TOPIC: University of Baltimore: Bachelor of Arts in Philosophy, Society and Applied Ethics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: January 13, 2015

SUMMARY: The proposed interdisciplinary program combines theory and practice that includes a core in philosophy and requirements in one of five tracks that are well suited for a variety of careers (see page 14 of the proposal): 1) Student-Designed, 2) Philosophy and Public Policy, 3) Philosophy, Economics, and Business, 4) Philosophy, Sustainability, and the Environment, 5) Applied Ethics and Professional Life. The program will educate and develop individuals with unique skills in critical thinking and analysis designed to apply across many professional pursuits.

In addition to the core and track courses, students will be required to fulfill two experiential learning components – Curricular and Co-curricular. The curricular component is integrated into the academic study through embedded experiential requirements throughout the philosophy coursework. The co-curricular component can be fulfilled beyond the coursework through study abroad, internships, or attending six academic colloquia or symposia. If approved, the program will also seek to provide students with the opportunities to pursue an accelerated combined degree program in the Juris Doctor (3/3) and the MA in Legal and Ethical Studies (3/2).

Although there are several traditional philosophy programs offered by other Maryland institutions, there are no interdisciplinary undergraduate philosophy programs. This proposed program would add a new opportunity because of its distinctively interdisciplinary and applied nature.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Bachelor of Arts in Philosophy, Society and Applied Ethics.

COMMITTEE RECOMMENDATION: Approval   DATE: January 13, 2015

BOARD ACTION: DATE:

SUBMITTED BY: Joann Boughman   301-445-1992   jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X   New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

X   Within Existing Resources, or

_____ Requiring New Resources

University of Baltimore
Institution Submitting Proposal

Philosophy, Society, and Applied Ethics
Title of Proposed Program

Bachelor of Arts	**Fall 2015**
Award to be Offered	Projected Implementation Date

15.0901	**38.0104**
Proposed HEGIS Code	Proposed CIP Code

Legal, Ethical, and Historical Studies	**Professor Joshua Kassner**
Department in which program will be located	Department Contact

410.837.5316	**jkassner@ubalt.edu**
Contact Phone Number	Contact E-Mail Address

Kurt Schmoke	12/17/14
Signature of President or Designee	Date

Mission

The mission of the Philosophy, Society, and Applied Ethics program is to prepare students for life-long personal fulfillment, civic engagement, and professional success through an interdisciplinary curriculum that is grounded in practical philosophy and is committed to experiential learning. The program will develop students' oral and written communication skills, through its emphasis on civil discourse and writing across the curriculum. It will develop their critical thinking and problem-solving skills by connecting a philosophical perspective that values careful and rigorous analysis to the understanding and resolution of real world problems in applied ethics and society.

The mission of the proposed Bachelors of Arts degree in Philosophy, Society, and Applied Ethics (PSE) appeals to all of the core value commitments expressed in the mission of UB. The following deserve special emphasis:

> *Innovative education in the applied liberal arts.* PSE provides a curricular commitment to the notion of the applied liberal arts.

> *Foundation for lifelong learning, personal development and social responsibility.* Philosophy takes a long view to encourage learning as a lifelong endeavor, and its practically-oriented analysis and coursework emphasize reflection on what it means to live a good life, what it means to be a good citizen, curiosity about the world and a tradition that views enduring problems of the human condition with depth and breadth. PSE will emphasize both personal and professional development and offer students a perspective on the social responsibilities of institutions and individuals.

> *Combines theory and practice to create meaningful, real-world solutions.* The curriculum will connect theory to practice, focusing on the study of ethics as it relates to professional development; the study of political philosophy as it relates to the responsibilities of citizenship and public life; the study of philosophy and critical thinking as it relates to current events; the study of rationality, mind, and agency, as it relates to evaluating new technologies and cybersecurity; and the study of applied ethics as it relates to understanding and evaluating business, the non-profit and health care sectors of society, and the environment. In addition, the curriculum will require students to take a number of courses in another field to ensure competency and interdisciplinary training within a chosen sub-discipline.

