

New Academic Program Workflow Form

General

Proposed Name: Bioethics

Transaction Nbr: 00000000000156

Plan Type: Major

Academic Career: Graduate

Degree Offered: Master of Arts

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2023

Details

Department(s):

MDPX

DEPTMNT ID	DEPARTMENT NAME	HOST
0684	COM Phx Bioethics and Medical Humanism	Y

Campus(es):

ONLN

LOCATION	DESCRIPTION
ONLN	Online

PHX

LOCATION	DESCRIPTION
PHOENIX	Phoenix

Admission application terms for this plan: Spring: N Summer: N Fall: Y

Plan admission types:

Freshman: N Transfer: N Readmit: N Graduate: Y

Non Degree Certificate (UCRT only): NA

Other (For Community Campus specifics): N

Plan Taxonomy: 51.3201, Bioethics/Medical Ethics.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Master of Arts in Bioethics

Transcript: Y Master of Arts in Bioethics

Conditions for Admission/Declaration for this Major:

Along with requirements of the Graduate College (<https://grad.arizona.edu/admissions/requirements>) applicants will be required to submit: Resume/Curriculum Vitae, 2 letters of recommendation, and a personal statements (up to 500 words).

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

Healthcare professionals must be equipped to embody the mission of the university to be "adaptive problem-solvers capable of tackling our most significant challenges." The proposed Master of Arts in Bioethics is an asynchronous advanced degree fully embodying Pillar 1, Wildcat Journey: Driving student success for a rapidly changing world. As a leader in the next-generation healthcare education, the University of Arizona is the most appropriate location to house a graduate program in bioethics. The proposed program is dedicated to exploring how ethical issues underlie the decisions that shape our minds, lives, and society as we move through bedside medical decisions, the difficult decisions related to diversity, equity, inclusion, the rights of people, and everyday decisions that we make in our lives. The proposed program continues to build on the College of Medicine-Phoenix strategic plan of building outstanding clinical programs that advance patient care as well as working collaboratively to advance the health and well-being of our communities. Students with advanced education in bioethics help better prepare tomorrow's physicians by reinforcing the "human side" of medicine and the patient's perspective.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Applied	MA	1	Arizona State	N

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
	Ethics			University, Temp	

Peer Comparison

The proposed program stands out most in the method of curriculum delivery. The UAZ program will be the only asynchronous online program out of the peer group. This will allow students from Arizona, the greater United States, and the globe to participate. This program will not require a student to relocate to attend. This availability will make our program unique and desirable. The peers compared here are all in person classes, typically during the workday. All the programs offer similar core courses and electives. Each program reflects the influences of fields of law, medicine, public health, religion, and philosophy. UW and NYU are programs in their respective medical schools and therefore attract many health professionals.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00902874	Jennifer Hartmark-Hill	0684	Assoc. Prof	Doctor of Medicine	.05
01455443	Laura Howard	LAW C	Prof. Pract.	Doctor of Philosophy	.05
02408388	Mabel Crescioni	LAW C	Prof. Pract.	Juris Doctor	.05
02705017	David Beyda	0684	Professor	Doctor of Medicine	.25
14601387	Leila Barraza	PBLH	Assoc. Prof	Juris Doctor	.05
16908121	Cynthia Standley	0684	Professor	Doctor of Philosophy	.05
22055250	Robert Kravetz	0684	Professor	Doctor of Medicine	.05

Additional Faculty:

We will be working with the Department of Religious Studies/Classics to add a graduate course in the Fall 2024. This course will be developed and taught by either Kristy Slominski

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0684	0	0	.60

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0684	0	0	0	20	40	40	.60	.60	.60

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

N/A

Other Support

Other Support Currently Available:

University of Arizona Health Sciences International (UAHSI) has been supporting the beginnings of this program since 2021. They have financially supported two full time staff members to work on course and program development through 2023. They have giving financial support (\$208k) for the 2023-2024 year.

Other Support Needed over the Next Three Years:

N/A

Comments During Approval Process

10/10/2022 10:59 AM

DBEYDA

Comments

Approved.

10/31/2022 9:06 AM

WILLIAMSCINDY

Comments

Removed Global Direct campus and Online location. This will be added after using an Add campus/location form.

11/28/2022 2:47 PM

ESANDMAR

Comments
Approved.

NEW ACADEMIC PROGRAM – MAJOR
Preliminary Proposal Form

I. Program Details

- a. Name (and Degree Type) of Proposed Academic Program: Master of Arts in Bioethics
 - i. Emphases (if applicable): N/A
- b. Academic Unit(s)/College(s): College of Medicine – Phoenix
- c. Campus/Location(s): Phoenix, AZ Online, Global Direct
- d. First Admission Term: Spring 2023
- e. Primary Contact and Email: Molly Kurtz, mgittelm@arizona.edu

II. Executive Summary (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major):

- a. Bioethics is a discipline dealing with the social, legal, and ethical implications of biological research and applications especially in medicine. It includes medical ethics which focuses on issues in healthcare, research ethics which focuses in the conduct of research, and with public health ethics which addresses ethical issues in public health.
- b. We aim to give clinicians, social workers, chaplaincy, nurses, and lay individuals who wish to seek out a Master of Arts in Bioethics the background and training to engage in the teaching of ethics, ethics research, ethics consultations, and difficult bedside ethical issues.
- c. The importance of a program like this became more evident during the recent pandemic; this has brought to light the difficult ethical decisions that need to be made regarding allocation of scarce resources, equity, diversity, and inclusion in healthcare. The current medical, ethical, and humanities literature over the last two years have identified the scarce resources and the allocation thereof. (Literature references upon request)
- d. Training and education in ethics was found to be paramount in making the difficult moral and ethical decisions for the best and right care for patients. The value of the program: bring into focus the partnership of healthcare and ethics.

III. Brief Program Description:

The advanced study of bioethics (Master's) at the University of Arizona College of Medicine - Phoenix brings together liberal arts disciplines including philosophy, history and sociology of science, psychology, sociology, and anthropology, with the expertise from the University of Arizona, College of Medicine – Phoenix faculty and other key university partners (College of Law, College of Public Health, College of Social and Behavioral Sciences, and the College of Humanities). The proposed program is dedicated to exploring how ethical issues underlie the decisions that shape our minds, lives, and society as we move through bedside medical decisions, the difficult decisions related to diversity, equity, inclusion, the rights of people and everyday decisions that we make in our lives. The purpose is to inspire and advance scholarship and education in ethics, to ignite the moral imagination of leaders in all walks of life, and to foster lives of moral meaning and ethical engagement.

The Master of Arts in Bioethics will be a 2-year primarily asynchronous online program, with some synchronous options. Thirty credits will be necessary to achieve the degree, with 12 core credits and 18 elective credits taken over two years. A dual degree program will be proposed for medical students to engage in the program during the four years of medical school. Students from other disciplines will be able to engage from their respective professions.

IV. Program Rationale:

The Department of Bioethics and Medical Humanism philosophy maintains that ethical assumptions and values underlie personal decision-making, whether we are aware of it or not. Value assumptions drive decision-making in professional and civic life as well, whether in business, law, medicine, politics, or the public forum. It is only through frank, honest, and informed conversations of our most fundamental values that we can have professional relationships that are not hindered by outside direction or control.

The University of Arizona College of Medicine-Phoenix has wanted to offer a Master of Arts in Bioethics for some time. The ethics curriculum offered to our students is a robust 4-year longitudinal program. As shown below, education in medical ethics has found an essential place in their vocation of medicine. As such, we will offer the Master's in Bioethics to those outside our College and University and to our medical students who may want to matriculate with a dual degree intended to allow medical students to graduate with a MD degree and a MA in Bioethics.

The College of Medicine-Phoenix does not offer many graduate programs, so this program will spotlight this campus's unique faculty and curricular offerings. UAHS Global and Online strategic initiative have granted annual financial support to jump-start this Master's program and for yearly continued support. The development of instruction and curriculum has been driven by the advisory committee consisting of the Department Bioethics and Medical Humanism faculty and faculty from the College of Law, College of Public Health, Department of Philosophy, and the College of Humanities.

V. Projected Enrollment for the First Three Years:

Year 1	Year 2	Year 3
20	40	40

The enrollment will stay at a relatively low number due to the limited class size that requires deep interaction between students and faculty.

VI. Evidence of Market Demand:

University of Arizona Health Sciences Global and Online (UAHSGO) is advancing University of Arizona Health Sciences offerings into the global and online domains and bringing the world closer together by defining the future of health care education, research, and practice by expanding academic programs, clinical expertise, and research in innovative and dynamic ways. UAHSGO supports Health Sciences' five colleges as they create and expand their global and online academic offerings to meet the needs of the next generation of health care professionals—at home and abroad.

Students received an email inviting them to participate in the survey with the option of entering a drawing to win one of ten \$25 gift cards upon completion. Students were asked to answer questions about proposed online graduate programs from the University of Arizona College of Medicine –

Phoenix in the area of Bioethics, including the relevance of formal degree programs in Bioethics, their interest in said programs, and their perspectives on important aspects of these programs, including fair tuition rate. 75% of survey respondents were women, resulting in women being overrepresented in the survey respondents compared to the student population.

A total of 1,380 students participated in the survey, for a 11.4% response rate. The margin of error for the survey is 2.5% based on a 95% confidence level. Survey findings can be used to develop valuable programs and positive student experiences in future Bioethics programs, as well as effective marketing and recruitment strategies.

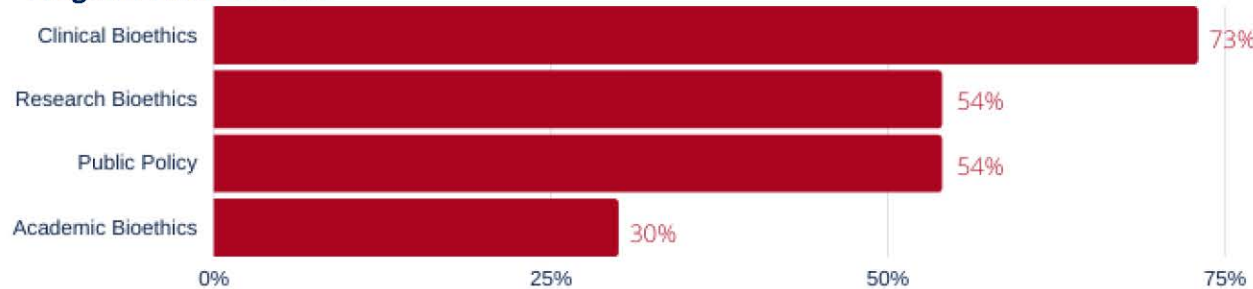
The strong majority (89%) of students surveyed agree that Bioethics is a critical area of study for future healthcare professionals. 43% of students expressed some level of interest (indicating “Very Interested” or “Somewhat Interested” when asked to rate their potential interest) in a graduate certificate or master’s program in Bioethics, primarily to become a more competitive applicant for future career/research opportunities, and to be better positioned for healthcare leadership opportunities.

Interest by College

	College of Medicine – Phoenix	College of Medicine – Tucson	College of Nursing	College of Pharmacy	Mel & Enid Zuckerman College of Public Health	College of Science	College of Social & Behavioral Sciences	James E Rogers College of Law
Very Interested	5.40%	14.40%	9.40%	13.90%	13.80%	11.70%	3.80%	7.50%
Somewhat Interested	27.00%	35.30%	32.20%	36.70%	44.00%	30.40%	17.30%	33.30%

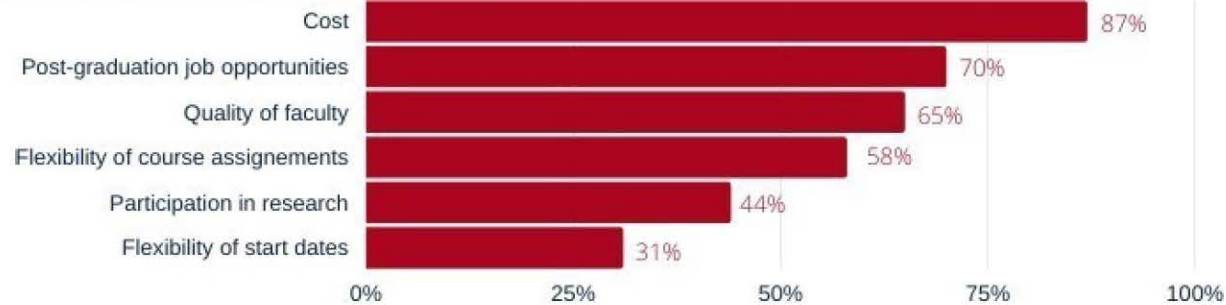
Of interested students, Clinical Bioethics is the master's track that appeals to the most (cited by 73% of respondents), followed by Research Bioethics (54%) and Public Policy (54%). Academic Bioethics was cited least often as a track of potential interest.

Program Track Interest



Students most commonly cited cost (87% of respondents) as an important decision-making factor when considering enrolling in an online Bioethics program, followed by post-graduation job opportunities, quality of faculty and flexibility of course assignments. Participation in research and flexibility of start dates were the least-cited factors.

Most Important Decision-Making Factors



Please refer to attached survey.

VII. Similar Programs Offered at Arizona Public Universities:

Currently there are no Bioethics programs at any of the Arizona public universities. While other colleges may cover similar subjects, we are working with them to collaborate course offerings.



