

University of Louisville

New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, undergraduate, graduate, and professional programs are to complete this New Academic Program Proposal template. There is a separate template for certificate credentials.

All templates and forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

To avoid unnecessary delays, please ensure that all questions are addressed clearly and completely and that all necessary forms are completed and submitted.

Some questions may seem repetitive, but they reflect CPE questions and must be answered exactly in the format requested. CPE readers won't have access to previous information submitted. Responses to the questions in this template are needed exactly in the format requested in each question.

If the question asks for a description, you must provide a description rather than referencing information provided elsewhere in a different format (such as a table). As well, if you decide to provide additional information in tables (such as assessment rubrics, data, etc.) you must also describe the material. We are unable to copy tables into the CPE online portal.

Questions about the template and process can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

NOTE: All unit approval processes must be completed and documented before submitting this proposal.

Send the following materials, as well as any questions or concerns, to the **Program Approval Service Account** (PROGAPPR@louisville.edu). The program approval process will not begin until all of the above documents are received. Please submit all materials listed below at the same time.

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- Gray Associates Program Evaluation System Regional Scorecard
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

General Program Information	
Program Name:	MA in Applied Philosophy
Degree Level:	MA
Date:	9/21/2021
Department and Department Chair:	Philosophy, Avery Kolers
School/College:	Arts and Sciences
Program Director and Contact (if different); (please also include title):	Dr. Lauren Freeman, Director of Graduate Studies
CIP Code:	38.0104
Program Type (collaborative, joint, or single institution):	Single Institution
Is this program an advanced practice doctorate?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Number of Credit Hours required:	33
Method of Delivery (online, face-to-face):	Face-to-face with synchronous online ('remote') option
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
(Tentative) Institutional Board Approval Date:	
Proposed Implementation Date (semester and year):	Fall 2022
Anticipated Date for Granting First Degree:	
Have all unit approval processes been completed? Please provide a list of unit approval processes with approval dates:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> A&S Faculty Assembly approval 11/19/21 A&S Dean's office approval 1/20/22

A. Overview

<p>1. Provide a brief description of the program with its estimated date of implementation. (250 words or less; program's purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.</p> <p><i>CPE Instructions: The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.</i></p>
<p>Since 2008, Philosophy has anchored the MA in Interdisciplinary Studies – Health Care Ethics (IS-HCE). This program, housed in the Graduate School, has produced 49 graduates, consistently</p>

placing them in excellent terminal degree programs, residencies, and careers, as well as enhancing the earning power and job prospects of mid-career professionals in fields such as medicine, social work, law, and beyond (see supporting data in Section 20 below).

Having demonstrated viability, the HCE program is ready to come out of its incubation under the Graduate School. The current proposal describes how Philosophy plans to bring the HCE program in-house under the rubric of Applied Philosophy. Such a move satisfies the original intent of the Graduate Interdisciplinary Studies umbrella and strengthens both the Philosophy Department and the College.

The current proposal not only moves the HCE MA in-house but enhances it by building on the program's particular strengths in anti-racism and health disparities, as well as health policy and law. It also enhances collaboration with other departments and units. Moreover, the Applied Philosophy umbrella enables the Department to respond nimbly to developments in the field by adding future concentrations in areas that are both departmental strengths and sites of significant student or employer demand.

The University's budget model directs the 75% tuition return from graduate programs to the student's enrollment unit. Consequently, revenue from the IS-HCE MA goes to the Graduate School. Our proposal to move the MA Program fully in-house will allow both Philosophy and the College to capture revenues that the HCE MA generates and that are needed to staff the courses and enhance students' experience in the program.

2. Describe how the new program is consistent with the mission and goals of the institution.

CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.

According to its [Mission Statement](#), the University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars,
2. practicing and applying research, scholarship and creative activity, and
3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a premier anti-racist metropolitan research university.

Further, the Strategic Plan (Learn and Invest) calls for particular emphasis on creating programs in STEM-H fields.

Since its inception, the IS-HCE MA program has embodied the mission and these Strategic Plan goals. Ethics is an essential component of any STEM-H curriculum, but it is not taught elsewhere in the university, except haphazardly or with courses targeted narrowly at compliance with professional or regulatory standards. Our proposed AP-HCE MA systematizes the study of ethics at UofL and integrates it with STEM fields. COVID has made the ethical, political, and social dimensions of our health care practices one of the most pressing issues of our time, and our proposal thus demonstrates a commitment to UofL's vision of itself as a community-engaged metropolitan university that insists on its relevance to the world beyond the campus. Further, the HCE MA program has always been nationally

distinctive in foregrounding social justice, including race, gender, and cultural diversity, in health care. The current proposal builds on that strength – aligning with the Cardinal Anti-Racist Agenda (CARA) – by 1) adding coherence and focus to BETH 682 under the heading Social Justice & Health, 2) changing BETH 683 into a core course that is specifically race-focused under the heading Racialized Medicine, and 3) by formalizing, and hence making central to the instructional mission of the MA, the Health Disparities and Population Health concentration.

The essence of the Health Care Ethics concentration of the Applied Philosophy (AP-HCE) MA program is to teach diverse graduate, pre-professional, and professional students and help them develop, through both theoretical and hands-on philosophical training, into engaged citizens, leaders, and scholars. Because the curriculum is *conceptual*, *normative*, and *applied*, the program embodies the Strategic Goal (Learn) of “supporting the whole student through purpose-driven engagement and learning.” The applied research produced by our faculty and students is transferable to the community. The most direct transfer will be in the CGE, BETH 685, where students will do community internships. We have already established the internship with the Health Equity office of the Louisville Metro Department of Public Health & Wellness (LMPHW) and are pursuing additional internship options at other agencies. Students also have the opportunity to serve on hospital ethics committees, gaining relevant hands-on experience where they can put their theoretically-oriented foundations into practice, while also contributing to the mission of these agencies. The MA Program thus helps to improve the quality of life in Louisville, the region, and beyond.

