

University of Louisville

New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

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

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- **Completed Proposal Template**
- **Proposed Program Curriculum** (complete the table found in Appendix A of this proposal template)
- **Course syllabi** for any new course offerings
- **Faculty Roster** Form
- **CV** for Program Director/Coordinator
- **Proposal Budget Form**
- Letter of Support from the unit Dean
- **Letter of Support from the UofL Libraries**
- **Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program [waiting on final from Peds, others]**
- **[Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#)** (Stand-alone Certificates Only – See Section D.5) – Optional [N/A]

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date:	4/10/21
Program Name:	Graduate Certificate in Health Care Ethics
Degree Level:	<u>Undergraduate:</u> _____ <u>Graduate</u> (select one of the following): Post-Baccalaureate <u> X </u> Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	15
Accreditation or Licensure Requirements (if applicable):	N/A
CIP Code:	
Department and Department Chair:	Philosophy, Avery Kolers
School/College:	A&S
Program Director and Contact (if different); (please also include title):	Associate Professor Lauren Freeman, lauren.freeman@louisville.edu , 852-0454
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
Proposed Implementation Date for Program (semester and year):	Fall 2021
Program Length (1 semester, 1 year or Average time to Completion)	1 year average time to completion
Anticipated Date for Granting First Degree:	May 2022
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	May be taken either way or in combination
If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5	Complete Notice of Intent Form - http://louisville.edu/oapa/gainful-employment-policy

A. Centrality to UofL’s Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL’s strategic plan.

<p>1. Provide a brief description of the program (copy the abstract provided in the program’s Letter of Intent here). (250 words or less; program’s purpose/focus, primary areas of study, intended audience, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).</p>
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Health care in the twenty-first century faces a series of ethical challenges arising from unprecedented advances in the medical sciences, combined with radical cultural and organizational change. The big business of health care can bring issues of social difference and injustice directly to our attention in the faces of individual patients. Because the already-existing Health Care Ethics MA Program boasts a nationally unique focus on issues of social justice and the importance of race, gender, class, sexuality, religion, and culture on health and health care, a comparable, but shorter, certificate program would be similarly unique in the content delivered. This certificate would increase the skills-base of health-care professionals and others by providing the resources of practical bioethics as a partner to the sciences in responding to the challenges of twenty-first century health and social care.

The Graduate Certificate in Health Care Ethics will be an interdisciplinary program of 15 credit hours of graduate level coursework drawn primarily from courses already offered for the M.A. It can be completed in one academic year, though it could be taken part-time over a longer period. It will serve four main groups that may seek additional relevant ethics training but who may not be able to accommodate the 33 credit hours required in the MA program: mid-career professionals, including current MDs, JDs, RNs, MSSWs; faculty and staff on hospital ethics committees and Institutional Review Boards; and students in UofL's graduate and professional school degree programs who want to enhance their training and credentials with the HCE certificate.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The University of Louisville's Mission states:

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 nationally recognized metropolitan research university.

More recently, the University has also committed itself to the Cardinal Anti-Racist Agenda (CARA).

The essence of the HCE Certificate is to teach diverse graduate and professional students and help them develop, through both theoretical and hands-on ethics training, into engaged citizens and leaders. Because the curriculum is both conceptual, normative, and applied – through hands-on clinical ethics training – the HCE Certificate 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 directly transferable to the community, particularly in the quality of care at local hospitals, the rigor and value of ethics committee review and IRB evaluation of research, and in the ethical functioning of clinical practices, agencies, companies, and the 15 hospitals in the Greater Louisville region. The HCE Certificate thus helps to improve the quality of life in Louisville, the region, and wherever our graduates go to study and work after completing the program.

The Strategic Plan (Learn and Invest) particularly emphasize the STEM-H fields. By engaging with, and critically reflecting upon, science, technology, and health care, the HCE Certificate constitutes an essential and indispensable part of this STEM-H focus. Institutions around the region and the nation have been riddled with ethics scandals and resulting catastrophic losses of institutional capacity. Organizations in the STEM-H sector that sideline ethics do so at their own risk as well as grave risk to their stakeholders, patients, and clients. **Medical centers require resources in bioethics, as well as training for their faculty in clinical and research ethics. These are the core curricular constituents of the HCE Certificate**, many of which are not offered anywhere else in the University.

