

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
- [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#) (Stand-alone Certificates Only – See Section D.5) – Optional

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:	Nov 1, 2020
Program Name:	Certificate in Ethics
Degree Level:	<u>Undergraduate:</u> <u> X </u> <u>Graduate</u> (select one of the following): Post-Baccalaureate _____ Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	12
Accreditation or Licensure Requirements (if applicable):	
CIP Code:	
Department and Department Chair:	Philosophy, Avery Kolers
School/College:	Arts & Sciences
Program Director and Contact (if different); (please also include title):	
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 or pursuant to UG degree program
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 completed either online or face-to-face, or some of each
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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Many professions – from tech to health care to business – are beginning to realize that ethics cannot be taken for granted but must be designed into organizations. From avoiding lawsuits and whistleblower complaints, to complying with the law, to maintaining quality organizational relations and relationships with clients, ethics is essential for firms and agencies in the 21st century. Yet, unless they major or minor in Philosophy – which is beyond what many pre-professional students can commit to – UofL undergraduate students get no systematic and rigorous training in ethics. Consequently, they graduate unprepared for a core element of the 21st century workforce.

The current proposal – built from programming already offered by the Philosophy Department – offers students an undergraduate certificate in Ethics. The department’s emphasis on diversity and equity ensures that the curriculum is attuned to the needs of the Louisville region.

The Certificate requires 12 credit hours of coursework, primarily in Philosophy. It can be completed in as little as one academic year. It would serve three main groups: i) students completing a 60-hour BS degree, whose schedule lacks the flexibility required to major or minor in Philosophy; ii) pre-professional students (Pre-Med, Public Health, Nursing, Pre-Law, Business, Criminal Justice) who want an Ethics certification that complements their career, especially given that these schools and departments typically lack ethics curricula of their own; iii) A&S majors who would benefit from the credential.

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.

The essence of the Ethics Certificate is to teach diverse undergraduate and pre-professional students and, through both theoretical and hands-on ethics training, help them develop into engaged citizens and leaders. Because the curriculum is *conceptual*, *normative*, and *applied*, and includes an internship option, the Ethics 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, law firms, medical practices, government and law enforcement agencies, and so on. The Ethics 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) calls for particular emphasis on creating programs in STEM-H fields. Ethics is 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. More recently, the Covid-19 pandemic has moved ethics to the forefront not only of health care but of our arrangement of the workplace between “essential workers” who are at greater risk and those more able to work remotely, and the racial/ethnic and gender disparities between these groups. Organizations in the STEM-H sector that sideline ethics do so at their own risk as well as grave risk to their stakeholders, clients,

and the public at large. Medical centers require resources in bioethics, as well as training for their faculty in clinical and research ethics. Government agencies all have ethics commissions. [Businesses recognize](#) that ethics is no longer merely “nice to have” but can make or break a business. Throughout the economy, firms are finding that social responsibility is a widespread concern of both customers and investors; the Social Investment Forum reports that some \$12 *trillion* in professionally managed assets now “consider environmental, social and governance (ESG) factors.”¹ In this environment it is astonishing that the University of Louisville’s main (pre-)professional departments and schools do not offer systematic ethics training. The proposed certificate remedies this unfortunate problem.

Further, significant parts of the curriculum – PHIL 319, 325, 516, 582, and 590, in addition to modules within other courses such as 328, 535, and 581 – emphasize social justice and racial and gender equity. Thus the Ethics Certificate promotes understanding of the relationships between moral norms, social norms, and systems of stratification, and hence the role of social reform in achieving moral reform.

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.

Objective 1. To prepare graduates for ethical leadership roles in whatever field they enter.

The program’s principal objective is to prepare its graduates to be ethical leaders in their field, weaving ethical experience, expertise, and reasoning through their professional contexts. 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 workplace culture 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.

Objective 2. To train students in modes of ethical reasoning and in how to apply their ethical reasoning skills in the workplace and in daily life.

