

DISTANCE EDUCATION PROGRAM REQUEST

Name of Institution:

Texas State University-San Marcos

Name of Proposed Program(s):

Graduate Certificate in Professional Ethics via distance education

Display how proposed program(s) would appear on the Coordinating Board program inventory; include Texas CIP code designation(s)

N/A

How would names(s) of program(s) appear on student diplomas?

N/A

How would names(s) of program(s) appear on student transcripts?

Graduate Certificate in Professional Ethics

Administrative Unit(s) responsible for the program(s):

Department of Philosophy

Proposed date for implementation of program(s):

Spring 2010

Person to be contacted for further information about proposed program(s):

Name: Vincent Luizzi Ph.D.

Title: Chair and Professor

Phone: 512.245.2285

Email: vl01@txstate.edu

**Proposal to Deliver Electronic or Off-Campus Certificate/Degree Programs
Graduate Certificate Program in Professional Ethics**

- 1. Abstract (limit to one page or less) – Describe the proposed change; its location; initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); and instructional delivery methods.**

The Graduate Certificate Program in Professional Ethics provides students with an understanding of ethical conduct in the professions and broad areas of business and work and paves the way for responsible conduct on their part. The program also serves to locate the ethics of the workplace in the broader context of the human experience; this approach establishes their interrelatedness and ultimately provides a deeper understanding of obligations at work. Further, the program can be seen as a response to a heightened social interest in accountability and a way for participants to demonstrate their commitment to professional conduct.

a. Describe the proposed change:

The purpose of this proposed change is to create an option to allow students to complete this six-hour certificate program entirely by distance learning. Students can currently take *Professional Ethics*, PHIL 5322, via distance learning. The Department of Philosophy will design a second distance learning course, Applied Philosophy. We expect the second course to be available spring 2010. Students will then be able to complete all requirements for the Graduate Certificate in Professional Ethics via distance learning.

b. The program's location:

The Graduate Certificate in Professional Ethics is currently offered at Texas State University-San Marcos and the Round Rock Higher Education Center (RRHEC). This proposal is to secure approval for its electronic delivery.

c. Initial date of implementation:

The initial date of implementation of this program on the San Marcos campus was fall 2003. Fall 2007 is when the first course, PHIL 5322: *Professional Ethics*, was available online. With a second online course to be added in spring 2010, the complete program will be available online.

d. Projected number of students, if applicable:

The Philosophy Department awards, on average, five certificates each year. With the program offered fully online, we project that it will grow 50% each year for the next five years.

e. Description of primary target audience:

The primary target audiences are current graduate students and graduates of baccalaureate programs who are interested in deepening their understanding of ethics in the workforce.

f. Projected life of the program (single cohort or ongoing):

This program is ongoing.

g. Instructional delivery methods:

The instructional delivery method will be face-to-face, and for online courses, the learning management system (LMS) and delivery method are TRACS (Teaching, Research, and Collaboration System), the university's version of Sakai.

2. Background information – Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.

a. Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals:

The university's mission (<http://www.txstate.edu/about/mission.html>) includes: (a) "serving the educational needs of the diverse population of Texas and the world beyond" and (b) "A commitment to public service as a resource for personal, educational, cultural and economic development." Offering the Certificate in Professional Ethics online will make it more accessible to the population and thereby further the university's mission.

b. Evidence of the legal authority for the change (if authorization is required by the governing board or the state):

The Graduate Certificate in Professional Ethics was approved by the Texas Higher Education Coordinating Board (THECB) in fall 2002. The Philosophy Department developed the online course, *Professional Ethics*, in accordance with its 2003 strategic plan.

c. State whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites:

The certificate is offered on the main campus and at the RRHEC.

3. Assessment of need and program/planning approval – Discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the

institution's ongoing planning and evaluation processes (for example, how does it fit into the university's vision); and documentation that the program's faculty were involved in the review and approval of the new method of delivery or program. Indicate who is the instructional leader(s) for the revision or creation of the distance learning courses. Indicate the organizational structure for administrating the program and identify the office and person(s) responsible. Indicate any similar programs at other institutions, particularly if they are available from other Texas institutions, public or private.

a. Discuss the rationale for the change, including an assessment of need:

The Department of Philosophy requests this change in part to accommodate the needs of students interested in the Graduate Certificate in Professional Ethics program and in part for those students enrolled in the Master of Science in Interdisciplinary Studies program, which encourages its students to obtain this certificate.

b. Evidence of inclusion of the change in the institution's ongoing planning and evaluation processes (for example, how does it fit into the university's vision):

The incorporation of this certificate program delivered via distance education into the curriculum furthers Texas State's vision insofar as it seeks to use innovative technology to enhance and extend its teaching mission.

c. Provide documentation that the program's faculty was involved in the review and approval of the new method of delivery or program:

The following passage from the College of Liberal Arts Academic Plan that incorporates the Department of Philosophy's plan is offered as documentation. The department's plan is a product of the faculty in the department.

College of Liberal Arts Academic Plan 2004 - 2009
Update 9/1/04 - 5/1/05

Academic Programs

GOAL 2: Expand access to public university education in the surrounding area and in extended settings and contribute to the economic development of Texas, with special emphasis on development of the Round Rock Higher Education Center (RRHEC).

Philosophy and Psychology are planning/implementing degrees/programs at RRHEC. Philosophy is planning to offer the Graduate Certificate in Professional Ethics via distance learning.

New distance learning programs proposed or implemented

Philosophy and Psychology are planning/implementing degrees at RRHEC. Philosophy is planning to offer the Graduate Certificate in Professional Ethics via distance learning.

d. Identify the instructional leader(s) for the revision or creation of the distance learning courses:

The instructional leaders are:

Dr. Vincent Luizzi, Chair and Professor of Philosophy
Texas State University-San Marcos
E-mail: vluzzi@txstate.edu

Dr. Charles Hinkley, Senior Lecturer
Texas State University-San Marcos
E-mail: cchinkley@yahoo.com

e. Indicate the organizational structure for administrating the program and identify the office and person(s) responsible:

Distance education at Texas State University-San Marcos is administered through the appropriate college and academic department. The structure for administrating the program is:

Dr. Ann Marie Ellis, Dean, College of Liberal Arts
Dr. Vincent Luizzi, Chairperson, Department of Philosophy
Dr. Charles Hinkley, Senior Lecturer and Sponsoring Faculty

f. Indicate any similar programs at other institutions, particularly if they are available from other Texas institutions, public or private:

There are no similar programs in Texas, although there are a number of programs throughout the nation. Some examples are a Certificate in Professional Ethics (University of Maryland, Baltimore County), Certificate in Ethics in the Workplace (Illinois Institute of Technology), and Certificate in Applied and Professional Ethics (Ohio University).

4. Description of the change – Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered. Describe how students will be able to complete the full program of studies. Indicate the selected technology is to be supported. Describe any challenges

that this program poses for the students. Describe how the necessary interaction between faculty and student(s) will be provided.

- a. Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi:**

The certificate program has already been approved. One required course for this Certificate, *Professional Ethics*, has been offered online since fall 2007. Approval is pending to offer a second course, *Applied Philosophy*, online. With this second online course, a student can obtain the Certificate completely online. The proposed change is to offer student's the option of completing the Certificate 100% online.

- b. Describe administrative oversight to ensure the quality of the program or services to be offered:**

The routine overseeing of all courses in the Department of Philosophy extends to this online offering.

- c. Describe how students will be able to complete the full program of studies:**

Currently, we offer one online course for this certificate, so students must take the other course on campus. We plan to offer a second online course that would allow students to complete the graduate certificate program entirely online. With this capability, we are currently seeking approval for 100% of the program to be offered online.

- d. Indicate the selected technology is to be supported:**

The University's LMS is TRACS. It is an Internet-based open-source collaborative learning environment. TRACS is Texas State's version of Sakai.

- e. Describe any challenges that this program poses for the students:**

In some cases students may find it challenging to complete coursework online, while others may find it difficult to make required face-to-face meetings. Other challenges may include access to appropriate hardware and software. However, students may find that as they complete this program online, the challenges faced by them may in fact be diminished as the cost of driving to and from campus increases, making face-to-face coursework a greater challenge.

To date, no problems have surfaced since we began offering *Professional Ethics* online. Students are very familiar with TRACS, so it presents no special problem.

- f. Describe how the necessary interaction between faculty and student(s) will be provided:**

Students may interact with faculty members via the mail tool in TRACS, and virtual office hours are provided. We strive to respond within 24 hours under normal circumstances.

