# NEW POST-BACCALAUREATE CERTIFICATE PROPOSAL

## CERTIFICATE COVER SHEET

<table>
<thead>
<tr>
<th>CERTIFICATE NAME:</th>
<th>Jefferson College of Health Sciences (JCHS)-Radford University (RU) Post-Baccalaureate Certificate in Bioethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>The JCHS-RU Post-Baccalaureate Certificate in Bioethics is designed for working health care and biomedical professionals, such as physicians, nurses, social workers, chaplains, patient advocates and patient representatives, risk managers, hospital administrators, health care attorneys, and others. The goal of the educational program is to provide students with the ethical competency needed for ensuring patient safety, building community trust, and supporting best practices in the expanding fields of healthcare, medicine, and biomedical research.</td>
</tr>
</tbody>
</table>
| PARTICIPATING DEPARTMENTS | Primary RU Philosophy and Religious Studies Department  
JCHS Humanities and Social Sciences Program  
Supporting |
| # SEMESTER HOURS | 12 |
| STRUCTURE | ☒ Cohort ☒ On-going Entry |
| LOCATION OF COURSES | JCHS and RU campus. The program will be delivered in a hybrid format. RU and JCHS will deliver two courses each. |
| TARGET MARKET | Physicians, nurses, social workers, chaplains, patient advocates and patient representatives, risk managers, hospital administrators, and health care attorneys. |
| NET NUMBER OF NEW RU STUDENTS | 15-20 |
| PRIMARY CONTACT PERSON | Joe Frank Jones, III, jjones39@radford.edu |

## Proposal Routing

1. Departmental Curriculum Committees (following departmental protocol for approval)
2. College Curriculum Committees (following college protocol for approval)
3. Professional Education Committee (if it includes a professional education component)
4. Extended Education (if it contains an extended education component)
5. Distance Education (if it utilizes distance or other instructional technologies)
6. Submit this form to the RU Graduate College Academic Course & Program Review Committee (ACPR), along with the following documentation: ☒ Cover Sheet for (ACPR) Committee
Attached:  New Certificate Narrative
          New Certificate Budget

Approvals:

[Signatures and dates]

Department Chair/ School Director  
College Dean  
Professional Education Committee (if applicable)  
Dean, College of Graduate and Professional Studies  
Provost

Date:  
Date:  
Date:  
Date:
JCHS-RU Post-Baccalaureate Certificate in Bioethics Proposal

CERTIFICATE NARRATIVE

CERTIFICATE ADMINISTRATION:

This post-baccalaureate certificate in bioethics is proposed as a partnership between the Jefferson College of Health Sciences (JCHS) in Roanoke, VA, and Radford University (RU). The primary administrative unit at Jefferson College is the Humanities and Social Sciences Program, Director Darrell Shomaker, phone (540)985-8362, email DKS homophobic@jchs.edu. The primary administrative unit at Radford University is the Department of Philosophy and Religious Studies, Chair Joe Frank Jones, III, phone (540)831-5388, email j Jones39@radford.edu.

Per the Memorandum of Agreement (MOA) between the partners, the certificate program will be governed by an Oversight Committee to consist of the JCHS President, and/or his/her designee, and Radford University Provost, and/or his/her designee, who in turn appoint, one from each of their respective faculty and staff, the Program Director and Associate Director. This group of four then appoints three other members. The resulting group of seven constitutes the Oversight Committee.

In addition, the Oversight Committee will appoint a Curriculum/Faculty/Admissions Committee (hereafter CFAC) with two members each from the JCHS and RU campuses. The Program Director and Associate Director will serve as ex-officio members of the CFAC. The CFAC will review and approve faculty, courses fitting the Curriculum and Learning Objectives established by the Oversight Committee, program outcomes, evaluation processes and student applications. Members of the Oversight Committee may attend any and/or all meetings of the CFAC and shall be notified of scheduled meetings at the same time as regular members of the CFAC. The Program Director and Associate Director decide scheduling for joint meetings. It is anticipated that most CFAC business will be conducted through electronic communication.

CERTIFICATE DESCRIPTION & STATEMENT OF NEED:

Overview: The JCHS-RU Post-Baccalaureate Certificate in Bioethics is designed for working health care and biomedical professionals, such as physicians, nurses, social workers, chaplains, patient advocates and patient representatives, risk managers, hospital administrators, health care attorneys, and others. The goal of the educational program is to provide students with the ethical competency needed for ensuring patient safety, building community trust, and supporting best practices in the expanding fields of healthcare, medicine, and biomedical research.

