



**CERTIFICATE PROPOSAL FORM**

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LGBTQ Health Studies Undergraduate Certificate

\_\_\_\_\_  
Title of Certificate

College of Arts & Sciences

\_\_\_\_\_  
Unit Submitting Proposal

Submission Date: \_\_\_\_\_

Women’s, Gender, and Sexuality Studies

Dawn Heinecken

\_\_\_\_\_  
Department

\_\_\_\_\_  
Department Chair

Dawn Heinecken

Fall 2019

\_\_\_\_\_  
Certificate Program Coordinator

\_\_\_\_\_  
Proposed Starting Date (Term)

Note: Proposal submissions should include: 1) Proposal Form, 2) Dean’s Letter, 3) Faculty Roster, 4) Library Letter and 5) Budget Form.

**FOR MORE INFORMATION:** <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

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**Provost Office Section**

**Approved:**

Letter of Intent:

Date: \_\_\_\_\_

Faculty Senate

Date: \_\_\_\_\_

Board of Trustees

Date: \_\_\_\_\_

Other (if applicable, specify \_\_\_\_\_)

Date: \_\_\_\_\_

<b>Institution:</b> University of Louisville	
<b>Program Name</b>	
LGBTQ Health Studies Undergraduate Certificate	
<b>Degree Level (Select)</b>	
<u>Undergraduate:</u>  Pre-Baccalaureate <input checked="" type="checkbox"/>	<u>Graduate (select one of the following):</u> Post-Baccalaureate _____ Post-Master's _____ Post-Professional _____
<b>Classification of Instructional Program (CIP) Code (Provost Office Use Only)</b>	
<b>(CIP) Area of Study (Provost Office Use Only)</b>	
<b>Proposed Implementation Date: (Semester and Year)</b>	
Fall 2019	
<b>Institutional Contact Information</b>	
Name: Dawn Heinecken	
Title: Chair, Women's, Gender, and Sexuality Studies	
Email: d0hein01@louisville.edu	Work Phone:   852-2992
<b>2a. Provide a Brief Description of the Program.</b>	
<p>This program provides undergraduates with certification in knowledge about the unique healthcare needs of LGBTQ populations and the past and ongoing discrimination they face in society and the health care field. The certificate requires 15 credit hours of coursework. 9 hours are required and 6 are electives. The required courses are taught by WGST faculty and PHIL faculty. Elective courses are taught by faculty in Philosophy, Women's, Gender and Sexuality Studies, Sociology, and Communication.</p>	
<b>2b. What are the objectives of the proposed program?</b>	
<p>1. Improve awareness of LGBTQ persons health needs for students interested in careers in health care, social/community services, non-profit agencies and businesses</p>	

2. Increase student job market credentials
3. Attract and retain more students, especially those interested in health care and serving marginalized populations
4. Capitalize on University of Louisville’s status as a leader in LGBTQ health programming |

**2c. Explain how the objectives support the institutional mission**

1. |Contributing to service and outreach, improving the quality of life for local and global communities
2. Anticipating future challenges and preparing students to address them
3. Fostering an environment of inclusiveness
4. Incorporating principles of cultural diversity, global awareness and social justice
5. Contributing to regional and national distinction by providing the only Undergraduate LGBT Health Studies program in Kentucky and the country. |

**3. Clearly state the admission, retention, and completion standards designed to encourage high quality. List Admission requirements, faculty to student ratio, and also provide projected enrollment and graduates for a five-year period.**

|This is a certificate program for undergraduate students who are already enrolled at UofL. Thus, admission, retention and completion standards are those of the larger University. Students must be enrolled at the undergraduate level at UofL and be in good standing to be enrolled in the certificate program. Students in the certificate will take courses that are already being taught by A&S faculty and that are part of the A&S Curriculum. A total of six tenure-track or tenured faculty and 1 PTL will teach courses offered for the certificate. Enrollments for each of these courses vary, but typically cap between 25-40 students.

**Five Year Enrollment Projections**

	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Year 4 (2023)	Year 5 (2024)
Full time	3	6	9	12	12

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**A. Indicate the expected Faculty to Student Ratio:**  
 There is no precise faculty/student ratio for the proposed undergraduate certificate in LGBTQ Health Studies. A total of six tenure-track or tenured faculty and one PTL will teach courses offered for the certificate. Classes offered as part of the certificate are part of faculty members’ regular teaching loads in their various departments. The classes thus enroll students in multiple majors and count towards the completion of degrees in those departments, not just the certificate. Classes enroll students from across the University, not just certificate students. Enrollments for each of existing courses in the certificate vary, but typically cap between 25-40 students a semester.

**B. Projected Enrollment and Graduation Numbers for the First Five Years**

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2023	3	12
2024	3	12
2025	3	12
2026	3	12
2027	3	12

This chart assumes the certificate is approved in Fall 2019. It conservatively assumes that the first cohort of students will enroll for the certificate in 2019 and will graduate in four years in 2023, the minimum length of time expected for students to complete their four-year undergraduate degree. We conservatively estimate that, for each of the first five years, 3 students will enroll each year. Thus, a total of 12 students would be enrolled by 2023 and this number should hold consistent.

**4. Provide the program curriculum and any options; indicate total number of credit hours required for degree completion. Complete curriculum table below or attached a file. If any new courses are developed provide a copy of the course syllabi.**

**15 credit hours are required for completion. 9 are required courses and 6 are elective.**

Course Prefix and Number	Course Title	Course Description	Credits	New	Current	Revised
WGST 301 Required	Introduction to LGBTQ Studies	Course focuses on defining the field of LGBTQ studies, examining the historical and social contexts of LGBTQ communities as well as the personal, cultural, and political aspects of LGBTQ life	3		X	
PHIL 325 Required	Feminist Medical Ethics	This introductory course draws on anti-oppressive lenses such feminism, gender theory, sexuality theory, disability theory, and critical race theory to consider a wide range of pressing and timely ethical	3			X

**CERTIFICATE PRE-PROPOSAL FORM**

		and social questions in medical ethics. Special attention will be given to the health and health care of members of LGBTQ communities.				
WGST 391-50 Required	LGBTQ Applied Healthcare	This course, “Topics Course in LGBTQ Health,” is designed for students with little or no background in healthcare. It provides an introductory exploration of health and healthcare as it applies to the lesbian, gay, bisexual, transgender, and queer community. Our goal is to understand the foundations of inclusive healthcare and clinical skills to competently care for LGBTQ+ individuals, in addition to individuals born with differences of sex development (DSD; sometimes called intersex).	3	X		
WGST 391-50 Elective	Transgender Studies	A critical study of transgender people in history, media, politics, and culture. Individual experiences as well as structural critique by transgender people will be discussed and students will identify solutions to bias against gender diversity.	3		X	
WGST 582/PHIL 582/BETH 682 Elective	Gender, Race, Culture and Health Care	Takes an interdisciplinary approach to consider issues pertaining to health and health care at the intersection of gender, sexuality, race, class, and culture. Addresses the nature of oppression, stereotypes, implicit biases, and microaggressions; how	3		X	

		they manifest both in society and in health care contexts; and how they affect the health and health care of members of marginalized groups.				
WGST 360/PHIL 318 Elective	Philosophy and Feminism	Using intersectional and anti-oppressive lenses including gender theory, critical race theory, and disability theory, this course acquaints students with key issues in contemporary analytic feminism. Students come to recognize how the issues studied are social and political and also affect us in our daily, personal lives.	3		X	
WGST 364- 50/HSS 364-50 Elective	Women's Health Issues	This course focuses on women's health issues in the United States and internationally. Course readings and material examine the life-situations of women relative to health and wellbeing, paying particular attention to the ways gender, race, class, ethnicity, identifying as LGBTQ, and location have structured those life-situations and health issues.	3		X	
WGST 312/SOC 343 Elective	Sociology of Women's Health	This course introduces the student to key conceptual and substantive issues in the sociology of women's health and illness, drawing upon a variety of theories (including feminist and critical theories) and examining the intersections of gender identity, race/ethnicity,	3		X	