Further, with its emphasis on social justice and racial and gender equity in healthcare, the HCE Certificate promotes understanding of the social determinants of health and persistent health disparities, and hence fosters the pursuit of health equity. These objectives also align with CARA and with the UofL School of Medicine's recent shift from a “cultural competencies” framework to one of “structural competencies.”

The Philosophy Department’s mission statement includes the following claim: “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.” With a focus on social justice and equity, and the aim of implementing this mission as widely as possible, the proposed Certificate would align with this departmental mission.

3. List the objectives of the proposed program.

Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.

1. Bioethics Training in its Social-Ethical Context.

The program’s core objective is to offer students – including graduate and professional students across the University, as well as mid-career professionals – rigorous training in Health Care Ethics that is not exclusively consumed with legal/regulatory compliance or classic “ethical dilemmas,” but situates health care ethics within the broader health equity environment. This dual primary objective, of providing bioethics training in its social-ethical context, unifies the University’s STEM-H strategic priorities and its metropolitan/community engaged mission, as embodied in CARA. It also comports with the Cardinal Principles of Respect and Diversity & Inclusion.

2. Ethical Leadership in the Caring Professions

The program’s second objective is to prepare its graduates to be ethical leaders in their field, weaving ethical experience, expertise, and reasoning through their professional contexts and into their teams. Ethical behavior *in situ* requires not just being “a good person” but having the courage of one’s convictions and the capacity to plan ahead and “design ethics in” to structures and teams. These are skills, not talents. One needs to have not just read about, but to have thought about, understood, and practiced using, the values and principles at stake to be confident in confronting a care team that might be sidelining ethical concerns, or worse. In addition to its service of the Cardinal Principle of Leadership, this objective comports with the principles of Noble Purpose, Integrity and Transparency, and Community of Care.

4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

Please be clear and specific.

A. Admission

The HCE Certificate Program may be taken by itself but is structured to fit as an optional complement to any graduate degree program. Consequently, students may be admitted to the graduate HCE certificate in any of three ways:

1. Admission to any graduate or professional degree program at UofL, plus a letter of interest with the name of a faculty member who is willing to endorse the student’s readiness to pursue the certificate;
2. A graduate or professional degree from an accredited institution of higher learning, plus a letter of interest with one professional reference; or
3. Meeting the admissions requirements already established for the MA in Health Care Ethics or a future graduate degree program offered by the Philosophy department.

B. Retention

The Director of Graduate Studies of the Philosophy Department will function as the program advisor and will work with students to keep them on track toward completion, while also collaborating with the student’s graduate advisor in their home department, if any. If available, a graduate assistant from the Health Care Ethics MA program will be charged with planning events to maintain a sense of community among the students in both programs.

C. Completion

Students may graduate with the Certificate after completing 9 credit hours of core Bioethics (BETH) courses plus 6 hours of electives drawn from either i) additional core courses, or ii) the list of approved electives in the HCE MA program, or another elective approved by the DGS. At least 9 hours must be at the 600 level. An average of a B, with no more than one C, will be required for graduation.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

SLO #1: *Demonstrates an appreciation of the difference between empirical and normative statements, questions, and arguments.*

SLO #2: *Demonstrates skill at presenting cogent normative arguments, recognizing that normative claims must be supported with reasons.*

SLO #3: *Demonstrates awareness of a range of ethical views on any given controversial subject, and ability to do independent scholarly research to better understand such views and to learn of additional views not yet confronted.*

SLO #4: *Demonstrates ability to write and communicate clearly, including skill at charitably and clearly explicating opposing ethical views, and replying to them.*

SLO #5: *Demonstrates ability to apply ethical theories and ideas to practical situations.*

SLO #6: *Demonstrates facility with concepts associated with diversity and equity as applied to health and health care contexts.*

2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program.

1. Program director will solicit from instructors the final assignments of all Certificate students in the following courses: i) BETH 680 or 681; and ii) BETH 682 or 683. [If student took neither 680 nor 681; or neither 682 nor 683, program director will solicit final assignments from another course in consultation with faculty.]
2. Student's performance on BETH 685 (if taken) will be assessed by field supervisor using a standardized assessment form.