The Philosophy Department’s mission statement includes the following: “The department seeks to be a resource on important conceptual, ethical, and broadly philosophical issues for the citizens of Louisville and the Commonwealth of Kentucky. In striving to achieve all of these outcomes, the Department: recognizes the value and importance of diversity; is committed to creating inclusive and equitable spaces wherever students, staff, and faculty gather to interact, and seeks to decolonize the discipline and practice of philosophy.” The lack of degree-level graduate offerings in the Philosophy Department hinders this mission; the Applied Philosophy MA program advances it.

3. Is there a specialized accrediting agency related to this program? Yes No
- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

4. Does this program have a clinical component? Yes No
- If yes, discuss the nature, appropriateness, and availability of clinical sites.

While none of our students will (under the auspices of this program) engage directly in patient care, BETH 684 Clinical Ethics involves doing ethics rounds, and our capstone students may have clinical tasks associated with their internships. Also, pursuant to our recent \$151,000 grant from Norton Healthcare’s Petersdorf Foundation, we expect to deepen our collaborations with ethics initiatives at Norton. All students will complete Health Insurance Portability and Accountability Act (HIPAA) training and have clinical ethics opportunities throughout the period of their enrollment in the program.

5. Identify where the program will be offered.

- a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)
- b. Describe the primary target audience.
- c. Describe the instructional delivery methods to be used.
- d. Describe the strength of the institution to undertake this new program.

UofL's greatest strengths are in medical and allied health care fields, and our proposed MA is especially attractive because it turns the oldest discipline in the Humanities into an interdisciplinary center of gravity in these fields. Our MA unites disciplines and units as diverse as Sociology, The School of Medicine, and the Law School, The School of Social Work, and the PhD Program in Humanities. It thus builds on areas of teaching and research in which UofL has demonstrable strength and institutional footing.

The MA in Applied Philosophy is intended to be an ongoing program that will grow into a permanent center of research excellence. To achieve this goal, the program must foster a strong internal culture in which students are professionalized through regular interactions with fellow students and faculty. Thus, the instructional delivery model will be primarily face-to-face, and all core classes will be delivered in seminar format, with remote (synchronous online) options to accommodate students' work schedules and to make the program accessible to students nationwide and beyond.

The primary target audiences are students and professionals with interest in training for positions of ethical leadership in fields such as medicine, nursing, social work, and law, as well preparing students for acceptance into top terminal degree programs.

6. Describe the rationale and need for the program to include how the institution determined need.

The program meets several institutional needs. First, as explained in Section C, below, the program meets demonstrated student and market demand for graduate training in health care ethics. Second, as noted, the current proposal moves a thriving program out of its incubation site in the Graduate School and into the College of Arts & Sciences, thereby enhancing the College's graduate offerings and helping to reaffirm the College's centrality in the graduate educational enterprise. Third, programs in other Colleges and Schools lack concentrated ethics training and, as indicated in the accompanying letters of support from deans and faculty, the existence and flexibility of the current proposal meets their educational needs.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

7. Provide specific programming goals (objectives) and specific student learning outcomes for the program in the areas that are required for SACSCOC.

For UNDERGRADUATE programs, that would be:

- Competency Related to Major
- Competency which Builds upon the Cardinal Core Curriculum
(Choose either Cultural Diversity or Effective Communication)

- Competency Related to the Culminating Undergraduate Experience (CUE)
- Competency Related to Critical Thinking

For GRADUATE programs, that would be:

- Competency Related to Content Knowledge
- Competency Related to Engagement in Research -OR-
- Competency Related to Professional Practice and Training Experiences

**See response to Prompt 10, below, for a detailed account of how the MA will be structured to ensure that the below goals and objectives are met.*

Content Knowledge: As an MA in Applied Philosophy with special focus on Health Care Ethics, our program will provide in-depth knowledge of its field on three fronts. Graduates will:

- master the most important ethical theories and moral philosophies, both traditional and current.
- receive extensive training in how to apply these theories to pressing social, political, environmental and, especially, medical problems.
- undergo rigorous training in clinical ethics. As with the study of Law, clinical *case studies* are essential to research in HCE-related fields, and a core feature of our program is our ability to offer students expertise in this through coursework and practical experience in clinical ethics.

Graduates will thus complete the Applied Philosophy MA with a mastery of 1) ethical theory, 2) the application of this theory to practice, and 3) the clinical case studies that guide research, policy, and legal deliberation in respect to our medical and health care practices.

Engagement in Research & Professional and Training Experience. Since this is an *applied* program, we will combine these fields and answer each.

- In respect to Engagement in Research, graduates will receive extensive training in both the research methods and culture of publication in the core areas of Applied Philosophy. The program will also foreground issues of race, gender, sexuality, and disability in order to train students to produce research that is responsive to how matters of diversity and inclusion impact our social, political, economic and health care practices. The Department of Philosophy, Law School, and School of Medicine have scholars with demonstrably national (often international) reputations for research excellence in these fields, and the proposed AP-HCE MA turns this existing strength into a resource for training graduates to produce cutting-edge scholarship. Further, the existing IS-HCE MA has an excellent record of hosting talks (see our HCE speaker series, for instance) and sending its students to many of the signature conferences in HCE fields, all of which are crucial elements of research professionalization. The Applied Philosophy MA will build on this to ensure that graduates are able to produce publishable research in their chosen fields and understand how to network within their scholarly communities.
- In respect to Training Experience, our program makes excellent use of the vast resources Louisville offers as regional hub for medical and health care industries. This feature of Louisville explains why the MA belongs *here*, at UofL, and we have designed our MA so it can function as a bridge between the university and the various health care and medical institutions of our city. The AP-HCE MA will thus build an internship into its curriculum so that students may receive hands-on experience in the city's many health care institutions. Our collaboration with Norton Healthcare—detailed below—on a joint hire in Clinical Ethics amply demonstrates our ability to build resources on campus in partnership with the private sector. We currently have a partnership with Louisville Metro Department of Public Health and Wellness where all graduate students in the program complete a one-semester internship as their Culminating Graduate Experience (BETH 685). During their internship, students are able to apply what they've learned in their classes, think critically, gain professional experiences, and make important networking contacts.