Educational Objectives: Upon completion of the JCHS-RU Post-Baccalaureate Certificate in Bioethics Program, students will be able to analyze and resolve ethical problems, support decision-making dialogue, participate meaningfully in ethics committee activities and consultation services, and help develop institutional policies in clinical and research settings.
Curriculum: The curriculum is grounded in the educational core competencies of the American Society for Bioethics and Humanities (ASBH). The program consists of four hybrid courses, each carrying three semester hours of credit for a total of twelve hours of academic credit, plus competence in medical terminology and a reasonable level of familiarity with clinical environments. Criteria for competence in medical terminology and familiarity with clinical environments will be determined by the CFAC. The four courses—Advanced Bioethics, Organizational Leadership in Bioethics, Emerging Trends in Bioethics, and Cultural Perspectives in Bioethics—institute the primary skill associated with Health Care Ethics Consultation (HCEC), which is assessment skill, or the ability to identify and analyze the nature of the value uncertainty or conflict, and the ability to access relevant ethics knowledge, i.e. literature, policy, guidelines, and standards. Two subsidiary and contributory skills are also instilled by the courses, namely process skill, the ability to implement ethics facilitation, document and communicate HCEC activities, evaluate HCEC, effectively run an HCEC service, and collaborate with other institutional professionals, and interpersonal skill, the ability to listen well, educate the involved parties regarding the ethical dimensions of the consultation, and enable involved parties to communicate effectively.

Specific Learning Objectives leading to these skills are described below followed by a curriculum map detailing in what course each of these objectives are addressed:

Courses and Learning Objectives

1. ETH 510: Advanced Bioethics
   1. Demonstrate knowledge of moral reasoning and ethical theory as it relates to HCEC.
   2. Demonstrate knowledge of bioethical issues and concepts that typically emerge in HCEC.
   3. Demonstrate knowledge of clinical context as it relates to HCEC.
   4. Demonstrate ability to identify and analyze the nature of the value uncertainty or conflict that underlies the need for HCEC.
   5. Demonstrate ability to access relevant ethics literature, policies, guidelines, and standards.

2. ETH 520: Organizational Leadership in Bioethics
   1. Demonstrate knowledge of health care systems as they relate to HCEC.
   2. Demonstrate knowledge of codes of ethics, professional conduct, and guidelines of accrediting organizations as they relate to HCEC.
   3. Demonstrate knowledge of health law relevant to HCEC.
   4. Demonstrate ability to establish HCEC expectations and determine whom to involve, utilize institutional structures and resources to facilitate the implementation of the chosen option, facilitate formal meetings, document and communicate HCEC activities, identify systems issues and delegate follow-up, evaluate HCEC and provide quality improvement, and manage an HCEC service.
3. ETHC 630: Emerging Trends in Bioethics
   1. Demonstrate knowledge of moral reasoning and ethical theory as it relates to
      HCEC issues in emerging technology, law, and health policy.
   2. Demonstrate knowledge of emerging bioethical issues and concepts that impact
      HCEC.
   3. Demonstrate ability to document, communicate, and collaborate with other
      professionals concerning ethical issues in emerging technology, law, and health
      policy.

4. ETHC 640: Cultural Perspectives in Bioethics
   1. Demonstrate knowledge of intra- and inter-cultural value differences that impact
      HCEC.
   2. Demonstrate knowledge of intra- and inter-cultural value differences related to
      medical technology and relationships to caregivers that impact HCEC.
   3. Demonstrate ability to listen well and communicate interest, respect, support, and
      empathy to involved parties.
   4. Demonstrate ability to elicit the moral views of the involved parties and educate
      involved parties regarding ethical dimensions of HCEC.
   5. Demonstrate ability to represent the views of the involved parties to others, enable
      the involved parties to communicate effectively and be heard by others, and
      recognize and attend to various relational barriers to communication.
## Post-Baccalaureate Certificate in Bioethics Curriculum Assessment Map