		<p>sexual orientation, social structure, and power in the ways in which women experience health and illness and, how women's health care is structured. While the course is organized around specific biological conditions or illness, the focus of the class is on key sociological concepts including the doctor-patient relationship, help-seeking behavior, the socialization of health care providers, and the cultural and structural dimensions of the health care system. Drawing upon a broader context, recent policy responses related to U.S. women's and LGBTQ health also are addressed.</p>				
SOC 340 Elective	Mental Health and Illness	<p>Sociological perspective and analysis of the nature, development, identification, and treatment of mental illness. Examines the convergence of sociology, psychiatry, and psychology within the context of contemporary treatment systems. Explores prevalence and incidence rates of psychiatric disorders with particular attention given to the effects of social inequality on psychological well-being. Among other inquiries, the course asks: Who is most likely to become "ill" and with what illnesses? What social factors (e.g. gender identity, race, ethnicity, sexual orientation, SES,</p>	3		X	

		etc.) affect the experiences that people have with mental health and wellness? Historically, how have people been treated, socially and psychiatrically, when they are diagnosed with mental health problems?				
SOC 410 Elective	Sociology of Aging	This course is structured to cover both theoretical and applied perspectives of aging, from mid- to later life. In examining individual- and societal-level characteristics of the adult life course and aging, we explore each topic with a consideration of how different orientations (gender, class, race/ethnicity and sexuality) experience the aging process. For example, the course starts by exploring the self-perceptions of aging among LGBTQ older adults and other marginalized populations in order to dispel common perceptions of aging. The course further examines the importance of topics such as social support systems, health and healthcare availability, end-of-life issues and retirement decisions among LGBTQ elders and other marginalized aging groups.	3		X	
COMM 430 Elective	Health Communication	The primary purpose of this course is to investigate communication, theoretically and practically, as it occurs in	3		X	



		<p>health care contexts. Additionally, the notion of what constitutes a health communication context will be discussed as we consider how private and public messages affect health care decisions. We will pay particular attention to communication among providers, family caregivers, patients, healthcare organizations, and in mediated messages in the marketing and promotion of health information and the politics of health care. We will also examine the socio-historical, interpersonal, narrative, and translational aspects of health and examine health disparities affecting vulnerable populations (i.e., LGBTQ individuals).</p>			
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**5. Describe the library resources available to support this program. Provide a letter from the appropriate University Library verifying available resources.**

The review by Ekstrom Library staff determined that the Library possesses adequate resources in the discipline to support the certificate. The letter of support and a review of resources is attached.

**6a. What are the intended learning outcomes of the proposed program?**

1. Knowledge of the social, cultural, and political history of LGBTQ inequality and the ways such inequalities persist.
2. Identification of health disparities relevant to LGBTQ Populations
3. Knowledge of the social determinants of health, with awareness of the role of intersectionality (of race, class, disability, gender, sexuality, and age) in shaping health.
4. Effective communication skills with LGBTQ patients/clients

**6b. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.**

Direct Methods: Tests, Research Assignments, Exams, Projects, Simulations

Indirect Methods: Observation of Student Participation and Ability to Communicate with Others

**7. Course delivery methods - describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs.**

**a. Will this be a 100% distance learning program? (Select One)**

Yes                       No

**7b. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? (Please select all that apply)**

Distance Learning

Courses that combine various modes of interaction, such as face to face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television or World Wide Web.

Technology-enhanced instruction

Evening/weekend/early morning classes

Accelerated Courses

Instruction at nontraditional locations, such as employer worksite

Courses with multiple entry, exit and reentry points

Courses with “rolling” entrance and completion times, based on self-pacing

Modularized courses

**8. Program demand/justification. Indicate any efforts to address student educational and workforce needs, or to maximize student success, for both traditional and non-traditional students.**

The broader need for the LGBTQ Undergraduate Health Studies Certificate is evident in the ongoing expansion of health care in the United States. Louisville is a hub for hospitals and health insurance providers and about 4.5% of the city’s population is estimated to be LGBTQ.<sup>1</sup> Need exists among undergraduates and the larger metropolitan community for more knowledge about LGBTQ Health. Increasing cultural competency around the experiences, struggles, and specific health care needs of LGBTQ persons can help improve LGBTQ related health care.

The proposed LGBTQ Health Studies Undergraduate Certificate fulfills gaps in existing programs on the Belknap Campus and the Health Sciences Campus. Although The HSC offers an RSS

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<sup>1</sup> [https://news.gallup.com/poll/182051/san-francisco-metro-area-ranks-highest-lgbt-percentage.aspx?utm\\_source=Social%20Issues&utm\\_medium=newsfeed&utm\\_campaign=titles](https://news.gallup.com/poll/182051/san-francisco-metro-area-ranks-highest-lgbt-percentage.aspx?utm_source=Social%20Issues&utm_medium=newsfeed&utm_campaign=titles)

(Regularly Scheduled Series) on LGBTQ Applied Health, it is a six-hour, self-paced applied program for an audience of practitioners. The RSS does not emphasize theoretical or interdisciplinary knowledge. The WGST LGBTQ Health Studies Undergraduate Certificate permits undergraduate students to take 15-credit hours focused on LGBTQ health and to do so in an academic context, rather than an applied one.

WGST majors regularly express interest in developing knowledge and skills in health care related to gender and sexuality. Although WGST currently houses a minor in LGBTQ Studies, the LGBTQ minor does not emphasize health. Similarly, students interested in careers in the medical field, social services, or non-profit agencies who are taking undergraduate courses in A&S have also expressed interest in obtaining a certificate focused on LGBTQ health issues. Finally, the program seeks to maximize student success by providing those who leave nursing or pre-med programs with ways to continue health studies while remaining at the University of Louisville.