Crucially, the above features work in concert to train graduates for positions of *ethical leadership*. The academic and practical dimensions of the proposed MA function to make ethical reasoning “second nature” such that graduates will display a capacity to engage ethically with a wide variety of questions in *any* context that may arise. We aim to produce graduates who are “reflexively ethical” and thus can establish standards that ramify throughout the organizations into which they are hired. Increasingly, firms and agencies recognize the significance of ethics, from hiring practices to workplace culture to how to treat clients. In the words of [Corporate Compliance Insights](#), “A Business without Values is a Business at Risk.” Our proposed MA will train students to embody and exemplify these values and to apply them effectively in positions of ethical leadership.

8. Describe how each program-level student learning outcome will be assessed.

If you wish to attach any SLO documents you may do so, but you still need to provide a narrative response to this question.

CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.

We propose to use the following SLOs for our AP-HCE MA as well, with SLO #5 to be adjusted as needed to further track comprehension of the distinctly applied dimension of the HCE curriculum. Below this list please find the links between particular SLOs and the classes in which these SLOs are promoted and assessed.

Table 1. Student Learning Outcomes with Assessment Rubric

	Outstanding:	Highly Proficient:	Proficient:	Not Proficient:
SLO #1 [content knowledge] <i>Demonstrates an appreciation of the difference between empirical and normative statements, questions, and arguments.</i>	Demonstrates an exceptional understanding of the difference between empirical and normative statements, questions, and arguments.	Demonstrates a good understanding of the difference between empirical and normative statements, questions, and arguments.	Demonstrates minimally satisfactory of the difference between empirical and normative statements, questions, and arguments.	Fails to demonstrate a minimally satisfactory understanding of the difference between empirical and normative statements, questions, and arguments.
SLO #2 [professional practice and training] <i>Demonstrates skill at presenting cogent normative arguments,</i>	Demonstrates an exceptional ability to present cogent normative arguments.	Demonstrates considerable skill in presenting cogent normative arguments.	Demonstrates minimally satisfactory skill in presenting cogent	Fails to demonstrate minimally satisfactory skill in presenting cogent

<i>recognizing that normative claims must be supported with reasons.</i>			normative arguments	normative arguments.
SLO #3 [content knowledge] <i>Demonstrates awareness of a range of ethical views on any given HCE subject, and ability to do independent philosophical and clinical research to better understand such views and to learn of additional views not yet confronted.</i>	Demonstrates exceptional awareness of a range of such issues and the ability to do independent research to better understand them.	Demonstrates good awareness of a range of such issues and the ability to do independent research to better understand them.	Demonstrates minimally satisfactory awareness of a range of such issues and the ability to do independent research to better understand them.	Fails to demonstrate minimally satisfactory awareness of a range of such issues and the ability to do independent research to better understand them.
SLO #4 [professional practice & training] <i>Demonstrates ability to write and communicate clearly, including skill at charitably and clearly explicating opposing ethical views and replying to them.</i>	Demonstrates exceptional ability to write and communicate clearly, including skill at charitably and clearly explicating opposing ethical views and replying to them.	Demonstrates good ability to write and communicate clearly, including skill at charitably and clearly explicating opposing ethical views and replying to them.	Demonstrates minimally satisfactory ability to write and communicate clearly, including skill at charitably and clearly explicating opposing ethical views and replying to them..	Fails to demonstrate minimally satisfactory ability to write and communicate clearly, including skill at charitably and clearly explicating opposing ethical views and replying to them.
SLO #5 [professional practice and training] <i>Demonstrates ability to apply ethical theories and ideas to practical situations, guided, when applicable, by an understanding of relevant clinical case studies.</i>	Demonstrates exceptional ability to apply philosophical ideas and theories to such situations.	Demonstrates good ability to apply philosophical ideas and theories to such situations.	Demonstrates minimally satisfactory ability to apply philosophical ideas and theories to such situations	Fails to demonstrate minimally satisfactory ability to apply philosophical ideas and theories to such situations.

SLO #6 [professional practice and training] <i>Demonstrates facility with concepts associated with diversity and equity as applied to health and health care contexts.</i>	Demonstrates exceptional facility with concepts associated with diversity and equity.	Demonstrates good facility with concepts associated with diversity and equity.	Demonstrates minimally satisfactory facility with concepts associated with diversity and equity.	Student fails to demonstrate minimally satisfactory facility with concepts associated with diversity and equity.
SLO #7 [professional practice and training] <i>Exhibits capacity to responsibly meet organizational responsibilities and exemplify ethical leadership and embody program ideals in fieldwork</i>	Field supervisor provides evaluation that is excellent without qualification.	Field supervisor provides evaluation that offers praise and no specific concerns.	Field supervisor provides overall positive evaluation in which any expressed concerns are minor.	Field supervisor provides evaluation that expresses significant concerns about the student's work, reliability, or ethics

Instructors/field supervisors for the core courses will separately assess relevant SLOs for each second-year student enrolled in the AP-HCE MA program. In this separate assessment, specific outcomes will be connected to particular courses as follows:

Table 2. Outcomes Listed by Course, with Modes of Assessment

Course	Outcome	Assessment
BETH 680 Foundations of Bioethics	SLO #1, #2, #3, #5, #6	Professor will complete a separate SLO assessment of each student's final paper or presentation using relevant parts of the rubric above.
BETH 681 Current Controversies in Health Care Ethics	SLO #1, #2, #3, #4, #5	Professor will complete a separate SLO assessment of each student's final paper or presentation using relevant parts of the rubric above.
BETH 682 Health and Social Justice	SLO #3, #4, #5, #6	Professor will complete a separate SLO assessment of each student's final paper or presentation using relevant parts of the rubric above.
BETH 683 Racialized Medicine	SLO #1, #2, #6	Professor will complete a separate SLO assessment of each student's final paper or presentation using relevant parts of the rubric above.
BETH 684 Clinical Ethics	SLO #3, #4, #5, #6	Professor will complete a separate SLO assessment of each student's final paper or presentation, as well as of clinical activities, using relevant parts of the rubric above.

