Department, so there is no impact on assignment of duties or teaching resources.

Creation of this certificate will benefit students who choose to study in this area, as this study will now be acknowledged on their transcripts and in a way that can be demonstrated to other institutions and potential employers.

7. BUDGET

No change to current allocations.

College Statement

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