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denoted knowledge of moral reasoning and ethical theory as it relates to HCEC (Health Care Ethics Consultation)</td>
<td>IRA R R R R</td>
</tr>
<tr>
<td>Demonstrated knowledge of bioethical issues and concepts that typically emerge in HCEC</td>
<td>IRA R R R R</td>
</tr>
<tr>
<td>Demonstrated knowledge of clinical context as it relates to HCEC</td>
<td>IRA R R R R</td>
</tr>
<tr>
<td>Demonstrated ability to identify and analyze the nature of the value uncertainty or conflict that underlies the need for HCEC</td>
<td>IRA R R R R</td>
</tr>
<tr>
<td>Demonstrated ability to access relevant ethics literature, policies, guidelines, and standards</td>
<td>IRA R R R R</td>
</tr>
<tr>
<td>Demonstrated knowledge of health care systems as they relate to HCEC</td>
<td>I RA R R</td>
</tr>
<tr>
<td>Demonstrated knowledge of codes of ethics, professional conduct, and guidelines of accrediting organizations as they relate to HCEC</td>
<td>I RA R R</td>
</tr>
<tr>
<td>Demonstrated knowledge of health law relevant to HCEC</td>
<td>I RA R R</td>
</tr>
</tbody>
</table>

- **I** = Introduce,  **R** = Reinforce,  **A** = Assess
Demonstrated ability to establish HCEC expectations and determine whom to involve, utilize institutional structures and resources to facilitate the implementation of the chosen option, facilitate formal meetings, document and communicate HCEC activities, identify systems issues and delegate follow-up, evaluate HCEC and provide quality improvement, and manage an HCEC service

Demonstrated knowledge of moral reasoning and ethical theory as it relates to HCEC issues in emerging technology, law, and health policy

Demonstrated knowledge of emerging bioethical issues and concepts that impact HCEC

Demonstrated ability to document, communicate, and collaborate with other professionals concerning ethical issues in emerging technology, law, and health policy

Demonstrated knowledge of intra- and inter-cultural value differences that impact HCEC

Demonstrated knowledge of intra- and inter-cultural value differences related to medical technology and relationships to caregivers that impact HCEC

Demonstrated ability to listen well and communicate interest, respect, support, and empathy to involved parties

Demonstrated ability to elicit the moral views of the involved parties and educate involved parties regarding ethical dimensions of HCEC

Demonstrated ability to represent the views of the involved parties to others, enable the involved parties to communicate effectively and be heard by others, and recognize and attend to various relational barriers to communication

Additional Requirements: First, each student must demonstrate competence in medical terminology. Criteria for doing so are set by the CFAC, but might be to obtain a certificate of participation for 1.75 contact hours from the Medical Terminology Course at http://www.dmu.edu/medterms/. Second, the CFAC will assess each individual student’s clinical familiarity level. Physicians and/or nurses working in clinical hospital settings will need no further familiarity. Students working in other health-related professions may need to set up a program of documented hours in clinical settings to satisfy this requirement. There are a number of ways to do this, but each student must satisfy the CFAC they are familiar with clinical healthcare routines and environments.
Tuition: The institution teaching and supporting each individual course sets tuition structures that course.

Statement of Need:

Bioethics is the study of ethical, social, and policy issues in health care, medical research and biotechnology. It is a multidisciplinary field steeped in centuries of philosophical enquiry and is a vital, authoritative construct used to address the difficult problems and questions emerging from rapidly advancing technologies in medical research, biotechnology, and especially health care. There is currently a dearth of young philosopher-bioethicists available to fill vacant senior positions. Consequently, the demand for graduate programs in bioethics is increasing. The flexibility and attractiveness of the proposed certificate program in bioethics can help answer the call for more bioethicists at both the regional and national levels. The proposed graduate certificate program in bioethics will help grow and support a workforce that will ensure the long lasting success of biomed, biotech, and health care businesses in the area through ethical leadership that will minimize liability, maximize profit, and encourage public trust.

The proposed certificate will be the only program of its kind in the state of Virginia. The region’s vital need for graduate education in bioethics is the result of many positive developments, including the development of nationally ranked graduate programs at Radford University and the Jefferson College of Health Sciences, the launch of the Virginia Tech Carilion School of Medicine and Research Institute, the growth and recognition of Carilion Clinic as one of the nation’s premier medical centers, and the budding reputation of the Roanoke-New River Valley area as a biomed/biotech region and research hub.

In January of 2012, the Roanoke Times and Cox Business facilitated a series of roundtable discussions to help area leaders plan and direct the region’s explicit goal in growing a biotech economy and secure our reputation as a player on the national biotech stage. Among the primary goals discussed during the series was an overarching initiative to increase the number of biomedical/biotech companies in the region. Area business leaders insist that in order to reach our goal we must continue developing a regional environment that supports and encourages biomedical and biotech entrepreneurs. Such an environment includes educational infrastructure relevant to the workforce needs of biomed and biotech companies.