BETH 685 CGE Internship	SLO #7 organizational responsibilities and ethical leadership in fieldwork	Field supervisor will complete final assessment specifically asking for feedback on student's i) professionalism, ii) performance in ethically charged situations, iii) organizational skills
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The Applied Philosophy MA will seek to attain outcomes such that 90% of students are Proficient or better on each SLO every academic year. In years when we meet that goal, MA faculty will consider whether the standards should be elevated or made more fine-grained for the sake of identifying weaknesses or spurring improvement. In years in which we do not meet that goal, MA faculty will consider whether curricular changes are required.

9. Highlight any distinctive qualities of the proposed program.

CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc.).

We have detailed many of the most distinctive features of the AP-HCE MA above, but to reiterate: Like the IS-HCE MA it replaces, it will be the only MA program in the Commonwealth dedicated to Health Care Ethics; it will offer graduates training in *ethical leadership*, a skill that is applicable to a variety professional contexts within and beyond the health care industry; the AP-HCE MA will function as an interdisciplinary hub that serves the instructional and research mission of A&S while complementing the missions of other units; it builds partnerships with some of the most important health care organizations in the community, including both public sector agencies such as LMPHW and private-sector firms such as Norton Healthcare; it will directly serve the diversity and inclusion goals of A&S and UofL; and, lastly, it is a powerful example of how the humanities—indeed of how the oldest discipline in the humanities—can reaffirm its relevance in COVID-era academia and work creatively with STEM-H fields.

The Department of Philosophy is a center of excellence in research, teaching, and service. It is especially strong in research; [every member of its tenured faculty](#) has a book either published by or contracted (i.e. forthcoming) with Oxford University Press, the preeminent publisher of academic philosophy. In the past year the IS-HCE MA's enrollment has tripled enrollment under the leadership of Lauren Freeman, the Department of Philosophy's new Director of Graduate Studies. Her success has in good part consisted in how effective she has been at [highlighting](#), for recruitment purposes, the quality of teaching and research in the Department of Philosophy.

The core faculty of the HCE MA includes two senior Philosophy professors who are both leading scholars in their fields, with records of research excellence that directly support the focus and mission of the AP-HCE MA. Additional Philosophy faculty members who will contribute to the program include an incoming tenure-track Clinical Ethics professor as well as prominent scholars teaching both core and elective courses.

Although this proposal will bring the MA program in-house, we will continue to work closely and in fact enhance our ties with the [affiliated faculty](#), whose participation makes this program distinctive. Drawn from across the University – Pediatrics, Sociology, Medicine, Social Work, Public Health, Law, and beyond – the affiliated faculty participates in the intellectual life of the program and in the curriculum.

10. Describe the admission and graduation requirements for the program.

This information will be viewed by an external audience, so please be clear and specific.

CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.

Students may be admitted to the Applied Philosophy MA program in three ways:

1. They may meet the current admissions standards for the MA Interdisciplinary Studies - Health Care Ethics, i.e.: undergrad GPA of 3.0 or better, 2 letters of recommendation, personal statement;
2. They may have successfully completed the graduate certificate in Health Care Ethics and submit a statement of interest in continuing on to complete the full MA;
3. They may have completed the junior year of the BA program with a major or minor in Philosophy or a cognate discipline, and a GPA of 3.35 or higher, and apply for the Accelerated BA/MA.

Students may graduate with the MA in Applied Philosophy after 33 credit hours distributed as follows:

1. Core (15 hours):
 - a. BETH 680 Foundations of Bioethics
 - b. BETH 681 Current Controversies in Health Care Ethics
 - c. BETH 682 Health and Social Justice
 - d. BETH 683 Racialized Medicine
 - e. BETH 684 Clinical Ethics
2. Concentrations (15 hours). Choose one of:
 - a. Health Disparities and Population Health Concentration
 - i. PHPB 630 Social Determinants of Health OR SOC 691 Experiences of Health and Illness
 - ii. Any BETH course not used for Core or CGE; or [\[Social Context electives\]](#): choose 4.
 - b. Health Science & Health Policy Concentration
 - i. BETH 636 Philosophy of Science OR LAW 980 Medicine, Bioethics, and the Law
 - ii. Any BETH course not used for Core or CGE; or [\[Health Care Policy and Law electives\]](#): choose 4.
3. BETH 685 Health Care Ethics Internship (CGE) (3 hours)
 - a. Louisville Metro Public Health & Wellness internship OR
 - b. Internship/independent study

The following courses will need to be created or revised in order to run this program:

1. BETH 636: this will co-convene with PHIL 536, which already exists.
2. BETH 682: the current “Gender, Race, Culture, and Health Care” is renamed to “Health and Social Justice”.
3. BETH 683: the current “Health Care Justice and Community” is replaced by Racialized Medicine, which cross-lists with SOC 691 Racialized Medicine.
4. BETH 685: the extant “Integrative Bioethics” has fallen into disuse. The current proposal replaces this with an internship that will serve as the CGE for most students. Internships at LMPHW are already up and running and we envision providing students with additional options in the near future. If/when remote (distance) students are unable to complete the LMPHW internship, we will make special independent study arrangements with them, potentially including analogous internships in their home community, but these would have to be arranged on a case-by-case basis.

All other courses are already offered regularly. Courses that are not already offered online will be offered with co-convening Remote (synchronous online) sections so that students may complete the degree online. Remote content will be recorded so that students can participate fully even if they cannot make the scheduled class meeting times.