When students apply for graduation, program faculty will assess this portfolio of documents to discern outcomes, with the later assignment used also to assess improvement over the duration of the program. Assignments will be assessed according to a rubric, with each SLO being evaluated as "Outstanding," "Highly Proficient," "Proficient," "Not Proficient," or "Not Applicable." The Certificate program 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, the certificate 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 when we do not meet that goal, the certificate faculty will consider whether curricular changes are required.

3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

SLO #1: we will look for avoidance of standard errors that are common in learners developing facility with normative arguments (e.g. inferring 'ought' from 'is', switching from moral claims to claims about widely held beliefs, etc.).

SLO #2: we will assess normative arguments for validity and soundness, including coherent defense of any normative (ethical) claims in the argument, paying special attention to whether ethical claims are supported by appeal to more fundamental principles or other supportive reasons.

SLO #3: we will assess familiarity with a range of ethical views, including those with which the

author disagrees; and success at incorporating one or more sources that were not already assigned as course readings.

SLO #4: we will assess whether student demonstrates the capacity to: i) charitably explicate and consider at least one view with which the author disagrees; ii) fairly and adequately respond to this argument; and iii) do so in polished, clear prose.

SLO #5: we will assess papers and the student's internship performance review for capacity to both deploy clear and compelling realistic examples of normative views, and capacity to explain the implications of the moral argument for real-world application.

SLO #6: We will assess student's capacity to evaluate health care practices and outcomes by reference to their effects on most vulnerable populations and differential effects across populations; and students' facility with scholarly understandings of concepts such as race, gender, class, intersectionality, etc.

4. Course Delivery Methods.

Please answer the following:

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

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, 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

5. 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?

6. 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.

Attached please find a review of library resources to support this program, prepared by Prof. Rob Detmering, and a letter of support from the Dean of the UofL Libraries, Dr. Robert Fox.

Our budget revises the library cost projections downward to eliminate textbooks, so instead of \$1973.39 we budget them at \$1402.96.

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2021-22	2	3
2022-23	4	5
2023-24	5	7
2024-25	7	9
2025-26	8	10

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on 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.

Please see attached spreadsheets.

3. Specify/highlight any distinctive qualities of the proposed program.

According to the Kentucky Academic Program Inventory (<https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>), there is no other program in Kentucky that offers a graduate-level credential in health care ethics.

Further, the Certificate is distinctive relative to the extant MA in Health Care Ethics because the Certificate accommodates students' existing degree programs. The MA offers dual-degree programs (MA/MD, MA/MSSW), but these require an uncommon level of devotion from students because the MA adds significant time and money – one to two additional years – to their graduate education. For many students, the full MA will remain attractive because a degree carries weight in academic settings and may bring salary rewards that certificates do not. However, the Certificate offers rigorous ethical training for students who do not want or need the full MA, or whose programs make the extra two years prohibitive. It does so in a way that complements and converges with their degree program. This is evident in the support we have received from other units including the Departments of Pediatrics, Applied Sociology, Law, and Nursing.

In addition, the program offers UofL faculty, including at HSC, the opportunity to pursue structured training in health care ethics leading to a valuable credential. This option is reflected in the support letter from the department of Pediatrics.

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4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs? If yes, please explain.
The Health Care Ethics Certificate serves students whose academic goals prevent them from completing a full MA in Health Care Ethics but who want more training than is available in, say, a single professional ethics course that may or may not be offered by their graduate or professional degree.

5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If so, please specify.

6. 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.
This program offers added focused training and a credential to students in other programs in a manageable amount of time. It enables students in the School of Medicine to pursue ethics training in a single year; the MA in Health Care Ethics is a 3-to-4-semester program that is prohibitive for medical students. For students in A&S graduate programs, it enables them to complete an ethics credential that supports their professional or graduate training without requiring that they pay additional tuition, or perhaps with only one added course. We have established collaborative relationships with numerous professional and graduate programs (see attachments).

7. Describe the proposed program’s relationship with programs at other institutions or external organizations (if applicable).
N/A

D. Cost

1. Will this program require additional resources? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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. Document the expected cost/expenditures in the table below.

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal. Found at: http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

Also submit a copy of the program director's CV.

3. 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 graduate assistants are included in the additional faculty resources needed.
- b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
- c) What is the projected faculty/student ratio for the program?

- a) N/A
- b) N/A
- c) In 2025-26 we expect a head count of 10 students and 3 core faculty = 1 : 3.33 faculty/student ratio

4. Will this program impact existing programs and/or organizational units within UofL? Yes No

If so, please describe the impact.