The program’s second objective is to make ethical reasoning “second nature” such that graduates display a capacity to engage ethically with a wide variety of questions in any context that may arise, and a fluency with ethical considerations that gives them a natural default of doing the right thing. Changes in the work environment over students’ lifetimes so far, as well as changes that can be expected going forward, will make ethical issues that much harder to avoid. Ethical questions will pervade the workplace. This objective aligns most closely with the principles of Agility and Respect. Change – especially abrupt change such as we have all been experiencing this academic year – demands agility and very often takes people into territory where interpersonal relations are not fully clear and expectations are not settled. These contexts are primary instances where failure to treat people with due respect tend to get sidelined – not because of ill intent, necessarily, but because people do not yet know how to do so. At the same time, in such dynamic contexts, being “reflexively ethical” can establish standards that then ramify throughout an organization.

Objective 3. To provide graduates with a credential indicating their preparation for ethics compliance and other modes of demonstrating ethical practice in the professions.

¹ Lisa Woll, “Reflections on Sustainable, Responsible and Impact Investing in 2018,” in US Sustainable Investing Forum *Report on US Sustainable, Responsible and Impact Investing Trends 2018* (Washington, DC: USSIF, 2018), iii.

Increasingly, firms and agencies are recognizing the significance of ethics and the importance of not taking it for granted, 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.” This objective implements the UofL Mission of “teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars.”

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

Please be clear and specific.

Admission requirement: good academic standing in an undergraduate degree program, with enough hours available to complete the certificate requirements without going over 123 (unless major advisor approves the overage).

Certificate completion standard: GPA of 3.0 or higher in courses counted toward the certificate, with no more than one C, and submission of one final paper from one course counted toward the certificate (preferably the last course) for assessment under the SLO rubric (attached).

Retention Plan: Students recording a C in any course that they intend to count toward the Certificate will be contacted by the department chair or certificate advisor to discuss plans and encourage retention.

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 and questions.*

SLO #2: *Demonstrates skill at presenting cogent normative arguments.*

SLO #3: *Demonstrates ability to write and communicate clearly.*

SLO #4: *Demonstrates skill at charitably and clearly explicating opposing ethical views, and replying to them*

SLO #5: *Demonstrates understanding of the challenges associated with applying ethical theories and ideas to practical situations.*

SLO #6: *Demonstrates understanding of ways that stratification along socially salient classifications affects normative evaluation of actions and institutions.*

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).

When students apply for graduation with the Certificate in Ethics, the department chair or certificate advisor will contact them to request that they send a final paper from the last paper they wrote in a course counted toward the certificate. This paper 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 in each 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 the goal, core faculty will assess whether curricular changes are required. If SLO #6 is found to be “not applicable” in more than 25% of papers, we will work with instructors to ensure that diversity content is included in courses.

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

For targets and frequency, see #2 above.

SLO #1: we will look for avoidance of standard errors such as inferring an “ought” from an “is,” and we will look for valid arguments that do not leap to normative conclusions from purely empirical premises or observations.

SLO #2: we will assess the paper’s normative arguments for validity and soundness, including coherent defense of any normative (ethical) claims in the argument.

SLO #3: we will assess the paper for clarity of argumentative writing, including appropriate use of connectors such as “if... then”, “therefore,” “infer,” “imply”, etc., as well as identification of assumptions and clarification of key concepts.

SLO #4: we will assess whether the paper clearly and charitably presents, for consideration, a view that the author *disagrees* with, and whether the paper fairly and adequately responds to this argument.

SLO #5: we will assess the paper’s capacity to both deploy clear and compelling realistic examples of normative views, and its capacity to explain the implications of the moral argument for real-world application.

SLO #6: we will assess the paper’s engagement with issues of social inequality and stratification, to determine whether the student shows familiarity with how such issues affect normative assessment (and vice versa).

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.

Please see the attached letter of support from Dean Robert Fox, University Libraries.