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11. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
PROGRAM: MA in Applied Philosophy/ Concentration in Health Care Ethics (general)	33	15		18	
Specialization 1 Health Disparities and Population Health Concentration	33	15	15	3	
Specialization 2 Health Science & Health Policy Concentration (15 hours)	33	15	15	3	

12. Describe administrative oversight to ensure the quality of the program.

Who will oversee the program and how do their credentials/qualifications align with that role? How does program oversight include curriculum review and approval to ensure program integrity and rigor?

The program will be run by the Department of Philosophy's Director of Graduate Studies, currently Dr. Lauren Freeman. Dr. Freeman is a prominent scholar in health care ethics and has lectured widely at health care institutions locally and internationally. She has been leading the IS-HCE MA program for a year, during which time she has tripled enrollment, enhanced student engagement, built links with other units and agencies, and raised the profile of the program nationwide and beyond. Please see #8 above for curriculum review ensuring integrity and rigor.

13. For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

N/A

14. Please answer the following:

- a) Will this be a 100% distance learning program? Yes No

CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

NOTE: If you check "yes" to this question, you must check at least one of the items listed below.

Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audioconferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web X

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

15. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

Yes. As described in detail above, this proposal effectively takes an existing MA housed in the Graduate School and moves it in-house, and it does so in a manner that better meets student and market need. This move was always the intended outcome of the program's incubation in the Graduate School's Interdisciplinary Studies heading.

16. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

The proposed Applied Philosophy MA, like the IS-HCE MA it replaces, is deeply interdisciplinary and builds into its structure instruction and research collaboration with Sociology, The School of Medicine, the Law School, the PhD in Humanities, the Kent School of Social Work, and Norton Healthcare. Since interdisciplinary collaboration has been at the core of the MA since its inception, it is able to respond nimbly to opportunities to build further ties with other programs at UofL. COVID has obliged

virtually every unit of UofL to foreground public health and related initiatives, and the AP-HCE MA is strategically positioned to act as bridge between A&S and aligned programs in other schools and colleges at UofL. Much of the institutional value of our proposed MA is its potential to become a vibrant hub of transdisciplinary collaboration across the university.

17. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

The program does not require any additional faculty beyond the one replacement line that has already been approved and for which a search is currently underway. For the first three years, 50% of the line is supported by a grant from Norton Health Care, and the hire will divide their responsibilities between UofL and Norton.

18. a. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

We have included a letter of support and collection review from UofL Libraries. The collection review recommends the purchase of new resources in the amount of \$2331.86. We are committed to providing these additional resources as soon as tuition return from the program enables us to do so.

b. Describe the physical facilities and instructional equipment available to support this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

Since this proposal just moves an existing MA in-house from the Graduate School, no new instructional equipment is required. The classroom facilities already available widely on campus serve the needs of the MA very well. The Health Care Ethics seminar room in Stevenson Hall is sufficient for the needs of this program.

C. Demand

Student Demand

19.a. Provide evidence of student demand.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable. Please use the [PES+](#) platform from Gray Associates in your response.

CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.

Student demand may be demonstrated by reference to four factors:

1. Gray & Associates Data for Student Demand in related areas
 - a. Although these data are not as fine-grained as one would hope, it is possible to demonstrate sustained interest in cognate programs to the current one. According to the Gray & Associates International Student Demand Dashboard, there were 53,408 page views for CIP Name Philosophy & Ethics.
 - b. Narrowing down the 53,408 searches to Louisville and its regional peer cities:
 - i. 243 searches **originated** in Nashville, Indianapolis, Cincinnati, Louisville, or Lexington; specifically, 46 in Louisville and 30 in Lexington;
 - ii. 309 selected as their **destination** city one of Lexington, Cincinnati, Louisville, Indianapolis, or Nashville; specifically 99 selected Lexington and 45 selected Louisville.
 - c. The CIP Name Applied & Professional Ethics is a much smaller class, with only some 5300 page views, with only 9 originating in Louisville or one of these regional peer cities.
 - d. The fact that Applied & Professional Ethics is a much smaller field suggests that the current proposal would enable us to expand our graduate program because more people are searching in Philosophy than in Applied & Professional Ethics specifically. These potential students, even if interested in Applied & professional Ethics, would not find the current program but would find a program under the Applied Philosophy umbrella.
2. Strong demand for the IS-HCE MA.
 - a. This program has graduated 49 students and averages 6 students per year.
 - b. For several years the IS-HCE MA struggled with budget cuts and personnel losses. The program lost full-time staff support and its physical home in Med Center One. Two core faculty passed away, two resigned, and two retired. Among these losses were both of the erstwhile co-directors. Recruiting suffered. Student numbers for the years between about 2015 and 2020 reflect lower enrollment for these reasons.
 - c. In January 2021, after the previous director resigned, Dr. Freeman assumed the directorship of the program and has rededicated to recruitment. Immediately numbers shot up back to, and beyond, their historical highs. Current enrollment in the program is 13 students, with a strong incoming class expected in 2022. Our estimates of enrollment going forward are conservative estimates in light of these more recent numbers.
3. Strong demand nationwide for the (few) extant MA programs in Applied Philosophy. (See table below under Market Demand.) The faculty profile of the UofL Philosophy Department compares favorably in terms of research productivity with each of these departments.
4. Continual interest in graduate study expressed by Philosophy majors, including those eligible to complete the 5-year BA/MA. Some of these students pursue the BA/MA with the IS-HCE MA. Others go elsewhere for graduate study.

We therefore project a minimum of nine full-time plus four part-time MA students, growing to 10 and 5 (15 total) per year after several years. These estimates reflect *additional* students who would not otherwise attend UofL for any graduate program.