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

The Certificate uses courses offered for the Philosophy major, the Health Care Ethics MA program, and graduate & professional programs in other disciplines (e.g. Applied Sociology, Communication, Law). However, these courses tend to enroll below capacity and so the added students will constitute a more efficient use of resources rather than competition for resources. In fact we expect the program to enhance the capacity of these extant degree programs to ensure that their classes make minimum enrollments, enhancing the quality of the programs for students and faculty alike.

- **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 “allocation” in both the Funding Sources and Expenses sections 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 review revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student’s home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*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 goal is to have more funding than expenses.

5. Financial Aid for Certificate Programs

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes No

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#).

See the Gainful Employment Policy website for the intent form and other information - <http://louisville.edu/oapa/gainful-employment-policy>

Appendix A Program Curriculum

In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?*
BETH 621	Ethical Theory	Recent developments in ethical theory, such as examination of the status of moral facts, moral realism, impartiality and personal attachments, or moral agency. Note: Cross-listed with PHIL 521, PHIL 621.	3	Three of these are required	N	Y	N	Y
BETH 680	Foundations of Bioethics	Grounding in the major theories and methods of bioethical decision-making, including contemporary controversies about the role of theory, principles, cases, narrative, and virtues. Note: Cross-listed with PHIL 680, PHIL 580.	3	Three of these are required	N	Y	N	Y

BETH 681	Current Controversies in Bioethics	Topics in health care ethics currently attracting the most attention in both professional and public discussions. A variety of viewpoints on the topics will be considered. Note: Cross-listed with PHIL 681, PHIL 581.	3	Three of these are required	N	Y	N	Y
BETH 682	Gender, Race, Culture & Health Care	Examines ways social groupings and systems affect the kind of health care needed and the kind people receive. Addresses both biases and stereotypes, and empirical claims about biologically-based differences. Note: Cross-listed with PHIL 682 & WGST 682, PHIL 582 & WGST 582.	3	Three of these are required	N	Y	N	Y
BETH 683	Justice & Health Care	Examines theories of justice and equality as they apply to issues in health care delivery, considers explanations for why disparities exist, and explores practical ways that communities have addressed inequalities. Note: Cross-listed with PHIL 683, PHIL 583.	3	Three of these are required	N	Y	N	Y
BETH 684	Clinical Ethics	Application of ethical principles, virtues, and cases in the context of clinical care, with a practical approach toward ethics, consultation and conflict resolution. Note: Cross-listed with PHIL 684.	3	Three of these are required	N	Y	N	Y

ANTH 608	Social and Cultural Theory	Examination of how social and cultural theorists construct accounts of human existence that compliment and diverge from one another.	3	N	N	Y	N	
BETH 685	Integrative Bioethics	Capstone for Bioethics MA program in form of collaborative seminar. Students produce a culminating project, whose development and final formal presentation they share with their peers and community.	3	N	N	Y	N	Y
BETH 601	Independent Study	Independent study in Bioethics	3	N	N	Y	N	Y
ECPY 663	Multicultural and Diversity Issues	Emphasis will be placed on developing effective communication skills in multicultural settings. Focus will also be directed toward various cultural and ethnic groups.	3	N	N	Y	N	
HIST 589/ WGST 532	History of American Sexualities – WR	Focuses on sexual behaviors and meanings in America from the Colonial period to the late twentieth century, and how sexual meanings impact on people's identities, choices, and social positions. Also concerns the interaction of gender, race, and class.	3	N	N	Y	N	