VIII. Resources

Summarize new resources required to offer the program:

- a. We have been given a yearly financial support from UAHS that covers the hiring of an Academic Program Officer and an Instructional Designer (\$110,000 plus ERE) with additional funding for course development (\$48,000).
- b. **Estimate total expected cost:** \$332,952 the 1st, 2nd, and 3rd year (3-year total \$998,856)
- c. **Estimate total expected revenue of the program:** \$408,103 the 1st year and \$402,446 the 2nd year, and \$405,446 the 3rd year (3-year total \$1,215,996)

IX. Required Signatures (the following should be included in the notification memo to campus after ABOR approval):

- a. Program Director/Main Proposer:
 - i. Signature: David Beyda
 - ii. Name and Title: David Beyda, MD - Chair and Professor, Department of Bioethics and Medical Humanism
 - iii. Date: 4/11/2022
- b. Managing Unit/Department Head:

- i. Signature: 
 - ii. Name and Title: David Beyda, MD - Chair and Professor, Department of Bioethics and Medical Humanism
 - iii. Date: 4/11/2022
- c. College Dean/Associate Dean:
- i. Signature: 
 - ii. Name and Title: Guy Reed, MD – Dean, College of Medicine - Phoenix
 - iii. Date: 04/19/22










Preliminary_Proposal_MA_Bioethics_CA approved_updated_4.11.22

Final Audit Report


2022-04-19

Created:	2022-04-11
By:	Molly Kurtz (mgittelm@email.arizona.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAPiPavAP9_uLwCJ0jt9wGOBYmu5dlsJ01

"Preliminary_Proposal_MA_Bioethics_CA approved_updated_4.11.22" History

-  Document created by Molly Kurtz (mgittelm@email.arizona.edu)
2022-04-11 - 4:57:07 PM GMT
-  Document emailed to David Beyda (dbeyda@email.arizona.edu) for signature
2022-04-11 - 4:57:58 PM GMT
-  Email viewed by David Beyda (dbeyda@email.arizona.edu)
2022-04-11 - 5:05:27 PM GMT
-  Document e-signed by David Beyda (dbeyda@email.arizona.edu)
Signature Date: 2022-04-11 - 5:06:08 PM GMT - Time Source: server
-  Document emailed to Guy Reed (guyreed@email.arizona.edu) for signature
2022-04-11 - 5:06:10 PM GMT
-  Email viewed by Guy Reed (guyreed@email.arizona.edu)
2022-04-19 - 7:05:13 PM GMT- IP address: 150.135.165.106
-  New document URL requested by Guy Reed (guyreed@email.arizona.edu)
2022-04-19 - 7:05:18 PM GMT- IP address: 150.135.165.106
-  Document e-signed by Guy Reed (guyreed@email.arizona.edu)
Signature Date: 2022-04-19 - 7:07:38 PM GMT - Time Source: server- IP address: 150.135.165.83
-  Agreement completed.
2022-04-19 - 7:07:38 PM GMT

To: David Beyda, MD – Chair and Professor
Department of Bioethics and Medical Humanism
College of Medicine - Phoenix

From: Greg Heileman, PhD, Vice Provost for Undergraduate Education 


Date: May 3, 2022

Subject: Approval of Preliminary Proposal for MA in Bioethics

Thank you for submitting the preliminary review proposal for a Master of Arts in Bioethics. The proposed academic program should provide an excellent educational opportunity and a useful degree for students pursuing a discipline dealing with the social, legal, and ethical implications of biological research and applications especially in medicine. We believe your ideas are sufficiently well developed that it now makes sense to advance through the stages of the formal academic program approval process.

Please proceed to the development of a full proposal, and do not hesitate to reach out the Curricular Affairs Office for assistance with this process.

CC: Liesl Folks, Senior Vice President for Academic Affairs and Provost
Jim Florian, Vice Provost, Institutional Planning and Analysis
Liz Sandoval, Manager, Curricular Affairs
Guy Reed, MD – Dean, College of Medicine – Phoenix
Molly Kurtz, Academic Officer, College of Medicine - Phoenix





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

- I. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Complete the table in Appendix A if requesting a corresponding minor/Master’s.

GRADUATE

Total units required to complete the degree	30
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Bachelor’s degree from accredited institution.
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p style="text-align: center;">MA CORE/REQUIRED COURSES:</p> <p>ETH 500 - Foundation of Bioethics (3 credits) (New) ETH 572 - Current Controversies in Bioethics (3 credits) LAW 515/ ETH 515 - Healthcare Ethics (3 credits) (NEW) ETH 909 - Master’s Project (3 credits)</p> <p style="text-align: center;">MA ELECTIVES (complete 18 units of the following):</p> <p>ETH 501 - Biomedical Ethics and Global Corruption (3 credits) ETH 502 - Humanities, Ethics and Health: A Global Perspective (3 credits) ETH 503 - Biomedical Ethics and the Law (3 credits) ETH 504 - Applying Key Moral Theories to Issues in Global Ethics (3 credits) ETH 530 - Ethical Consideration in Aging (1 credit) LAW 608A/ ETH 608 - Public Health Law and Ethics (3 credits) LAW 575B /ETH 575B- Clinical Research Ethics (3 credits) (NEW) ETH *** - Research Ethics (3 Credits) (NEW) ETH *** - Social Determinants of Health and Bioethics (3 credits) (NEW) ETH *** Religious Diversity in Healthcare: Intercultural Training (3 credits) (NEW) ETH 520 - Ethics Consultations Seminars (3 credits) ETH 506 - Chronicles of Medical Ethics: Past and Present (3 credits) (NEW) ETH 521 - Narrative in Medicine (3 credits) (NEW) ETH 516 - Pediatric Ethics (3 credits) (NEW) ETH *** Global Bioethics (3 credits)</p>



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

	<p>(NEW) ETH *** Ethics and Decision Making in Clinical Practice (3 credits)</p> <p>(NEW) ETH 522 - Controversies of Life and Death: The Beginnings and Ends (3 credits)</p> <p>(NEW) ETH *** Virtuous Thinking as Applied Through the Bioethics Lens (3 credits)</p> <p>(NEW) ETH 507 - Roots of Bioethics in Practice in Western Medicine and Research (3 Credits)</p> <p>(NEW) ETH *** Transplant Ethics (3 Credits)</p> <p>(NEW) ETH *** Pandemic Ethics (3 Credits)</p> <p>(NEW) ETH 517 - Ethics and the Arts (3 Credits)</p> <p>(NEW) ETH *** Ethical Seminar (3 Credits)</p> <p>(NEW) ETH *** Diversity Equity and Inclusion in Ethics (3 Credits)</p> <p>(NEW) ETH *** Principles and Moral Theories of Bioethics (3 Credits)</p>
<p>Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.</p>	<p>Yes - students are required to do a Master’s Report (909) that will include some research components.</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>Yes - students are required to complete a Master’s Report (909).</p> <p>Students may choose to either participate in a research project along with a summary report or complete an applied final project. For the applied final project, students must design a detailed and research-informed interdisciplinary proposal to innovate on a problem or opportunity.</p> <p>Only one of the above is required.</p>
<p>Master thesis or dissertation required (Yes/No). If yes, provide description.</p>	<p>No.</p>
<p>Additional requirements (provide description)</p>	<p>No.</p>
<p>Minor options (as relevant)</p>	<p>No required minor options.</p>

II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add or remove rows to the table, as needed.

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
LAW 515/ ETH 515	3	Healthcare Ethics	None	Online (asynchronous)	Sp	Yes
LAW 575B/ ETH 575B	3	Clinical Research Ethics	None	Online (asynchronous)	Sp	In progress
LAW 608A/ ETH 608A	3	Public Health Law & Ethics	None	Online (synchronous)	Su	Yes
ETH 501	3	Biomedical Ethics and Global Corruption	None	Online (asynchronous)	Sp, F	Yes
ETH 503	3	Biomedical Ethics and the law	None	Online (asynchronous)	Sp, F	Yes
ETH 504	3	Applying Key Moral Theories to Issues in Global Ethics	None	Online (asynchronous)	Sp, F	Yes
ETH 502	3	Humanities, ethics and health: a global perspective	None	Online (asynchronous)	Sp, F	Yes
ETH 530	1	Ethical Considerations	None	Online (asynchronous)	F	Yes
ETH 500	3	Foundations of Bioethics	None	Online (asynchronous)	F, Sp	Yes
ETH 506	3	Chronicles of Medical Ethics: Past and Present	None	Online (asynchronous)	F	Yes
ETH 507	3	Roots of Bioethics in Practice in Western Medicine and Research	None	Online (asynchronous)	Sp	Yes



THE UNIVERSITY
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ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

NEW COURSES NEEDED – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
ETH 572	3	Current Controversies in Bioethics	None	Online (asynchronous)	S	Spring 2023	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Research Ethics	None	Online (asynchronous)	D	Spring 2024	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Social Determinants of Health and Bioethics	None	Online (asynchronous)	D	Spring 2024	Fall, Spring, Summer	Yes	Yes
ETH 520	3	Ethics Consultation Simulation Seminars	None	Online (asynchronous)	D	Fall 2023	Fall, Spring, Summer	Yes	Yes
ETH 521	3	Narrative in Medicine	None	Online (asynchronous)	S	Fall 2023	Fall, Spring, Summer	Yes	Yes
ETH 516	3	Pediatric Ethics	None	Online (asynchronous)	S	Spring 2023	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Ethics and Decision Making in Clinical Practice	None	Online (asynchronous)	D	Spring 2025	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Religious Diversity in Healthcare: Intercultural Training	None	Online (asynchronous)	D	Fall 2024	Fall, Spring, Summer	Yes	Yes
ETH 522	3	Controversies of Life and Death: The Beginnings and Ends	None	Online (asynchronous)	D	Fall 2023	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Global Bioethics	None	Online (asynchronous)	D	Spring 2025	Fall, Spring, Summer	Yes	Yes



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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ETH ***	3	Virtuous Thinking as applied through the Bioethics Lens	None	Online (asynchronous)	D	Fall 2023	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Transplant Ethics	None	Online (asynchronous)	D	Spring 2024	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Pandemic Ethics	None	Online (asynchronous)	D	Fall 2024	Fall, Spring, Summer	Yes	Yes
ETH 517	3	Ethics and the Arts	None	Online (asynchronous)	D	Fall 2023	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Diversity, Equity, and Inclusion in Ethics	None	Online (asynchronous)	D	Spring 2025	Fall, Spring, Summer	Yes	Yes
ETH ***	3	Principles and Moral Theories of Bioethics	None	Online (asynchronous)	D	Fall 2024	Fall, Spring, Summer	Yes	Yes
ETH 909	3	Master’s Project	None	Online (asynchronous)	D	Fall 2024	Fall, Spring, Summer	Yes	Yes

*In development (D); submitted for approval (S); approved (A)

a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

VI. **FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”**. Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Leila Barraza, JD MPH	Advisory Committee Member, General Faculty member, Graduate Faculty member Teach: LAW 608	Click here for link.
David Beyda, MD	Director of Graduate Studies for Bioethics, Advisory Committee Member, General Faculty member Teach: ETH 501, 502, 503, 504; Foundations of Bioethics, Ethics in Aging, Global Bioethics, Pediatric Bioethics	
Jacque Chadwick, MD	Advisory Committee Member	



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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	Teach: The end of life in film and literature (Beginning of life and end of life)	
Jennifer Hartmark-Hill, MD	Advisory Committee Member, General Faculty member Teach: Narrative in Medicine	
Laura Howard, PhD	Advisory Committee Member, General Faculty member, Graduate Faculty member Teach: LAW 515/ETH 515	
Robert Kravetz, MD	Advisory Committee Member Teach: History of Medicine and Bioethics	
Patricia Mayer, MD	Advisory Committee Member Teach: Foundation of Bioethics, Current Controversies in Bioethics, Ethics Consultation Seminars, Ethics and Decision Making in Clinical Practice, Transplant ethics, Pandemic ethics	
Karen Seat, PhD	Advisory Committee Member, General Faculty member, Graduate Faculty member	
Tara Sklar, JD MPH	Advisory Committee Member, General Faculty member	
Cynthia Standley, PhD	Advisory Committee Member, General Faculty member Teach: Ethics and the arts	
Molly Kurtz	Graduate Program Coordinator	



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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VII. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2).* Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ETH 500 – Foundations of Bioethics	3	ETH 515- Healthcare Ethics	3	ETH 572 - Current Controversies in Bioethics	3	ETH 909 - Master’s Project	3
Elective 1	3	Elective 2	3	Elective 4	3	Elective 6	3
		Elective 3	3	Elective 5	3		
Total	6	Total	9	Total	9	Total	6

Total: 30



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

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VIII. Curriculum Map and Assessment Map - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the Office of Instruction and Assessment. Attach your Curriculum Map here.