The related issue of *academic* demand may be demonstrated with reference to the following evidence:

Table 3. Academic Demand

Relevant Skills	Academic Placement	Eventual career prospects
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Critical Thinking, textual study, writing	Law School; divinity school; Philosophy & other PhD programs	Law; clergy; academia; nonprofits; research analyst; management analyst
Health Care Ethics	Law School; Medical School & fellowships; MSSW; PhD programs in Bioethics, Medical Humanities, Philosophy.	Bioethicist; physician; Social Work; regulatory; chaplaincy; academia

In the table(s) below, provide information about similar programs based on CIP codes. Institutions may list other programs that are similar but may be classified in a different CIP code. A search for similar programs or by CIP can be conducted at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>. If assistance is needed to identify similar programs in Kentucky contact OAPA at PROGAPPR@louisville.edu.

Table 4. Similar Programs

Similar Program 1:	38.0101 UK Philosophy graduate program
Institution:	University of Kentucky
Program Name:	Master's in Philosophy
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i>	This is a research/scholarship PhD program. No students are admitted for the MA alone, but earn the MA in the process of qualifying for doctoral study. The UK Philosophy program is not dedicated to Applied Philosophy or, for that matter, Health Care Ethics. Their research clusters extend to Social Theory but not to Applied Philosophy.
Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i>	The UK Philosophy PhD seeks students aiming to enter the academic marketplace for tenure-track positions in Philosophy. Its admitted students principally already have MA's from other universities. Although we expect some students to enter our program as a steppingstone to PhD work – and hence, we might be a feeder for the UK PhD program – we expect the majority to enter specifically for the purpose of pursuing applied philosophical practice such as service on ethics committees, or to complement a professional degree such as social work, law, or medicine. We thus do not expect to compete with UK for students.
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	The UK Philosophy program's exclusive focus on the PhD is simply not relevant to most of our prospective applicants. In order to cater to our applicants, UK would need to hire several bioethicists and integrate them into a research cluster and have them offer a standalone MA.

<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>Responses from Prof. Brandon Look, Chair, Philosophy Department, UK</p> <ul style="list-style-type: none"> • I think this would be a good thing for UofL. • It would likely not adversely affect our graduate program. • The acceptance rate into our PhD program is roughly 25%. • Among the students who start in our PhD program and then leave with only a Masters, there is so much variety in their career/life paths that I can't say anything useful. One will soon be completing law school, another is a barista and published poet. • A student with a Masters from UofL in Applied Philosophy would certainly be looked upon very favorably by our admissions committee.
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Based on this research, we thus conclude that the AP-HCE MA will fill an educational niche in the Commonwealth. It will not directly compete with standing MA programs but it will serve existing PhD and terminal degree programs by functioning in part as a feeder program (for instance, it will lead students to the PhD in Philosophy at UK).

Please note that The Commonwealth of Kentucky currently has no standalone MA program in Philosophy.

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

Table 5. Estimated Enrollment and Degrees Conferred, years 1-5

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2022/23	9 (previously admitted IS-HCE MA)	13
2023/24	11 (previously admitted IS-HCE MA)	13
2024/25	13	15
2025/26	15	15
2026/27	15	15

Employer Demand

20. **If the program is designed for students to enter the workforce immediately, please complete Appendix A.**

Again, the AP-HCE MA **replaces** the extant IS-HCE MA. The AP-HCE MA is not a terminal degree. It prepares graduates for both additional education and the workforce. We therefore calculate employer demand in the following ways:

1. Placement record of the IS-HCE MA;
2. Placement records of extant cognate MA programs, so far as data are available;
3. Job outlook for graduates in SOC codes associated with Health Care Ethics

Table 6. Completion and Placement, 2014-2021: IS-HCE MA

Semester completed	Identifier	concurrent degree?	immediate placement	current placement
U2021	S1	-	UofL Privacy Officer	Same
S2021	S2	JD	Certified Legal Intern, Vanderburgh County DA's office	Deputy Prosecuting Attorney, Vanderburgh County, IN
S2021	S3	-	-	Unknown
S2020	S4	MSW	Marriage and Family Therapy Associate, North Star Counseling	Same
S2019	S5	MD	Pediatric Neurology Fellow, University of Indiana, Bloomington	Same
S2019	S6	JD	Compliance Specialist, Gregory & Appel, Indianapolis	Same
S2019	S7	PhD (Humanities)	Dissertation Completion Fellowship	Same
S2018	S8	MSW	Pediatric Social Worker, Norton Healthcare	Same
S2018	S9	-	Pediatric Oncology Chaplain, Norton Healthcare	Same
F2017	S10	-	Colorado Multiple Institutional Review Board	MBA Program Baylor College of Business, Waco, TX
S2017	S11	-	Behavioral Health Officer, Kentucky Army National Guard; Medical Foster Home Program Coordinator, VAMC; Geriatric and	Brigade Behavioral Health Officer, Fort Bliss, El Paso, TX; Cpt. Behavioral Health Officer, Kentucky Army National Guard

			Extended Care Social Worker, VAMC	
S2017	S12	-	Chief Medical & Academic Officer, Executive VP at Renown Health	Chief Medical Officer, St. Charles Health System
S2017	S13	M. Phys., EAT Lab, UofL Dept of Psychology & Brain Sciences	University of North Carolina Medical School	Same
S2017	S14	-	Colorado Multiple Institutional Review Board	Clinicaltrials.gov Compliance Administrator, University of Kentucky
S2016	S15	MD	Medical Resident, University of Tennessee, Chattanooga	Unknown
S2016	S16	MD	Pediatric Resident, Columbia University Medical Center	Pediatric Hospital Medicine Fellow, Columbia University Medical Center
S2016	S17	-	Clinical Psychology PhD student, UofL	same
U2015	S18	-	Graduate Teaching Assistant, PhD program, Humanities	Senior Process Improvement Professional, Humana
S2015	S19	MD	Pediatric/Child Neurology Resident, Children's Hospital Colorado	Neurogenetics Fellow, Children's Hospital Colorado
S2014	S20	-	Clinical Assistant Professor, Department of General Dentistry and Oral Medicine, UofL	Clinical Professor, Comprehensive Dentistry
S2014	S21	-	Medical Director: Transfusion Services, Norton Healthcare	Same
S2014	S22	-	Manager for Orthopedic Research and Outcomes Center, NorthShore	Clinical Trials Manager, CareDx, Inc.