**8a. Include any data or student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.**

The expansion of health care in the United States and increased awareness of LGBTQ populations have created a need for anyone working in the field of health care (as a practitioner, an administrator, an insurer, or a non-profit) to understand the specific health care needs of LGBTQ persons and common biases against them. Across the country, an increasing number of Universities are instituting graduate level programs related to the study of LGBTQ Health Care, including University of Pittsburgh, George Washington University, Vanderbilt, Harvard, John Hopkins and NYU, among others. Louisville is a hub for hospitals and health insurance providers. Moreover, about 4.5% of the city's populations is LGBTQ. Existing trends, Louisville's job market, and the city's population point to the need for knowledge about LGBTQ health and the ability of our program to enhance the employment credentials of students locally and nationally. |

**8b. Specify any distinctive qualities of the proposed program.**

1. The program is distinct from the existing RSS on LGBTQ Applied Health offered by University of Louisville's HSC, which is an applied, 6-hour, self-paced training program geared towards practitioners. The certificate is a more extensive 15-credit hour undergraduate course of study
2. The program would be the first undergraduate program on LGBTQ Health Studies in Kentucky and in the United States
3. Program has a large demographic to draw from.
4. Program is interdisciplinary and theoretical
5. Program expands on UofL's national reputation as a leader in LGBTQ issues and LGBTQ health |

**8c. Does the proposed program serve a different student population (e.g. students in a different geographic area, non-traditional students, etc.) from existing programs? (Select One)**

Yes

No

*If yes, please explain:*

- [1. The program serves existing students who are in nursing/pre-med or pursuing other health care or fields by providing them an academic credential that will complement and enhance their other degrees
- 2. The program serves existing students in nursing /pre-med who leave those programs but want to continue their education in health studies.
- 3. The program serves existing students in multiple degree programs who are interested in pursuing careers related to social justice initiatives
- 4. The program serves existing LGBTQ-identified students in multiple degree programs who are interested in learning to advocate for their health needs in a field where they face discrimination |

**9a. How will the program support or be supported by other programs within the institution?**

**Yes**                       **No**

*If yes, please explain:*

- [1. The program is interdisciplinary. It draws on faculty and courses in WGST, PHIL, SOC, COMM and other departments, thereby supporting other programs and being supported by them.
- 2. The program will also support the nursing program and HSC programs by providing additional training and cultural competency in the health needs of LGBTQ populations
- 3. The program will help provide funding for the LGBT Center at HSC. After paying for the cost of a PTL for the new online course, WGST will return excess distance education funds to the LGBT center at HSC |

**9b. Will this program replace or enhance any existing program(s) or track(s), concentration(s), or specialization(s) within an existing program?**

**Yes**                       **No**

*If yes, please explain:*

- [The program will enhance many existing majors or fields, such as Nursing, Sociology, Philosophy, potentially Business majors interested in insurance/health, and HSC program, as well as WGST |

**10. Relationship with programs at other institutions or external organizations (if applicable)**

[None |

**10 a. If there is a program accreditor, indicate the organization, and whether there are any plans to obtain accreditation.**

None

**11. Faculty Resources: Faculty qualifications and resources**

**11a. Submit curriculum vitae of full-time faculty members and adjunct/part-time faculty who will launch the program Complete the Faculty Roster and attach to the Certificate proposal. The roster form is located at : <http://louisville.edu/oapa/program-approval/faculty-roster-form>**

See attached form for a list of faculty and qualifications

**11b. If additional faculty will be required within the next five years, indicate the number and role of each new faculty member.**

No additional full-time faculty will be required in the next five years. 1 PTL is required, whose costs will be covered by Distance Education Fees

**11c. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.**

A PTL will be needed for WGST 391-50, Applied LGBTQ Health Care. Costs will be covered by Distance Education Fees

**12. Preliminary resource estimates - The resource requirements and planned sources of funding of the proposed program must be detailed in order to insure the adequacy of the resources to support a quality program.**

**12a. Will this program require additional resources?**

\_\_\_\_\_ Yes                      \_\_\_\_\_x\_\_\_\_\_ No

*If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.*

||

**12b. Will this program impact existing programs and/or organizational units?**

\_\_\_\_\_X\_\_\_\_\_ Yes                      \_\_\_\_\_ No

*If yes, please describe the impact on existing programs, will resources be allocated (i.e. reassign faculty or staff, change course offerings, reduction in students served?)*

[We expect an increase in enrollment in the required courses and elective courses. Because existing faculty teach the required courses as part of the regular schedules, except for the one new PTL, there should be no additional costs or significant changes in course offerings. ]

**12c. Complete program proposal budget form located at: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>**

### **Financial Aid for Certificate Programs**

Students enrolled in stand-alone certificate program are not eligible for federal financial aid. The university elected on 6.30.2012 to opt out of participation with the Department of Education (DOE). To qualify for federal aid, the law requires that most for-profit programs and certificate programs at nonprofit and public institutions prepare students for gainful employment in a recognized occupation. UofL students must be enrolled in a degree granting program in conjunction with the certificate program to receive federal aid.

### **Proposal submissions should include:**

- 1) Proposal Form
- 2) Dean's Letter - A letter of support from the Dean outlining the rationale or need for the program and affirming any financial commitments listed in the proposal.
- 3) Program Curriculum – attach a copy of the proposed curriculum and the course syllabi for any new offerings.
- 4) Library Letter – A letter from the University Librarian should be requested that describes the library resources available to support this program. Include the library letter with the proposal.
- 5) Faculty Roster - <http://louisville.edu/oapa/program-approval/faculty-roster-form>
- 6) Budget Form - <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

## Cost/Funding Explanation

Funding Sources

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. \*The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

<b>A. Funding Sources, by year of program:</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total Resources Available from Federal Sources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
<b>Narrative Explanation/Justification:</b>					
<b>Funding Sources, by year of program (continued)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total Resources Available from Other Non-State					
~ New	-	-	-	-	-
~ Existing					
<b>Narrative Explanation/Justification:</b>					

## Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
State Resources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
<b>Narrative Explanation/Justification:</b>					
<b>Funding Sources, by year of program (continued)</b>					
Funding Sources, by year of program (continued)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Internal Allocation					
Internal Reallocation					
<b>Narrative Explanation/Justification:</b> <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i>					



## Cost/Funding Explanation

<b>Funding Sources, by year of program (continued)</b>	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
Student Tuition					
~ New	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00
~ Existing					
<p><b>Narrative Explanation/Justification:</b> <i>Describe the impact of this program on enrollment, tuition, and fees.</i></p> <p>Costs for undergraduates completing the certificate will be included in their regular tuition. However, additional revenue will be generated by one new course, WGST 391-50, LGBTQ Applied Health, which will be a required, 3-credit hour courses and which will generate additional DE revenue. The course will also be open to any undergraduate students and will have a minimum enrollment of nine students in order to run each semester. Esitimating enrollment conservatively, and conservatively assuming the course will be taught only once a year, this course will generate \$13,419 in funding each year. Revenue will vary dependening on the number of studenst enrolled each semester abd how many times a year the course is offered.</p>					
<b>A. TOTAL - Funding Sources (REVENUES)</b>	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00

## Cost/Funding Explanation

*Budget Expenses/Requirements*

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs.  
 \*The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
<i><b>Staff</b></i>					
<u><i>Executive, Administrative, Managerial</i></u>					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-	-	-	-	-
<u><i>Other Professional</i></u>					
~ New	-	-	-	-	-
~ Existing	-	-	-	-	-
<u><i>Faculty</i></u>					
~ New	3,060.00	3,060.00	3,060.00	3,060.00	3,060.00
~ Existing	-	-	-	-	-
<u><i>Graduate Assistants</i></u>					
~ New	-	-	-	-	-
~ Existing	-	-	-	-	-
<u><i>Student Employees</i></u>					
~ New	-	-	-	-	-
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b> <i>Includes salaries or all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					

## Cost/Funding Explanation

There are no new faculty required, with the exception of 1 PTL whose salary will be covered by Distance Education fees for WGST 391-0, LGBTQ Applied Health Care. All faculty are currently tenured, with the exception of one new PTL, who will be funded via Distance Education fees for the on-line class they teach. This estimate assumes the course will run at least one time each year. There will be no new Administrative or professional expenses. The Chair of WGST will administer as part of the regular Chair's duties. Other support will be provided by WGST' administrative assistant as part of her/his regular duties. There are no graduate assistant or student employee expenses.