5. **Faculty – Provide a complete roster (using the Faculty Roster form at http://www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member’s academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered; evidence that faculty members are adequate to support the program; and the impact of the new initiative on faculty workload. For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research. Discuss how faculty will be or have been prepared to teach at a distance. Describe the arrangements that have been made regarding ownership of materials generated in the courses. Explain how faculty are given time to develop the program’s courses. Discuss how current faculty assignments will be affected.**
 - a. **Provide a complete roster (using the Faculty Roster form at http://www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member’s academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered:**

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Texas State University-San Marcos

Name of Academic Area, Discipline, Department/School: Ethics, Philosophy,
Department of Philosophy

Academic Term(s) Included:

Date Form Completed: 6/20/09

1	2	3	4
Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
Charles Hinkley	PHIL 5322	Ph.D., Medical Humanities	Dr. Hinkley teaches PHIL 5322 online. He designed this online course as well as a second one pending approval—PHIL 5301: <i>Applied Philosophy</i> .

b. Provide evidence that faculty members are adequate to support the program:

Prof. Hinkley has taught *Professional Ethics*, the online course as well as the on-campus course, and is the person who designed the online course.

c. Indicate the impact of the new initiative on faculty workload:

This initiative has no impact on the Philosophy faculty's workload, as Prof. Hinkley teaches the class as an adjunct faculty member with funding from the Office of Occupational Education.

d. For distance learning programs, describe processes in place to ensure that students have structured access to faculty:

Students are able to access faculty in one of four ways: 1) by using the mail tool provided in TRACS; 2) by contacting faculty directly during established office hours for those on campus; 3) by telephone; and 4) by e-mail.

e. For graduate programs, document scholarship and research capability of faculty:

Dr. Hinkley's expertise is applied and professional ethics, and he is the author of a scholarly work in medical ethics.

f. For doctoral programs, document faculty experience in directing student research:

This graduate certificate program is not a doctoral program.

g. Discuss how faculty will be or have been prepared to teach at a distance:

Dr. Hinkley is already well versed in the use of TRACS and has been mentored by members of the Philosophy faculty and staff who have attended training sessions offered through the university's Division of Information Technology, Technology Resources department. These mentors include Dr. Joy, Dr. Hanks, Dr. Benedikt, and Ms. Pairett.

h. Describe the arrangements that have been made regarding ownership of materials generated in the courses:

All materials used comply with copyright regulations, and common law copyright norms protect faculty-generated materials until the faculty member chooses to perfect his or her copyright rights.

i. Explain how faculty are given time to develop the program's courses. Please indicate if release time or added compensation is given to develop courses.

Prof. Hinkley was initially given monetary compensation for developing this online course with sponsorship from the College of Liberal Arts and the Office of Occupational Education.

j. Discuss how current faculty assignments will be affected.

The change to offering the complete graduate certificate online has no effect on the faculty member's current assignment.

6. Library and learning resources – Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. For doctoral programs, document discipline-specific refereed journals and primary source materials. Contact the Distance Learning Librarian or visit the Distance Services Web site at: <http://www.library.txstate.edu/services/distance-students.html>.

[Note: For new programs or the expansion of existing ones, the terms of electronic resource contracts and/or the number of simultaneous users may need to be negotiated, or for existing electronic resources, re-negotiated. This process will

require several months to complete and possibly additional budgetary expenditures will need to be made by the academic unit and/or the Libraries.]

Library and information resources (general):

97,000+ electronic journals

155,000+ e-books

370+ databases

Over a half-million microform and audio-visual materials

More than 1.4 million printed volumes

Barbara Potts is currently the Distance Librarian at Texas State University. She may be contacted by e-mail at BP02@txstate.edu or by phone at 5-3682. She is the contact for any special considerations. For information on other libraries and if a formal agreement has been completed, she is the source for a copy of that agreement if needed.

Students and faculty can access over 373 databases online at <http://catalog.library.txstate.edu/search/y>.

- a. Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix:**

This certificate program was approved by the Texas Higher Education Coordinating Board. When the Department of Philosophy submitted its proposal in 2002, the proposal contained University Librarian Dr. Joan Heath's certification of the adequacy of the resources of the Learning Resource Center for this program.

- b. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty:**

Students and faculty will access information at: <http://www.library.txstate.edu/services/distance-students.html>. From this site they are able to conduct searches, request materials, and seek assistance. Texas State University-San Marcos maintains one full-time Distance Learning Librarian.

Alkek Library's Resources

Reference: 14 Librarians (including a Distance Education Librarian, a Virtual Reference Librarian, and an Interlibrary Loan Librarian) and 8 Library Assistants. For more information see <http://www.library.txstate.edu/about/departments/ref.html>.

- Computer Information Services Librarian
- Electronic Resources Librarian

- Electronic Resources Collection Development Team: 9 Librarians, including 2 Distance Services Librarians
- Courier delivery of library materials to and from the RRHEC

Round Rock Higher Education Center's Resources

- 2 Reference Librarians
- 1 Library Assistant

Library Services

Reference Service

Available through AskALibrarian, <http://www.library.txstate.edu/askalibrarian.html>: chat, e-mail, instant messaging, and phone (512-245-2686). The Distance Education Librarian can be reached by e-mail at bp02@txstate.edu or by phone at 512-245-3682, 888-255-3511 (toll free).

Circulation Services

Faculty and students can renew books online by logging in to “My Account” on the library catalog page, <https://catalog.library.txstate.edu/search>.

TexShare cards allow students to check out materials from other participating libraries.

Document/Book Delivery

For material located in the Alkek Library, such as books or articles only in print journals, students and faculty can request Alkek Library materials at <http://www.library.txstate.edu/my-library/distancerequestform.html>.

For material not in the Alkek Library, students and faculty can request an interlibrary loan at <https://illiad.library.txstate.edu/illiad/>.

Accessing Electronic Resources

Databases

Students and faculty can access over 373 databases online at <http://catalog.library.txstate.edu/search/y>.

Digital Collections

eCommons, Texas State University's institutional repository of work created by faculty and students at Texas State University: The collection includes pre-prints or post-prints, theses or dissertations, sound or video files, data sets, images, conference papers, book chapters, reports, journals, and presentations.

eReserves

Faculty can place class materials on electronic reserves, which students can access at

<http://ereserve.library.txstate.edu/eres/default.aspx>. More information is available at <http://www.library.txstate.edu/about/departments/circ/eres-faculty>.

Training for Electronic Resources

Alkek Library

Research and writing style guides are available at http://alkek.library.txstate.edu/wiki/index.php?title=Category:Research_guides.

Short instructional videos on various topics are available at <http://www.library.txstate.edu/help/tutorials.html>.

Alkek Library's Distance Student Services Web site, <http://www.library.txstate.edu/services/distance-students.html>, provides information for conducting research.

Classes meeting occasionally on the Texas State University campus may request a library instruction session on how to conduct research at <http://www.library.txstate.edu/about/departments/instruction/request-instruction.html>.

Students can request help through AskALibrarian, <http://www.library.txstate.edu/askalibrarian.html>: chat, e-mail, instant messaging, and by phone (512-245-2686). The Distance Education Librarian can be reached by e-mail at bp02@txstate.edu or by phone at 512-245-3682, 888-255-3511 (toll free).

Round Rock Higher Education Center (RRHEC)

In addition to the above services, a library instruction session on how to conduct research is also available at the RRHEC.

Staff and Services for Electronic Resources

- 3 Distance Education Librarians
- Electronic Resources Librarian
- Virtual Reference Librarian

Electronic resource information is available at the Library Services for Distance Education Students Web site, <http://www.library.txstate.edu/services/distance-students.html>.

Students can call the Reference Desk or use the AskALibrarian service for database connection problems. For other computer technology problems, students can contact the Instructional Technology Assistance Center (ITAC) by phone at 512-245-4822, by e-mail at itac@txstate.edu, or by chat at livechat.tr.txstate.edu.

- c. For doctoral programs, document discipline-specific refereed journals and primary source materials. Contact the Distance Learning Librarian or visit the Distance**

Services Web site at: <http://www.library.txstate.edu/services/distance-students.html>. [Note: For new programs or the expansion of existing ones, the terms of electronic resource contracts and/or the number of simultaneous users may need to be negotiated, or for existing electronic resources, re-negotiated. This process will require several months to complete and possibly additional budgetary expenditures will need to be made by the academic unit and/or the Libraries.] This section is program specific.

This certificate program is not a doctoral program.