Roanoke Mayor David Bowers’ State of the City speech in July 2012 called on the city to increase economic development efforts by expanding the city’s offerings in higher education and attracting additional post-graduate institutions such as the Virginia Tech Carilion School of Medicine. Opening a graduate certificate in bioethics program is an excellent way to answer the mayor’s call while filling a gap in the region’s education infrastructure.

The missions of Radford University and the Jefferson College of Health Sciences coincide in preparing, within a scholarly environment, ethical, knowledgeable, competent, and caring healthcare professionals. Our vision is for the joint certificate program to become a nationally recognized program of choice for education in bioethics. Both institutions currently prepare students to enter the healthcare professions at the undergraduate level. A graduate certificate program reflects both institutions’
commitments to the learning process and the expanding global climate of healthcare and education. Both institutions are well positioned to realize this mission and expand their roles as key contributors to the region’s economic engagement with the expanding global climate of healthcare and education. Research in biomedicine and biotechnology is the engine required to drive a strong biomed/biotech economy. This research, not to mention pharmaceutical and biotechnology production, requires risk management strategies in order to achieve lasting economic viability. The bioethics certificate is an essential part of such business strategy.

The University of Virginia’s School of Medicine maintains a Center for Biomedical Ethics and Humanities. The Center’s affiliated faculty offer several courses related to bioethics through their respective academic departments, but the Center does not offer programs leading to designated graduate degrees or certificates in bioethics. UVA’s philosophy department allows students to develop informal concentrations in bioethics while matriculating through their MA and PhD programs, but does not provide any designated programs in bioethics. Consequently, the bioethics graduate certificate program at Wake Forest will be the nearest “competition” for the proposed certificate program.

Wake Forest University’s Master of Arts program in bioethics and their Center for Bioethics, Health, and Society support the graduate certificate in bioethics program in Winston-Salem, North Carolina. Both the MA and the Center emerged in 2009 to answer demand for bioethics experts spurred by the biotech/biomed sector growth in the Piedmont Triad region. Since its inception, enrollment in Wake’s MA program in bioethics has more than doubled and now supports about 30 students per academic year. It remains the only MA program in North Carolina.

The graduate certificate program in bioethics at Wake is a freestanding program apart from the MA program in bioethics. Certificate students typically take the same courses as MA students, but without the constraints and demands of a degree program. Flexibility and convenience is what makes graduate certificate programs so attractive to professionals already working in health care, biomedical research, and biotechnology.

The proposed graduate certificate program in bioethics will be offered in hybrid form, with two full, on-campus days for each course. This accomplishes two goals. First, it maintains person-to-person contact, which allows vetting for persons with empathetic limitations that would interfere with accomplishing HCECs. Second, it preserves accessibility of the program to potential students over a relatively large region.

The dynamism evident within and between the Roanoke and New River Valleys is markedly similar to the growth in biomed and biotech activity in the Piedmont Triad area of North Carolina that prompted Wake Forest University to establish a graduate education program in bioethics in 2009. Growing the biomed/biotech/healthcare economy in Virginia’s Valleys will require more than just doing what other regions have done and what other academic programs have done. As one area business leader has said, “We need the research dollars of our colleges and universities directed toward innovation in life sciences and medical technologies.” Of course, innovation in the life and biomedical sciences is a double-edged sword. On one side, innovation in science is necessary and positive for discovering new cures, methods, and devices, but the other side of innovation is more problematic and often involves novel risks, hazards, and problems that challenge traditional ethical norms and raise questions about what
constitutes moral science, research, medicine, and care. The field of bioethics exists to evaluate, oversee, and inform such innovation in the life sciences and medical technologies.

The primary target audience of the graduate certificate in bioethics includes the following groups:

- Persons who are currently employed in the healthcare field, a biomed/biotech company or research center, or institution of higher learning, and do not require a full MA. Persons in positions such as these are often provided funding for continuing education. Because the region is so health care heavy and consciously building a biomed/biotech economy, it is reasonable to believe that nurses wanting to move into administrative positions, chaplains wanting to serve on hospital ethics committees and researchers wanting to comply with, or serve on, institutional review boards will find the graduate certificate in bioethics a boon to their advancement. Additionally, a graduate certificate in bioethics will be useful to those responsible for compliance, risk management, policy analysis, or continuing education.