<b>Breakdown of Budget Expenses/Requirements (continued)</b>	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
Equipment and Instructional Materials					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-	-	-	-	-

**Narrative Explanation/Justification:**

There are no new equipment or instructional materials required. WGST 391-50, Applied LGBTQ Health Care, is an online course that makes use of existing online modules already developed by the LGBT Center at HSC, as well as simulations already developed in conjunction with Delphi.

<b>Breakdown of Budget Expenses/Requirements (continued)</b>	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
Library					
~ New	-	-	-	-	-
~ Existing	-	-	-	-	-

**Narrative Explanation/Justification:**

## Cost/Funding Explanation

*Budget Expenses/Requirements*

No new library resources are required. As per the attached letter from Dean Fox at University libraries, the University's current holding are adequate to support the program.

<b>Breakdown of Budget Expenses/Requirements (continued)</b>	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
Contractual Services					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b>					
There are no contractual services required					
<b>Breakdown of Budget Expenses/Requirements (continued)</b>					
	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
Academic and/or Student Support Services					
~ New	-	-	-	-	-
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b>					

## Cost/Funding Explanation

*Budget Expenses/Requirements*

There are no academic and/or student support services required

<b>Breakdown of Budget Expenses/Requirements (continued)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Other Support Services					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b>					
There are no other support services required					
<b>Breakdown of Budget Expenses/Requirements (continued)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Faculty Development					
~ New					
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b>					

## Cost/Funding Explanation

This does not apply. All faculty are currently tenured, with the exception of one new PTL, who will be funded via Distance Education fees for the on-line class they teach.

Breakdown of Budget Expenses/Requirements (continued)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Assessment					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b>					
There are no assessment costs					
Breakdown of Budget Expenses/Requirements (continued)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Other					
~ New					
~ Existing	-	-	-	-	-
<b>Narrative Explanation/Justification:</b>					

## Cost/Funding Explanation

*Budget Expenses/Requirements*

<div style="border: 1px solid black; height: 100%; width: 100%;"></div>					
	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
<b>B. TOTAL - Expenses/Requirements (EXPENDITURES)</b>	\$ 3,060.00	\$ 3,060.00	\$ 3,060.00	\$ 3,060.00	\$ 3,060.00

	<i>1<sup>st</sup> Year</i>	<i>2<sup>nd</sup> Year</i>	<i>3<sup>rd</sup> Year</i>	<i>4<sup>th</sup> Year</i>	<i>5<sup>th</sup> Year</i>
<b>A.</b> TOTAL - Funding Sources (REVENUES)	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00	\$ 13,419.00
<b>B.</b> TOTAL - Expenses/Requirements (EXPENDITURES)	(3,060.00)	(3,060.00)	(3,060.00)	(3,060.00)	(3,060.00)
<b>BALANCE -</b> (SURPLUS/DEFICIT)	\$10,359.00	\$10,359.00	\$10,359.00	\$10,359.00	\$10,359.00





To: Connie Shumake, Associate Provost  
From: Kimberly Kempf-Leonard, dean

RE: LGBTQ Health Studies Certificate

25 April 2019

\*\*\*\*\*

I write in support for the proposed LGBTQ Health Studies Certificate in the Department of Women's, Gender, and Sexuality Studies. The proposal has already been reviewed and endorsed by our Associate Dean of Undergraduate Education as well as the A&S Curriculum Committee. After reviewing the Letter of Intent and discussing it with the Acting Chair of Women's, Gender and Sexuality Studies, I also endorse the proposed certificate.

LGBTQ Health is an expanding and important field of study. LGBTQ individuals face discrimination in health care resulting from a lack of knowledge about LGBTQ populations as well as intentional bias. The proposed certificate will address inequality by educating students interested in pursuing careers in health care about the struggles and unique health care needs of LGBTQ persons. In addition to providing a complementary certification for future health care and social service workers, the certificate will empower LGBTQ students to advocate for their own health needs.

The proposed certificate is unique. At present, only eleven universities nationwide offer programs in LGBTQ Health. Those programs are all at the graduate level. The proposed certificate is also distinct from the existing HSC RSS on LGBTQ Applied Health, which is an applied program consisting of a 360 minute training program tailored for health science students and current practitioners. In contrast, the proposed Undergraduate Certificate is a more extensive, 15-credit hour academic undergraduate program. It will offer the only undergraduate certificate of its kind in the nation, and will further solidify UofL's national reputation around LGBTQ issues.

The proposed LGBTQ Health Studies Undergraduate Certificate draws from existing, interdisciplinary resources in the departments of Women's, Gender and Sexuality Studies, Philosophy, Sociology, and Communication, as well as material developed by the LGBT Center on the Health Sciences Campus. Because all but one of the courses in the certificate program are already being offered by A&S Faculty as part of their regular course loads, it requires limited additional resources. One new course will be offered on-line. Costs of instruction will be covered by Distance Education fees, which should also generate extra revenue. The Certificate builds upon existing expertise in LGBTQ studies in Women's, Gender and Sexuality Studies. It will be housed in that Department and managed by the Department Chair as part of the Chair's routine duties.

The certificate meets a number of strategic goals of both the College and the University, including the creation of a climate and structure that embraces diversity, inclusion and social justice, preparing students for service and outreach to improve the quality of life in local and global communities, and striving for regional and national distinction. As a low-cost and innovative initiative that will improve educational opportunities for students and enhance the University's profile, I hope the Provost will support the creation of the proposed LGBTQ Health Studies Undergraduate Certificate.

April 23, 2019

Connie Shumake  
Office of the Provost  
University of Louisville  
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed certificate in LGBTQ Health Studies in the department of Women's, Gender and Sexuality Studies . The University Libraries have prepared an analysis of their ability to support the new certificate. The review indicates that, in general, our collections are adequate in this discipline though it notes that we should attempt to update our book collection and provide access to online resources such as the Journal of Gay & Lesbian Mental Health and LGBT Life with Full Text. We would welcome input from faculty on potential book resources that could be added to benefit the program. We would need additional funding provided however if we were asked to add the noted online resources.

I am attaching a copy of our review report for your records. Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.  
Dean, University Libraries

Cc: Rob Detmering  
Dawn Heinecken  
Amber Willenborg

**EVALUATION OF LIBRARY RESOURCES  
ESSENTIAL TO THE SUPPORT OF:  
LGBTQ HEALTH STUDIES UNDERGRADUATE CERTIFICATE  
COLLEGE OF ARTS & SCIENCES**

**Amber Willenborg  
Online Learning & Digital Media Librarian**

**Rob Detmering  
Information Literacy Coordinator**

**Dean Robert E. Fox, Jr.  
University Libraries  
April 2019**

## BACKGROUND

University of Louisville (UofL) Libraries are comprised of: 1) Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology; 2) Kornhauser Health Sciences Library; 3) Anderson Music Library; 4) Bridwell Art Library; 5) the Law Library; and 6) University Archives and Special Collections. Most materials pertinent to Women's, Gender, and Sexuality Studies (WGST) are found in Ekstrom Library.