Program: MA in Bioethics

Learning Outcome #1: Students will interpret bioethical dilemmas utilizing ethical principles and theories
Concepts: Basic ethical principles; autonomy, justice, beneficence, nonmaleficence, and fidelity. Bioethical dilemmas: physician-patient relationship, death and dying, resource allocation, assisted reproductive techniques, genetic testing—moral Theories; utilitarianism, Kantianism, virtue theory, the four principles approach, and casuistry.
Competencies: Students will explain their interpretation of bioethical dilemmas utilizing ethical principles and theories as they relate to ethical dilemmas at the bedside and in clinical research. Students will combine ethical principles and moral theories to create an ethical assessment related to moral dilemmas.
Assessment Methods: This outcome will be assessed by students' ability to summarize their interpretation of bioethical dilemmas utilizing ethical principles and moral theories on various course assignments such as discussions, verbal presentations, and essays. The final assessment will involve the student master project comprised of the student's interpretation of bioethical dilemmas while utilizing ethical principles and moral theories.
Measures: A rubric for each course assessment will emphasize message clarity, organization, delivery, language, and efficacy equally. The rubric will be constructed to provide equal weight to the various components of bedside ethical dilemmas and ethical issues in clinical research. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding basic ethical principles and moral theories. Faculty and program administrators will review this rubric annually to determine the extent to which this learning outcome is attained.
Learning Outcome #2: Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.
Concepts: Bioethical Dilemmas: Do-Not-Resuscitate Orders, Doctor Patient Confidentiality, Malpractice and Negligence, access to care, receiving gifts, right to self-determinations, differences in personal values, identifying vital ethical dilemmas such as inheriting bias, unconscious bias, and health equity.
Competencies: Students will demonstrate critical thinking skills by using ethical principles and moral theories to make decisions on bioethical dilemmas such as access to care, receiving gifts, the right to self-determination, the difference in personal values, and identifying critical ethical dilemmas at the bedside and in clinical research. Students will demonstrate critical thinking skills by understanding all parties' interpretations of the dilemma and understanding the disconnect between the parties. Students will identify the importance of being a facilitator.
Assessment Methods: This outcome will be assessed by the students' ability to apply ethical principles and theories on bioethical dilemmas in a consultation presentation to the mock ethics board. A final assessment will involve the student master project comprised of the student's interpretation of bioethical dilemmas while utilizing ethical principles and moral theories.



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Measures: The practical application of the student's ability to use ethical principles during a presentation to the mock ethics committee will be assessed through a rubric. Student presentations will be graded by instructors and Master's Project committee members using rubrics to determine the appropriateness of identifying the ethical dilemmas and the inherent bias at the bedside and in clinical research. Complete assessment of the learning outcome is included in the Master's project, where students must demonstrate the ability to effectively communicate the understanding of the learning outcome to multiple audiences. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.

Learning Outcome #3: Students will explain the ethical issues related to clinical research studies and data.

Concepts: Informed consent, social deterrence of health, equality, and justice.

Competencies: Students will be evaluated on their ability to use their knowledge of bioethical issues when working with clinical research studies and data when responding to prompts.

Assessment Methods: This outcome will be assessed by the student's ability to identify and explain the bioethical issues in clinical research in written and video recorded responses. One final assessment will involve the Master's project that is comprised of the bioethical issues associated with research and ethical data at the bedside.

Measures: The students will be graded using a rubric. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the bioethical issues related to clinical research studies and data. The rubric for this assessment will equally emphasize message clarity, organization, delivery, language, and efficacy. Complete evaluation of the learning outcome is included in the Master's project, where students must demonstrate the ability to communicate their project's understanding to multiple audiences effectively. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.

Learning Outcome #4: Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.

Concepts: Public health recommendations, law mandates, policy, legal framework.

Competencies: Students will examine public health policy and the law and identify the bioethical dilemmas. Students will compare and contrast public health policy for its impact on specific subsets of populations. Students will review law specifics as they apply to different ethnicity and cultures.

Assessment Methods: This learning outcome will be assessed through a written essay on a bioethical dilemma of the student's choice. The student will discuss how the impact of the public health policy and the law can affect the decisions made on the selected bioethical dilemma.

Measures: Students will be graded with a rubric on their ability to analyze the connection between public health and the law when identifying ethical dilemmas. The rubric for the course assessment will emphasize message clarity, organization, delivery, language, and efficacy equally. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the impact of public health policy and the law on bioethical dilemmas. The rubric will be built by a Bioethics faculty, Public Health faculty, and a Law faculty member. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.

Learning Outcome #5: Students will review current ethical issues as perceived by current medical ethics concepts throughout history.



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<p>Concepts: Tuskegee Study, Willowbrook Hepatitis Study, Nuremberg Trial</p>
<p>Competencies: Students will demonstrate critical analysis skills to review key events in medical history and the history of ethics. Students will describe how this can relate to current issues. Students will compare and contrast social-cultural perceptions of specific ethical issues between two timeframes.</p>
<p>Assessment Methods: This outcome will be assessed in a project and presentation. The student will build a timeline of the significant events in medical history. Then they will present to the course their selected timeline and the important reasons for each of the selected reasons.</p>
<p>Measures: A rubric will be used to evaluate the student's understanding of the history of medical ethics and how it relates to current ethical issues. The rubric will equally emphasize message clarity, organization, delivery, language, and efficacy. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the impact of public health policy and the law on bioethical dilemmas. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.</p>
<p>Learning Outcome #6: Students will summarize the importance of humanities in biomedical ethics by having a sound narrative.</p>
<p>Concepts: Biomedical Ethics, emphasis given to the effect of humanities on medical ethics, ability to deliver a narrative related to a bioethical issue that is clear, concise and unbiased.</p>
<p>Competencies: Students will demonstrate strong written communication skills. Students will demonstrate the ability to understand and accept a patient's moral choices.</p>
<p>Assessment Methods: This learning outcome will be assessed through a sound narrative essay. The narrative essay contributes to medical ethics through the content of stories (what they say) and the analysis of their form (how they are told and why it matters). The techniques of the literary criticism can be applied to the analysis of ethical texts and practice and can inform the understanding of different perspectives in an ethical dilemma.</p>
<p>Measures: A rubric will be used to evaluate the student's ability to have a sound narrative that relates to ethical issues. The rubric will equally emphasize message clarity, organization, delivery, language, and efficacy. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the impact of public health policy and the law on bioethical dilemmas. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.</p>

Curriculum Map



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University of Arizona AMS » College of Medicine – Phoenix » Bioethics and Medical Humanism

Master of Bioethics

MS Bioethics

Courses and Activities Mapped to Master of Bioethics Outcome Set

	Outcome					
	Outcome 1 Students will interpret bioethical dilemmas utilizing ethical principles and theories.	Outcome 2 Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.	Outcome 3 Students will explain the ethical issues related specifically to clinical research studies and data.	Outcome 4 Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.	Outcome 5 Students will review current ethical issues as perceived by current medical ethics concepts throughout history.	Outcome 6 Students will summarize the importance of humanities in biomedical ethics by having a sound narrative.
Courses and Learning Activities						
ETH 501 Biomedical Ethics and Global Corruption	I/P	I/P				I/P
ETH 502 Humanities, ethics and health A Global Perspective	I/P	I/P				I/P
ETH 503 Biomedical Ethics and the Law	I/P	I/P				I/P
ETH 504 Applying Key Moral Theories to Issues in Global Ethics	I/P	I/P				I/P
IIA 502 Ethics in Aging	I/P	I/P				I/P
LAW608A/ETH608 Public health law and ethics	I/P	I/P		I/P		I/P
LAW 575 Clinical Ethics Clinical Research Ethics	I/P	I/P	I/P			I/P
Elective course Research Ethics		I/P	I/P			I/P
Elective course Social Determinants of Health and Bioethics		I/P		I/P		I/P
Elective course Religious Diversity in Healthcare: Intercultural Training		I/P				I/P
ETH 520 Ethics Consultation Simulations Seminars		I/P	I/P	I/P		I/P
ETH 506 Chronicle of Medical Ethics: Past & Present and Bioethics		I/P			I/P	I/P
ETH 521 Narrative in Medicine		I/P				I/P
ETH 516 Pediatric Ethics	I/P	I/P		I/P	I/P	I/P



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	Outcome					
	Outcome 1 Students will interpret bioethical dilemmas utilizing ethical principles and theories.	Outcome 2 Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.	Outcome 3 Students will explain the ethical issues related specifically to clinical research studies and data.	Outcome 4 Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.	Outcome 5 Students will review current ethical issues as perceived by current medical ethics concepts throughout history.	Outcome 6 Students will summarize the importance of humanities in biomedical ethics by having a sound narrative.
Elective course Global Bioethics	I/P	I/P				I/P
Elective course Ethics and Decision Making in Clinical Practice	I/P	I/P		I/P		I/P
ETH 522 Controversies of Life and Death the beginnings and the ends	I/P	I/P				I/P
Elective course Moral Thinking	I/P	I/P			I/P	I/P
Elective course Virtuous Thinking as applied through the Bioethics lens	I/P	I/P			I/P	I/P
ETH 507 Roots of Bioethics in Practice in Western Medicine and Research	I/P	I/P			I/P	I/P
Elective course Transplant Ethics	I/P	I/P			I/P	I/P
Elective course Pandemic Ethics	I/P	I/P			I/P	I/P
ETH 517 Ethics and the Arts	I/P	I/P				I/P
TBD Ethics Seminar	I/P	I/P	I/P	I/P	I/P	I/P
TBD Diversity, Equity, and Inclusion in Ethics	I/P	I/P	I/P			
TBD Principles and Moral Theories of Bioethics						I/P
Program Assessment Activities						
ETH 909 Final Project/Thesis	A	A	A	A	A	A
ETH 500 Foundations of Bioethics	A	A				A
LAWETH 515 Healthcare Ethics	A	A		A		A
ETH 572 Current Controversies in Bioethics	A	A		A		A
Survey Exit survey (Indirect) Upon completion of program.	A	A	A	A	A	A

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Legend :	I Introduced	P Practiced	A Assessed	I/P Introduced/Practices	P/A Practiced/Assessed
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IX. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
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Learning Outcome	Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
All Outcomes 1-6	Ethicist role Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
All Outcomes 1-6	Academic Program Review	Reviewers' responses	Every 7 years
Learning Outcome #1: Students will interpret bioethical dilemmas utilizing ethical principles and theories	Direct Discussions Essay Projects Presentations Master's Project Indirect Student Exit Survey	Targeted course embedded assessments At the end of the program, the student will participate in a survey that will ask students to self-assess the learning outcome by asking students three questions that requested they	Targeted assessment will occur in ETH 500, ETH 501, ETH 502, ETH 503, ETH 504, IIA 502, LAW 515/ETH 515, LAW608A/ETH608, ETH 572, ETH 909, LAW 575, ETH 516, ETH *** Global Bioethics, ETH *** Ethics and Decision Making in Clinical Practice, ETH 523, ETH *** Moral Thinking, ETH *** Virtuous Thinking as Applied through the Bioethics Lens, ETH 507, ETH *** Transplant Ethics, ETH *** Pandemic Ethics, ETH



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		self-assess, provide evidence, and reflect.	517, ETH *** Ethics Seminar, ETH *** Diversity, Equity, and Inclusion in Ethics
Learning Outcome #2: Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.	<p>Direct Discussions Essays Projects Presentations Master’s Project</p> <p>Indirect Student Exit Survey</p>	<p>Targeted course embedded assessments</p> <p>At the end of the program, the student will participate in a survey that will ask students to self-assess the learning outcome by asking students three questions that requested they self-assess, provide evidence, and reflect.</p>	<p>Target assessment will occur in ETH 500, ETH 501, ETH 502, ETH 503, ETH 504, IIA 502, LAW 515/ETH 515, LAW 608A/ETH 608, ETH 572, ETH 909, LAW 575, ETH*** Research Ethics, ETH *** Social Determinants of Health an Bioethics, ETH *** Religious Diversity in Healthcare: Intercultural Training, ETH 520, ETH 506, ETH 521, ETH 516, ETH *** Global Bioethics, ETH *** Ethics and Decision Making in Clinical Practice, ETH 523, ETH *** Moral Thinking, ETH *** Virtuous Thinking as Applied through the Bioethics Lens, ETH 507, ETH *** Transplant Ethics, ETH *** Pandemic Ethics, ETH 517, ETH *** Ethics Seminar, ETH *** Diversity, Equity, and Inclusion in Ethics</p>
Learning Outcome #3: Students will explain the ethical issues related to clinical research studies and data.	<p>Direct Discussions Essays Projects Presentations Master’s project</p>	Targeted course embedded assessments	Targeted course assessments will occur in: ETH 909, LAW 575, ETH *** Research Ethics, ETH 520, ETH *** Virtuous Thinking as applied through the Bioethics Lens, ETH 507, ETH *** Ethics

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	<p>Indirect Student Exit Survey</p>	<p>At the end of the program, the student will participate in a survey that will ask students to self-assess the learning outcome by asking students three questions that requested they self-assess, provide evidence, and reflect.</p>	<p>Seminar, ETH *** Diversity, Equity, and Inclusion in Ethics</p>
<p>Learning Outcome #4: Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.</p>	<p>Direct Discussions Essays Projects Presentations Master’s project</p> <p>Indirect Student Exit Survey</p>	<p>Targeted course embedded assessments</p> <p>At the end of the program, the student will participate in a survey that will ask students to self-assess the learning outcome by asking students three questions that requested they self-assess, provide evidence, and reflect.</p>	<p>Targeted course assessments will occur in: LAW 515/ETH 515, LAW 608A/ETH 608, ETH 572, ETH 909, ETH *** Social Determinants of Health and Bioethics, ETH 520, ETH 516, ETH *** Ethics and Decision Making in Clinical Practice, ETH *** Virtuous Thinking as applied through the bioethics lens, ETH 507, ETH *** Ethics Seminar</p>
<p>Learning Outcome #5: Students will review current ethical issues as perceived by current medical ethics concepts throughout history.</p>	<p>Direct Discussions Essays Projects Presentations Master’s project</p> <p>Indirect Student Exit Survey</p>	<p>Targeted course embedded assessments</p> <p>At the end of the program, the student will participate in a survey that will ask students to</p>	<p>Targeted course assessments will occur in: LAW 608A/ETH 608, ETH 909, ETH 506, ETH 516, ETH 523, ETH *** Moral Thinking, ETH *** Virtuous Thinking as applied through the Bioethics Lens, ETH 507, ETH *** Transplant Ethics, ETH *** Pandemic Ethics, ETH *** Ethics Seminar</p>