7. Physical resources – Provide a description of physical facilities and equipment to support this initiative. Describe how the proposed new program or method of delivery will impact existing program and services. Describe what resources, if any, will be needed from Instructional Technology and/or other areas.

a. Provide a description of physical facilities and equipment to support this initiative:

Instructional Technologies Support (ITS) at Texas State has state-of-the-art communication tools, media technologies, video production facilities, and computer labs. ITS has been integral to distance learning efforts since 2002. Its resources are available to faculty, staff, and students. The technology assets include video conferencing, field and studio video production, video and audio editing, digitizing and compression technology, photography, graphic production, and distance media development. ITS supports the LMS, TRACS, that enables the delivery of distance learning. Students have access to a variety of tools including learning modules, course calendar, and communication tools via TRACS. Texas State University provides access to a full range of online services, which include e-mail, Web sites, other Internet utilities, online announcements, and a calendar of events.

b. Describe how the proposed new program or method of delivery will impact existing program and services:

This new method of delivery will create greater access to students interested in professional ethics, as they will not need to come to campus to complete the Graduate Certificate Program in Professional Ethics.

c. Describe what resources, if any, will be needed from Instructional Technology and/or other areas:

No new resources are needed.

8. Financial support – Provide a business plan that includes the following: (i) a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus); (ii) projected revenues and expenditures and cash flow; (iii) the amount of resources going to institutions or organizations for contractual or support services; and (iv) the

operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

The Office of Occupational Education pays Dr. Hinkley’s salary when he teaches *Professional Ethics* online (25% FTE = \$3000). We expect comparable support for his offering *Applied Ethics* online. If we secure approval to offer *Applied Philosophy* online and to offer the Graduate Certificate in Professional Ethics online, we plan to offer *Professional Ethics* in the fall and *Applied Philosophy* in the spring.

Fall 2009

PHIL 5322 (*Professional Ethics*)

Resources: \$3000 support from Occupational Education

Spring 2010

PHIL 5301 (*Applied Philosophy*)

Resources: \$3000 support from Occupational Education

Estimated Income, \$	1 st Year FY 2010	2 nd Year FY 2011	3 rd Year FY 2012	4 th Year FY 2013	5 th Year FY 2014	TOTALS
Electronic Course Fee	750	750	750	750	750	3,750
Tuition – Designated and Graduate, \$170 per SCH	3,000	3,000	3,000	3,000	3,000	15,000
Formula Revenue, \$260 per liberal arts master’s SCH	0	0	5,000	5,000	5,000	15,000
TOTALS	3,750	3,750	8,750	8,750	8,750	33,750

Projected Expenditures:

\$3,000 each semester for faculty salary

Contractual or Support Services

No expenses for contractual or support services are anticipated.

Operational, Management, and Physical Resources

The primary resources required are managerial resources. They require the cooperation of the Departments of Philosophy and Occupational Education. Philosophy will staff the online courses, and Occupational Education will schedule them. The Departments will take joint responsibility for registering and advising students. The Departments have successfully used this plan since first offering *Professional Ethics* online in fall 2007.

- 9. Evaluation and assessment – Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. Please attach a list of the learning outcomes for the program and describe how the program evaluates whether students achieve them. Discuss how faculty will be evaluated.**

- a. Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes:**

Texas State ensures quality by ascertaining learning outcomes of programs and assessing how well these outcomes are attained. The instruments selected to assess the certificate program are an exit survey and an alumni survey. See “d” below for details about the outcomes. Collection of data begins FY 2010.

- b. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations:**

The Department of Philosophy uses two surveys, one upon completion of the program and one for program alumni to evaluate program results. Improvements are informed by the responses.

- c. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved:**

The instructor of the online course is familiar with traditional delivery of the material, and we rely on this person’s reports of comparability of instruction to correct any disparities.

- d. Please attach a list of the learning outcomes for the program and describe how the program evaluates whether students achieve them:**

Primary learning outcomes include the following:

- Students will demonstrate an understanding of ethical issues that arise in the workplace.
- Students will demonstrate an understanding of ways of dealing with these ethical issues.
- Students will demonstrate an understanding of how ethics in the workplace fit into some broader context of human experience such as technology, education, the environment, or the meaning of life.

The methods for evaluation include a survey upon completion of the program and one for alumni of the program.

e. Discuss how faculty will be evaluated:

Faculty will be evaluated using the standard procedure for annual review of faculty established by the College of Liberal Arts.

10. Marketing

The Department of Philosophy has marketed the program via e-mails to all graduate students enrolled at Texas State, to undergraduates who may be interested in the program after graduation, and through advertisements in publications of such professional organizations as the Texas Municipal Courts Education Center.

11. Student Services – Describe student orientation to the program such as onsite meetings, and/or other methods that provide new students with information to increase the likelihood that they will be successful in the program. Describe any out of class communications such as an electronic list or learning community. Describe how student will be trained in the instructional technology used.

a. Describe student orientation to the program such as onsite meetings, and/or other methods that provide new students with information to increase the likelihood that they will be successful in the program:

Students are advised on an individual basis by the Department of Philosophy chairperson.

b. Describe any out of class communications such as an electronic list or learning community:

TRACS has the capability for these discussions to occur.

c. Describe how student will be trained in the instructional technology used:

TRACS is the University's LMS and is the only technology used, which to date has not presented a problem for our graduate students.

- 12. Appendices – Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc. Attach necessary supporting documentation in appendices. Please note that the Commission on Colleges reserves the right to make amendments to the above requirements for certain types of changes. Institutions initiating level changes must request and complete an “Application Form” in quadruplicate.**
 - a. Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc. Attach necessary supporting documentation in appendices.**
 - b. Please note that the Commission on Colleges reserves the right to make amendments to the above requirements for certain types of changes. Institutions initiating level changes must request and complete an “Application Form” in quadruplicate.**

**Conflict Resolution
PHIL 5301
Syllabus**

Instructor: Dr. Charles Hinkley
Office Hours: Psychology Bldg. #110 by appointment
E-mail: cchinkley@yahoo.com and ch36@txstate.edu
Voice: (512) 245-2285

Required Textbooks:

- 1) Fisher, Roger, Ury, William, and Patton, Bruce, Getting to YES: Negotiating Agreement Without Giving In, 2nd edition, Houghton Mifflin Co., 1991.
- 2) Goleman, Daniel, Destructive Emotions: A Scientific Dialogue with the Dalai Lama, Bantam, 2004.
- 3) Stassen, Glen, ed., Just Peacemaking: The New Paradigm for the Ethics of Peace and War, Pilgrim Press, 2008.

Course Description: This course addresses personal, interpersonal, and political conflicts. We will begin by discussing emotional sources or effects of conflicts within individual persons such as anger, fear, vengeance, compassion, forgiveness, and inner peace. Our next set of topics includes interpersonal conflicts and negotiations common within families and the workplace. Accordingly, we will discuss asymmetrical relationships, inclusive solutions, and potential obstacles. We will end by addressing issues of war and peace. The emphasis will be on realistic approaches to peace in the world today. Subjects studied include just war theory, pacifism, just peacemaking, sustainability, terrorism, grass roots campaigns, and international cooperation.

Assignments & Grading: Students are required to write three 12-15 page persuasive essays, each worth a maximum of 100 points. Class participation will take place through TRACS on-line group discussion. Each class participation assignment is worth a maximum of 10 points. Your class participation grade will be the average grade of the 10-point assignments multiplied by 10, thereby making for a maximum grade of 100 points. Students' two lowest class participation grades will be dropped. Grades will not be curved, and there will be no extra credit assignments. Any student found guilty of academic dishonesty will receive an "F" for the course. Further instruction about grading will be provided as assignments are given. The professor will provide homework assignments for each week.

A-90-100
B-80-89
C-70-79
D-60-69
F-50-59

Schedule: This schedule is tentative. The professor will announce the due date for the essays approximately 1 month in advance. Any weekly assignments will be given approximately one week in advance. We will read Destructive Emotions (DE) first; Getting to YES (GY) second; and Just Peacemaking (JP) third.

1. Introduction to conflict resolution; internal harmony/disharmony; HW Read chaps. 1&2 in DE
2. Discussion of emotions and science; HW Read chaps. 3&4 in DE
3. Discussion of Western and Buddhist perspectives on destructive emotions; HW Read chap. 7 in DE
4. Discussion of emotional balance; HW Read chaps. 8&9 in DE
5. Discussion of the neuroscience of emotion and potential for change; HW Read chaps. 11&12 in DE
6. Discussion of culture and healthy education; HW Read chaps. 1-3 in GY
7. Discussion of people and interests; HW Read chaps. 4&5 in GY
8. Discussion of win/win solutions; HW Read chaps. 6-8 in GY
9. Discussion of hard bargains; HW Read the rest of GY
10. Discussion of common questions about negotiations; HW Read Introduction in JP
11. Discussion of principles of peacemaking; HW Read chaps. 1&2 in JP
12. Discussion of nonviolence; HW Read chaps. 3&4 in JP
13. Discussion of cooperative conflict resolution & repentance/forgiveness; HW Read chaps. 5&6 in JP
14. Discussion of human rights and economic development; HW Read chaps. 7&8 in JP
15. Discussion of international institutions; HW Read chaps. 9&10 in JP
16. Discussion of decreasing weapons trade

Professional Ethics
PHIL 5322
Syllabus

Instructor: Dr. Charles Hinkley
Office Hours: Psychology Bldg. #110 by appointment
E-mail: cchinkley@yahoo.com and ch36@txstate.edu
Voice: (512) 245-2285

Required Textbooks:

- 1) Gutmann, Amy and Dennis Thompson, *Ethics & Politics*, Thomson Wadsworth, 2006.
- 2) Pence, Gregory, *Classic Cases in Medical Ethics (CC)*, McGraw Hill, 2007.
- 3) Zitrin, Richard and Carol M. Langford, *The Moral Compass of the American Lawyer (MCAL)*, Ballantine Books, 1999.