UofL's library system supports instructional and research needs of about 22,000 full and part-time students and about 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of 125 North American library systems affiliated with large, comprehensive research institutions, the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

UofL's new proposed LGBTQ Health Studies Undergraduate Certificate will include three required 300-level courses (3 credit hours each) plus two additional elective courses (3 hours each). With one exception, all required and elective courses are established Arts & Sciences courses taught by A&S faculty in Communication, Philosophy, Sociology, and WGST. According to the A&S letter of intent, the curriculum will provide "potential workers in the health care field sufficient knowledge to understand the struggles of LGBTQ persons and their unique health care needs. . . [and] empower LGBTQ students to advocate for their own health needs." The letter of intent also states that there are eleven universities nationwide that offer programs in LGBTQ Health Studies; these programs are all at the graduate level and only five of the institutions are members of ARL. There are no similar programs offering an undergraduate certificate in LGBTQ Health Studies.

This document reviews resources currently available through UofL's Ekstrom Library and Archives and Special Collections that are relevant to the LGBTQ Health Studies curriculum outlined in A&S's letter of intent, and compares those resources to the five ARL universities with LGBTQ Health Studies graduate certificate programs: University of Pittsburgh, George Washington University, Johns Hopkins University, Harvard University, and New York University.

## COLLECTIONS

### Books

As shown in the table below, Ekstrom Library's collection includes hundreds of books focusing on LGBTQ topics, based on broad Library of Congress subject terminology. However, only a relatively small percentage of these books were published during the last ten years. Moreover, WorldCat subject searches indicate that only about 120 books specifically address health-related topics in relation to LGBTQ people. While the size of Ekstrom's book collection in these areas appears to be comparable to the five peer institutions, these data suggest a need to increase book purchasing to ensure the collection remains current.

<u>LC Subject</u>	<u>Total # of Books</u>	<u>% Published 2009-2019</u>
Gays	892	14%
Lesbians	864	7%
Bisexuals	61	11%
Transgender People	120	62%
Gender Identity	905	18%

Source: OCLC WorldCat

### Academic Journals and Other Periodicals

UofL has online full-text access to two periodicals that focus primarily on LGBTQ health issues, and at least eight others that focus on broad LGBTQ issues including health:

<u>Journal/Periodical Title</u>	<u>Online Full-Text</u>
<i>LGBT Health</i>	2014-Present
<i>Transgender Health</i>	2016-Present
<i>Journal of Gay and Lesbian Social Services</i>	1997-Present
<i>GLQ: A Journal of Lesbian and Gay Studies</i>	1993-Present
<i>Feminist Studies</i>	1972-Present
<i>Journal of Homosexuality</i>	1997-Present
<i>Journal of Lesbian Studies</i>	1997-Present
<i>The Advocate</i>	1997-Present
<i>The Gay and Lesbian Review Worldwide</i>	2007-2013
<i>Gay and Lesbian Issues and Psychology Review</i>	1994-Present

UofL lacks the *Journal of Gay & Lesbian Mental Health*; each of the five peer institutions have online full-text access to this title.

### Online Databases

The following databases offer indexes, abstracts, and full-text access to the periodicals listed above in addition to more WGST and LGBTQ publications. All are accessible on and off campus.

- GenderWatch
- Contemporary Women's Issues
- Alt-PressWatch
- JSTOR
- Sociological Abstracts
- Communication & Mass Media Complete
- PsycINFO

UofL lacks the database *LGBT Life with Full Text*, which is held by two of the five peer institutions and contains several publications specific to LGBTQ health.

### Other Resources

University Libraries provides access to a number of other resources that may be useful for the LGBTQ Health Studies certificate. The Kornhauser Health Sciences Library had developed online guides for [LGBT Health & Library Resources](#) and [Competent Care for LGBT and DSD Individuals](#). These guides include links to relevant training materials, databases, organizations, and other resources. The University Libraries website also features general research guides for Women's, Gender, and Sexuality Studies; Medicine; Nursing; Sociology; Philosophy; and other subjects relevant to LGBTQ health.

Additionally, Archives and Special Collections houses a number of primary source collections useful for research on LGBTQ topics, including the extensive Williams-Nichols Collection, which features approximately 100 linear feet of manuscripts, memorabilia, and other materials on gay activism and related topics.

## SERVICES

### Research Assistance and Instruction

Each library within the University of Louisville Libraries offers instruction programs designed to meet the needs of its researchers. Ekstrom Library’s information literacy program provides both face-to-face and online research instruction tailored to specific courses and assignments. The library’s [Research DIY](#) website offers additional online support for students, with brief video tutorials, infographics, and other instructional materials.

Ekstrom Library also provides research assistance through in-person consultations, e-mail, telephone, and online chat. Ekstrom also has an assigned library liaison and subject specialist for the Women’s, Gender, and Sexuality Studies Department.

### Interlibrary Loan

Books and periodicals not held by the UofL Libraries are identified through online databases and WorldCat, an online union catalog with more than 32 million records describing materials owned by libraries around the world. Requested materials are obtained through UofL’s Interlibrary Loan (ILL) service. Articles and chapters are sent to patrons via email; books obtained through ILL are available for patrons to pick up at Ekstrom Library or are mailed to distance students living in the United States. Full book service is not available to international locations.

## STAFFING

According to the most recent data available from ARL, UofL Libraries’ staff to student ratio is below that of the five peer institutions.

<u>FY 2016-2017</u>	<u>Library Staff</u>	<u>Full-Time Students</u>	<u>Ratio Staff : FT Students</u>
<b>University of Louisville</b>	<b>110</b>	<b>16,525</b>	<b>1:150</b>
University of Pittsburgh	241	31,372	1:130
Johns Hopkins University	228	14,323	1:63
Harvard University	734	20,592	1:28
George Washington University	209	18,267	1:87
New York University	405	39,891	1:98

## CONCLUSION

While the University of Louisville Libraries’ resources appear adequate to support the proposed LGBTQ Health Studies Undergraduate Certificate, this review shows that there are opportunities to strengthen our support of this and other programs in WGST by updating and maintaining our book collection and providing access to online resources such as *Journal of Gay & Lesbian Mental Health* and *LGBT Life with Full Text*.

## LGBTQ Health Studies Undergraduate Certificate

### **Required Courses (3) 9 credit hours**

- WGST 301, Introduction to LGBTQ Studies
- PHIL 325 Feminist Medical Ethics
- WGST 391-50 LGBTQ Applied Health Care

### **Elective Courses (Choose 2) 6 credit hours**

- WGST 391-50 Transgender Studies (3 credits)
- WGST 582/Phil 582/BETH 682 Gender, Race, Culture & Health Care (3 credits)
- WGST 360/Phil 318 Philosophy and Feminism (3 credits).
- WGST 364-50/HSS 364-50 Women's Health Issues (3 credits)
- SOC 343/WGST 312 Sociology of Women's Health (3 credits)
- SOC 340 Mental Health and Illness (3 credits)
- SOC 410 Sociology of Aging (3 credits)
- COMM 430 Health Communication (3 credits)

### **Certificate Program Faculty/Staff and Designated Courses.**

#### **Dr. Latrica Best**

SOC 410 Sociology of Aging (3 credits)

#### **Dr. Lauren Freeman**

PHIL 325 Feminist Medical Ethics (3 credits)

WGST 582/Phil 582/BETH 682 Gender, Race, Culture & Health Care (3 credits)

#### **Dr. Deb Potter**

SOC 343/WGST 312 Sociology of Women's Health (3 credits)

SOC 340 Mental Health Illness (3 credits)

#### **Dr. Kaila Story**

WGST 301 Introduction to LGBTQ issues (3 credits)

#### **Dr. Nancy Theriot**

WGST 364-50/HSS 364-50 Women's Health Issues (3 credits)

#### **Dr. Kandi Walker**

COMM 430 Health Communication (3 credits)

- WGST 391-50 LGBTQ Applied Health Care, instructor TBA.