Characteristics of the Proposed Program
The proposed program, Philosophy, Society, and Applied Ethics, is an interdisciplinary philosophy program designed to strengthen UB's mission in career preparation. Internally, the University of Baltimore (UB) will build from the existing philosophy minor (there is no philosophy major) to create an interdisciplinary major with a core of philosophy that prepares students for career success. Externally, although there are six *traditional* philosophy programs in the University System of Maryland (USM), as well as one at St. Mary's College, there are no interdisciplinary undergraduate philosophy programs within the USM. Further, there are no philosophy programs with a practical mission that are as closely aligned with the mission of the larger University as PSE is with

the mission of UB. Finally, PSE mirrors a vibrant trend across academia for practically-oriented interdisciplinary philosophy programs. The following is a partial list of such programs:

> Webster University: Philosophy, Ethics, and Society
> Tufts University: Ethics, Law, and Society
> Sacramento State University: Ethics, Politics, and Law
> Mt. St. Mary's College (CA): Ethics and Society
> Northern Arizona University: Philosophy, Politics, and Law
> University of Ottawa: Ethics and Society
> Bowling Green State University: Philosophy, Politics, Economics, and Law
> University of Washington, Bothell: Society, Ethics, and Human Behavior
> Binghamton University (SUNY): Philosophy, Politics and Law
> University of Richmond: Philosophy, Politics, Economics, and Law
> University of Arizona: Philosophy, Politics, Economics, and Law
> University of Virginia: Political Philosophy, Policy, and Law
> King's College, London: Politics, Philosophy, and Law
> University of Pennsylvania: Philosophy, Politics, and Economics
> Carroll University: Philosophy, Politics, and Economics
> University of Washington Tacoma: Politics, Philosophy, and Economics
> Minnesota State University Mankato: Philosophy, Politics, and Economics

These programs are thriving. Philosophy, Society, and Applied Ethics is consistent with this trend. In addition, it is notable that PSE is unique in its emphasis on applied ethics.
UB has long been an institution friendly to transfer students. PSE is committed to carrying on that tradition through the development of articulation agreements with Maryland's network of community colleges. In addition, PSE will work with individual students at other institutions who are transferring to UB to identify course equivalents in their work to insure that they achieve their educational objectives in a timely manner. In these respects and others the program will work closely with the Hoffberger Center for Professional Ethics in ongoing efforts to reach out to community colleges and the city of Baltimore. For UB Freshmen, this program will work well with existing lower-division coursework, allowing them to utilize general education requirements to fulfill some of their lower-division requirements for the major.

Overview of Program Requirements
As noted under the section "List of Courses", all program requirements and course offerings in this Overview already exist, except one course, which is being proposed concurrently with this program proposal. All requirements and coursework, including the proposed capstone course, will be staffed by current faculty.

This is a 36-credit program, in which students may select one of five interdisciplinary tracks. Three Philosophy courses (9 credits) are required for all tracks:

- One of the following:
    - PHIL 100 – Introduction to Philosophy
    - PHIL 140 – Contemporary Moral Issues
    - PHIL 150 – Critical Thinking and Arguments
- One of the following:
    - PHIL 317 – Ancient Philosophy
    - PHIL 319 – Modern Philosophy
    - PHIL 320 – 20th Century Philosophy
- PHIL 499 – Capstone in Applied and Public Philosophy (new course)

Each of the five tracks comprises 27 credits.

Track 1:	Student-Designed
Track 2:	Philosophy and Public Policy
Track 3:	Philosophy, Economics, and Business
Track 4:	Philosophy, Sustainability, and the Environment
Track 5:	Applied Ethics and Professional Life

Listed below are the student-designed track, with program requirements tailored for integration with any major or minor at UB, and four specific interdisciplinary tracks.

Track 1: Student-Designed (27 credits)
Five (5) Elective Courses in Philosophy:
- Five (5) philosophy courses at 200-400 level, at least one of which must be 400 level
Four (4) Electives from Subfield:
- Drawing on any major or minor at UB other than philosophy, the student identifies a course of interdisciplinary study approved by program faculty

Track 2: Philosophy and Public Policy (27 credits)
Three (3) of the following Philosophy Courses related to Public Policy:
- PHIL 250 – Social and Political Philosophy
- PHIL 280 – Environmental Ethics
- PHIL 302 – Philosophy of Community
- PHIL 490 – Theories of Justice
- PHIL 496 – International Law and Morality
Two (2) Elective courses in Philosophy:
- 2 additional philosophy courses at 200-400 level, at least one of which must be 400 level
Four (4) Elective courses in public affairs approved by a faculty advisor in consultation with the College of Public Affairs.