LAW 826	Family Law	This course examines how the law defines and regulates the formation, operation, and dissolution of families, including marital and non-marital relationships; parentage; the economic consequences of relationship dissolutions; child custody and visitation; abuse and neglect.	3	N	N	Y	N	
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LAW 906	Race and the Law	<p>This course examines the legal treatment and status of groups of color which may include the examination of one or more of the following racial groups: African Americans; Latinos/as; Asian Americans; and Native Americans. Students may consider the history and evolution of certain understandings of race. Students may examine critical perspectives on a variety of issues that may include: the difficulties of defining and understanding the meanings of "race", the nature of "racism", and "oppression"; theories of racial formation: the differing implications of colorization and immigration; the formation of stereotypes; theories of unconscious racism; the gendered and sexualized nature of race; and the situation of biracial and multiracial persons. Many discussions may focus solely on the experiences of racial minorities; and discussions may include the development of a white racial identity.</p>	3	N	N	Y	N	
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LAW 923	Elder Law	An examination of the extent to which the legal system has been responsive to the needs of the elderly, including the study of problems of employment, mandatory retirement, social security, health care, housing, nursing homes, financial planning, protective services, and the right to die.	3	N	N	Y	N	
LAW 924	Sexuality and the Law	An in-depth examination of the government's regulation of consensual sexuality. Three primary constitutional doctrines will form the core of this course: the right of privacy, the right of equal protection of the laws, and freedom of expression. The course will also explore the treatment of sexual and gender minorities in areas such as the formation and recognition of families and antidiscrimination law.	3	N	N	Y	N	

LAW 944	Poverty, Health and the Law	A survey of the policies, laws and case decisions addressing the obstacles that people in poverty face in the United States. Poverty provides a framework to study the rights of the individual, the obligations of the state, and society's values as reflected by welfare policies adopted over the decades. Particular areas of focus will include the ability of the poor to access the courts, the effectiveness of anti-poverty programs, and the legal implications when welfare policies attempt to shape behavior. Students learn to analyze the constitutionality of legislation, rules or state action which may limit a poor person's ability to access to benefits. The course examines the substantive law of voting rights, domestic relations, access to the courts, public benefits, and healthcare.	3	N	N	Y	N	
LAW 946	Introduction to Health Law	This course provides an introduction to many fundamental health law issues such as those relating to access to and the quality of health care; private and public financing systems; antitrust in the healthcare field; privacy; and long term care.	3	N	N	Y	N	

LAW 947	Psychology, Mental Health, and Law	PSY, MENTAL HLTH, & LAW	3	N	N	Y	N	
LAW 959	Genetics and the Law	This course examines the new developments in genetics that are taking place as a result of the Human Genome Project, the large scale effort to map and sequence all of the human genes. This course explores the many legal issues in genetics, including reproduction, access to healthcare, discrimination, forensics and gene therapy.	3	N	N	Y	N	
LAW 977	Animal Law	A study of various aspects of the law as they pertain to non-human animals, including civil and criminal laws governing animal abuse, rules governing ownership and transfer of animals, and the rights of animal owners to recover for harm. In addition, the course will analyze the status of animals as entities possessing legal rights under state law, the constitution, and the laws of certain other countries	3	N	N	Y	N	

LAW 978	Disability Law	An examination of the range of the law's treatment of individuals with disabilities. The course will address discrimination law issues (focusing primarily on the provisions and interpretations of the Americans with Disabilities Act); public and private benefits issues (including Social Security, the Family and Medical Leave Act, and employer-sponsored disability plans); and some criminal law issues (including transmission of communicable diseases and the treatment of mental and emotional disabilities in prosecutions).	3	N	N	Y	N	
LAW 980	Medicine, Bioethics, and the Law	MEDICINE, BIOETHICS-LAW	3	N	N	Y	N	
PAS 615	Theories of Race and Racism	This course provides an intensive examination of the evolution, meaning, and significance of race and racism as historical and social constructs. Prominent theories of race and racism are examined.	3	N	N	Y	N	
PHIL 616/ PAS 616	African American Philosophy	Analysis of works and theories of major recent and contemporary African-American philosophers within the themes of Pan-African debates	3	N	N	Y	N	

PHIL 619	Topics in Philosophy of Race and Racism	Focused examination of philosophical issues involved in interdisciplinary inquiries into the nature and functioning of race and racism	3	N	N	Y	N	
PHIL 690	Fundamentals of Diversity	This course will provide an overview of the theory and practice of diversity. Diversity is understood as the many sociocultural differences between individuals and the differences that those differences make for those individuals. In this course, we will explore the historical context of oppression, the oppression framework for understanding diversity, privilege, social identity, the role of the body in diversity, stereotypes, and the personal experiences of both those who are oppressed and those who are privileged. Students will also have a substantial opportunity to examine how those general themes impact their particular area of study, work, or interest.	3	N	N	Y	N	Y
PHPB 612 / COMM 652	Health Communications Campaigns	This course will review principles and concepts of health communication campaigns, both from the patient/consumer side and the practitioner side.	3	N	N	Y	N	