WGST/ University of Louisville

## Topics Course in LGBTQ Health Fall 2019 Syllabus

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### Part 1: Course Information

## Instructor Information

**Instructor:** Aaron Weathers, M.A.

**Office:** HSC Research Tower 209C

**Office Hours:** TBD

**Office Telephone:** 852-2109

**E-mail:** [aaron.weathers@louisville.edu](mailto:aaron.weathers@louisville.edu)

(Please note, I will respond to emails within 48 hours with the exception of weekends & holidays. Please be sure to put your name and the course title in the subject line. Use the university email account to communicate. Personal email accounts or the BB email system may prove unreliable as these email transmissions may be automatically filed into the SPAM folder. If you do not receive a reply within 48 hours, assume I did not receive your email.)

## Course Description

This course, “Topics Course in LGBTQ Health,” is designed for students with little or no background in healthcare. It provides an introductory exploration of health and healthcare as it applies to the lesbian, gay, bisexual, transgender, and queer community. Our goal is to understand the foundations of inclusive healthcare and clinical skills to competently care for LGBTQ+ individuals, in addition to individuals born with differences of sex development (DSD; sometimes called intersex). This course is designed as a brief introduction and is not an exhaustive exploration.

Themes of this course:

- Inclusive Communication Skills
- Gender Affirming Care
- Preventative Care
- Social Determinants of Health
- Sensitive Physical Exams and Trauma-informed Care
- Intersectionality and LGBTQ Health
- Minority Stress and LGBTQ Mental Health

### Prerequisite

There are no prerequisites for this course.



## Textbook & Course Materials

### Required Text

- There is no required textbook for this course. All reading materials are accessible online or will be posted to Blackboard.

## Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard

This course examines the systemic and structural ways that race, gender, socioeconomic status, amongst other identities intersect and shape the experiences of different people.

## Course Goals

1. Learn about the social construction of identity and its material implications on our health
2. Learn how perceptions, policies, and practices within healthcare are influenced by the intersection of race, gender, class, and other identities
3. Learn to examine policies, perceptions, and practices within the healthcare setting critically
4. Learn how to effectively communicate with individuals in healthcare settings

Some issues you will discuss over the semester include:

- How ideologies of gender, race, class, and sexuality are embedded in institutions and reproduced through specific policies and healthcare practices.
- How ideologies of gender, race, class, and sexuality are embedded in institutions and communicated interpersonally.
- The relationship between race, gender, class, and sexual orientation
- How race, gender, class, and sexual orientation affect our healthcare experiences
- How minority stress affects our health and health outcomes
- How social structures determine our health and health outcomes
- How to provide trauma-informed care
- How to provide gender-affirming care
- Amongst other topics

## Student Learning Objectives

This course develops critical thinking and communication skills necessary to conduct research in gender in the social sciences. Over the course of the semester you will complete assignments in which you will:

- ❖ Gain a deeper understanding (i.e., learn about the form, function, and relationships) between key theories, concepts, and terminology that relates to the course focus on gender, sexuality, and health
- ❖ Discuss weekly readings with instructor and classmates to engage in collegial dialogue and discussion with other learners on topics of gender, sexuality, and health—particularly as it relates to the LGBTQ+/GNC-NB community/
- ❖ Critically reflect on the ways in which we (re)produce power vis-à-vis our communicative interactions and relationships with people, in particular—the other.
- ❖ Assess your knowledge of key theories, concepts, and terminology that relates to the course focus on gender, sexuality, and health
- ❖ Apply the key theories, concepts, and terminology that relates to the course focus on gender, sexuality, and health, in an online simulation based on real-world scenarios

## Expectations about your role as a student:

University courses require students to be responsible for their own learning. You will be expected to:

This is an online course. However, it is an expectation that all readings, assignments, exams, etc. will be completed and submitted on-time. No exceptions except in extenuating circumstances based on the instructor's discretion. In other words, if you have any uncertainty around assignments, course materials, or any item detailed in this syllabus or throughout the course, you are responsible for contacting me in a timely fashion to obtain clarification

Active participation is vital for this course for several reasons. First, learning is an active, sharing process. For this course to be an impetus for intellectual and personal growth, each of us must take responsibility for our own learning. Among other things, this requires we complete readings on time, reflect seriously on ideas, and participate openly and thoughtfully in blackboard discussion board and journal reflections. The standard for best practices will be detailed in the breakdown of assignments section.

## Course Requirements:

This course requires substantial reading, writing, and discussions. Over the course of the semester you will:

- 1. Read an average of approx. 3 articles a week**
- 2. Engage in weekly discussion boards on Blackboard using a prompt based on the reading materials**

*Please note, discussion boards are intended for meaningful dialogue amongst classmates, the instructor, and the reading materials. Meaningful dialogue is defined as meaningful dialogue*

*with classmates and instructor. Meaningful dialogue is characterized by ongoing conversation with thoughtful engagement*

**3. Critically reflect on the weekly readings, discussion, and any other course materials**

*Please note: I will be reviewing them. Please refrain from writing matters that may be considered sensitive or inappropriate for a classroom environment.*

**4. Pose questions and share insight on course materials**

**5. Complete 4 exams assessing you knowledge around key concepts, etc. discussed during that section**

**6. Complete a virtual patient simulation session applying theories and concepts discussed during the course in readings, videos, discussion boards, exams, and/or lectures**

**7. Write a final self-reflection paper (1000 words minimum, 12-pt font, Times New Roman font, double-spaced) analyzing our own positionality within the topics of gender, sexuality, and health in conjunction with course materials.**

Breakdown of Assignments	Breakdown of Grades (grades will round up to the nearest whole number)		
	Low	High	Letter Grade
❖ <b>10-Blackboard Discussion Boards</b> -----10 Pts each /100 points total)	810	900	A
❖ <b>4-Tests</b> -----125 pts ea./ 500 pts total	720	809	B
❖ <b>5-Journal Reflection</b> -----20 pts ea./ 100 points total	630	719	C
❖ <b>Final Reflection Paper</b> -----150 pts total	540	629	D
❖ <b>Virtual Patient Simulation Session</b> -----50 points total	≤ 539		F
<b>Total Amount of Points = 900 total points</b>			

**Late Policy on Assignments**

All Exams must be turned in via SAFE ASSIGN on Blackboard. Exams that are handed in late will lose one full letter grade for each day late. Material that is more than 3 calendar days late (72 hours) will not be accepted.

\*\*\*\*\* Late Final Exams will not be accepted. \*\*\*\*\*

Extensions will be granted only in the case of a documented medical or family emergency. Non-emergency medical visits, work-related or other absences will not be excused.