Please also see the attached library resources report. Note that, although that report calls for the addition of 2 journal subscriptions, we are wary of committing the full amount in the current budgetary environment, when our discretionary budget has effectively been zeroed out despite Philosophy's being a revenue-generating department for the University. Thus we postpone the subscription to *Ethics & Behavior* (the more expensive and, in our view, less essential subscription) until the third year in hopes that discretionary budgets are stable by that point. Assuming discretionary budgets have stabilized by then, we will commit the full amount thereafter.

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)
21-22	3	6
22-23	7	8
23-24	9	9
24-25	10	11
25-26	11	13

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.

The Ethics Certificate is not a standalone degree program. However, as indicated by our colleagues in Criminal Justice, Communication, Computer Engineering, and Nursing, the Ethics Certificate is a valuable credential as their graduates enter the workforce. As Prof. Tad Hughes, chair of Criminal Justice, puts it, "having additional ethics training and specifically the credential would help our

graduates in their future employment efforts. Such a credential is both applicable to criminal justice practice and distinguishing. We believe such a credential would create separation from other applicants as our students start their life's work." Similarly, Prof. Mary DeLetter, Associate Dean of Academic Affairs and Unit Effectiveness in the School of Nursing, notes that the Ethics Certificate could "contribute to eventual leadership and administrative roles in health care settings." This support from programs that are directed at specific professions shows that training in ethics is perceived as valuable in its own right as well as a potential leg up on the job market.

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

This will be the only undergraduate Ethics Certificate in Kentucky; Murray State offers an undergraduate Business Ethics certificate, but the scope is narrower. Moreover, Murray State's certificate is exclusively in-person, whereas this certificate may be completed online. According to <https://data.ohio.gov/wps/portal/gov/data/view/odhe-completions-by-degree>, there appears to be no Ethics or Philosophy certificate in Ohio, and according to <https://transferin.net/transfer-resources/transfer-databases/academic-program-inventory/>, there appears to be no undergraduate certificate in Ethics in Indiana.

The current program integrates effectively with professionally oriented degrees and provides rigorous ethics training that leads to a meaningful credential. Because of the Philosophy Department's orientation toward diversity, equity, and inclusion, the program also makes it more likely that students will have upper-division course work in areas that advance the Cardinal Anti-Racism Agenda or other equity goals.

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.

no

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

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.

As noted above and in our supporting letters, the program will support and be supported by undergraduate programs in Communication, Criminal Justice, Computer Engineering, and Nursing, among others. We foresee significant potential for collaboration with, for instance, the expanding undergraduate programming in Public Health and the College of Business, although these arrangements have not yet been made.

Further, we will reach out to those faculty members in other units who teach courses that count as electives (e.g. in Criminal Justice, Communication, etc.), and invite them to serve on an

interdepartmental advisory committee for this certificate as it expands, evolves, and develops programming.

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 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. 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?

Program core faculty = 4. Projected students at peak demand = 20. Faculty-student ratio = 1:5

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) .

- **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?
PHIL 321	Ethics	Main theoretical frameworks for systematically addressing questions about moral obligation and the good life. Additional topics may include responsibility, virtue, justice, law and morality, relativism, evil, and reasons to be moral.	3	One of these two must be taken	N	Y	N	Y
PHIL 521	Ethical Theory - WR	Recent developments in ethical theory, such as examinations of the status of moral facts; moral realism; impartiality and personal attachments; or moral agency.	3	One of these two must be taken	N	Y	N	Y
CECS 311	Ethics, Social, and Legal Aspects on the Electronic Frontier	Examination of the legal, social and ethical issues associated with electronic information dissemination and manipulation with a focus on computer	3	N	N	Y	N	N