- Students in other graduate programs or post-baccalaureate professional programs on campus that have gained an interest in bioethics or will benefit professionally by having advanced education in bioethics. It is easy to imagine the enhanced employability of job seekers who have earned a bachelor’s degree in nursing, biomedical science, health psychology or other discipline from Jefferson AND a graduate certificate in bioethics.

- Students who do not yet want to commit to a fulltime graduate degree program or who want to enhance their chances of being accepted into a graduate program at JCHS or elsewhere.

- Graduate students from other institutions such as VTCSoM, Virginia College of Osteopathic Medicine (VCOM), Virginia Tech, and the University of Virginia who want to add value to their credentials and competency. Additionally, it is conceivable that theses and dissertation committees at neighboring institutions could suggest (or require) advisees enroll in JCHS’s bioethics certificate program before starting research involving human subjects or sensitive biomedical topics.

Projected headcount and recruitment strategies and plans

The initial class, beginning in fall of 2015, is expected to enroll between five and ten students. By fall of 2017, the program is expected to grow to a consistent enrollment of 15-20 students. Wake Forest University’s experience is that a stable population of 30 students was achieved within this time period. The Piedmont-Triad area of North Carolina offers a higher population density, causing an adjustment downward in this projection. Recruitment will involve some publicity, and also direct solicitation of Carilion Clinic employees via newsletters and access through the Jefferson College of Health Sciences. Future regional advertising is likely.
Any surveys or other sources that document student demand?

No such surveys have been accomplished. The Jefferson College of Health Sciences is a fully owned subsidiary of Carilion Clinic, the largest healthcare employer in the region. Conversation with Dr. David Trinkle, Associate Dean of Community and Culture and Chief of Staff of the Department of Psychiatry at Carilion Roanoke Memorial Hospital, suggests Carilion Clinic will consider the proposed bioethics certificate eligible for tuition reimbursement for its employees, as any other relevant, high quality education would be.

CERTIFICATE SCOPE AND SEQUENCE:

List of Courses
1. ETH 510: Advanced Bioethics (Three hours lecture) (JCHS)
2. ETH 520: Organizational Leadership in Bioethics (Three hours lecture) (JCHS)
3. ETHC 630: Emerging Trends in Bioethics (Three hours lecture) (RU)
4. ETHC 640: Cultural Perspectives in Bioethics (Three hours lecture) (RU)

Semester-by-Semester Curriculum Sequence:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
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<tr>
<td>ETHC 640</td>
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Proposed begin and end date: Fall 2014-enduring program. The entire certificate could be finished in one year by taking two courses per semester. Alternatively, the program could be finished in two years at a pace of one course per semester. This is a flexibility that is intended to increase access.

Number of semester hours included in the certificate: 12 hours

Statement of Curriculum Fit: There is currently a bioethics course offered by the Biology Department in the College of Science and Technology at Radford University: [http://www.radford.edu/content/registrar/home/course-descriptions/csat-descriptions/biology/biol-301.html](http://www.radford.edu/content/registrar/home/course-descriptions/csat-descriptions/biology/biol-301.html). This course is a standard undergraduate bioethics course. It is not grounded in the educational core competencies of the American Society for Bioethics and Humanities (ASBH) for Health Care Ethics Consultations, as is the certificate. The Philosophy and Religious Studies Department teaches a Professional Ethics class, PHIL 310, an Ethical Theory class, PHIL 390, and a Topics course, PHIL 421, that has concentrated at least once on medical ethics, but again not with the core competencies of the American Society for Bioethics and Humanities (ASBH) for Health Care Ethics Consultations. There is no significant curricular overlap between the certificate and existing course offerings.
Proposed New Courses: The two courses listed above that are taught at RU (i.e., ETHC 630 & 640) in the description of the certificate are new courses. New course proposals have been developed and approved by the Graduate College at Radford University (November 11, 2013). The two courses taught by JCHS (i.e., ETH 510 & 520) are also new courses. JCHS’s Graduate Council approved syllabi for ETH 510 & 520 along with the certificate’s plan of study on November 26, 2013, and by JCHS’s Dean for Academic Affairs on December 4, 2013.