**Guidelines and Policies for Submitting Work**

All work turned in to me must include the date, your name, and the title of the assignment. All project material should be typed, double-spaced, 12-point font, with standard 1" margins.

When submitting material via Safe Assign, you must place the material in one document before you upload. A green message will appear on screen telling you that the content has been received. You may also check to confirm that it has been received by clicking on the "view/complete" button under the exam icon, as well as checking your grade center. It is your responsibility to make sure their exam has been received by the deadline. If you are unsure if the document has gone through, you should contact the instructor prior to the deadline to confirm receipt.

All papers must be carefully proofread and checked for spelling and grammatical errors. Papers containing multiple errors that substantially interfere with the clear communication of ideas will be returned to the student to be rewritten and will receive an automatic Letter Grade deduction. Students may find it helpful to make use of the Edstrom Library Writing Center.

**Material forwarded via email will not be accepted unless you have made prior arrangements with me.** If permission is given to forward assignments, it is your responsibility to ensure that the material arrives by the due date and can be opened by me. All material forwarded to me should be sent by attachment in Word, and should also be copied and pasted into the main body of your email. It is your responsibility to ensure that emails have been received (If you do not receive a message from me acknowledging receipt, students should check-in via phone by calling my office at the Women's and Gender Studies Dept. (852-2992 or 852-8160).

If you need to contact me via email, be sure to include your name and the course number in the subject header line.

**Changes to the syllabus**

The instructor reserves the right to make amendments, additions or deletions to this syllabus. It is your responsibility to stay current and be aware of any changes announced in class or posted on BB. Pop quizzes may be given if the instructor feels that students are not keeping up with the assigned readings or coming to class adequately prepared.

Students should be aware that the last day to withdraw is Monday, Sept 7

## **Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

**Disclosure to University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

## **Sexual Harassment**

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement. Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

Anyone who would like to receive more information or provide training to a classroom can contact a PEACC representative at 852.2663 and may use the educational modules provided by the PEACC Program.

I believe that everyone should be able to participate in my class without the fear of sexual harassment, and I am committed to the university's policy. Additionally, certain behaviors are inappropriate even if they do not meet the technical criteria for harassment. Be respectful to each other.

## **Students with Disabilities**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.

For more information, visit the [Disability Resource Center](#).

## **Academic Dishonesty**

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

For more information, visit the [Code of Student Rights and Responsibilities](#) (Sections 5. and 6.).

## **Religious Holy Days and Observances**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

**Students:** Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

For more information, view the [Calendar and Policy on Religious Holy Days and Observances](#).

## **Statement on Diversity**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, visit the [Office of Diversity](#).

## **More information**

[Section 4 of the Code of Student Rights and Responsibilities](#) gives students rights of access to course information with reasonable detail on the nature of the course, the course requirements and assignments, and the standards and methods used in evaluating students' academic progress. Most instructors choose to make this information available in the form of a course syllabus on or before the first or second meeting of the course.

Instructors should establish clear policies and consistent practices regarding the availability and distributions of course information and syllabi in face to face, blended or online course formats. They may distribute or publish course syllabi in hard copy or through instructional tools such as Blackboard, email or other secure electronic means. Hard copy distribution of syllabi may be an instructor's preferred choice in other course formats.

If instructors choose to make changes in assignments, requirements and methods of grading during the semester, the Code of Student Rights and Responsibilities requires that students must be provided that information in writing, including the reasons for modifications. Instructors should state in the syllabus how students will be notified in the event of course modifications.

**Course Schedule**

Week	Week of	Topic	Readings & Assignments
1	August 19 – 23	Social Determinants of Health	Understanding Health Disparities (video)  <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Journal Reflection (Initial)</li> </ul>
2	August 26-30	Social Determinants of Health	Mental Health Focus: Understanding Lesbian Gay and Bisexual People’s Mental Health Concerns (video)  <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
3	Sept 2 - 6	Social Determinants of Health	Social Determinants of Health Within LGBT Populations (3 speakers (video)  <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
4	Sept 9 – 13	Social Determinants of Health	<ul style="list-style-type: none"> <li>• Test 1</li> <li>• Journal Reflection 1</li> </ul>
5	Sept 16 – 20	Effective Communication	Taking a Patient’s Sexual History (video)  <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
6	Sept 23 – 27	Effective Communication – Cultural Competency	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
7	Sept 30 – Oct 4	Effective Communication – Cultural Humility	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
8	Oct 7 – Oct 11	Effective Communication – Implicit Bias	<ul style="list-style-type: none"> <li>• Test 2</li> <li>• Journal Reflection 2</li> </ul>
9	Oct 14 – Oct 18	Gender Affirming Care	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>



<b>10</b>	Oct 21 – Oct 25	Gender Affirming Care	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
<b>11</b>	Oct 28 – Nov 1	Gender Affirming Care	<ul style="list-style-type: none"> <li>• Test 3</li> <li>• Journal Reflection 3</li> </ul>
<b>12</b>	Nov 4 – 8	Trauma Informed Care	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
<b>13</b>	Nov 11 – 15	Being an LGBTQ+ Affirming Providers	<p>Provider Panel: Discussion with LGBT-friendly Health Providers (video)</p> <p>Provider Panel: Inter-Professional Solutions for LGBT Care (video)</p> <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>
<b>14</b>	Nov 18 – 22		<p><u>Clinical Screening for LGBT Patients (Panel using Cases) (video)</u></p> <p><u>Dental Focus: Realizing Inclusion for LGBT People in Dentistry (Video)</u></p> <ul style="list-style-type: none"> <li>• Test 4</li> <li>• Journal Reflection 4</li> </ul>
<b>15</b>	Nov 25 – 29	Thanksgiving Break	None
<b>Finals Week</b>	Dec 2 – Dec 6	Virtual Patient Simulation Session	

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

Name of Institution: UofL

Name of Primary Department, Academic Program, or Discipline: Women and Gender Studies (also includes faculty from Sociology, Communication, Philosophy)

Academic Term(s) Included:

Date Form Completed:

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Nancy Theriot (F)  WGST	WGST 364-50/HSS 360-50 Women's Health Issues (3) F 18 S19, WGST 203 Gender and Public Dialogue (3) F18, S19 WGST 332-50/Hist 326 History of American Childhood (3) F18, S19	PHD. American Studies. University of New Mexico	Tenured faculty. Multiple peer reviewed publications on history of women's health Courses taught but not included in F18-S19 term include History of Women in Medicine
Kaila Story (F) WGST	WGST 301 Intro to LGBTQ Studies (3) S19 WGST 410 Black Feminism in Action (3) F18	PhD Temple, African American Studies	Tenured faculty member. Endowed Audre Lorde Chair of Race, Class, Gender and Sexuality Multiple peer reviewed publications on LGBTQ and women of color feminisms. Also teaches WGST3 44 Black lesbian Lives,  591 Queer performance and WGStT593/ENG 551 Queer Perspectives in Lit and Film Host of Strange Fruit: Musing on Politics Pop Culture and Black Gay Life