Course Description: Philosophy is the intelligent exploration of life's most profound questions. Ethics is a branch of philosophy that addresses the nature of moral goodness, virtue and vice, good and evil, and right and wrong. Ethics is not merely a disinterested search for moral truths but an honest and often passionate quest to live well in a complex and changing world. Professional ethics focuses on the moral duties and virtues of professionals; traditionally, physicians and nurses, attorneys, and people in business. Today, professional ethics has expanded into many other fields and most companies have ethics policies covering such topics as sexual harassment, discrimination, confidentiality, and informed consent. We will focus on business, legal, and medical ethics.

Objectives: By the end of this course, you will have achieved three important goals. First, you will be conversant about the major schools of ethical thought and how they apply to concrete situations. Second, you will become a better thinker and writer. Specific instructions will be provided to improve students' sentence structure, rhetoric, and defense of a thesis. Third, you will gain insights about your beliefs, values, doubts, and limitations. Specifically, you will better judge your level of knowledge, more intelligently interpret your moral experiences, and better recognize sources of conflict and resolutions to conflict. It is clear that although we will focus on professional ethics, the concepts that we learn apply to other facets of life.

Assignments and Grading: Students are required to write three 10-15 page essays, each worth a maximum of 100 points. Class participation will take place through TRACS on-line group discussion. Each class participation assignment is worth a maximum of 10 points. Your class participation grade will be the average grade of the 10-point assignments multiplied by 10, thereby making for a maximum grade of 100 points. Students' two lowest class participation grades will be dropped. Grades will not be curved, and there will be no extra credit assignments. Any student found guilty of academic dishonesty will receive an "F" for the course. Further instruction about grading will be provided as assignments are given. The professor will provide homework assignments for each week. We will begin with medical ethics; legal ethics will be our next course of study; thus, we will end with political ethics.

A-90-100

B-80-89

C-70-79

D-60-69

F-50-59

Tentative Schedule:

1. Introduction to ethics & professional ethics; HW Read Chap. On Ethical Theory (CC)
2. Discussion of ethical theories; HW Read Chap. On Death & Dying (CC)
3. Discussion of PVS and brain death; HW Read Chap. On PAS (CC)
4. Discussion of assisted suicide & euthanasia; HW Read Chap. On Abortion (CC)
5. Discussion of abortion & assisted reproduction; HW Read Chap. On impaired infants
6. Discussion of impaired infants; HW Read Chap on Human research subjects
7. Discussion of research ethics; HW Read Chap. On Healthcare system
8. Discussion of healthcare system; HW Read Chaps. 1&2 (MCAL)
9. Discussion of adversarial system & Garrow case; HW Read Chaps. 3&4 (MCAL)
10. Discussion of sexual harassment & billing practices; HW Read Chaps. 6&7(MCAL)
11. Discussion of whistle blowing & tort reform; HW Read Chaps. 8&9 (MCAL)
12. Discussion of deception & secret settlements; HW Complete MCAL
- 13 Discussion of legal reform; HW Read pgs.1-45
14. Discussion of war & violence; HW Read Complete chap. 1
15. Discussion of Iraq & humanitarian intervention; HW Read pgs. 72-100
16. Discussion of deception; HW Read pgs. 191-236
17. Discussion of whistle blowing

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: **Charles C. Hinkley**

Title: Senior Lecturer

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
B.A.	1987	Texas State University – San Marcos	Philosophy	
M.A.	1992	Bowling Green University	Philosophy	
Ph.D.	2000	University of Texas Medical Branch	Medical Humanities	

C. University Experience

Position	University	Dates
Instructor	Northwest Vista College	2005-Present
Senior Lecturer	Texas State University – San Marcos	2001-2005
Assistant Developer	University of North Texas	1999-2000
Research Assistant	University of Texas Medical Branch	1994-2000
Instructor	College of Mainland	1995-1998
Instructor	Southwest Texas State University	1992-1994

D. Relevant Professional Experience

Position	Entity	Dates

II. TEACHING

A. Teaching Honors and Awards:

B. Courses Taught:

C. Graduate Theses/Dissertations or Exit Committees (if supervisor, please indicate):

D. Courses Prepared and Curriculum Development:

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

I. Other:

III. SCHOLARLY/CREATIVE

A. Works in Print

1. Books (if not refereed, please indicate)

a. Scholarly Monographs:

The Moral Conflicts of Organ Retrieval: A Case for Constructive Pluralism, Rodopi Books,
The Value Inquiry Book Series, 2005

b. Textbooks:

c. Edited Books:

d. Chapters in Books:

e. Creative Books:

2. Articles

a. Refereed Journal Articles:

“Conflicts, Incommensurability, and Moral Disagreement”, *Southwest Philosophical Studies*,
(peer reviewed essay; forthcoming 2008)

“Listen to a Sunrise”, “What if Thales was Right?”, and “Love Once More”, poems
appearing in *The Awakenings Review*, vol. 2, no. 1, Fall 2002

“Respecting Autonomy Throughout the Organ Transplantation Process,” Medical
Humanities Review, Fall, 2002, Book Review of David Price’s *Legal and Ethical Issues
of Organ Transplantation*, Cambridge University Press, 2000

b. Non-refereed Articles:

3. Abstracts:

4. Reports:

5. Book Reviews:

6. Other:

B. Works not in Print

1. Papers Presented at Professional Meetings:

- “Vessel’s Interpretation of the Open Question Argument”, New Mexico/West Texas Philosophical Society, El Paso, TX Spring 2008
- “Mental Illness and Challenges with Employment”, Professional Ethics Conference, San Antonio, TX Spring 2008
- “Moral Conflicts of Organ Retrieval”, Professional Ethics Conference, Cincinnati, OH Fall 2007
- “Fallacies”, Co-presented with Stephen Barnes critical thinking exercise for NVC faculty, Northwest Vista College, San Antonio, TX, Fall 2006
- “The Moral Conflicts of Organ Retrieval”, Texas State University, San Marcos, TX Spring 2006
- “The Terry Schiavo Case”, Christian Community Center, Texas State University, San Marcos, TX Spring 2005
- “How to be a Flexible Deontologist”, Texas State University, San Marcos, TX Spring 2005
- “Manic Depression and Employment”, Dialogue Series, Department of Philosophy, Texas State University, San Marcos, TX Spring 2004
- “Conflicts, Incommensurability, and Moral Disagreement”, New Mexico/West Texas Philosophical Society, Spring 2004
- “Organ Transplantation,” President’s Peace Commission, St. Mary’s University, San Antonio, TX Fall, 2003
- “Organ Harvesting,” Dialogue Series, Department of Philosophy, Southwest Texas State: University, San Marcos, TX, February 2001
- “Creating Organ Procurement Policies: A Holistic Pluralistic Approach,” 1997 Joint Meeting of the American Association of Bioethics, Society for Bioethics Consultation, Society for Health and Human Values, Baltimore, MD, November 1997
- “Inmates and HIV: Legal and Ethical Issues Regarding Segregation and Mandatory Testing,” co-presented with Howard Stone at the 20th National Conference on Correctional Healthcare, Nashville, TN October 1996

2. Invited Talks, Lectures, Presentations:

3. Consultancies:

4. Workshops:

5. Other:

C. Grants and Contracts

1. Funded External Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

IV. SERVICE

A. University:

B. Departmental:

C. Community:

D. Professional:

E. Organizations

1. Honorary:

2. Professional:

F. Service Honors and Awards:

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: **Vincent Luizzi**

Title: Chair and Professor of Philosophy

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
J.D.	1976	Boston University School of Law	Law	
Ph.D.	1973	University of Pennsylvania	Philosophy	A Naturalistic Theory of Justice: A Critique of C.I. Lewis' Ethics
A.B.	1970	University of Rochester	Philosophy and History	