Track 3: Philosophy, Economics, and Business (27 credits)
Two (2) of the following Philosophy courses related to Economics and Business:
- PHIL 250 – Social and Political Philosophy
- PHIL 280 – Environmental Ethics
- PHIL 490 – Theories of Justice

Three (3) elective courses in Philosophy:
- 3 additional philosophy courses at 200-400 level, at least one of which must be 400 level

Four (4) Elective courses in business and economics approved by a faculty advisor in consultation with the Merrick School of Business.

Track 4: Philosophy, Sustainability, and the Environment (27 credits)
- PHIL 280 – Environmental Ethics

Three (3) of the following Philosophy Courses related to Sustainability and the Environment:
- PHIL 250 – Social and Political Philosophy
- PHIL 309 – Eastern Religions
- PHIL 419 – Religions in America
- PHIL 490 – Theories of Justice
- PHIL 496 – International Law and Morality

Two (2) Elective courses in Philosophy:
- 2 additional philosophy courses at 200-400 level, at least one of which must be 400 level

Three (3) Elective courses in Sustainability and the Environment approved by a faculty advisor in consultation with the Program in Environmental Sustainability and Human Ecology.

Track 5: Applied Ethics and Professional Life (27 credits)
Three (3) of the following Philosophy Courses related to Applied Ethics and Professional Life:
- PHIL 250 – Social and Political Philosophy
- PHIL 301 – Ethics
- PHIL 302 – Philosophy of Community
- PHIL 305 – Professional Ethics in Human Services
- PHIL 490 – Theories of Justice
- PHIL 495 – Existentialism

Two (2) Elective courses in Philosophy:
- 2 additional philosophy courses at 200-400 level, at least one of which must be 400 level

4 Elective courses in professional life, other than the philosophy course offerings, approved by a faculty advisor in consultation with the Philosophy Program faculty.

Experiential Learning

The program emphasizes experiential learning both within and throughout its curricular activities, in coordination with the extra-curricular and co-curricular programming of the Hoffberger Center for Professional Ethics and UB's Office of Academic Innovation.

All students are required to fulfill two experiential learning components:

- Curricular – integrated into their academic study, students are required to fulfill experiential requirements that are embedded throughout their philosophy coursework
- Co-curricular – beyond their coursework, students can satisfy this requirement by studying abroad, completing an internship, or attending 6 academic colloquia or symposia (i.e., Hoffberger Center events, University sponsored events, etc.) on campus as identified by the PSE director.

Accelerated Degree Options

The PSE program will seek to provide opportunities for accelerated degrees options for the JD (3/3) and the MA in Legal and Ethical Studies (3/2), in cooperation with the corresponding academic units.

List of Courses

All of the following courses are currently offered and staffed, except for PHIL 499, the capstone for the new program, which is concurrently being proposed and will be staffed by the current faculty.

PHIL 101 Introduction to Philosophy (3) Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. [HIPL/CTE/HAT]

PHIL 140 Contemporary Moral Issues (3) Explores contemporary issues of ethical concern. Students are introduced to philosophical reasoning on controversial topics, including the responsibilities of corporations, war and violence, human relationships and other currently debated matters of public policy and personal ethics. The course aims to help students develop abilities to understand, evaluate and construct arguments in the realm of applied ethics. [HIPL/CTE/HAT]

PHIL 150 Critical Thinking and Arguments (3) Explores the process of thinking critically and philosophically and guides students in thinking more clearly, insightfully and effectively. In addition, this course focuses on helping students identify, understand and critically assess philosophical arguments. Students use classic philosophic texts and real-world examples to develop both their critical-thinking skills and their ability (in written and oral forms) to formulate, express and critique arguments. [HIPL/CTE/HAT]

PHIL 250 Social and Political Philosophy (3) Examines the values and principles that establish and justify societies and that determine the rights and responsibilities of a society to its own members; of the members in relation to each other and to the society as a whole; and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and international relations.