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		self-assess the learning outcome by asking students three questions that requested they self-assess, provide evidence, and reflect.	
Learning Outcome #6: Students will summarize the importance of	<p>Direct Discussions Essays Projects Presentations Master’s project</p> <p>Indirect Student Exit Survey</p>	<p>Targeted course embedded assessments</p> <p>At the end of the program, the student will participate in a survey that will ask students to self-assess the learning outcome by asking students three questions that requested they self-assess, provide evidence, and reflect.</p>	<p>Targeted course assessments will occur in: ETH 500, ETH 501, ETH 502, ETH 503, ETH 504, IIA 502, LAW 515/ETH 515, LAW 608A/ETH 608, ETH 572, ETH 909, LAW 575, ETH *** Research Ethics, ETH *** Social Determinants of Health and Bioethics, ETH ***Religious Diversity in Healthcare: Intercultural Training, ETH 520, ETH 506, ETH 521, ETH 516, ETH *** Global Bioethics, ETH *** Ethics and Decision Making in Clinical Practice, ETH 523, ETH *** Moral Thinking, ETH *** Virtuous Thinking as applied through the Bioethics Lens, ETH 507, ETH *** Transplant Ethics, ETH *** Pandemic Ethics, ETH 517, ETH *** Seminar, ETH *** Diversity, Equity, and Inclusion in Ethics, ETH *** Principles and Moral Theories of Bioethics</p>

X. **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT



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	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	20	40	40	40	40

Data/evidence used to determine projected enrollment numbers:

The University of Arizona College of Medicine – Phoenix Bioethics Graduate Programs Student Survey

University of Arizona Health Sciences Global and Online is advancing University of Arizona Health Sciences offerings into the global and online domains and bringing the world closer together by defining the future of health care education, research and practice by expanding academic programs, clinical expertise, and research in innovative and dynamic ways. Health Sciences Global and Online supports Health Sciences’ five colleges as they create and expand their global and online academic offerings to meet the needs of the next generation of health care professionals—at home and abroad.

OVERVIEW

This report summarizes student opinions and key takeaways from the Health Sciences Global and Online Bioethics Graduate Programs Student Survey conducted in collaboration with the [Office of Assessment and Research](#). The survey was sent to all students who were enrolled during Spring 2021, Summer 2021, and Fall 2021 as of June 16 (N=12,072). Eligible students included prospective degree programs that have alignment to Bioethics degree programs¹. Students received an email inviting them to participate in the survey with the option of entering a

drawing to win one of ten \$25 gift cards upon completion. Students were asked to answer questions about proposed online graduate programs from the University of Arizona College of Medicine – Phoenix in the area of Bioethics, including the relevance of formal degree programs in Bioethics, their interest in said programs, and their perspectives on important aspects of these programs, including fair tuition rate. 75% of survey respondents were women, resulting in women being overrepresented in the survey respondents compared to the student population.

A total of 1,380 students participated in the survey, for a 11.4% response rate. The margin of error for the survey is 2.5% based on a 95% confidence level.

Survey findings can be used to develop valuable programs and positive student experiences in future Bioethics programs, as well as effective marketing and recruitment strategies.

PROGRAM SUPPORT & INTEREST

The strong majority (89%) of students surveyed agree that Bioethics is a critical area of study for future healthcare professionals. 43% of students expressed some level of interest (indicating “Very Interested” or “Somewhat Interested” when asked to rate their potential interest) in a graduate certificate or master's program in Bioethics, primarily to become a more competitive applicant for future career/research opportunities, and to be better positioned for healthcare leadership opportunities.

¹ Campus: Academic Program Campus is equal to / is in Arizona Online; Distance; Phoenix; University of Arizona – Main; College: College of Nursing; College of Pharmacy; College of Public Health; College of Medicine - Phoenix; College of Medicine - Tucson; James E Rogers College of Law; College of Science; College of Social & Behavioral Sciences; Academic Level - Beginning of Term is equal to / is in Doctoral; Graduate; Junior; Masters; Professional Year 1; Professional Year 2; Professional Year 3; Professional Year 4; Senior; Junior

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Interest by College

	College of Medicine – Phoenix	College of Medicine – Tucson	College of Nursing	College of Pharmacy	Mel & Enid Zuckerman College of Public Health	College of Science	College of Social & Behavioral Sciences	James E Rogers College of Law
Very Interested	5.40%	14.40%	9.40%	13.90%	13.80%	11.70%	3.80%	7.50%
Somewhat Interested	27.00%	35.30%	32.20%	36.70%	44.00%	30.40%	17.30%	33.30%

Respondents from Mel & Enid Zuckerman College of Public health showed the most potential interest in a graduate certificate or master’s program in Bioethics, with 58% of respondents indicating they are “Very Interested” or “Somewhat Interested,” followed by the College of Medicine – Tucson (50%).



I think this is an important step for the future of medicine. We need more ethically sound medicine and emotionally intelligent doctors.

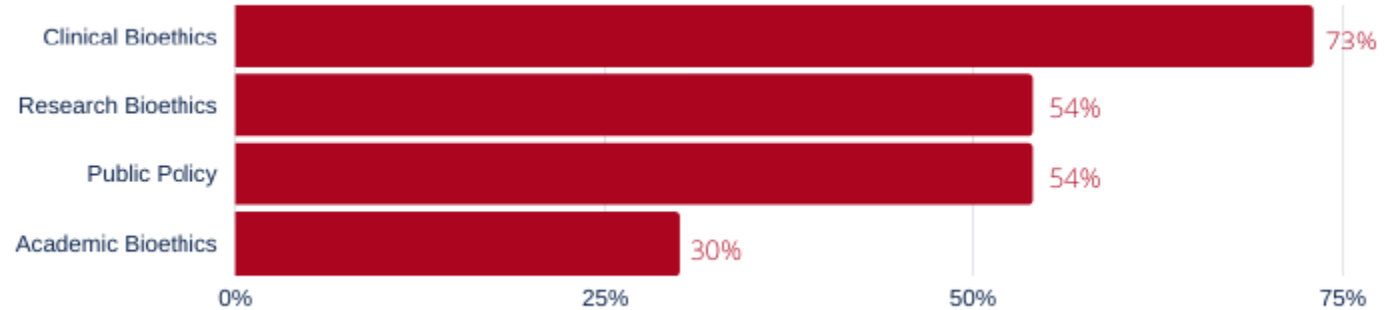
- Undergraduate Senior, Physiology

Of interested students, Clinical Bioethics is the master's track that appeals to the most (cited by 73% of respondents), followed by Research Bioethics (54%) and Public Policy (54%). Academic Bioethics was cited least often as a track of potential interest.

Program Track Interest

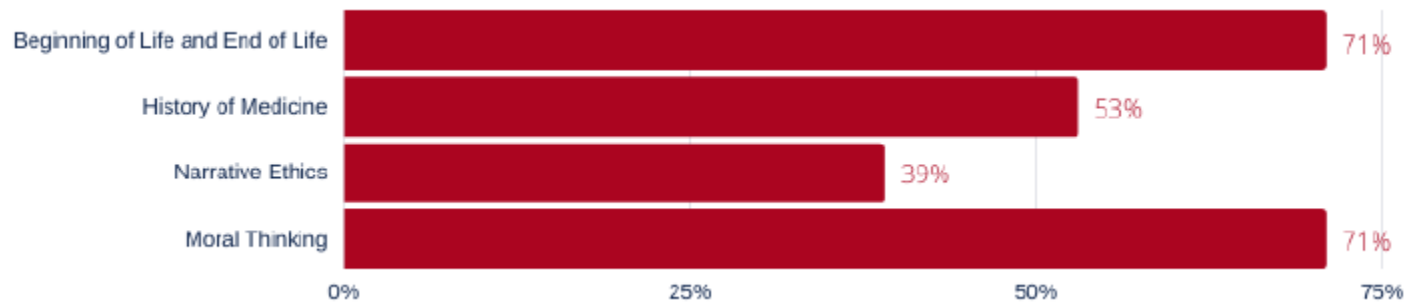
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When presented with a list of the proposed courses for the online Bioethics graduate programs, the courses students would be most interested in enrolling in as electives (if made available to them in their current program) are Beginning of Life and End of Life and Moral Thinking. History of Medicine and Narrative ethics were less popular choices.

Course Interest

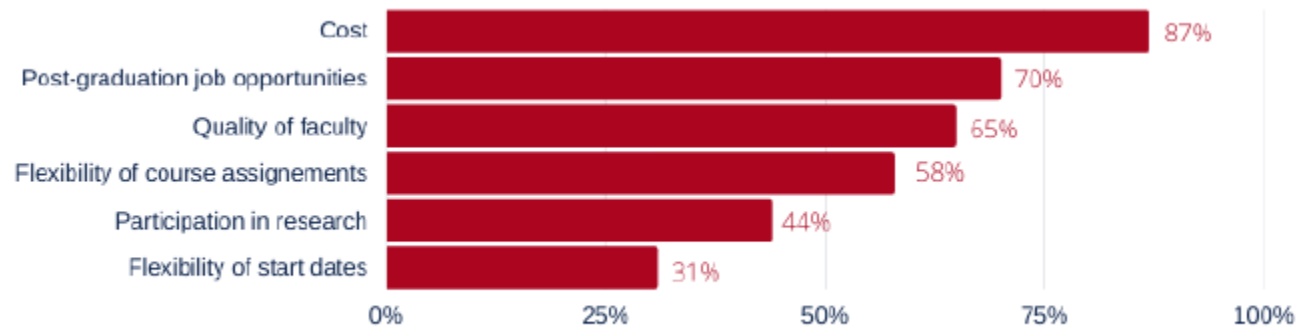


Students most commonly cited cost (87% of respondents) as an important decision-making factor when considering enrolling in an online Bioethics program, followed by post-graduation job opportunities, quality of faculty and flexibility of course assignments. Participation in research and flexibility of start dates were the least-cited factors.

Most Important Decision-Making Factors

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I would be worried about what job opportunities this degree would provide.

-1st Year Medical Student

PROGRAM MODALITY & TECHNOLOGY

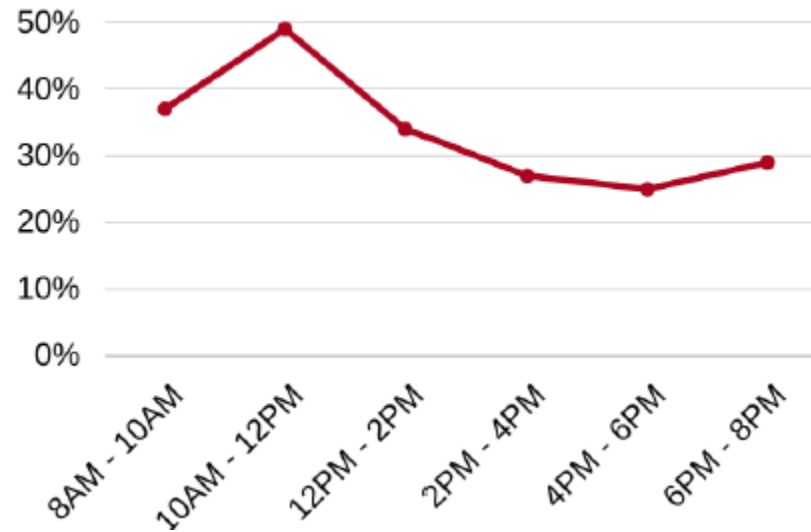
When it comes to online learning, most students (58%) prefer a combination of both asynchronous and live online class sessions, and it is important to 84% of students that online programs incorporate educational technologies such as virtual patients and simulations to emulate real-world scenarios. Mornings are considered to be most available for students to join synchronous Zoom sessions, with 10am-12pm Arizona Time rated as the most preferred time (49%).