Latrica Best (F) SOC	Soc 410/Soc 691 (3) Sociology of Aging	PhD Sociology and Demography, Penn State University	Tenured faculty Multiple peer review publications on aging, racial health disparities Other courses taught include Women and Global health, Health and Inequality, Radicalized Medicine History of Mental Health
Deborah Potter (F) SOC	Soc 303, 303-50 Intro to Research Methods (3) S19 Soc 340, 340-50 Mental Health and Illness (3) F18 Soc 750 Program evaluation (3) F18	PhD Social Policy/Sociology (joint) Brandeis	Tenured faculty multiple peer reviewed publications on mental health, medical decision making, substance abuse
Lauren Freeman (F) PHIL	WGS T 360 Philosophy and Feminism (3) F18, S19 WGST 582/682 Gender, Race, Culture and Health (3) S19 Phil 323 Medical Ethics (3) F18	PhD Philosophy, Boston University	Tenured faculty. Multiple peer reviewed publications on bioethics and gender and sexuality in health care. Recipient of Transdisciplinary Social Justice Research Grant project on ways to improve clinical experience of transgender and non- gender conforming individuals
Kandi Walker (F) COMM	Comm 315 Intro to Interpersonal Comm (3) F18, Comm329-50 Marriage and Family Comm (3) F18, Comm 430 Health Comm (3) S19, Comm 510 Health Comm (3) S19	PhD Communication, University of Denver	Tenured faculty member multiple peer reviewed publications around applied health, gender and health communication, HIV/AIDS communication

F, P: Full-time or Part-time;

To: Senate Program Review Committee

From: Gul A. Marshall, Chairperson

Date: September 30, 2019

Subject: LGBTQ Health Studies Undergraduate Certificate

I reviewed the proposal to establish an undergraduate certificate program in LGBTQ Health Studies. I also talked with the faculty, Dr. Latrica Best and Dr. Deborah Potter, who teach the sociology courses mentioned in the program curriculum. I support the inclusion of SOC 340, SOC 343, and SOC 410 in the certificate program.

Sincerely,

Gul A. Marshall

Gul Aldikacti Marshall  
Chairperson and Professor  
Department of Sociology  
College of Arts & Sciences  
University of Louisville  
Louisville, KY 40292  
U.S.A.  
Phone: (502) 852-8027  
Email: gul.marshall@louisville.edu

**Re: LGBTQ Health studies**

Owen,David S.

Fri 11/2/2018 2:22 PM

To: Heinecken,Dawn <dawn.heinecken@louisville.edu>

Cc: Freeman,Lauren <lauren.freeman@louisville.edu>

Yes, we are on board with this plan. The course number will be PHIL 325, once approved.

David

On Nov 2, 2018, at 2:18 PM, Heinecken,Dawn <[dawn.heinecken@louisville.edu](mailto:dawn.heinecken@louisville.edu)> wrote:

Hi David,

Anne Caldwell and I are in the process of finalizing our letter of intent for the LGBTQ health studies certificate. I know you've been on board from the start, but I just wanted to formally confirm with you that Phil is OK with offering Lauren's courses as part of the core and electives for the certificate. The Dean will need to approve, and I know she will want to have confirmation from all Chairs involved.

Thanks!

Dawn

## Re: question about COMM 430

Al Futrell <[al@louisville.edu](mailto:al@louisville.edu)>

Fri 11/2/2018 4:08 PM

To: Heinecken,Dawn <[dawn.heinecken@louisville.edu](mailto:dawn.heinecken@louisville.edu)>

Cc: Walker,Kandi L <[kandi.walker@louisville.edu](mailto:kandi.walker@louisville.edu)>

Hi, Dawn.

By all means, list Comm 430. I do not recall off the top of my head how often we teach it, but I think it is at least once a year.

Al Futrell <[al@louisville.edu](mailto:al@louisville.edu)>

Chair, Dept of Communication

University of Louisville

Louisville, KY USA

502 852 6976

On Fri, Nov 2, 2018 at 1:57 PM Heinecken,Dawn <[dawn.heinecken@louisville.edu](mailto:dawn.heinecken@louisville.edu)> wrote:

Hi Al,

I hope all is well with you.

I wanted to touch base with you about the LGBTQ Health Studies Certificate that WGST is working to develop with HSC. This would be different from the informal, applied certificate in LGBT health care currently offered at HSC since it would be a theoretically based 15 hour program targeted at Undergraduate students, rather than the applied approach offered to working professionals at HSC.

We have 3 core courses already in place and are trying to flesh out our elective offerings. We are hoping that it would be possible to include Kandi Walker's Comm 430 as an elective. I have spoken to Kandi, cc'd here, and she has expressed interest in incorporating LGBTQ issues into the course.

I wanted to double check with you that you would be OK with us listing this course as an elective offering for the certificate?

Please let me know if I can provide you with any additional info-- I'm happy to come to your office to meet if you wish

Best,

Dawn

Dawn Heinecken

## Memorandum of Understanding

### Entities:

1. University of Louisville Department of Women's, Gender and Sexuality Studies (WGST)
2. University of Louisville LGBT Center (name will change to "Pride Center" starting in March 2019)

### Definitions:

- **LGBTQ Applied Health Certificate** = A non-academic program run by the LGBT Center that will be the new name of currently named "LGBT Health Certificate." Starting in August 2019, this program will be offered within a Blackboard course shared with a WGST class, currently titled WGST 391-50 Applied LGBTQ Health Care.<sup>1</sup> This is slated to begin August 2019 contingent on student registration (>6).
- **LGBTQ Health Studies Undergraduate Certificate** = A new "for credit" 15-credit hour academic offering coordinated by WGST. WGST 391-50 Applied LGBTQ Health Care will be one of the core courses for the undergraduate certificate. The Blackboard shell for WGST 391-50 Applied LGBTQ Health Care will house the videos developed by the LGBT Center for their current Certificate and will be taught by a PTL hired and supervised by WGST.

### Agreements:

The LGBT Center give permission for the WGST department to use videos developed by the LGBT Center under the following conditions:

- LGBT Center is given credit within the course materials
- WGST cannot sell or give videos to entities outside of this class without explicit written permission by the Directors of the LGBT Center
- WGST provides profits of WGST 391-50 Applied LGBTQ Health Care back to LGBT Center, after paying for costs of the PTL, contingent upon current funding model.

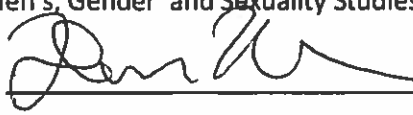
WGST gives permission to the LGBT Center to use the online patient simulation materials developed by the LGBT Center and Delphi Center with participants in the LGBTQ Applied Health Certificate under the following conditions:

- LGBT Center cannot sell or give the online patient simulation to entities outside of this course without explicit written permission by the Chair or Acting Chair of the WGST department.
- Credit for the online patient simulation should be "Developed by the LGBT Center to be used in the LGBTQ Health Studies Undergraduate Certificate"

### Signatures:

1. University of Louisville Department of Women's, Gender and Sexuality Studies (WGST)

a. Dawn Heinecken, PhD, Acting Chair

 Date 2/18/19

2. University of Louisville LGBT Center


a. Stacie Steinbock, Director of HSC Office



Date 2-14-19

3. Diversity and International Affairs

a. Mordean Taylor-Archer, PhD, Vice Provost, Diversity and International Affairs

 Date 2/18/19

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<sup>1</sup> The current number 391-50 is a topics number. Once the class is up and running, an official number for the course will be sought.