C. University Experience

Position	University	Dates
Chair of Philosophy	Texas State University-San Marcos	1982-present
Professor of Philosophy	Texas State University-San Marcos	1985-present
Associate Professor of Philosophy	Texas State University-San Marcos	1981-1986
Assistant Professor of Philosophy	Texas State University-San Marcos	1976-1982
Lecturer	Boston University	1974
Lecturer	University of Pennsylvania	1973

D. Relevant Professional Experience

Position	Entity	Dates
Associate Municipal Court Judge	City of San Marcos	Since 1982
Licensed Attorney & Counselor at Law	State Bar of Texas	Since 1977
Faculty	Texas Municipal Courts Education Agency	1990-1991
Volunteer Attorney	Legal Aid Society of Central Texas	1977-1979
Clerk	Peabody and Arnold	1975-1976

II. TEACHING

A. Teaching Honors and Awards:

Favorite Professor, Alpha Chi

B. Courses Taught:

General Philosophy
Philosophy and Critical Thinking
Ethics
Business & Professional Ethics
Philosophy of Law
Social and Political Philosophy
New and Old World Philosophy (Honors Program)
University Seminar
Philosophy, Society, & the Millennium (Topics Course)
Environmental Ethics
American Philosophy
Human Genome Project (Topics Course)
Problems in Philosophy
Social Roles (Topics)

C. Graduate Theses/Dissertations or Exit Committees

Reader and Committee Member for Jason Alexander's thesis for Masters in Public Administration, *Contracting through the Lens of Classical Pragmatism: An Exploration of Local Government Contracting*, 2009.

Reader and Committee Member, Doctoral Dissertation of Charles Hinkley, *Moral Conflicts of Organ Transplants*, University of Texas Medical Branch at Galveston, 2000.

D. Courses Prepared

American Philosophy
Environmental Ethics
Contemporary Moral Problems
Social and Political Philosophy
Medical Ethics
M.A. Thesis Course
New and Old World Philosophy (Honors)
Human Genome Project (Topics)
Philosophy, Society, and the Millennium (Topics)
Social Roles (Topics)

E. Curriculum Development:

Minor in Value Studies
Minor in Religious Studies
Graduate Minor in Philosophy
Graduate Certificate in Professional Ethics
Master of Arts Major in Applied Philosophy and Ethics (final approval pending)

III. SCHOLARLY/CREATIVE

A. Works in Print

1. Books

A Case for Legal Ethics: Legal Ethics as a Source for a Universal Ethic, with a foreword by John R. Silber, State University of New York Press, 1993.

a. Scholarly Monographs:

A Naturalistic Theory of Justice: Critical Commentary and Readings on C.I. Lewis's Ethics, University Press of America, 1981.

b. Textbooks:

New and Old World Philosophy: Introductory Readings, co-edited with Audrey McKinney, Prentice Hall, 2001.

c. Edited Books:

Morality and Values in the University, (Proceedings of a Lecture Series at Southwest Texas State University), co-edited with Jeffrey Gordon and Marion Tatum, with "Concluding Remarks" by Vincent Luizzi, Southwest Texas State University, 1995.

d. Chapters in Books:

"Participatory Sustainability: Building Sustainability for Complexity and Change," co-authored with Vicente Lopes, Chapter 13, *Global Community: Global Security*, edited by Randall E. Osborne and Paul Kriese (New York: Rodopi, 2008), pp. 217-228.

Chapter 13, "New Balance, Evil, and the Scales of Justice," *Evil, Law, and the State: Perspectives on State Power and Violence*, edited by John T. Parry, Rodopi Publishing, 2006, pp. 173-181.

Chapter 15, "The Social Responsibilities of Attorneys During Revolutionary Times," *Shaping Revolutions*, edited by Elspeth Attwooll, Aberdeen University Press, 1991, pp. 176-181.

e. Other:

- “Editorial Foreword” written as Special Series Editor of *Studies in Jurisprudence, Global Community: Global Security*, edited by Randall E. Osborne and Paul Kriese (New York: Rodopi, 2008), pp. xv-xvi.
- “Foreword,” *The Transformation of Catholic Religious Art in the Twentieth Century* by Lai-Kent Chew Orenduff (Lewiston: The Edwin Mellen Press, 2008), pp. 1-3.
- “Foreword,” *Moral Conflicts of Organ Retrieval* by Charles C. Hinkley II, (New York: Rodopi, 2005), p. ix.
- Code of Conduct for Clerks of Municipal Courts, State of Texas*, Texas Municipal Courts Education Agency, 1991.
- “Role Models in Moral Education,” *New Educational Values: A Thesaurus for Teachers and School Psychologists*, Moscow: Russian Institute for Basic Research of the Russian Academy of Education, 1995, pp. 79-80.

2. Articles

a. Refereed Journal Articles:

- “The New Balance Approach to Punishment and Its Utilitarian and Retributivist Rivals,” *The Proceedings of the Twenty-First World Congress of Philosophy*, volume 3, Human Rights, edited by Zeynep Davran and Stephen Voss, Philosophical Society of Turkey, 2007, pp. 23-28.
- “Law as Acts of Citizens,” *Proceedings of the 19th World Congress of the International Association for Philosophy of Law and Social Philosophy (IVR)*, Franz SteinerVerlag, ARSP - Beiheft 82, 2002, pp. 45-50.
- “In Search of People’s Courts in China in 1999,” *Soundings: An Interdisciplinary Journal*, vol. LXXXIV, Spring/Summer 2001, pp. 105-120.
- “Law, Adjudication, and Punishment,” in a compendium of lectures by guest philosophers at Peking University, *Xifang, Zhexue, Jiangyanlu*, edited by Xaio Zhe, Beijing, China, 2000, pp. 200-210.
- “Some Dissatisfaction with Satisfaction: Universities, Values, and Quality,” *Journal of Business Ethics*, vol. 25, no. 4, 2000, pp. 359-364.
- “Value,” *The Philosophy of Law: An Encyclopedia*, edited by Christopher Gray, Garland Publishing Company, 1999, pp. 885-887.
- “New Technologies, New Punishments, and New Thoughts about Punishment,” *Changing Structures in Modern Legal Systems and the Legal State Ideology*, edited by E. Bulygin et al., Berlin: Dunker & Humblot, 1998, pp. 395-404.
- “Jury Nullification,” published under “Selected Correspondence, 10/16/97,” *Vera Lex*, vol. 15, 1995.
- “New Technologies, New Punishments, and New Thoughts about Punishment,” *Challenges to Law at the End of the 20th Century* (Conference Papers of the 17th World Congress of the International Association for Philosophy of Law and Social Philosophy), Bologna: Universita degli Studi di Bologna, CIRFID, 1995, pp. 383-389.
- “Human Nature and the Environment,” *Philosophy, Humanity, and Ecology: Philosophy of Nature and Environmental Ethics*, edited by H. Odera Oruka, Nairobi: African Center for Technology Studies Press, 1994.