PHIL 280 Environmental Ethics (3) Explores the relationship between humans and the nonhuman environment and guides students in thinking more clearly, insightfully and effectively about that relationship. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing ethical, political and legal issues concerning our treatment of the environment. [HIPL/CTE/HAT]

PHIL 301 Ethics (3) A critical examination of fundamental questions in ethics: What is good and evil? Why be moral? What is right and wrong moral conduct? What does it take to be a good person, and what does it mean to live a good life? Students read a balanced selection of classical and contemporary works and explore a variety of moral issues in personal and professional life.

PHIL 302 Philosophy of Community (3) Covers some of the basic concerns raised by the cosmopolitan liberalism and communitarian critique. The goals are to help students think through the arguments on each side of this debate and to help figure out for themselves the extent to which they want their lives and the policies of the communities in which they live to reflect either cosmopolitan liberal or communitarian commitments.

PHIL 305 Professional Ethics in Human Services (3) An examination of values, moral principles and ethical issues inherent in, and related to, the human service professions. The major focus is directed toward determining the moral responsibilities of the human service professions and whether the moral responsibilities are being realized.

PHIL 309 Eastern Religions (3) A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto.

PHIL 316 Logic of Language (3) An introduction to informal and formal logic. The use and abuse of language in general is first considered, then informal fallacies are examined. Next, deductive, inductive and analogical arguments are distinguished. The remainder of the course is devoted to examining the formal structures of descriptive language and the formal rules of logic.

PHIL 317 Ancient Philosophy (3) A critical examination of the questions, systems and contributions of the most influential philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology.

PHIL 319 Modern Philosophy (3) Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche.

PHIL 320 20th-Century Philosophy (3) A critical examination of the most influential American and European philosophers of the 20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered.

PHIL 322 Philosophy of Religion (3) A critical examination of the fundamental beliefs of the major religions of the world (not, however, a course in the history of religions or of religious belief). The course reviews the rational justifications for such important beliefs as the existence of God, the existence and immortality of the soul, the existence of evil as compatible with a merciful god and the value of miracles, prayer and mystery. Concludes with a look at religious alternatives to traditional theism.

PHIL 419 Religions in America (3) A study of the historical and theological developments in Protestantism, Catholicism and Judaism on the American continent, from the colonial period to the present, including a consideration of the ways in which American civilization modified European religious traditions and developed new sects, cults and religious traditions.

PHIL 490 Theories of Justice (3) A critical examination of the classical and contemporary theories of justice that are the foundations of Western law and morality. Among the philosophers studied are Plato, Hobbes, Locke, Kant, Rousseau, Bentham, Marx, Rawls and Hart. Emphasis is placed on each thinker's treatment of such fundamental concepts as natural law and positive law, human rights and the common good, the social contract, sovereign rights and power, the forfeiture of "absolute" rights, individual liberty and property, and utilitarianism and intuitionism as theories of justice.

PHIL 492 Independent Study (1-6) Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, permission of the chair and instructor, and senior standing

PHIL 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

PHIL 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

PHIL 495 Existentialism (3) An in-depth study of one of the most provocative philosophies of the modern age. The major works of the leading philosophers of the movement are examined as well as the expression of their philosophies in contemporary art, poetry, fiction and cinema.

PHIL 496 International Law and Morality (3) Explores the relationship between international law and morality and guides students in thinking more clearly, insightfully and effectively about the various legal, political and social institutions that make up the international legal regime. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing conceptual and ethical issues concerning international law.

PHIL 497 Special Topics in Philosophy (3) Intensive exploration of topics in philosophy of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

PHIL 498 Internship in Applied Ethics (3) Designed for students who wish to observe and gain firsthand experience of the practice of business and professional ethics at designated profit or nonprofit organizations in the Baltimore community. Students work with a mentor at the organization of their choice and write a substantial (25- to 30-page) critical essay on applied ethics. Eligible for a continuing studies (CS) grade. prerequisites: IDIS 302 or PHIL 301 or PHIL 305 and an interview with the director of the Hoffberger Center for Professional Ethics

PHIL 499 – Capstone in Philosophy, Society, and Applied Ethics (3) Serves as the culmination of the student's program of study in the Philosophy, Society, and Applied Ethics program and is required for all Philosophy, Society, and Applied Ethics majors. Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that demonstrates the student's understanding of the relationship between philosophy and their chosen subfield. prerequisite: permission of the program director and completion of all other required courses in the major.