			University Health Systems, Chicago, IL	
F2014	S23	-	Vice President of Pathology, Vikor Scientific	Same
Totals, 2014-21	Completed Program			23
	Known employed/enrolled			21
	Unemployed			1
	Unknown			1
	Dual- or concurrent degrees			10

Table 7. Cognate Terminal MA programs

Institution	Program Name	Most recent data years available	Related Professional Employment	Further Education (see sec. VII)	Other/Unknown
Texas State	Applied Philosophy & Ethics	None			
Loyola University Chicago	Applied Philosophy	2012-2015	13	2	1
Marquette	Social & Applied Philosophy	None			
Bowling Green State	Applied Philosophy	N/A	12	3	0
UNC-Charlotte	Ethics & Applied Philosophy	N/A			
American University	Ethics, Peace, and Human Rights	2012-16	31	9	7

Table below includes employment prospects for SOC code matches for Health Care Ethics. Because we have dual degree programs in Social Work (MSSW/MA) and Law (JD/MA), we include direct job placements for those programs here as an indicator.

Table 8. Employment Prospects for matching SOC codes

Job Category	Employment outlook (% growth 2019-29; 4% is average)	2019 Median Pay
Philosophy and Religion teachers	11% KY, 9% US	\$79,540
Medical and Health Services Manager	16% KY, 32% US	\$100,980
Medical Scientists, except Epidemiologists	13% KY, 6% US	\$88,790
Clinical, Counseling, and School Psychologists	13% KY, 8% US	\$57,040
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	22% KY, 25% US	\$46,240
Health Specialties Teachers, Postsecondary	25% KY, 13% US	\$46,910
Health Diagnosing and Treating Practitioners, All Other	11% KY, 2% US	\$85,600

Arbitrators, Mediators, Conciliators	8%	\$63,930
Social Work	13%	\$50,470
Lawyers	4%	\$122,960
Clergy	4%	\$50,400

Academic Disciplinary Needs

21. If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

N/A

D. Cost and Funding

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

22. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years.

The current proposal **does not require additional faculty**. Faculty dedicated to the IS-HCE MA have declined in number over the past several years. Replacement of these faculty would be more than welcome. However, the current proposal reflects three strategies to cushion this loss in order to run this program.

- i) Spread the work around within the Philosophy department. The current proposal incorporates PHIL 536/636 Philosophy of Science. This course is already in the catalogue but taught by a faculty member who currently does not teach in the IS-HCE MA.
- ii) Reduce the burden on core faculty from within Philosophy. The current proposal shifts BETH 683 out of Philosophy and into Sociology, which is a boon for both departments as this course will have a guaranteed stream of students and the burden on Philosophy faculty will decrease. The current proposal also shifts the CGE from an intensive group project overseen by a Philosophy faculty member to an internship or field study with a local health or health care agency, which is a ‘win-win-win’: for core faculty, for the students, and for the community agency.
- iii) Interdepartmental /cross-unit collaboration. In addition to working with Sociology to offer BETH 683, we are working with Norton Healthcare and the Pediatrics department to develop additional teaching capacity beyond our current capacities – most straightforwardly, through the Norton Petersdorf Foundation grant to support our Clinical Ethics faculty member.

23. Will this program impact existing programs and/or organizational units within your institution? Yes No

If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)

Because the courses for the MA in Applied Philosophy are already offered and the infrastructure necessary to maintain the students is already part of the IS-HCE MA, **no additional resources** are needed to establish and maintain this degree program. This will add a manageable number of additional quality students to existing course enrollments, but otherwise add no new burden to faculty workloads.

The program will require the following **internal reallocations**:

GTA lines: from extant IS-HCE MA: 2 tuition remissions from the Graduate School (matching stipends are already paid by A&S). Assume tuition remission = \$13,260, thus total reallocation = \$26,532. However, this is reallocation from the extant IS-HCE MA to the replacement AP-HCE MA so no existing graduate program is affected. [Please see attached letter from Associate Dean Paul DeMarco confirming that the Graduate School will continue to provide two tuition remissions, and attached letter from Associate Dean Latrica Best confirming that A&S will continue to fund at least one matching stipend + health insurance. As in the past, when the College is unable to fund a second match, the Philosophy department will be able to match the second stipend provided funds are available, and we intend to do so as long as tuition return allows it.]

Faculty: All faculty costs are already paid by A&S so there is no reallocation of faculty salary costs.

Note that the proposed MA has no net impact on faculty workload, as new courses replace courses to be phased out. Further, the CGE becomes an internship which reduces faculty workload. We are already offering 4 graduate (600+) courses per semester, which will be sufficient for the MA. We expect enrollment in these courses to increase somewhat, making them a more efficient deployment of faculty resources.

See response to prompt #24 for further detail about faculty reallocations and how it impacts (positively) return on investment.

24. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.

Based on anticipated generation of tuition dollars, we expect the following return on investment: We will have a minimum of 9 full-time plus 4 part-time MA students, growing to 10 and 5 (15 total) per year after several years. These estimates reflect *additional* students who would not otherwise attend UofL for any graduate program.