- "Human Nature and Universalism," *Dialogue and Humanism*, vol. IV, no. 2-3, 1994, pp. 1-10.
- "Pragmatic Natural Law Theory," *Vera Lex*, vol. 12, no. 2, 1992, pp. 11-12.
- "Legal Validity and Justice," *Archiv fur Rechts- und Sozial philosophie*, Beiheft 40 (*Proceedings of the XII World Congress of the IVR*), Stuttgart: Franz Steiner Verlag, 1991, pp. 137-127.
- "Constructing Values for Universalism," *Universalism Today*, edited by Dieter Claessens and Rainer Mackensen, Berlin, Technische Universitat Berlin, 1992, pp. 102-109.
- "Human Nature and Ethical Standards," *Dialectics and Humanism*, vol XVII, no. 1, 1990, pp. 102 - 106.
- "Practical Reasoning in Natural Law Theories," *Reason in Law*, Legal Philosophy Library, Milano: Dott. A Giuffre Editore, 1988, pp. 381-386.
- "Communication in a Democratic Society," *Aitia*, vol. 14, no. 2 and 3, 1987, pp. 3-7. Reprinted in *Southwest Philosophical Studies* as "Dewey and Democracy."
- "On Legal and Moral Guilt," *Southwest Philosophical Studies*, vol. x, no. 1, spring 1987.
- "The Social Responsibilities of the Attorney," *Sociological Jurisprudence and Realist Theories of Law*, Berlin: Duncker and Humblot, 1986.
- "Complaints about Moral Philosophy," *Southwest Philosophical Studies*, vol. IX, no. 3, 1985.
- "Logic and the Procedure of Equity," *Logica, Informatico, Diritto*, Consiglio Nazionale Delle Ricerche, Florence, 1985. Re-printed in *Automated Analysis of Legal Texts* (Amsterdam; Elsevier Science Publishers B.V., 1986), pp. 99-104.
- "Problems with Solutions to Contemporary Moral Problems," *Journal of Value Inquiry*, vol. 18, 1984.
- "Elements of Natural Law Theory in the Ethics of C.I. Lewis," *Vera Lex*, vol. 3, no 2, 1982, p. 15.
- "Pragmatic Ethical Theory," *Southwest Philosophical Studies*, vol. VIII, no. 3, Spring 1983.
- "The Bounds of Liability and Responsibility," *Journal of Social Philosophy*, vol. XIV, no. 1, January, 1983.
- "Practical Reasoning in Natural Law Theories," *Vera Lex*, vol. 3, no. 2, 1982. Reprinted in *Reason in Law* in 1988 as listed below.
- "Is Legal Ethics Unique?" *Southwest Philosophical Studies*, vol. 7, 1982.
- "Morally Educating Our Lawyers," *Southwest Philosophical Studies*, vol. 6, 1981.
- "Cultural Morals and the Moral Attorney," *Memoria del X Congreso Mudial Ordinario del Filosofia del Derecho y Filosofia Social*, vol. III, 1981.
- "The Judicial Judgment as Verbal Act," *Southwest Philosophical Studies*, vol. 5, 1980.
- "Critical Realities, Lawyers' Obligation, and the Adversary System," *Congress Book of the International Center for Legal Science*, September 1980.
- "On a Peculiar Brand of Positivism in Professional Ethics," *Vera Lex*, vol. 1, no. 2, 1980.
- "Balancing of Interests in Courts," *Jurimetrics Journal*, vol. 20, no. 4, 1980, pp. 373-404.
- "Taking Dworkin Seriously," *Western Ontario Law Review*, vol. 19, no. 1, May 1981.
- "The Relevance of the Common Man's View of the Law to a Conception of What Law Is," *Archive Fur Rechts und Sozial Philosophie*, vol. 1, part 1, 1979, pp. 253-257.
- "The Moral Evaluation of Legal Rules," *Idealistic Studies*, vol. 9, no. 3, 1979.
- "Constructing an Adequate Cost-Benefit Model," *Jurimetrics Journal*, vol. 19, no. 1, 1978.
- "Philosophy in Legal Education," *Journal of Legal Education*, vol. 29, no. 4, 1978.

"How People Become Moral -- Is Kohlberg Correct and Has He Told Us Enough?" *Journal of Thought*, vol. 13, no. 4, 1978.

"Issues in Theory Change," *Dialogue*, vol. 16, no. 1, 1973.

"The Enlightenment Road to Peace: Nature or Man? -- A Resolution," *Enlightenment Essays*, vol. 2, no. 3/4, 1971.

b. Non-refereed Articles:

"Human Nature, Spring, and the New Mexico - West Texas Philosophical Society: Presidential Address," *Southwest Philosophical Studies*, vol. 17, spring 1995.

3. Abstracts:

4. Reports:

"Introduction," *Report of the Committee on Values in Teacher Education*, Southwest Texas State University, 1986.

5. Book Reviews:

Abraham Olivier's *Being in Pain*, *Philosophy Today*, Winter, 2008.

Harris, Pratt, and Waters's *American Philosophies: An Anthology*, *Transactions of the Charles S. Peirce Society*, Winter 2003, vol. Xxxix, no. 1, pp. 147-149.

Attwooll and Goldberg's *Criminal Justice*, *Philosophy in Review*, vol. 27, no. 4, 1997, pp. 229-231.

Bodenheimer's *Jurisprudence, Vera Lex*, vol. xiv, nos. 1 and 2, 1994, p. 80.

Lawrence's *The Poor in Court*, *Public Interest Law Journal*, vol. 1, no. 1 Winter 1991, pp. 205-207.

Dworkin's *Law's Empire*, *Vera Lex*, vol. XII, no 1, pp. 33-34.

Luban's *Lawyer's and Justice*, *Law and Philosophy*, vol. 9, 1990, pp. 311-317.

Dworkin's *A Matter of Principle*, *Vera Lex*, vol. 7, no. 2, 1987, p. 23.

Rickman's *The Adventure of Reason: The Uses of Philosophy in Sociology*, *Canadian Philosophical Reviews*, 1986, pp. 127-128.

Kurtz's *Sidney Hook: Philosopher of Democracy and Humanism*, *Metaphilosophy*, vol. 17, no. 1, 1986.

Brown & Vasquez's *Pluralism in the Legal Profession: Models for Minority Access*, *Texas Bar Journal*, vol. 46, no. 11, 1983.

Finnis's *Natural Law and Natural Rights*, *Vera Lex*, vol. 3, no. 1, 1982

Sigmund's *Natural Law in Political Thought*, *Vera Lex*, vol. II, no. 1, 1981.

Fogel's *We Are the Living Proof: The Justice Model for Corrections*, *Texas Bar Journal*, vol. 44, no. 8, September 1981.

Professional Discipline for Lawyers and Judges, *Texas Bar Journal* (reviewed together with *Model Rules for Lawyer Disciplinary Enforcement*, *Texas Bar Journal*, vol. 44, no. 9, 1981.

Raz's *The Authority of Law*, *Texas Bar Journal*, vol. 44, no. 11, 1981.

Lucas's *On Justice*, *Texas Bar Journal*, vol. 44, no. 11, 1981.

Benditt's *Law as Rule and Principle, Vera Lex*, vol. 1, no. 2, 1980.
 McCormick's *Legal Reasoning and Legal Theory, American Journal of Jurisprudence*, vol. 25, 1980.
 Caponigri's *Time and Idea*, review published under "The Significance of Vico's Contribution to Natural Law Philosophy," *Vera Lex*, vol. 1, no. 3, 1980.
 Fried's *Right and Wrong, Houston Law Review*, vol. 17, no. 1, 1979.
 Gross's *A Theory of Criminal Justice, American Journal of Jurisprudence*, vol. 24, 1979.
 Hazard's *Ethics in the Practice of Law, Business and Professional Ethics*, vol. 2, 1979.
 Unger's *Law in Modern Society, Houston Law Review*, vol. 14, no. 5, pp. 1126 - 1134.
 Kaplan's *Justice, Human Nature, and Political Obligation, American Journal of Jurisprudence*, vol. 22, 1977.

B. Works not in Print

1. Papers Presented at Professional Meetings:

"Evil in the House of Truth," co-authored with Craig Hanks, 10th Global Conference on "Perspectives on Evil and Human Wickedness, Salzburg, Austria, March 16-19, 2009.
 "Cooperation and the Fear of Terrorism: Dealing with Terrorism in Cyber-space," International Conference on "Terrorism, in the Digital Age," Ma'an, Petra, and Amman, Jordan, July 10-13, 2008.
 "Power and Coercion: An Evaluation and Extension of Santayana's View," Annual Meeting of AMINTAPHIL (the American division of the International Organization for Legal and Social Philosophy), St. Louis, November 2006.
 "Sustainability and Environmental Justice," co-presenter with Vince Lopes in symposium on environmental justice, International Conference on Race, Ethnicity, and Place, San Marcos, November 2006.
 "Dialogue: Theory and Practice," presentation at Problem Based Learning's international conference in Lima, Peru in July 2006.
 "Law in the World," International Conference of IVR on "Law and Justice in a Global Society," Granada, Spain, May 2005.
 "Stem Cell Research and Cloning: Legal Regulations and Discussions in the US," Symposium on Bio-Ethics, Polonijna University, Poland, May 2005.
 "New Balance and the Scales of Justice," First Global Conference on Evil, Law, and the State, Mansfield College, Oxford University, July 2004.
 "An Incommensurable and an Invariable in Systems of Adjudication," New Mexico – West Texas Philosophical Society, San Antonio, March 2004.
 "The Continuum of End of Life Practices: Euthanasia and Doctor-Assisted Suicide Reconsidered," presentation as panelist on "When Doctor Death Pulls the Plug," Annual President's Peace Commission, St. Mary's University, San Antonio, 2003.
 "The New Balance Approach to Punishment," XXI World Congress of Philosophy, Istanbul, 2003.
 "Freedom and Adjudication in People's Courts: Case Studies in China and Alaska," 20th World Congress of the International Association for Philosophy of Law and Social Philosophy (IVR), Vrije Universiteit, Amsterdam, The Netherlands, June 2001.