Zoom Session Availability



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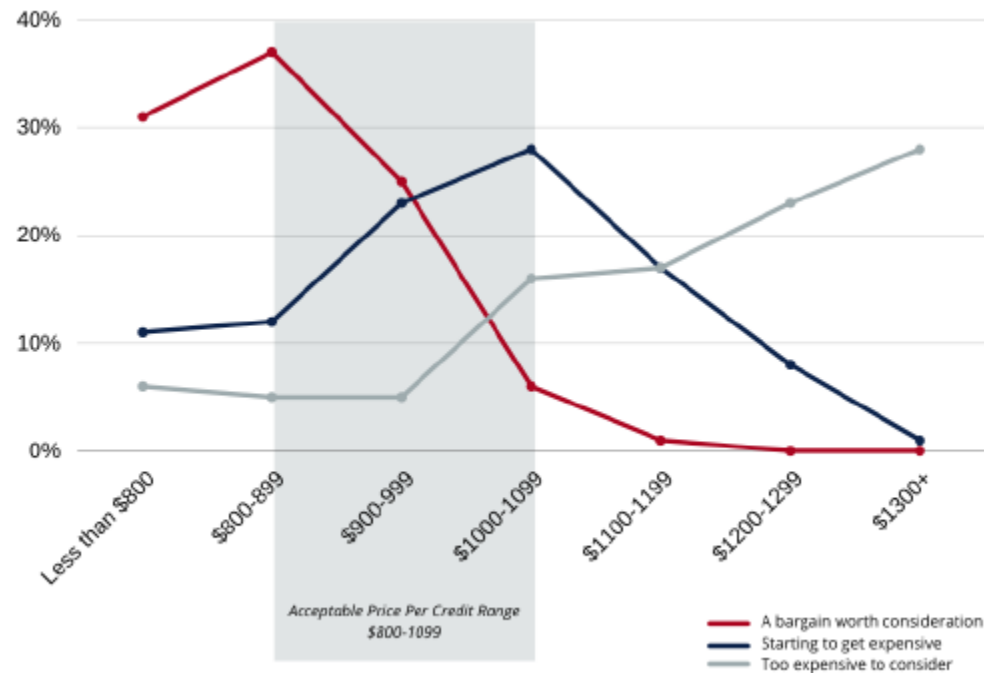
TUITION TOLERANCE

Students were presented with relative Arizona Online tuition information, and were asked price sensitivity questions asking them to identify the price per credit ranges that they would consider an online Bioethics graduate program from UArizona to be 1) a bargain worth consideration, 2) starting to get expensive but still worth consideration, and 3) too expensive to consider.

Price Per Credit Tuition Sensitivity

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“

I would only support this program if it were clear that it was not a cash grab for the university. The program must be high quality and serve the enrolled students' interests in the short and long term.

-Graduate Student, Sociology

SUMMARY

There is strong support for the College of Medicine – Phoenix’s development of online graduate programs in Bioethics. Special thought and consideration will need to be paid to pricing of the proposed program, as cost is the number one concern of students surveyed. The most critical feedback received from the survey was around the perception of higher education being too expensive, and the belief that the university may launch new programs such as this one primarily to generate more revenue as opposed to developing academic programs that adequately prepare students for viable careers. In the marketing of the

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proposed Bioethics programs, it will be important to clearly articulate the post-graduation career opportunities available to students who complete a graduate certificate or master’s degree program. A combination of asynchronous and synchronous courses are preferred by students. Synchronous courses should be scheduled with students’ availability in mind. Scheduling classes at preferred times will help pull incremental enrollments into courses from students outside of the program wishing to learn more about Bioethics using elective credits. Additionally, it is recommended that College of Medicine – Phoenix incorporates educational technologies such as virtual patients and simulations to emulate real-world scenarios in order to add value to the program and make it more sellable to students.



This would be a great area to receive a certificate in. As a grad student of Speech-Language Pathology at the UofA, we don’t discuss the issues of bioethics in great detail. This would be an excellent way to set me apart from other grad students while more importantly informing my clinical practice in a positive manner.

-Graduate Student, Speech, Language & Hearing Science

Additionally, market analysis done using the CIP code for Bioethics/Medical Ethics (51.3201) shows the number of jobs is expected to grow over the next 10 years especially in Arizona and California. As the number of healthcare professionals needed increases both locally and nationwide, employees with graduate level training in bioethics will stand out in a pool of applicants. This is especially true as bioethics is complimentary to all healthcare fields.

XI. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](https://nces.ed/ipeds/datacenter/collegenavigator/) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	0	17	17	17	17

Data/evidence used to determine number of anticipated degrees awarded annually:



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Assumes 85% retention rate of students throughout the program (<https://uair.arizona.edu/content/retention-and-graduation>). This is supported by the third-party market research report that was commissioned prior to the development of this proposal/program. Additionally, these numbers are based on retention rates provided by UArizona and IPEDS <https://uair.arizona.edu/content/degrees-and-majors-awarded>.

XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Course Development- Ongoing; began in Jan 2021.

Advisory Committee assembled – February 2021

Program Coordinator and Instructional Designer hired – June-Sept, 2021

ETH 501, 502, 503, 504 submitted for approval – Aug 2021

Course Promotion (ETH 501-504) November 2021

COM-P Website Launch- December 2021

Begin recruitment activities for soft launch- January 2022

AZ Online Program proposal form meeting – April 2022

Preliminary Form submitted – Dec 2021

Preliminary Form approved – May 2022

AZOnline program approval received for Fall 2023 start – August 2022

Additional Program approval documents submitted – Fall 2022

GradApp Opens- end of Fall 2022 (Contingent on approval process)

Soft Launch of program – Spring 2023 (Contingent on approval process)

Full Launch of program – Fall 2023 (Contingent on approval process)

IX. Program Fees and Differential Tuition (PFDT) Request – For implementation of fees, you must work with [University Fees](#). The annual deadline is December

1. For any questions, please contact the [University Fees Program Manager](#).



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Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

University: University of Arizona

Name of Proposed Academic Program: Master of Arts in Bioethics
Academic Department: College of Medicine - Phoenix, Department of Bioethics and Medical Humanism
Geographic Site: Phoenix Tucson- main campus AZ Online AZ Global
Instructional Modality: Primarily asynchronous and some synchronous
Total Credit Hours: 30 credit hours
Proposed Inception Term: Fall 2023
Brief Program Description: The advanced study of bioethics (Master’s) at the University of Arizona College of Medicine - Phoenix brings together liberal arts disciplines including philosophy, history and sociology of science, psychology, sociology, and anthropology, with the expertise from the University of Arizona, College of Medicine – Phoenix faculty and other key university partners (College of Law, College of Public Health, College of Social and Behavioral Sciences, and the College of Humanities). The proposed program is dedicated to exploring how ethical issues underlie the decisions that shape our minds, lives, and society as we move through bedside medical decisions, the difficult decisions related to diversity, equity, inclusion, the rights of people and everyday decisions that we make in our lives. The purpose is to inspire and advance scholarship and education in ethics, to ignite the moral imagination of leaders in all walks of life, and to foster lives of moral meaning and ethical engagement.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

The Master of Arts in Bioethics will be a 2-year primarily asynchronous online program, with some synchronous options. Thirty credits will be necessary to achieve the degree, with 12 core credits and 18 elective credits taken over two years.

Learning Outcomes and Assessment Plan:

<p>Learning Outcome #1: Students will interpret bioethical dilemmas utilizing ethical principles and theories</p>
<p>Concepts: Basic ethical principles; autonomy, justice, beneficence, nonmaleficence, and fidelity. Bioethical dilemmas: physician-patient relationship, death and dying, resource allocation, assisted reproductive techniques, genetic testing—moral Theories; utilitarianism, Kantianism, virtue theory, the four principles approach, and casuistry.</p>
<p>Competencies: Students will explain their interpretation of bioethical dilemmas utilizing ethical principles and theories as they relate to ethical dilemmas at the bedside and in clinical research. Students will combine ethical principles and moral theories to create an ethical assessment related to moral dilemmas.</p>
<p>Assessment Methods: This outcome will be assessed by students' ability to summarize their interpretation of bioethical dilemmas utilizing ethical principles and moral theories on various course assignments such as discussions, verbal presentations, and essays. The final assessment will involve the student master project comprised of the student's interpretation of bioethical dilemmas while utilizing ethical principles and moral theories.</p>
<p>Measures: A rubric for each course assessment will emphasize message clarity, organization, delivery, language, and efficacy equally. The rubric will be constructed to provide equal weight to the various components of bedside ethical dilemmas and ethical issues in clinical research. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding basic ethical principles and moral theories. Faculty and program administrators will review this rubric annually to determine the extent to which this learning outcome is attained.</p>
<p>Learning Outcome #2: Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.</p>
<p>Concepts: Bioethical Dilemmas: Do-Not-Resuscitate Orders, Doctor Patient Confidentiality, Malpractice and Negligence, access to care, receiving gifts, right to self-determinations, differences in personal values, identifying vital ethical dilemmas such as inheriting bias, unconscious bias, and health equity.</p>
<p>Competencies: Students will demonstrate critical thinking skills by using ethical principles and moral theories to make decisions on bioethical dilemmas such as access to care, receiving gifts, the right to self-determination, the difference in personal values, and identifying critical ethical dilemmas at the bedside and in clinical research. Students will demonstrate critical thinking skills by understanding all parties' interpretations of the dilemma and understanding the disconnect between the parties. Students will identify the importance of being a facilitator.</p>
<p>Assessment Methods: This outcome will be assessed by the students' ability to apply ethical principles and theories on bioethical dilemmas in a consultation presentation to the mock ethics board. A final assessment will involve the student master project comprised of the student's interpretation of bioethical dilemmas while utilizing ethical principles and moral theories.</p>
<p>Measures: The practical application of the student's ability to use ethical principles during a presentation to the mock ethics committee will be assessed through a rubric. Student presentations will be graded by instructors and Master's Project committee members using rubrics to determine the appropriateness of identifying the ethical dilemmas and the inherent bias at the bedside and in clinical research. Complete assessment of the learning outcome is included in the Master's project, where students must demonstrate the ability to effectively communicate the understanding of the learning outcome to multiple audiences. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.</p>

<p>Learning Outcome #3: Students will explain the ethical issues related to clinical research studies and data.</p>
<p>Concepts: Informed consent, social deterrence of health, equality, and justice.</p>
<p>Competencies: Students will be evaluated on their ability to use their knowledge of bioethical issues when working with clinical research studies and data when responding to prompts.</p>
<p>Assessment Methods: This outcome will be assessed by the student's ability to identify and explain the bioethical issues in clinical research in written and video recorded responses. One final assessment will involve the Master's project that is comprised of the bioethical issues associated with research and ethical data at the bedside.</p>
<p>Measures: The students will be graded using a rubric. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the bioethical issues related to clinical research studies and data. The rubric for this assessment will equally emphasize message clarity, organization, delivery, language, and efficacy. Complete evaluation of the learning outcome is included in the Master's project, where students must demonstrate the ability to communicate their project's understanding to multiple audiences effectively. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.</p>
<p>Learning Outcome #4: Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.</p>
<p>Concepts: Public health recommendations, law mandates, policy, legal framework.</p>
<p>Competencies: Students will examine public health policy and the law and identify the bioethical dilemmas. Students will compare and contrast public health policy for its impact on specific subsets of populations. Students will review law specifics as they apply to different ethnicity and cultures.</p>
<p>Assessment Methods: This learning outcome will be assessed through a written essay on a bioethical dilemma of the student's choice. The student will discuss how the impact of the public health policy and the law can affect the decisions made on the selected bioethical dilemma.</p>
<p>Measures: Students will be graded with a rubric on their ability to analyze the connection between public health and the law when identifying ethical dilemmas. The rubric for the course assessment will emphasize message clarity, organization, delivery, language, and efficacy equally. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the impact of public health policy and the law on bioethical dilemmas. The rubric will be built by a Bioethics faculty, Public Health faculty, and a Law faculty member. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.</p>
<p>Learning Outcome #5: Students will review current ethical issues as perceived by current medical ethics concepts throughout history.</p>
<p>Concepts: Tuskegee Study, Willowbrook Hepatitis Study, Nuremberg Trial</p>
<p>Competencies: Students will demonstrate critical analysis skills to review key events in medical history and the history of ethics. Students will describe how this can relate to current issues. Students will compare and contrast social-cultural perceptions of specific ethical issues between two timeframes.</p>
<p>Assessment Methods: This outcome will be assessed in a project and presentation. The student will build a timeline of the significant events in medical history. Then they will present to the course their selected timeline and the important reasons for each of the selected reasons.</p>
<p>Measures: A rubric will be used to evaluate the student's understanding of the history of medical ethics and how it relates to current ethical issues. The rubric will equally emphasize message clarity, organization, delivery, language, and efficacy. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the impact of public health policy and the law on bioethical dilemmas. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.</p>
<p>Learning Outcome #6: Students will summarize the importance of humanities in biomedical ethics by having a sound narrative.</p>



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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Concepts: Biomedical Ethics, emphasis given to the effect of humanities on medical ethics, ability to deliver a narrative related to a bioethical issue that is clear, concise and unbiased.

Competencies: Students will demonstrate strong written communication skills. Students will demonstrate the ability to understand and accept a patient's moral choices.

Assessment Methods: This learning outcome will be assessed through a sound narrative essay. The narrative essay contributes to medical ethics through the content of stories (what they say) and the analysis of their form (how they are told and why it matters). The techniques of the literary criticism can be applied to the analysis of ethical texts and practice and can inform the understanding of different perspectives in an ethical dilemma.

Measures: A rubric will be used to evaluate the student's ability to have a sound narrative that relates to ethical issues. The rubric will equally emphasize message clarity, organization, delivery, language, and efficacy. The rubric will be utilized to evaluate the student's understanding of the critical competencies described above regarding the impact of public health policy and the law on bioethical dilemmas. Faculty and program administrators will review the rubric annually to update it according to current practice and standards in bioethics.