Certificate Delivery Strategies

The certificate program will use a hybrid delivery model that includes distance and face-to-face classes. The majority of the certificate program content will be delivered in an online, asynchronous manner using existing resources such as D2L, class websites, and other cloud-based tools (e.g. Google Drive). Current instructional technology resources at both RU and JCHS are sufficient for this proposed certificate. Each course will meet physically on Saturdays twice a semester, with a large percentage of work accomplished online. For fall semester, the schedule will be generally the first Saturday after Labor Day and the last Saturday in October for Advanced Bioethics, taught at JCHS. For Research into Emerging Trends in Bioethics, taught at RU fall semester, the schedule will be generally the second Saturday after Labor Day and the first Saturday in November. For spring semester, the schedule will be generally the first Saturday in February and the first Saturday after Easter for Organizational Leadership in Bioethics, taught at JCHS. For Cultural Perspectives in Bioethics, taught at RU spring semester, the schedule will be generally the second Saturday in February and the second Saturday after Easter. Saturday classes will meet 9-12 am, break for lunch, and meet 1-4 pm.

Each institution, Radford University and Jefferson College, will be free to use whatever technology platform they wish to deliver the online portions of each course. Radford University’s Center for Innovative Teaching and Learning has volunteered to anchor the online efforts through its D2L platform.

As result of the hybrid delivery approach, students will have flexibility in scheduling when and where they interact with course material.

Current facilities, equipment and supplies are sufficient for the proposed courses and certificate program. No materials need to be purchased for this certificate. All advising responsibilities will be handled by the Dr. Darrell Shomaker, phone (540)985-8362, email DKShomaker@jchs.edu (JCHS) and Dr. Joe Frank Jones, III, phone (540)831-5388, email jjones39@radford.edu (RU). Existing faculty, with bioethics backgrounds, who qualify for graduate faculty status, will be used to teach all courses in this proposed certificate program.

Weather can modify any class schedule, as determined by the host institution for each course. Anticipated alternative scheduling plans are to delay a week to the next Saturday, depending on other factors and commitments of the faculty and students involved.
No additional faculty are involved. The courses will be taught as part of the regular schedule of faculty in the Philosophy and Religious Studies Department. No additional burdens on support services or the Library are anticipated. Parking is not an issue on Saturdays, the only on-campus class days scheduled. Advising will be done by the members of the CFAC.

**ADMISSIONS CRITERIA**

Applicants will be required to have a bachelor’s degree from an accredited college or university, or its equivalent, with a grade point average of at least 3.0 overall (on a scale of 4) and at least a 3.0 in the student’s major. There is no specific major requirement, but applicants with bachelor’s degree earned in disciplines outside the humanities, social sciences, human sciences, and health sciences may be required to demonstrate a readiness to do graduate work in bioethics.

In addition to their application for admittance (and application fee), applicants will be required to submit official transcripts, two letters of reference, current curriculum vitae or resume, and a personal statement concerning their interest in earning the bioethics certificate.