Educational objectives and intended student learning outcomes:
In accordance with the "Liberal Education and America's Promise" (LEAP) campaign from Association of American Colleges and Universities (AACU), the following educational objectives and student learning outcomes can be derived from AACU's "Essential Learning Outcomes."

Intellectual and Practical Skills: The PSE program will encourage students to engage in self-directed inquiry and develop students' analytical thinking skills. The PSE program will enhance students' critical and creative thinking, written and oral communication, information literacy, and problem solving skills.

Personal and Social Responsibility: The PSE program will develop students' sense of civic engagement, knowledge, and responsibility, locally, regionally, and globally. Students will be well-versed in ethical reasoning and action. Students will gain an appreciation for the value of lifelong learning.

Integrative and Applied Learning: The PSE program will develop students with the ability to synthesize facts and theories across a range of disciplines to understand and deal with matters of practical and public concern.

Procedures for evaluating courses, faculty and student learning outcomes (Pursuant to *COMAR 13B.02.03.15)*:

Courses: Courses will be evaluated on a rotating basis with a select number of courses subjected to rigorous assessment each year. The assessment will vary depending on the nature of the course, but will likely include pre- and post-test evaluations, the submission of student work with accompanying rubrics to colleagues at peer institutions, and specific assignments intended to evaluate the degree to which any particular course is achieving its intended learning outcomes.

Faculty: There are a number of data sources for assessing faculty teaching in PSE. Course evaluations will be one source of data. In addition to these standard evaluations, however, PSE faculty will regularly observe one another and engage in constructive criticism.

Learning Outcomes: The assessment of learning outcomes will occur throughout the program, as each course will be assessed in turn. With reference to the overall program, the assessment will be tied largely to student capstone projects which are intended to be a culmination of each student's educational experience.

Contribution to minority student access and success, and the institution's cultural diversity goals and initiatives (Pursuant to *COMAR 13B.02.03.05 and the State Plan for Postsecondary Education)*:

The PSE program can contribute to minority student access and success, and to the institution's cultural diversity goals and initiatives. Despite the fact that it is widely known that training in philosophy is excellent as preparation for graduate study and professional degree programs (http://www.iup.edu/philosophy/about/), long term career success (http://www.forbes.com/2009/08/02/college-degree-pay-careers-leadership-salaries.html), and for a life well-lived, minority populations are under-represented in philosophy. The PSE program would provide UB minority students with a course of study in philosophy that also connects them with another discipline. In this sense, the program is especially suited to contribute to minority student access and success, with opportunities to experience the benefits of an interdisciplinary philosophy program with a focus on career preparation as well.

Critical and compelling regional or statewide need as identified in the (2014-2017) State Plan:

Quality and Effectiveness:
*"The concepts of quality and effectiveness relate to the ways that postsecondary institutions work to achieve their missions. Quality refers to the degree to which an institution successfully achieves its goals, while effectiveness refers to the extent to which an institution's structures and processes are arranged to support the achievement of that goal." (**Maryland Ready**, 18)*

The PSE program is ideally suited to contribute to UB's efforts to meeting the need to provide quality academic programs consistent with the Mission of UB, which states:
The University [of Baltimore]:

- *makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness;*

The interdisciplinary nature of PSE will enhance UB's ability to fulfill this objective of its mission. Study in philosophy is well-suited to long-term career success (see above). Finally, PSE is intended to help students develop a sense of civic and personal responsibility.

- *establishes a foundation for lifelong learning, personal development and social responsibility;*

Throughout the PSE curriculum students will struggle with some of the most important and difficult questions related to the human experience. They will be exposed to a way of looking at the world that celebrates the willingness to engage in sustained inquiry and critical reflection. Both the content and the disciplinary methods of PSE are especially suited for realizing this aspect of UB's mission.

- *combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and...*

The PSE curriculum is explicitly built around a commitment to connect theory to practice. Unlike most traditional undergraduate philosophy programs, PSE emphasizes the relevance and central importance of philosophical inquiry for addressing practical problems faced by individuals in aspects of their personal and professional lives.