- "Putting the Screws to the Retributivists and the Utilitarian - Deterrence Theorists, New Mexico - West Texas Philosophical Society, University of the Highlands, Las Vegas, New Mexico, April 2001.
- "It Never Happened," New Mexico - West Texas Philosophical Society, Dallas, April 2000.
- "Law as the Acts of Judges and Citizens," 19th World Congress of Social and Legal Philosophy (IVR), The United Nations, New York, June 1999.
- "Debut of a Critical Thinking Complex: Philosophical Underpinnings," Fourth International Conference of the International Society for the Study of Argumentation, Amsterdam, June 1998.
- "Appeal to the People's Court," 18th World Congress of the International Association of Legal and Social Philosophy (IVR), Buenos Aires and La Plata, Argentina, August 11-16, 1997.
- "Myth in Law," VII Congress of the International Association of Semiotics: *Myth*, University of Zaragoza, Zaragoza, Spain, November 4-9, 1996.
- "New Technologies, New Punishments, and New Thoughts about Punishment," 17th IVR World Congress on Challenges to the Law at the End of the 20th Century, Bologna, Italy, June 16-21, 1995.
- "Change of State Sovereigns and the Mental State of the Citizenry," New Mexico and West Texas Philosophical Society, April 1995.
- Commentary on James Veninga's "Universities and Communities: New Models of Engagement," Civic Responsibility & Higher Education: An Exploratory Symposium, San Marcos, February 4, 1995.
- Commentary on Anthony Mansueto's "Organization, Teleology, and Value," Symposium on "Problems of Universalism," International Society of Universalism in conjunction with the American Philosophical Society, Boston, December 28, 1994.
- "Universities and Values," International Conference on Values in Education, International Center for Human Values, Moscow State University, Moscow, September 21-25, 1994.
- "Human Nature, Spring, and the New Mexico - West Texas Philosophical Society," Presidential Address delivered to the New Mexico - West Texas Philosophical Society, El Paso, April 17, 1994. "Human Nature and Universalism," First World Congress of Universalism, Warsaw University, August 15-20, 1993.
- "Constructing Communities," Fellows Meeting of the Society for Values in Higher Education, Colorado Springs, August, 1992.
- "Human Nature, Democracy, and the Authoritarian Personality, First International Symposium on Santayana, Avila, Spain, May 1992.
- "Legal Ethics as a Source for a Universal Ethic," New Mexico - West Texas Philosophical Society, San Antonio, April 1992.
- "Human Nature and the Environment," World Congress of Philosophy, Philosophy and the Environment, Nairobi, Kenya, July 1991.
- "Constructing Values for Universalism," Second International Symposium of Universalism," Berlin, August 1990.
- "Human Nature and Peace," First International Symposium of Universalism, Warsaw, November 1989.
- "The Social Responsibilities of Attorneys in Revolutionary Times," Fourteenth World Congress of Legal and Social Philosophy, Edinburgh, August 1989.

"Human Nature and Ethical Standards," XVIII World Congress of Philosophy, Brighton, UK, August 1988.

"Foundational Concerns about the Assessment of Institutional Effectiveness," Fellows Meeting of the Society for Values in Higher Education, Seton Hill College, Greensburg, PA, 1988.

"Legal Validity and Justice," Thirteenth World Congress of Legal and Social Philosophy, Kobe, Japan, 1987.

"Clarifying and Evaluating Assumptions about Actions Based on Assessment Findings," Fellows Meeting of the Society for Values in Higher Education, Olympia, August 1987.

"Dewey and Democracy," New Mexico-West Texas Philosophical Society, April 1987, Sante Fe.

"The Role of the Academic Department Chair," co-presenter at the Academic Chairperson Conference, Orlando, February 1986.

Delegate at Large, Southwestern Philosophical Society, Tulsa, November, 1985.

Commentary on "Can a Pluralistic Society Be a Gemeinschaft," Mountain - Plains Philosophy Conference, Laramie, October 1985.

"Logic and the Procedure of Equity," Second International Congress on Logic, Information, and the Law, Florence, September 1985.

"On Legal and Moral Obligation," New Mexico - West Texas Philosophical Society, Cloudcroft, April 1985.

"The Role of Reasoning in Natural Law Theories," International Conference on Reason in Law, Bologna, December 1984.

Program Chair, Orwell's *1984*, Mountain - Plains Philosophy Conference, Topeka, October 1984.

"Complaints About Moral Philosophy," New Mexico - West Texas Philosophical Society, Lubbock, April 1984.

"Selecting a Model for Conceptualizing a Legal System," Conference on Legal Theory and Philosophy of Science, Lund, Sweden, December 1983.

Program Chair, "Is There a Future for Social Philosophy?" Meeting of North American Society for American Philosophy, American Philosophical Association, Boston, December 1983.

"Relativism and Ethical Theory," Mountain-Plains Philosophy Conference, Ogden, October 1983.

"Societies, Attorneys, and Responsibilities," North American Association for Social Philosophy in conjunction with the World Congress of Philosophy, Montreal, August 1983.

"The Social Obligations of the Attorney," 11th World Congress on Philosophy of Law and Social Philosophy, Helsinki, August 1983.

"Pragmatic Ethical Theory," New Mexico-West Texas Philosophical Society, Santa Fe, April 1983.

"The Domain of Human Freedom," Philosophy Forum, San Antonio, Oct. 1982.

"Is Prof. Haney's Project of Justifying the Positing of 'the Other' Inimical to Husserl's Teachings?" Husserl Circle, Pingree Park, Colorado, May 1982. "Can Interest Balancing by Courts be Justified," 16th Southwestern Social Science Convention, San Antonio, March 1982.

- "On Eggerman's Proposed Emendation of Kantian Ethics with a Revised Notion of the Rawlsian Veil of Ignorance, to Wit, a Veil of Amnesia," Mountain Plains Philosophical Society, Durango, October 1981.
- "Cultural Morals and the Moral Attorney," 10th World Congress on Legal and Social Philosophy, Mexico City, July 1981.
- "Morally Educating Our Attorneys," New Mexico-West Texas Philosophical Society, April 1981.
- "Critical Realities, Lawyers' Obligations, and the Adversary System," 2nd ICLS Congress, Amsterdam, September 1980.
- "The Judicial Judgment as Verbal Act," New Mexico-West Texas Philosophical Society, April 1980.
- "The Relevance of the Common Man's View of the Law to a Conception of What Law Is," Ninth Plenary World Congress of the International Association for the Study of Legal and Social Philosophy, Basel, Switzerland, August 1979.

2. Invited Talks, Lectures, and Presentations:

- "*Being in Pain: Reflections of an Applied Philosopher*," invited talk sponsored by The Department of Philosophy in conjunction with the Govan Mbeki Research and Development Centre of the University of Fort Hare, South Africa, May 31, 2007.
- "The University as a Model for Social Values and Reform: A Case Study of the University of Fort Hare," invited public lecture presented under the auspices of the Govan Mbeki Research and Development Centre in conjunction with the Centre for Leadership Ethics in Africa of the University of Fort Hare, Republic of South Africa, May 24, 2007.
- "Travel and Adjudication: Philosophical Dimensions," invited presentation to international students, Lake Forest College, March 2004.
- "How Realistic is American Legal Realism," invited presentation, University of Texas Continuing Education's QUEST Program, Austin, 2003.
- "Physicians and Bio-Ethicists as Professionals," invited address, Institute for Medical Humanities, University of Texas Medical Branch at Galveston, March 7, 2000.
- "Adjudication, Law, and Punishment," series of three invited lectures delivered at Beijing (Peking) University, June 1999.
- "Human Nature, Spring, and the New Mexico - West Texas Philosophical Society: Presidential Address," April 1995.
- "Social Roles, Judges, and Democracy," talk to Romanian journalists, diplomats, and legislators, under the auspices of U.S. Embassy in Bucharest, Romania, May 1996.
- "Ethics and Applied Ethics," Jozsef Attila University, Szeged, Hungary, May 1996.
- "Human Nature, the Social Reality, and a Reformulation of Kant's Moral Rule," Institute of Philosophy, Catholic University of the Leuven, Belgium, December 7, 1995 during tenure as visiting scholar.
- "The Ethics of High Technological Surveillance Devices," GTE Lecture on Ethics and Technology, Saint Mary's University, March 1994.
- "Judicial Reasoning," St. Mary's University, San Antonio, March, 1992.
- "A Case for Legal Ethics," Philosophy Forum, University of Maine, Farmington, December 1991.

Participant, Symposium on Multicultural Studies, New Mexico-West Texas Philosophical Society, Santa Fe, April 1990.

"Moral and Legal Responsibility," Department of Criminal Justice, University of Illinois at Chicago Circle, March 1977.

"Two Problems in Legal Philosophy," Department of Philosophy, University of South Carolina, February 1976.

3. Consultancies:

Program in Applied Philosophy, Josef Atilla University, Sdged, Hungary, 1997.