Curriculum map:

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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University of Arizona AMS » College of Medicine – Phoenix » Bioethics and Medical Humanism

Master of Bioethics

MS Bioethics

Courses and Activities Mapped to Master of Bioethics Outcome Set

	Outcome					
	Outcome 1 Students will interpret bioethical dilemmas utilizing ethical principles and theories.	Outcome 2 Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.	Outcome 3 Students will explain the ethical issues related specifically to clinical research studies and data.	Outcome 4 Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.	Outcome 5 Students will review current ethical issues as perceived by current medical ethics concepts throughout history.	Outcome 6 Students will summarize the importance of humanities in biomedical ethics by having a sound narrative.
Courses and Learning Activities						
ETH 501 Biomedical Ethics and Global Corruption	I/P	I/P				I/P
ETH 502 Humanities, ethics and health A Global Perspective	I/P	I/P				I/P
ETH 503 Biomedical Ethics and the Law	I/P	I/P				I/P
ETH 504 Applying Key Moral Theories to Issues in Global Ethics	I/P	I/P				I/P
IIA 502 Ethics in Aging	I/P	I/P				I/P
LAW608A/ETH608 Public health law and ethics	I/P	I/P		I/P		I/P
LAW 575 Clinical Ethics Clinical Research Ethics	I/P	I/P	I/P			I/P
Elective course Research Ethics		I/P	I/P			I/P
Elective course Social Determinants of Health and Bioethics		I/P		I/P		I/P
Elective course Religious Diversity in Healthcare: Intercultural Training		I/P				I/P
ETH 520 Ethics Consultation Simulations Seminars		I/P	I/P	I/P		I/P
ETH 508 Chronicle of Medical Ethics: Past & Present and Bioethics		I/P			I/P	I/P
ETH 521 Narrative in Medicine		I/P				I/P
ETH 516 Pediatric Ethics	I/P	I/P		I/P	I/P	I/P

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	Outcome					
	Outcome 1 Students will interpret bioethical dilemmas utilizing ethical principles and theories.	Outcome 2 Students will produce and justify ethical opinions on bioethical dilemmas, informed by ethical principles and theories.	Outcome 3 Students will explain the ethical issues related specifically to clinical research studies and data.	Outcome 4 Students will evaluate the impact of public health policy and law as they relate to bioethical dilemmas.	Outcome 5 Students will review current ethical issues as perceived by current medical ethics concepts throughout history.	Outcome 6 Students will summarize the importance of humanities in biomedical ethics by having a sound narrative.
Elective course Global Bioethics	I/P	I/P				I/P
Elective course Ethics and Decision Making in Clinical Practice	I/P	I/P		I/P		I/P
ETH 522 Controversies of Life and Death the beginnings and the ends	I/P	I/P				I/P
Elective course Moral Thinking	I/P	I/P			I/P	I/P
Elective course Virtuous Thinking as applied through the Bioethics lens	I/P	I/P			I/P	I/P
ETH 507 Roots of Bioethics in Practice in Western Medicine and Research	I/P	I/P			I/P	I/P
Elective course Transplant Ethics	I/P	I/P			I/P	I/P
Elective course Pandemic Ethics	I/P	I/P			I/P	I/P
ETH 517 Ethics and the Arts	I/P	I/P				I/P
TBD Ethics Seminar	I/P	I/P	I/P	I/P	I/P	I/P
TBD Diversity, Equity, and Inclusion in Ethics	I/P	I/P	I/P			
TBD Principles and Moral Theories of Bioethics						I/P
Program Assessment Activities						
ETH 909 Final Project/Thesis	A	A	A	A	A	A
ETH 500 Foundations of Bioethics	A	A				A
LAW/ETH 515 Healthcare Ethics	A	A		A		A
ETH 572 Current Controversies in Bioethics	A	A		A		A
Survey Exit survey (Indirect) Upon completion of program.	A	A	A	A	A	A



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Projected Enrollment for the First Three Years:

Year 1: 20 students

Year 2: 40 students

Year 3: 40 students

Evidence of Market Demand:

University of Arizona Health Sciences Global and Online (UAHSGO) is advancing University of Arizona Health Sciences offerings into the global and online domains and bringing the world closer together by defining the future of health care education, research, and practice by expanding academic programs, clinical expertise, and research in innovative and dynamic ways. UAHSGO supports Health Sciences' five colleges as they create and expand their global and online academic offerings to meet the needs of the next generation of health care professionals—at home and abroad.

Students received an email inviting them to participate in the survey with the option of entering a drawing to win one of ten \$25 gift cards upon completion. Students were asked to answer questions about proposed online graduate programs from the University of Arizona College of Medicine – Phoenix in the area of Bioethics, including the relevance of formal degree programs in Bioethics, their interest in said programs, and their perspectives on important aspects of these programs, including fair tuition rate. 75% of survey respondents were women, resulting in women being overrepresented in the survey respondents compared to the student population.

A total of 1,380 students participated in the survey, for a 11.4% response rate. The margin of error for the survey is 2.5% based on a 95% confidence level. Survey findings can be used to develop valuable programs and positive student experiences in future Bioethics programs, as well as effective marketing and recruitment strategies.

The strong majority (89%) of students surveyed agree that Bioethics is a critical area of study for future healthcare professionals. 43% of students expressed some level of interest (indicating “Very Interested” or “Somewhat Interested” when asked to rate their potential interest) in a graduate certificate or master's program in Bioethics, primarily to become a more competitive applicant for future career/research opportunities, and to be better positioned for healthcare leadership opportunities.

Additionally, market analysis done using the CIP code for Bioethics/Medical Ethics (51.3201) shows the number of jobs is expected to grow over the next 10 years especially in Arizona and California. As the number of healthcare professionals needed increases both locally and nationwide, employees with graduate level training in bioethics will stand out in a pool of applicants. This is especially true as bioethics is complimentary to all healthcare fields.

Similar Programs Offered at Arizona Public Universities:



THE UNIVERSITY
OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

Arizona State University: Master of Arts in Bioethics and the Professions (Biomedical and Health Ethics)

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Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g., new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

One .25 Teaching Assistantship per semester

Plan to Request Program Fee/Differentiated Tuition? YES NO

Estimated Amount:

Program Fee Justification: None

Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your [University Fees](#) office to complete a fee request.

Specialized Accreditation? NO

Accreditor:

The name of the agency or entity from which accreditation will be sought



**New Academic Program
PEER COMPARISON**

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program Master of Arts in Bioethics	Peer 1: Master of Arts in Bioethics and the Professions (Biomedical and Health Ethics) Arizona State University	Peer 2: Master of Arts in Bioethics University of Washington	Peer 3: Master of Arts in Bioethics New York University
Current number of students enrolled		Currently not accepting application for this program.	Each cohort includes approximately two to 10 students. Our incoming cohort is just two students this year, our returning cohort is seven students. Bioethics students listed: https://depts.washington.edu/bhdept/people Currently there are 8 students affiliated with the program.	Currently, 41 students enrolled. Usually accepts 20-40 students per year.
Program Description	The advanced study of bioethics (Master's) at the University of Arizona College of Medicine - Phoenix brings together liberal arts disciplines including philosophy, history	From: https://degrees.apps.asu.edu/masters-phd/major/ASU00/LAAEPMEMA/applied-ethics-biomedical-and-	From: https://depts.washington.edu/bhdept/programs-courses-academic-programs/graduate Our flexible two-year, in-residence program provides students with the	From: https://publichealth.nyu.edu/departments/bioethics The program strives to engage the community, inform

	<p>and sociology of science, psychology, sociology, and anthropology, with the expertise from the University of Arizona, College of Medicine – Phoenix faculty and other key university partners (College of Law, College of Public Health, College of Social and Behavioral Sciences, and the College of Humanities). The proposed program is dedicated to exploring how ethical issues underlie the decisions that shape our minds, lives, and society as we move through bedside medical decisions, the difficult decisions related to diversity, equity, inclusion, the rights of people and everyday decisions that we make in our lives. The purpose is to inspire and advance scholarship and education in ethics, to ignite the moral imagination of leaders in all walks of life, and to foster lives of moral meaning and ethical engagement. The Master of Arts in Bioethics will be a 2-year primarily asynchronous online program,</p>	<p>health-ethics-ma?init=false&nopassive=true Medicine is infused with moral values and is deeply embedded in a variety of social and cultural contexts which significantly determine the effectiveness of medical care in achieving healthy outcomes for patients and populations. The objective of the biomedical and health ethics concentration in the MA program in applied ethics is to integrate academic and clinical dimensions of moral issues with medical practice and biomedical research.</p> <p>Students from a broad range of backgrounds are exposed to the internal and external logics of medicine, health care and biotechnology, and they will gain substantive understanding of ethical, cultural and societal issues in a variety of domains through coursework and other experiences. Students deliberate individually and collectively about a wide range of issues and problems in contemporary medicine and the history of medicine; develop advanced critical normative reasoning and judgment capacities; and cultivate</p>	<p>foundational knowledge, skills, and experience to enrich their careers and broaden their competency in bioethics. The program offers training in research and clinical aspects of bioethics as well as empirical and normative methods of analysis. Students have the opportunity to study with diverse and well-respected faculty from the University of Washington, the Treuman Katz Pediatric Bioethics Center, and the Seattle Veteran’s Health Administration. The program helps prepare students to teach, publish, and conduct research that incorporates bioethical analysis.</p>	<p>innovative research, and generate practical responses to complex issues in the life sciences and public health. Students will enrich their studies through one-on-one advisement with a faculty mentor, seminar-style classes, conferences, colloquia, and lectures.</p> <p>The NYU Center for Bioethics was launched in September 2007 with a Chair endowed by Dr. Arthur Zitrin, who for over 40 years was a prime mover in ethics education at the NYU Medical Center. Along with further support from the Faculty of Arts and Science, the Center was founded with the aim of offering an M.A. in Bioethics that combined medical and environmental ethics within a diverse academic and urban setting taught by faculty throughout the University, as well as to conduct research in the field and sponsor public activities throughout the community. The Center’s students are drawn from a multitude of</p>
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	<p>with some synchronous options. Thirty credits will be necessary to achieve the degree, with 12 core credits and 18 elective credits taken over two years. A dual degree program will be proposed for medical students to engage in the program during the four years of medical school. Students from other disciplines will be able to engage from their respective professions.</p>	<p>effective communication skills for academic, clinical and policy contexts.</p>		<p>different backgrounds, countries, and career paths.</p> <p>The Center's Master of Arts degree program, Bioethics, promotes a broad conception of bioethics encompassing both medical and environmental ethics through conferences, workshops, public lectures, and graduate courses. Based in the School of Global Public Health, the MA Bioethics program at NYU draws upon courses, faculty affiliates and programs in the schools of Medicine, Law, Education, and Public Service, among others. Students are each assigned an adviser who provides them with individual guidance throughout their time in the program.</p>
Target Careers	<p>This program is an ideal fit for professionals in the fields of medicine, nursing, dentistry, social work, veterinary medicine, genetic counseling, public policy, and biotechnology as well as science researchers. Some target careers include:</p> <ul style="list-style-type: none"> • Ethics consultant • Ethics committee member 	<p>The MA program is an ideal fit for professionals in healthcare and biomedical fields, as well as biomedical and basic science research. Such fields include:</p> <ul style="list-style-type: none"> • medicine • nursing • dentistry • social work • veterinary medicine • genetic counseling 	<p>The MA in Bioethics is a concurrent, not terminal degree. Meaning a student can obtain the MA in addition to a graduate or professional degree, but it is not a stand-alone program.</p>	<p>The MA in Bioethics program is suited to students who are considering subsequent careers in bioethics, philosophy, medicine, law, government or public health. Our students are interested in exploring the central moral and social issues of our time. We count recent college graduates, medical students, practicing attorneys,</p>

	<ul style="list-style-type: none"> Public Policy advisor Patient Right Coordinator Bioethics Researcher Compliance Consultant Clinical Ethicist Teaching 	<ul style="list-style-type: none"> public policy biotechnology Graduate and professional students in any bioethics related fields are also welcome 		nurses, physicians, and writers among our community of scholars.
Emphases? (Yes/No) List, if applicable	No	No	No	No
Minimum # of units required	30	30	40	32
Level of Math required (if applicable)	n/a	n/a	n/a	n/a
Level of Second Language required (if applicable)	n/a	n/a	n/a	n/a
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No	No
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	<p>Along with requirements of the Graduate College required below applicants will be required to submit:</p> <ul style="list-style-type: none"> Resume/Curriculum Vitae 2 letters of recommendation Personal statements (up to 500 words) 	<ul style="list-style-type: none"> The equivalent of a four-year bachelor's or advanced degree from an accredited college or university Minimum of a 3.0 cumulative GPA (on a 4.0 scale) Official transcripts 3 Letter of Recommendation Curriculum Vitae/resume 	<p>The MA in Bioethics is a complementary, not terminal, degree. Qualified applicants include:</p> <ul style="list-style-type: none"> People with established careers: practicing clinicians, nurses, biomedical scientists, health lawyers, post-doctoral fellows, physicians accepted 	<p>All applicants must submit:</p> <ul style="list-style-type: none"> graduate admission application and application fee An earned a bachelor's or master's degree, in any field, from a regionally accredited institution.