**CERTIFICATE DURATION AND REVIEW PROCESS**

The initial schedule of the Program is for JCHS to teach the *Advanced Bioethics* course in the fall semester of 2014, and the *Organizational Leadership in Bioethics* course in the spring semester of 2015. JCHS will then continue to teach these two courses each year. RU will teach the *Emerging Trends in Bioethics* course in the fall semester of 2014, and the *Cultural Components of Bioethics* course in the spring semester of 2015. RU will then continue to teach these two courses each year. The first certificates will be conferred at the end of the spring semester, 2015, and each spring thereafter. Students can choose to complete the certificate in one year or two, taking one course per semester or two. The participating faculty will review the success of the certificate program during the spring 2017 semester and recommend if the program should be continued as-is or modified. Consideration will be given to the number of student enrolled in the program, needs assessments that will be conducted in spring 2016, and student evaluations of the certificate program to date. Ongoing assessment based on achievement of Learning Objectives will be accomplished as usual, using the reporting forms below.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Methodology</th>
<th>Explanations of Assessment Methodology</th>
<th>Timeline for Assessment Methodology/Number of Students Assessed</th>
<th>Achievement Target</th>
<th>Results of Assessment</th>
<th>Feedback/Revision as Result of Assessment</th>
<th>Results of Action Plan Implemented to Improve Student Performance and Implementation Notes</th>
<th>What is the status of the Action Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated knowledge of moral reasoning and ethical theory as they relate to a Health Care Ethics Consultation (HCEC)</td>
<td>Tests and essays in the Advanced Bioethics course</td>
<td>Students in Advanced Bioethics answer questions on their tests which require them to demonstrate knowledge of moral reasoning and ethical theory as they relate to HCEC</td>
<td>All students must take the Advanced Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating knowledge of moral reasoning and ethical theory as they relate to a Health Care Ethics Consultation (HCEC)</td>
<td>To be provided at the end of fall semester, 2014</td>
<td></td>
<td>This class was not assessed in the fall of 2011.</td>
<td>0 In Progress</td>
</tr>
<tr>
<td>Demonstrated knowledge of bioethical issues and concepts that</td>
<td>Tests and essays in the Advanced Bioethics course</td>
<td>Students in Advanced Bioethics answer questions</td>
<td>All students must take the Advanced Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly</td>
<td>To be provided at the end of fall semester, 2014</td>
<td>No PHRE majors took this course in the fall of 2011, so there</td>
<td>0 In Progress</td>
<td>X Planned</td>
</tr>
<tr>
<td>Demonstrated knowledge of clinical context as it relates to HCEC</td>
<td>Tests and essays in the Advanced Bioethics course</td>
<td>Students in Advanced Bioethics course answer questions on their tests which require them to demonstrate knowledge of clinical context as it relates to HCEC</td>
<td>All students must take the Advanced Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating knowledge of clinical context as it relates to HCEC</td>
<td>To be provided at the end of fall semester, 2014</td>
<td>Three PHRE majors took this course in the fall of 2011. Two were rated “highly proficient,” while one was rated “proficient.” No changes were recommended.</td>
<td>O In Progress</td>
<td>O Finished</td>
</tr>
<tr>
<td>Demonstrated ability to identify and analyze the nature of the value</td>
<td>Tests and essays in the Advanced Bioethics course</td>
<td>Students in Advanced Bioethics course answer questions on their tests which require them to demonstrate knowledge of bioethical issues and concepts that typically emerge in HCEC</td>
<td>All students must take the Advanced Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating knowledge of bioethical issues and concepts that typically emerge in HCEC</td>
<td>To be provided at the end of fall semester, 2014</td>
<td>This class was not assessed in fall of 2011.</td>
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<td>Demonstrated ability to access relevant ethics literature, policies, guidelines, and standards</td>
<td>Tests and essays in the Advanced Bioethics course</td>
<td>Students in Advanced Bioethics course answer questions on their tests which require them to demonstrate the ability to access relevant ethics literature, policies, guidelines, and standards</td>
<td>Demonstrated ability to identify and analyze the nature of the value uncertainty or conflict that underlies the need for HCEC</td>
<td>To be provided at the end of fall semester, 2014</td>
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<td>Demonstrated knowledge of health care</td>
<td>Tests and essays in the Organizational</td>
<td>All students must take the Organizational</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating the ability to access relevant ethics literature, policies, guidelines, and standards</td>
<td>To be provided at the end of fall semester, 2014</td>
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<tr>
<td>Demonstration of Knowledge</td>
<td>Tests and essays in the Organizational Leadership in Bioethics course</td>
<td>Leadership in Bioethics course, therefore all students are rated “proficient” or “highly proficient” in demonstrating knowledge of health care systems as they relate to HCEC</td>
<td>The program target is that 100% of students will be evaluated as “proficient” or “highly proficient” in demonstrating knowledge of codes of ethics, professional conduct, and guidelines of accrediting organizations as they relate to HCEC</td>
<td>To be provided at the end of the spring semester, 2015</td>
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<td>Demonstrated knowledge of health law relevant to HCEC</td>
<td>Tests and essays in the Organizational Leadership in Bioethics course</td>
<td>Students in Organizational Leadership answer questions on their tests which require them to demonstrate knowledge of health law relevant to HCEC</td>
<td>All students must take the Organizational Leadership in Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating knowledge of health law relevant to HCEC</td>
<td>To be provided at the end of the spring semester, 2015</td>
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<tr>
<td>Demonstrated ability to establish HCEC expectations and determine whom to involve, utilize institutional structures and resources to facilitate the implementation</td>
<td>Tests and essays in the Organizational Leadership in Bioethics course</td>
<td>Students in Organizational Leadership answer questions on their tests which require them to demonstrate the ability to establish HCEC</td>
<td>All students must take the Organizational Leadership in Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating the ability to establish HCEC expectations and determine whom to involve, utilize institutional structures and resources to</td>
<td>To be provided at the end of the spring semester, 2015</td>
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<td>facilitation of the chosen option, facilitate formal meetings, document and communicate HCEC activities, identify systems issues and delegate follow-up, evaluate HCEC and provide quality improvement, and manage an HCEC service</td>
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<td>Demonstrated knowledge of moral reasoning and ethical theory as it relates to HCEC issues in emerging technology, law, and health policy</td>
<td>Tests and essays in the Emerging Trends in Bioethics course</td>
<td>Students in Emerging Trends in Bioethics course answer questions on their tests which require them to demonstrate knowledge of moral reasoning and ethical theory as it relates to HCEC issues in emerging technology, law, and health policy</td>
<td>All students must take the Emerging Trends in Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating knowledge of moral reasoning and ethical theory as it relates to HCEC issues in emerging technology, law, and health policy</td>
<td>To be provided at the end of fall semester, 2014</td>
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<tr>
<td>Demonstrated ability to document, communicate, and collaborate with other professionals concerning ethical issues in emerging technology, law, and health policy</td>
<td>Tests and essays in the Emerging Trends in Bioethics course</td>
<td>Students in Emerging Trends in Bioethics course</td>
<td>All students must take the Emerging Trends in Bioethics course, therefore all students are assessed</td>
<td>The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating the ability to document, communicate, and collaborate with other professionals concerning ethical issues in emerging technology, law, and health policy</td>
<td>To be provided at the end of fall semester, 2014</td>
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<td>Demonstrated knowledge of intra- and extra-personal perspectives</td>
<td>Tests and essays in the Cultural Perspectives course</td>
<td>Students in Cultural Perspectives course</td>
<td>All students must take the Cultural Perspectives in course</td>
<td>The program target is that 100% of students will be</td>
<td>To be provided at the end of fall semester, 2014</td>
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inter-cultural value differences that impact HCEC