PHPB 630	Social Determinants of Health	The purpose of this course is to provide an introduction to social factors that impact health. Theories and evidence supporting multiple underlying determinants of health in populations are presented. This course will explore how social influences such as socioeconomic status, environment, policy, gender, race, sexual orientation, and neighborhood quality affect population health. This course will study intervention approaches to improve population health outcomes. This course examines structural factors that impact population health in the U.S. as well as structural interventions to address health inequities.	3	N	N	Y	N	
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PHPB 635	Health Promotion Policy Development & Advocacy	This seminar and lab-structured course will provide a review of social justice as a foundation of public health and the core principles of Health in All Policies (HiAP) as a mechanism to achieve health equity. Students will also have the opportunity to learn by doing field-based research with Louisville Metro government to help drive change in current issues within the local setting.	3	N	N	Y	N	
POLS 668 / WGST 656	Feminist Theory	Survey of the history and scope of the feminist tradition with emphasis upon liberal, radical, Marxist, socialist, psychoanalytic, and postmodern approaches to feminist theory. Note: Cross-listed with WGST 656	3	N	N	Y	N	
PSYC 656	Legal, Professional, and Ethical Issues in Clinical Psych	An examination of the ethical principles and professional issues in the field of clinical psychology, including aspects related to clinical research. Particular attention is paid to legal problems related to these issues.	3	N	N	Y	N	
SOC 685	Race and Ethnicity	Current and historical issues in race, racism, and ethnicity. Focus on U.S. with reference to other societies.	3	N	N	Y	N	

SOC 740	Social Policy	Advanced study on the formation, enactment, and consequences of social policies.	3	N	N	Y	N	
SOC 750	Program Evaluation	Evaluation of social programs through experimental and quasi-experimental design, multi-variate models, and impact analysis.	3	N	N	Y	N	
SOC 760	Social Inequality and Stratification	Critical analysis of sociological theories of and research in social inequality and social stratification. Discussion of classical and modern works. Focus on the concept and reality of social class.	3	N	N	Y	N	
SW 602	Social Welfare Institutions, Policies and Services	The focus of this class is on the historical context and evolution of social welfare policy, and how dominant values and contextual factors shape policy in a broad range of social welfare arenas.	3	N	N	Y	N	Y

SW 603	Diversity, Oppression, and Social Justice Practice	This foundation course designed to provide students with the knowledge and skills for social work practice with people who are subject to various forms of oppression such as racism, sexism, heterosexism, classism, ageism, and ableism operating at the individual, community and institutional levels of society. Diversity, strengths, and social justice practice are emphasized. Developing greater professional and personal awareness about the impacts of various forms of oppression are addressed.	3	N	N	Y	N	Y
SW 622	Issues in Policy and Service Delivery	The focus of this class is on the interrelationships between problem conceptual conceptualization, policy options and their impact on social work practice and clients. Students develop their ability to critically assess current service delivery problems as they impact client need, giving particular attention to vulnerable population groups.	3	N	N	Y	N	Y

SW 626	Research Methodology and Design	This course provides students the foundation knowledge for scientific inquiry. It covers all aspects of the research process from problem formulation to writing of the research report. It introduces students to qualitative, quantitative, and single-subject methods of conducting research and evaluating practice.	3	N	N	Y	N	Y
SW 633	Social Work and Human Sexuality	This course provides knowledge about physical, behavioral, cognitive, emotional and spiritual aspects of human sexuality.	3	N	N	Y	N	Y
SW 636	Death & Grief	Social workers, regardless of their speciality area or practice setting, will be interacting with persons experiencing death and grief. The main purpose of this course offering is to prepare master's level social workers for effective practice with person experiencing terminal illness as patients, families or caregivers and persons coping with grief and loss across the life span.	3	N	N	Y	N	Y

SW 684	Spirituality and Social Work	Provides an in-depth examination of the meaning of spirituality for social work practice. Students will broaden their knowledge of basic spiritual and religious doctrines and principles and analyze their application to social work by applying this knowledge within various social work settings	3	N	N	Y	N	Y
				N	N	Y	N	
TOTAL CREDITS			15					15+*

*online status of many courses is now unknown because courses may in future be offered online even if previously they had not been.