Table 9. Five-year enrollment and revenue projections

	AY22-23	AY23-24	AY24-25	AY25-26	AY26-27

Full-Time	9 =.75 x \$13,260 x 9 = \$89,505	9 \$89,505	10 \$99,450	10 \$99,450	10 \$99,450
Part-Time	4 =.75 x 737 x 6 x 4= \$13,266	4 \$13,266	5 \$16,582	5 \$16,582	5 \$16,582
TOTAL (Full-time and Part-time)	13	13	15	15	15
Projected tuition revenue (\$\$)	\$102,771	\$102,771	\$116,032	\$116,032	\$116,032

Tuition revenue calculation assumes return to A&S is .75 x 2020-21 annual in-state graduate tuition of \$6630 per semester; assumes part-time students take 6 credit hours per year at \$737 per credit hour.

To put the same information in the context of internal reallocations provided in our response to #23, we anticipate the following 5-yr totals:

Table 10. Projected Revenues, 2022-27

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-year Total
General Funds (internal reallocation)	\$26,532	\$26,532	\$26,532	\$26,532	\$26,532	\$132,660
Grants or Gifts, list each one	\$46,260	\$47,185	\$48,129	0	0	\$141,574
tuition	\$102,771	\$102,771	\$116,032	\$116,032	\$116,032	\$553,638
Total Projected Revenues	\$175,563	\$176,488	\$190,693	\$142,564	\$142,564	\$827,872

25.a. Complete the New Program Budget Spreadsheet.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as an internal “allocation” in the Funding Sources section of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student’s home academic program.

Note: The new budget model will allocate resources to the academic unit based on where the credit hour is instructed. The unit dean will decide how to distribute funds within the college.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

- Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

25.b. Please provide contingency plans in the event that required resources do not materialize.

The program does not require new or additional resources.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

26. Provide a brief description of institutional assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university's mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) reports. These reports document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In their SLO reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs and program goals.

The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost's office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO reports and assessment process

27. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

When a new program is created, an “Academic Alert” is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new program, IE reaches out to the department head with information about the annual SLO reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

28. What are the plans to evaluate students’ post-graduate success?

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university’s regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.

The three most common avenues for our post-graduates are:

1. Enrollment in terminal or professional degree programs (PhDs programs in Bioethics, Law School, etc.) or completion of their dual degrees (MSSW, JD, etc.).
2. Placement in the private sector, typically in one of the many areas of the health care industry.
3. Advancement in their existing careers (promotion, etc.) for those who pursue the degree for reasons of professional development.

Our strategy for tracking graduates is as follows:

1. Encourage current students to join the Facebook and LinkedIn students & alumni pages that we maintain
2. Regularly update our alumni contact list, and keep in contact through invitations to events.
3. Create a newsletter that will highlight the accomplishments of current students and faculty. This will be emailed or mailed to our alumni list, with a section that provides recipients with an easy link for updating their profile (current employer, etc.).
4. Maintain a placement record on the program webpage. Nearly all successful graduate programs advertise a placement record on their webpage, as this is commonly taken to be a recruitment “best-practice”. It obliges the degree-granting program to remain in touch with alumni, track their progress, and document it publicly (assuming consent; records will be held privately when consent is not given).

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program’s ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program’s performance shall be reviewed by Council staff following criteria established in the Council’s Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

Appendix A. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)

2. Please provide source of employer demand information and time frame for the projections:

Below are Gray Associates data for the most common jobs classifications associated with CIP codes 51.3201 Bioethics/Medical Ethics and 38.0101 Philosophy, with qualification Master's Degree. The retrospective data run for 17 months, from November 2019 through March 2021.

US: 19,856 openings.

Kentucky: 358 openings.

Type of Job	Regional Avg Wage ^{1,5}	Regional # of openings ^{3,3}	Regional Growth Projections (%) ^{4,6}	State Avg Wage ¹	State # of openings ⁴	State Growth Projections (%) ^{3,7}	National Avg Wage ⁴	National # of openings ²	National Growth Projections (%) ^{4,8}
Medical and Health Services Managers	\$92,611	395	20.34%	\$85,169	183	16.25%	\$100,980	10,410	39%
Health Specialties Teachers, Postsecondary	NA	72	NA	60,251	61	NA	\$127,100	1900	29%
Clinical Psychologists	\$85,595*	45	13.59%*	\$60,332*	45	13.04%	\$57,040*	2730	8%*
School Psychologists	\$85,595*	5	13.59%*	\$60,332*	26	13.04%	\$57,040*	468	8%*
Medical Scientists, except Epidemiologists	\$96,549	48	10.53%	\$74,047	8	13.21%	\$88,790	2000	6%
Counseling Psychologists	\$85,595*	18	13.59%*	\$60,332*	8	13.04%	\$57,040	1550	8%*
Philosophy and Religion Teachers, Postsecondary	NA	22	5.73%**	\$63,995	4	11.93%	\$79,540	205	9%
Transportation Planners	NA	4	NA	NA	1			338	
Social Scientists and Related	\$95,595	NA	15.49%	\$72,653	22			199	

Workers, all other									
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Louisville & peer cities: 610 openings.

National growth projections are from BLS and cover 2020-29.

State growth projections are from state data and cover 2018-28.

Notes:

- 1: Data from Kentucky Center for Statistics
- 2: Data from Gray Associates PES+
- 3: “Regional” # of openings are for Louisville *plus* the following regional peer cities: Lexington, Cincinnati, Nashville, and Indianapolis.
- 4: Data from Bureau of Labor Statistics’ Occupational Outlook Handbook
- 5: “Regional” average wage is for Jefferson County and numbers are actually median wage.
- 6: “Regional” growth projections are for the “KentuckianaWorks” region.
- 7: State growth projections from Kentucky Center for Statistics and cover 2018-28.
- 8: National growth projections from BLS are 2020-29.
- * Gray Associates separates out Clinical, Counseling, and School Psychologists but other databases combine them.
- ** Due to data limitations, this number is for category Postsecondary Teachers, All Other.

Employer Demand Resources:

Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

- [PES+](#) Platform from Gray Associates
- [Bureau of Labor Statistics’ Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- Kentucky, Bridging the Talent Gap
 Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
 Interactive website: <https://bridgingthetalentgap.org/dashboards/>