4. Workshops:

Funded Participant, Summer Institute for American Philosophy, 1976.

Discussant, "Dialogue and Dignity," international seminar on medical ethics for physicians and ethicists, Rosendal, Norway, June 9-13, 2002.

C. Grants and Contracts

1. Funded External Grants and Contracts:

Humanities Texas Mini-Grant, Community Reading Group and Public Lecture, "Ethics and Sustainability," awarded 2008.

Humanities Texas Mini-Grant, Community Reading Group and Public Lecture on "Technology and Human Experience," March 2008.

Fulbright assignment to go to University of Fort Hare in South Africa to develop Center for Leadership Ethics and a Masters in Applied Ethics beginning April 2007

Anthem Foundation for Objectivist Research, support for dialogue series for dialogues on Ayn Rand and objectivism., Spring 2006-Spring 2007, two awards

New York Times, "Connecting Dialogue, Critical Thinking, and the *New York Times*: An Innovative Approach to Teaching Philosophy," 2004.

Council for the International Exchange of Scholars, Roster of Approved Senior Specialists in Law, 2003-2008.

American Philosophical Society, "People's Courts in Alaska and China," 1999.

Texas Bar Foundation, funding for public lecture on moral, legal, and social dimensions of intoxication, 1995

American Philosophical Society, "The Dilemma of the Municipal Court Judge," 1992-1993.

NSF Summer Institute for Junior High Science Students; section on teaching ethics and philosophy of science.

Texas Bar Foundation, funding for final preparation of manuscript on legal ethics, 1991.

Speaker and Consultant Grant, Council for Philosophical Studies, Fall 1987.

Travel Grant, American Council for Learned Studies, December 1984.

Speaker and Consultant Grant, Council for Philosophical Studies, Spring 1979.

Fellowship to the Institute for the Study of American Philosophy, Council for Philosophical Studies, Summer 1976.

2. Submitted, but not Funded, External Grants and Contracts:

Proposal for Major Grant to Humanities Texas, "Three Chautauqua," 2007
Proposal to Trull Foundation for prominent speakers for Philosophy Dialogue Series, 2003
Proposal to Pew Foundation for reforming curriculum with information technology, 1999, 2000
Proposal to Texas Bar Foundation, "Freedom and People's Courts in China," 1999
Proposal for a Fulbright to teach applied ethics in Hungary, Fall 1996
Proposal to the Matchette Foundation for a lecture series on values and morals in the university, 1994
Proposal for a Fulbright to continue in Finland during summer 1995 with a study of the dilemma facing judges of municipal or people's courts
Proposal to FIPSE for conference and development of course materials on diverse philosophical voices in America, 1992
Proposal to GTE for lecture series on ethics, animals and technology, 1990
Proposal to Texas Committee on the Humanities for lecture series on ethics in the workplace, 1990
Proposal to FIPSE on meaning of multiculturalism and implications for philosophy curriculum, 1989
Proposal to The Fund for the Improvement of Postsecondary Education (FIPSE) for workshops on critical thinking across the curriculum, 1987
Proposal to The Center for Judicial Conduct Organizations of the American Judicature Society to fund fellowships for the study of judicial discipline and ethics, 1986.
Proposal to NSF to fund conference on artificial intelligence, 1985.
Proposal to Texas Committee for the Humanities to fund conference on computers and the liberal arts, 1984.
Proposal to Texas Committee for the Humanities to fund conference on critical thinking and moral problems, 1983.
Proposal to American Council for Learned Studies for travel to Helsinki, 1983.
Proposal to NEH to fund Southwestern Center for Value Studies, 1981.
Proposal to NEH to fund project in legal ethics, 1979.

D. Fellowships, Awards, Honors:

Roster of Fulbright Senior Specialists in Law (with assignment to South Africa, April 27-June 7, 2007)
Phi Beta Kappa, Sustaining Member
Favorite Professor, Alpha Chi
Special Award of International Society for Universalism for essay, "Human Nature and Universalism"
Most Outstanding Student Organization Adviser Award
University of Rochester Honorary Prize Scholarship
University of Pennsylvania Teaching Fellowship

IV. SERVICE

A. University:

Adviser, Associated Student Government, 2007-2009
Developer, Fall and Spring Dialogue Series
Regular Presenter, Dialogue Series
Pre-Law Adviser for College of Liberal Arts and University
Chair, Search Committee for Chair of Psychology Department, 2008-2009
Chair, ASG Constitutional Review Committee, 2007
Member, Search Committee for Fields Chair, 2007
Chair, Internal Ethics Investigation, 2005
Served as Chair of Texas State's Council of Chairs, 2002-2003
Member of the Presidential Committee on Academic Honesty, 2001-2003
Drafted current Honor Code, 2002
Member, Arbitration Committee
Chair, Search Committee for Finance & Economics Chair, 1998-99
Adviser, Phi Alpha Delta (International Pre-Law), 1991-1994
Chair, Ethics Audit Task Force, 1984-1985
Chair, Title IX Task Force, 1977-78

B. Departmental:

Departmental Development as Chair since 1982
Faculty grew from 7 to 12.5 FTE with appointments of five women and two minorities to an initially all white male faculty
Department of first philosophy graduate courses
Graduate Minor in Philosophy
Graduate Certificate in Professional Ethics
MA in Applied Philosophy & Ethics (approval pending)
Undergraduate Minors in Religious Studies and Value Studies
Assumed responsibility for conversion of Bible Courses to state-funded, academic courses in Religion
Developed a unique Critical Thinking Complex with a Computer Lab and Dialogue Room
Established Chapter of Phi Sigma Tau, National Philosophy Honorary
Secured Space for Dialogue Room
Space for Computer Room equipped with 50 computers
Majors increased from 12 to 125 (Fall 2008)
Quadrupled departmental space
Organized two large sections of introductory philosophy
Secured 8 IA positions to assist in Large Sections
Oversaw the development and continuation of a course in Philosophy and Critical Thinking and Ethics and Society in core curriculum
Integrated Dialogue Series and Curriculum, with undergraduate & graduate courses on Dialogue: Theory & Practice
Philosophy Alumni Chautauqua
Philosophy Faculty-Alumni Undergraduate Scholarship Fund

C. Community:

Founding Member, Ethics Committee, Central Texas Medical Center, since 1985
Weekend Magistration for Hays County, since 1983
Developed and Participated in Community Reading Groups, since 1997
Panel Discussion, Municipal Courts Week, 2006

D. Professional:

U.S. Delegate, International Natural Law Society
Fellow, Society for Values in Higher Education
Editorial Board (Among Founding Editors), *Journal of Academic Ethics*
Advisory Editorial Committee, International Library of Universalism (affiliation: *Dialogue and Humanism*)
Editor, *Studies in Jurisprudence*, Value Inquiry Book Series (Published by Editions Rodopi, NY & Amsterdam)
Editor for Legal Matters, Value Inquiry Book Series Editorial Board (Founding Editor), *Journal of Academic Ethics*
Of Counsel, Southwestern Philosophical Society
Member, Board of Directors, North American Society for Social Philosophy
President, New Mexico - West Texas Philosophical Society," 1994-1995.
Managing Editor, Southwest Philosophical Studies, 1982-1985

E. Organizations:

1. Honorary:
Phi Beta Kappa, inducted 1970
2. Professional: See IV. D. (Service: Professional)

F. Service Honors and Awards:

Most Outstanding Student Organization Adviser Award

Texas Higher Education Coordinating Board

**Certification Form for
ELECTRONICALLY DELIVERED AND OFF-CAMPUS EDUCATION PROGRAMS
June 2006**

Based on the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically or off campus is coherent and complete.
- The program or course provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.
- Programs or courses offered electronically or off campus are offered on the campus of the institution where the programs or courses originate.
- Academic standards for all programs or courses offered electronically or off campus will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.
- Student learning in programs or courses delivered electronically or off campus should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.
- The program or course provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment

requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
- The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.
- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

- The program or course provides faculty support services specifically related to teaching via an electronic system.
- The institution assures appropriate training for faculty who teach via the use of technology.
- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

- The institution ensures that appropriate learning resources are available to students.
- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

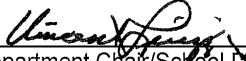
Commitment to Support


- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.


EVALUATION AND ASSESSMENT

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of Texas State University-San Marcos, I assert that the preceding Coordinating Board criteria have been met for all courses and programs that will be delivered electronically and off campus face-to-face.

 _____ Date: 8/14/09

Department Chair/School Director
 _____ Date: 8-16-09

College Dean
 _____ Date: 7/10/09

gmp Chief Academic Officer
Name: Dr. Perry Moore
Title: Provost and Vice President for Academic Affairs

THECB 6/2006