	<p>UAZ Graduate College admission requirements:</p> <ul style="list-style-type: none"> • A bachelor's degree from a regionally accredited institution of higher education • Official transcript(s) of all degrees, • A minimum GPA of 3.0 on a 4.0 scale • Proof of English proficiency for international applicants who hold citizenship from a country where English is not the official language) 	<ul style="list-style-type: none"> • Statement of purpose • Proof of English Proficiency 	<p>into a University of Washington Clinical Fellowship Program or the Treuman Katz Pediatric Bioethics Fellowship Program</p> <ul style="list-style-type: none"> • People with post-graduate degrees • People that are enrolled in or have been admitted to a primary post-graduate degree program at UW (i.e. Law, Nursing, Social Work). Unfortunately, current medical students do not qualify; students may take the MA before or after their MD, but not concurrently. <p>Minimum Admission Requirements:</p> <ul style="list-style-type: none"> • A bachelor's degree from a regionally accredited institution or an advanced degree and training from an acceptable foreign institution of higher education. • Official transcript. • 3.0 GPA • English Proficiency 	<ul style="list-style-type: none"> • Applicants must have a minimum cumulative GPA of 3.00 • official transcripts • personal statement of interest and qualification • resume • two letters of recommendation • proof of English proficiency
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Internship, practicum, or applied/experiential requirements? If yes, describe.	Capstone required in one of the following areas: Clinical Bioethics, Research Bioethics, Public Policy, or Academic Bioethics	Yes. Either an Ethics Practicum OR Master's Thesis is required.	Yes, practicum (3 credits).	Yes, final semester in-person practicum (2-4 credits).
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Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

Core courses are similar in their offerings, covering how bioethics influence fields of law, medicine, public health, religion, and philosophy.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed program stands out most in the method of curriculum delivery. The UAZ program will be the only asynchronous online program out of the peer group. This will allow students from Arizona, the greater United States, and the globe to participate. This program will not require a student to relocate to attend. The dimensions of diversity each student brings will allow for a greater understanding of culture and bioethical issues. This availability will make our program unique and desirable.

Each program has a different slant on ethics. ASU is teaching it from a less clinical, more philosophical lens. NYU's program is offered through their College of Public Health and encompasses both "medical and environmental ethics." NYU is the only program to offer a dual MD/MA degree, something we will pursue if approved. NYU and UW programs are offered through their medical school. ASU's program is through the School for the Future of Innovation in Society, as it does not have a medical school. NYU classes are in person, mostly during the typical workday, which excludes some populations of students.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

The accessibility of this program makes it desirable because of its flexibility.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Master of Arts in Bioethics

Budget Contact Person: Molly Kurtz, Academic Officer, COM-P	Projected		
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025 - 2026
METRICS			
Net increase in annual college enrollment UG	-	-	-
Net increase in college SCH UG	-	-	-
Net increase in annual college enrollment Grad (see details tab)	20	40	40
Net increase in college SCH Grad (see details tab)	342	684	702
Number of enrollments being charged a Program Fee (see details tab)	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE	-	-	-
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue	-	-	-
Grad AIB Revenue (see details tab)	198,223	396,446	396,446
Program Fee Revenue (net of revenue sharing) (see details tab)	-	-	-
F and A AIB Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
Total Continuing	\$ 198,223	\$ 396,446	\$ 396,446
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment (see details tab)	206,880		
Gift Funding			
Other Items (attach description)			
Total One-time	\$ 206,880	\$ -	\$ -
TOTAL SOURCES	\$ 405,103	\$ 396,446	\$ 396,446
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty (see details tab)	108,000	108,000	108,000
Other Personnel (see details tab)	110,650	110,650	110,650
Employee Related Expense (see details tab)	34,302	34,302	34,302
Graduate Assistantships (see details tab)	22,000	22,000	22,000
Other Graduate Aid	-	-	-
Operations (materials, supplies, phones, etc.) (see details tab)	5,000	5,000	5,000
Additional Space Cost	-	-	-
Other Items (attach description)	5,000	5,000	5,000
Total Continuing	\$ 284,952	\$ 284,952	\$ 284,952
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description) (see details tab)	48,000	48,000	
Total One-time	\$ 48,000	\$ 48,000	\$ -
TOTAL EXPENDITURES	\$ 332,952	\$ 332,952	\$ 284,952
Net Projected Fiscal Effect	\$ 72,151	\$ 63,494	\$ 111,494



line #

2

BUDGET PROJECTION FORM

3 Name of Proposed Program or Unit: Master of Arts in Bioethics

4

Budget Contact Person: Molly Kurtz, Academic Officer, COM-P

5

[Empty box for line 5]

9 Net increase in annual college enrollment Grad

[Empty box for line 9]

10 Net increase in college SCH Grad

15 FUNDING SOURCES

16 Continuing Sources

[Empty box for line 16]

18 Grad AIB Revenue

25 One-time Sources

[Empty box for line 25]

27 Institutional Strategic Investment

34 EXPENDITURE ITEMS

35 Continuing Expenditures

[Empty box for line 35]

36 Faculty

[Empty box for line 36]

37 Other Personnel

[Empty box for line 37]

38 Employee Related Expense

[Empty box for line 38]

39 Graduate Assistantships

[Empty box for line 39]

41 Operations (materials, supplies, phones, etc.)

[Empty box for line 41]

43 Other Items (attach description)

[Empty box for line 43]

46 One-time Expenditures

[Empty box for line 46]

51 Other Items (attach description)

NOTES

Y1= 2 international students, 2 dual degree (MD/MA) and 4 local students per year, 12 AZOnline students. Y2: 4 international students, 4 dual degree (MD/MA) and 8 local students per year 24 AZOnline students. Y3: 4 international students, 6 dual degree (MD/MA) and 8 local students per year 24 AZOnline students.

Y1: Assumes 18 units for academic year (9 per semester for FT status) for 18 students per year; and 9 units for 2 MD/MA dual degree students per academic year. Y2: Assumes 18 units for academic year (9 per semester for FT status) for 36 students per year. Additionally, this assumes 9 units for 4 MD/MA dual degree students per academic year. Y3: Assumes 18 units for academic year (9 per semester for FT status) for 36 students per year. Additionally, this assumes 9 units for 6 MD/MA dual degree students per academic year.

Local students will be charged \$835 per credit unit. AZOnline students will be charged \$955 per credit unit. Global Direct students will be charged \$400 per credit unit.

One year support from UAHS for start up

adjunct faculty @ \$9000 per 3 credit course (12 courses per year)

1 Program Coordinator (1.0 FTE) & 1 Instructional Designer (1.0 FTE)

ERE for 2 staff (1.0FTE) Initially funded from strategic plan with support from tuition once program is established.

.25 Graduate assistant for Healthcare Ethics

Operations & Recruitment

Marketing (external to Global & UAHS)

Course development funds allocated from the strategic initiative. 12 courses to be developed by Spring 2025.

August 5, 2022

Dear Dean Reed and Dr. David Beyda,

Thank you for your interest in launching your program, Master of Arts in Bioethics, via the Arizona Online campus.

We are pleased to inform you that your program will be available for student enrollment in the Online campus beginning Fall 2023, pending curricular approval.

Here's what to expect in the coming weeks:

- You will meet with your Project Manager, Rachel Abraham & College of Medicine – Phoenix to finalize the curriculum roll-out plan and [online course development schedule](#) for your program
- An investment Memorandum of Agreement (MOA) will finalize Arizona Online's investment in your program
- As the planning process progresses, your Project Manager will connect you with additional Arizona Online resources including student recruitment, enrollment, marketing, and advising to help prepare your program for launch

Your Project Manager will be following-up with our Onboarding Checklist to provide you with an overview of the development process. If you have questions, please contact your Arizona Online Project Manager, Rachel at rachelabraham@arizona.edu

We look forward to working with you and are excited to make your program available to our Online students.

Thank you and welcome to Arizona Online!

A handwritten signature in black ink, appearing to read 'Yissel Salafsky'.

Yissel Salafsky
Director, Program Operations & Strategic Initiatives

Cc:

Dr. Craig Wilson, Vice Provost, Online, Distance, and Continuing Education

Dr. Paul Standley, Associate Dean, Curricular Affairs and Program Evaluation

Dr. Michael Dake, Senior Vice President for Health Sciences

Rachel Abraham, Project Manager, Arizona Online Program Operations and Strategic Initiatives



THE UNIVERSITY OF ARIZONA
James E. Rogers
College of Law

DEAN'S OFFICE

James E Rogers College of Law
1201 E Speedway Blvd
PO Box 210176
Tucson AZ 85721-0176

Ofc: 520-621-1498
Fax: 520-626-2050

law.arizona.edu

October 6, 2021

RE: Letter of Support for Proposed MA in Bioethics with College of Medicine-PHX

Dear Dr David Beyda:

In my role as Dean and Ralph W. Bilby Professor of Law, I am writing in strong support of the College of Medicine-Phoenix proposal for a new Master of Arts in Bioethics.

This proposal for a fully online degree in Bioethics comes at an optimal time as students struggle to better understand how ethical and legal frameworks intersect during a pandemic, in clinical research, and as health technology advances.

Two College of Law courses will be offered in the proposed MA in Bioethics, including:

- LAW 515: Healthcare Ethics (offered as a core course)
- LAW 575A: Clinical Research Ethics (offered as an elective course)

In addition, I have encouraged my Director of Health Law & Policy, Tara Sklar, to serve as an advisor to you since the program's inception. I continue to endorse her involvement via the formal appointment on your advisory committee that was established to develop and oversee this new degree.

The educational pathways this proposed degree opens up for students across multiple disciplines is exciting and needed. Relatedly, the ability to leverage existing College of Law courses in novel ways, including working with UAHS Global, is a great opportunity to attract interested students located around the world.

Sincerely,

Marc L. Miller
Dean and Ralph W. Bilby Professor of Law



**DEPARTMENT OF
RELIGIOUS STUDIES & CLASSICS**

Learning Services Building
Room 203
1512 E. First Street
PO Box 210105
Tucson, Arizona 85721-0105

Tel: (520) 621-1689
Fax: (520) 621-3678

www.religion.arizona.edu
www.classics.arizona.edu



September 28, 2021

David H. Beyda, MD
Chair and Professor, Department of Bioethics and Medical Humanism
College of Medicine—Phoenix
475 N. 5th Street
Phoenix, AZ 85004

Dear Dr. Beyda:

In my role as Head of Department of Religious Studies and Classics at the University of Arizona, I am writing in strong support of the College of Medicine- Phoenix proposal for a new Master of Arts in Bioethics.

The course “**RELI 506 - Religious Diversity in Healthcare: Intercultural Training**” is listed as an elective for the proposed degree is housed within the Department of Religious Studies and Classics. The department gives its approval for listing this course as an elective for the Master of Arts in Bioethics. The department offers this course regularly and is able to accommodate the anticipated enrollment generated from this new degree program.

Finally, and most importantly, there is an urgent need to provide educational pathways to students. The MA in Bioethics will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities.

Sincerely,



Karen K. Seat
Head, Department of Religious Studies and Classics
Director, School of International Languages, Literatures, and Cultures (SILLC)





THE UNIVERSITY OF ARIZONA

Mel & Enid Zuckerman
College of Public Health

OFFICE OF THE ASSOCIATE DEAN FOR
ACADEMIC AFFAIRS

Roy P. Drachman Hall
1295 N. Martin Ave., Bldg.202A
P.O. Box 245210
Tucson, AZ 85724-5210
Tel: (520) 626-8808
Fax: (520) 626-8685
www.publichealth.arizona.edu

September 29, 2021

To Whom It May Concern:

In my role as Associate Dean for Academic Affairs in the Mel & Enid Zuckerman College of Public Health, I am writing in strong support of the College of Medicine- Phoenix proposal for a new Master of Arts in Bioethics.

PHPM/LAW 608A Public Health Law and Ethics is listed as required for the proposed major and housed within the Community, Environment and Policy Department in the College of Public Health. The department offers this course regularly and is able to accommodate the anticipated enrollment generated from this new degree program.

In addition, several MEZCOPH faculty members are leaders in their fields and are uniquely qualified to contribute to the program.

Finally, and most importantly, there is an urgent need to provide educational pathways to students. The MA in Bioethics will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities

Sincerely,

John Ehiri, PhD, MPH, MSc
Associate Dean for Academic Affairs
Professor, Health Promotion Sciences
Mel & Enid Zuckerman College of Public Health
University of Arizona



THE UNIVERSITY OF ARIZONA
College of Medicine
Phoenix

OFFICE OF THE DEAN
BSPB Suite E1060
475 N. Fifth Street
Phoenix, AZ 85004-2157
Tel: (602) 827-2002
www.phoenixmed.arizona.edu

September 22, 2021

To Whom it May Concern:

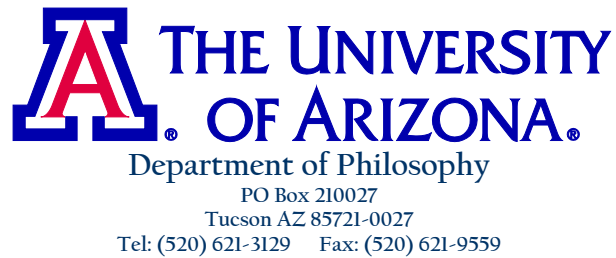
In my role as Dean of the College of Medicine-Phoenix, I am writing in strong support of the proposed Master's in Bioethics program.

The College of Medicine-Phoenix is pleased to offer faculty expertise in courses that are included in both the core/required as well as elective coursework. The faculty from our college and the colleges of law, humanities, departments of philosophy, religious studies, and public health have been advising the development of the program and are available to support these efforts. The Department of Bioethics will offer the courses regularly and can accommodate the anticipated enrollment generated from this new degree program. Our college is eager to contribute to this interdisciplinary program and share the expertise of faculty who have expertise in bioethics. Their qualifications will significantly contribute to this innovative Master's in Bioethics program and help to distinguish this program from others, for example, offering a dual degree to our medical students of a MD and MA.

Finally, and most importantly, there is an urgent need to provide educational pathways to students. The proposed MA in Bioethics will allow Colleges to leverage existing other and new courses in novel ways and provide much needed enrollment opportunities.