| Perspective in Bioethics course | Students in Cultural Perspectives in Bioethics course | All students must take the Cultural Perspectives in Bioethics course, therefore all students are assessed | The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating knowledge of intra- and inter-cultural value differences related to medical technology and relationships to caregivers that impact HCEC | spring semester, 2015 |

Demonstrated knowledge of intra- and inter-cultural value differences related to medical technology and relationships to caregivers that impact HCEC

<p>| Tests and essays in the Cultural Perspective in Bioethics course | Students in Cultural Perspectives answer questions on their tests which require them to demonstrate knowledge of intra- and inter-cultural value differences related to medical technology and | Bioethics course, therefore all students are assessed | rated “proficient” or “highly proficient” in demonstrating knowledge of intra- and inter-cultural value differences that impact HCEC | spring semester, 2015 |
| Demonstrated ability to listen well and communicate interest, respect, support, and empathy to involved parties | Tests and essays in the Cultural Perspectives in Bioethics course | Students in Cultural Perspectives answer questions on their tests which require them to demonstrate the ability to listen well and communicate interest, respect, support, and empathy to involved parties | All students must take the Cultural Perspectives in Bioethics course, therefore all students are assessed | The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating the ability to listen well and communicate interest, respect, support, and empathy to involved parties | To be provided at the end of spring semester, 2015 |
| Demonstrated ability to elicit the moral views of the involved parties and educate involved parties regarding | Tests and essays in the Cultural Perspectives in Bioethics course | Students in Cultural Perspectives answer questions on their tests which require them to demonstrate the ability | All students must take the Cultural Perspectives in Bioethics course, therefore all students are assessed | The program target is that 100% of students will be rated “proficient” or “highly proficient” in demonstrating the ability to elicit the moral views of the involved parties and educate | To be provided at the end of spring semester, 2015 |</p>
<table>
<thead>
<tr>
<th>Ethical dimensions of HCEC</th>
<th>To elicit the moral views of the involved parties and educate involved parties regarding ethical dimensions of HCEC</th>
<th>Involved parties regarding ethical dimensions of HCEC</th>
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</thead>
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<tr>
<td>Demonstrated ability to represent the views of the involved parties to others, enable the involved parties to communicate effectively and be heard by others, and recognize and attend to various relational barriers to communication</td>
<td>Tests and essays in the Cultural Perspectives in Bioethics course</td>
<td>Students in Cultural Perspectives answer questions on their tests which require them to demonstrate the ability to represent the views of the involved parties to others, enable the involved parties to communicate effectively and be</td>
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<tr>
<td>All students must take the Cultural Perspectives in Bioethics course, therefore all students are assessed</td>
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<td>To be provided at the end of spring semester, 2015</td>
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</table>
heard by others, and recognize and attend to various relational barriers to communication.