		systems and networks. Topics include current issues and controversies that put the needs and desires of one group against those of other groups, including business, governmental and social interests. Students will be required to complete papers on the topics discussed and participate in class discussions. Technical writing and oral presentations are required.						
CJ 597	Ethics in Criminal Justice - WR	A study of the need for ethics in criminal justice. The aims of ethics, ethical theories, ethical issues related to law making, law breaking and law enforcement.	3	N	N	Y	N	Y
COMM 506-WR	Ethical Problems in Communication	Examines the moral and ethical problems posed by communication practices. Topics include case studies in interpersonal communication, journalism, public relations, and advertising.	3	N	N	Y	N	N
NURS 388	Global Health: Disparities and Social Determinants-SBD2	This course examines health disparities and the influence of culture, social determinants of health, and health policy that contribute to health outcomes in	3	N	N	Y	N	Y

		global populations						
NURS 493	Nursing Leadership and Management	This course is designed to introduce leadership, management, and health policy principles and health care delivery systems processes. This course focuses on the theory and practice of nursing leadership/management and the skills and characteristics necessary to be a successful professional nurse	3	N	N	Y	N	
PHIL 222 – AH	Contemporary Ethical Problems	Moral aspects of current medical, legal, political, environmental and social problems and of the presuppositions contained in their various solutions.	3	N	N	Y	N	Y
PHIL 225	Business Ethics	Analysis of moral problems that arise in contemporary business practice and of the different ethical frameworks proposed to resolve them.	3	N	N	Y	N	Y
PHIL 318	Philosophy & Feminism – AHD1	An examination of philosophical issues involved in feminism, including classical, but emphasizing contemporary discussions	3	N	N	Y	N	Y
PHIL 319	Philosophy of Race & Racism – AHD1	A critical examination of philosophical issues involved in interdisciplinary inquires into race and racism.	3	N	N	Y	N	Y
PHIL 323	Medical Ethics	Analysis of codes of ethics and concepts of ethical practice in the	3	N	N	Y	N	Y

		profession of medicine; historical developments, contemporary problems, and case studies.						
PHIL 325	Feminist Medical Ethics	Analysis of codes of ethics and concepts of ethical practice in the profession of medicine through a feminist framework; historical developments, contemporary problems, and case studies.	3	N	N	Y	N	N
PHIL 328	Environmental Ethics	Examination of the moral status of the natural environment and ethical problems of human/environment interaction	3	N	N	Y	N	N
PHIL 360	Humanizing Technology – AH	This course will explore the philosophical dimensions of technology by analyzing the nature of technology through multiple critical lenses.	3	N	N	Y	N	N
PHIL 516 / PAS 516	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	N
PHIL 535	Political Philosophy	The main concepts of contemporary political thought: rights, law, power, ideology, legitimacy, democracy, tyranny, the state, and justice, with the focus	3	N	N	Y	N	N

		on the topic of political action in both its individual and collective forms						
PHIL 580	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.	3	N	N	Y	N	Y
PHIL 581	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 these topics will be considered	3	N	N	Y	N	Y
PHIL 582 / WGST 582	Gender, Race, Culture, and Healthcare	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	3	N	N	Y	N	Y
PHIL 583	Health Care, Justice & Community	Examines theories of justice and equality as they apply to issues in health care delivery, considers explanations for why disparities exist, and the practical ways that communities have addressed inequalities.	3	N	N	Y	N	Y
PHIL 584	Clinical Ethics	Application of ethical principles, virtues, and cases in the	3	N	Y	N	N	Y

		context of clinical care, with a practical approach toward ethics, consultation and conflict resolution.						
PHIL 590	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 these general themes impact their particular area of study, work, or interest.	3	N	N	Y	N	Y
POLS 399/ PPE 300	Introduction to Philosophy, Politics, and Economics	This course introduces students to the interdisciplinary study of Philosophy, Politics, and Economics. Taken together these subjects enable a rigorous yet	3	N	N	Y	N	N

		applied study of society and social institutions such as governments, markets, and firms, and civil society more generally						
TOTAL CREDITS	12							