Sincerely,

Guy L. Reed, MD, MS
Professor and Dean
University of Arizona, College of Medicine Phoenix



March 24, 2022

To Whom It May Concern:

In my role as Head of the Philosophy Department I am writing in strong support of the College of Medicine-Phoenix proposal for a new Master of Arts in Bioethics.

We have a natural connection with the new department since the philosophy department has great strengths in ethics and in applied ethics and the department is seeking to increase its teaching in the area of bioethics. We believe that we have a lot to offer the new department, but we also think that the new department will enhance the visibility of ethics in the medical profession. We hope to have several of the courses listed as required or as electives for the proposed major housed within the philosophy department. We should be able to accommodate the anticipated enrollment generated from this new degree program.

Finally, and most importantly, there is an urgent need to provide educational pathways to students. The MA in Bioethics will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities

Sincerely,

Thomas Christiano
Professor and Head of Philosophy



The University of Arizona College of Medicine – Phoenix Bioethics Graduate Programs Student Survey

University of Arizona Health Sciences Global and Online is advancing University of Arizona Health Sciences offerings into the global and online domains and bringing the world closer together by defining the future of health care education, research and practice by expanding academic programs, clinical expertise, and research in innovative and dynamic ways. Health Sciences Global and Online supports Health Sciences' five colleges as they create and expand their global and online academic offerings to meet the needs of the next generation of health care professionals—at home and abroad.

OVERVIEW

This report summarizes student opinions and key takeaways from the Health Sciences Global and Online Bioethics Graduate Programs Student Survey conducted in collaboration with the [Office of Assessment and Research](#). The survey was sent to all students who were enrolled during Spring 2021, Summer 2021, and Fall 2021 as of June 16 (N=12,072). Eligible students included prospective degree programs that have alignment to Bioethics degree programs¹.

Students received an email inviting them to participate in the survey with the option of entering a drawing to win one of ten \$25 gift cards upon completion. Students were asked to answer questions about proposed online graduate programs from the University of Arizona College of Medicine – Phoenix in the area of Bioethics, including the relevance of formal degree programs in Bioethics, their interest in said programs, and their perspectives on important aspects of these programs, including fair tuition rate. 75% of survey respondents were women, resulting in women being overrepresented in the survey respondents compared to the student population.

A total of 1,380 students participated in the survey, for a 11.4% response rate. The margin of error for the survey is 2.5% based on a 95% confidence level. Survey findings can be used to develop valuable programs and positive student experiences in future Bioethics programs, as well as effective marketing and recruitment strategies.

PROGRAM SUPPORT & INTEREST

The strong majority (89%) of students surveyed agree that Bioethics is a critical area of study for future healthcare professionals. 43% of students expressed some level of interest (indicating “Very Interested” or “Somewhat Interested” when asked to rate their potential interest) in a graduate certificate or master's program in Bioethics, primarily to become a more competitive applicant for future career/research opportunities, and to be better positioned for healthcare leadership opportunities.

¹ Campus: Academic Program Campus is equal to / is in Arizona Online; Distance; Phoenix; University of Arizona – Main; College: College of Nursing; College of Pharmacy; College of Public Health; College of Medicine - Phoenix; College of Medicine - Tucson; James E Rogers College of Law; College of Science; College of Social & Behavioral Sciences; Academic Level - Beginning of Term is equal to / is in Doctoral; Graduate; Junior; Masters; Professional Year 1; Professional Year 2; Professional Year 3; Professional Year 4; Senior; Junior

Interest by College

	College of Medicine – Phoenix	College of Medicine – Tucson	College of Nursing	College of Pharmacy	Mel & Enid Zuckerman College of Public Health	College of Science	College of Social & Behavioral Sciences	James E Rogers College of Law
Very Interested	5.40%	14.40%	9.40%	13.90%	13.80%	11.70%	3.80%	7.50%
Somewhat Interested	27.00%	35.30%	32.20%	36.70%	44.00%	30.40%	17.30%	33.30%

Respondents from Mel & Enid Zuckerman College of Public health showed the most potential interest in a graduate certificate or master’s program in Bioethics, with 58% of respondents indicating they are “Very Interested” or “Somewhat Interested,” followed by the College of Medicine – Tucson (50%).

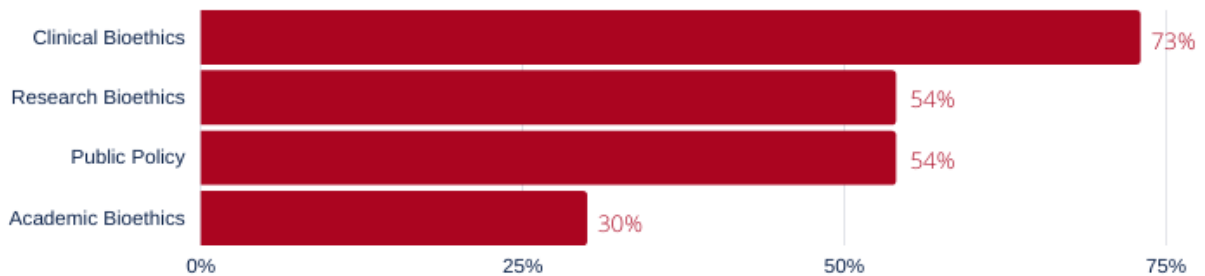


I think this is an important step for the future of medicine. We need more ethically sound medicine and emotionally intelligent doctors.

- Undergraduate Senior, Physiology

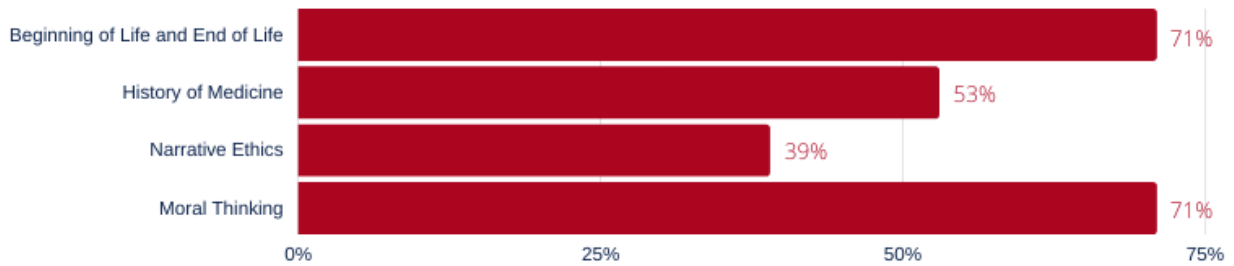
Of interested students, Clinical Bioethics is the master's track that appeals to the most (cited by 73% of respondents), followed by Research Bioethics (54%) and Public Policy (54%). Academic Bioethics was cited least often as a track of potential interest.

Program Track Interest



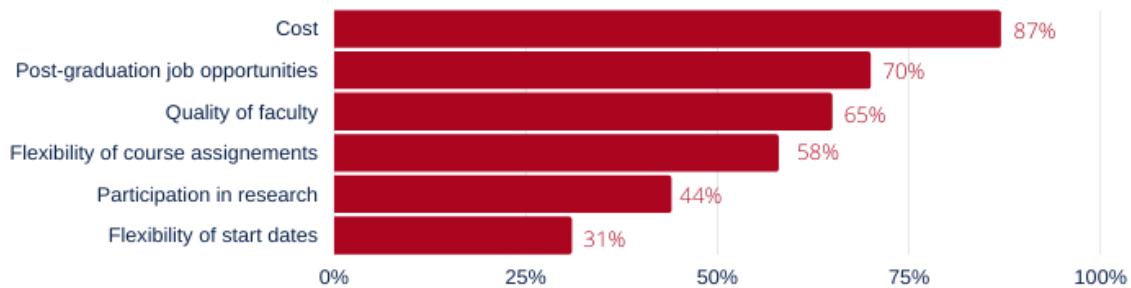
When presented with a list of the proposed courses for the online Bioethics graduate programs, the courses students would be most interested in enrolling in as electives (if made available to them in their current program) are Beginning of Life and End of Life and Moral Thinking. History of Medicine and Narrative ethics were less popular choices.

Course Interest



Students most commonly cited cost (87% of respondents) as an important decision-making factor when considering enrolling in an online Bioethics program, followed by post-graduation job opportunities, quality of faculty and flexibility of course assignments. Participation in research and flexibility of start dates were the least-cited factors.

Most Important Decision-Making Factors



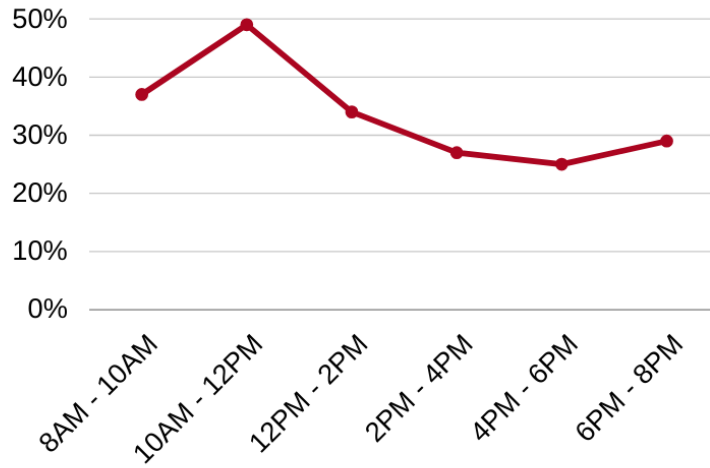
I would be worried about what job opportunities this degree would provide.

-1st Year Medical Student

PROGRAM MODALITY & TECHNOLOGY

When it comes to online learning, most students (58%) prefer a combination of both asynchronous and live online class sessions, and it is important to 84% of students that online programs incorporate educational technologies such as virtual patients and simulations to emulate real-world scenarios. Mornings are considered to be most available for students to join synchronous Zoom sessions, with 10am-12pm Arizona Time rated as the most preferred time (49%).

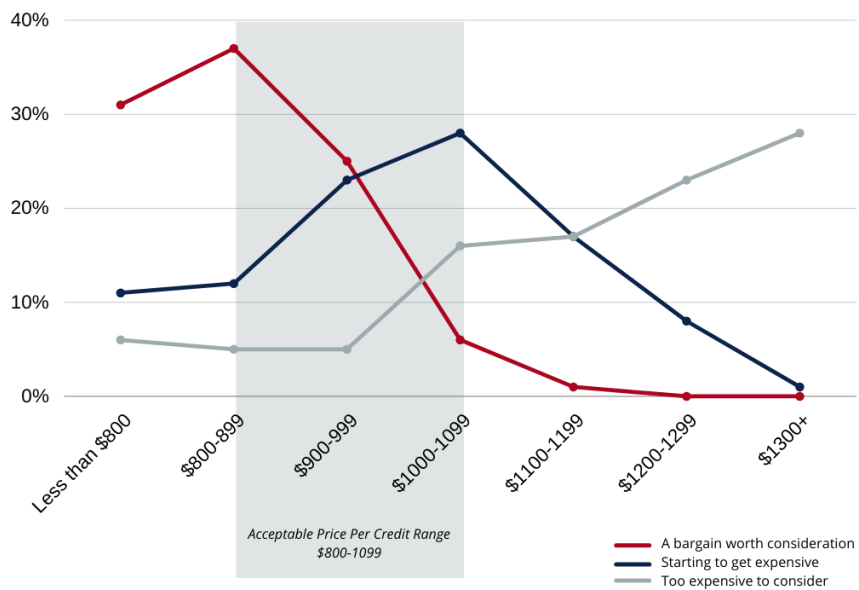
Zoom Session Availability



TUITION TOLERANCE

Students were presented with relative Arizona Online tuition information information, and were asked price sensitivity questions asking them to identify the price per credit ranges that they would consider an online Bioethics graduate program from UArizona to be 1) a bargain worth consideration, 2) starting to get expensive but still worth consideration, and 3) too expensive to consider.

Price Per Credit Tuition Sensitivity





I would only support this program if it were clear that it was not a cash grab for the university. The program must be high quality and serve the enrolled students' interests in the short and long term.

-Graduate Student, Sociology

SUMMARY

There is strong support for the College of Medicine – Phoenix’s development of online graduate programs in Bioethics. Special thought and consideration will need to be paid to pricing of the proposed program, as cost is the number one concern of students surveyed. The most critical feedback received from the survey was around the perception of higher education being too expensive, and the belief that the university may launch new programs such as this one primarily to generate more revenue as opposed to developing academic programs that adequately prepare students for viable careers. In the marketing of the proposed Bioethics programs, it will be important to clearly articulate the post-graduation career opportunities available to students who complete a graduate certificate or master’s degree program.

A combination of asynchronous and synchronous courses are preferred by students. Synchronous courses should be scheduled with students’ availability in mind. Scheduling classes at preferred times will help pull incremental enrollments into courses from students outside of the program wishing to learn more about Bioethics using elective credits.

Additionally, it is recommended that College of Medicine – Phoenix incorporates educational technologies such as virtual patients and simulations to emulate real-world scenarios in order to add value to the program and make it more sellable to students.



This would be a great area to receive a certificate in. As a grad student of Speech-Language Pathology at the UofA, we don’t discuss the issues of bioethics in great detail. This would be an excellent way to set me apart from other grad students while more importantly informing my clinical practice in a positive manner.

-Graduate Student, Speech, Language & Hearing Science