Access, Affordability and Completion:
In summary, this need is about ensuring that "Marylanders are able to fully enjoy the benefits of postsecondary education..." (**Maryland Ready**, 29)
The PSE curriculum will help UB and the University System of Maryland (USM) improve access, affordability, and completion due to the fact that, though the academic requirements are rigorous, the ways in which a student can complete the program are flexible. The curriculum is designed so that students who complete the program will have rigorous philosophical training, but it builds flexibility into the programmatic structure,

both in terms of how that core in philosophy is satisfied and in terms of the freedom the student has in defining the subfield they will pursue or the track they choose.

Diversity:

"...Maryland Ready's definition of diversity extends beyond equitable representation of underrepresented groups (i.e., access) and seeks to instill a commitment to providing equitable opportunity for academic success that will result in the reduction of current outcome gaps in persistence, transfer, and attainment." (**Maryland Ready**, 36)

As an academic program, PSE is well-suited to contribute to UB's and USM's efforts to fulfill this need. Focusing on the commitment to "providing equitable opportunity for academic success," as was noted previously, philosophy is an excellent preparation for graduate and professional school and long-term career success. A program like PSE at UB would provide many underrepresented students with an opportunity to take advantage of these benefits. PSE has the ancillary benefit of emphasizing critical thinking and reflection that is especially important for developing individual skills to adapt to an ever more diverse professional environment.

Innovation:

The PSE program is innovative both in programmatic structure and content. The structure is rigorous, flexible, and interdisciplinary; the substantive content is unique and designed to offer a challenging yet rewarding educational experience that cannot be found anywhere else in Maryland. In addition to its interdisciplinary foundations, the curriculum places an explicit emphasis on experiential learning. As such, both the content and the pedagogical approach are distinctive and focused on preparing PSE students for lives of professional success and personal fulfillment.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

Part 1: Documenting demand for and recognition of the value of studying philosophy

PSE will educate and develop individuals with unique skills in critical thinking and analysis designed to apply across many professional pursuits. The market recognizes how individuals who possess such skills adapt to changing circumstances – that through a core program in philosophy students can understand and respond to a changing world. Media coverage that documents and provides evidence of the market value of studying philosophy has increased dramatically over the last several years. The following sampling of articles supports these claims and provides a trove of evidence and documentation:

- Gregiore, Carolyn. "The Unexpected Way Philosophy Majors Are Changing the World of Business" (*Huffington Post*, 3/5/14):
  "[M]any leaders of the tech world—from LinkedIn co-founder Reid Hoffman to Flickr founder Stewart Butterfield—say that studying philosophy was the secret to their success as digital entrepreneurs.
  "In an increasingly global economy -- one in which many businesses are beginning to accept a sense of social responsibility -- those who care and are able to think critically about global and humanitarian issues will be the ones who are poised to

create real change." (http://www.huffingtonpost.com/2014/03/05/why-philosophy-majors-rule_n_4891404.html)

- Hu, Winnie. "In a New Generation of College Students, Many Opt for the Examined Life" (*New York Times*, 4/6/08):
  "If you study humanities or political systems or sciences in general, philosophy is really the mother ship from which all of these disciplines grow."
  This article cites data reporting the growth of the number of philosophy programs in the United States and the dramatic growth of various existing philosophy programs nationwide.
  (http://www.nytimes.com/2008/04/06/education/06philosophy.html?_r=0)
- Rupp, Shannon. "Be Employable, Study Philosophy" (*Salon*, 7/1/2013):
  "The discipline teaches you how to think clearly, a gift than can be applied to just about any line of work."
  The article documents the value of philosophy for journalism careers especially.
  (http://www.salon.com/2013/07/01/be_employable_study_philosophy_partner/)
- Nisen, Max. "9 Famous Execs Who Majored in Philosophy" (*Business Insider*, 1/19/14)
  Listed are: Carly Fiorina, former Hewlett-Packard CEO; Sheila Bair, former FDIC chair; George Soros, chair of Soros Fund Management; Herbert Allison Jr., former Fannie Mae CEO; Gerald Levin, former Time Warner CEO; and Peter Theil, former CEO of PayPal.
- Leiter, Brian. "Where the Smart Kids Are" (*New York Times*, 8/23/10)
  "Even in the 21st century, smarts matter — to lawyers, to doctors, to problem-solvers in all fields, as well as to a good life. After nearly 20 years in law teaching, I can confirm that no one is smarter than the serious undergraduate philosophy major."
- Briggs, Tracey Wong. "Top Students Commit to Using Their Knowledge" (*USA Today*, 2/11/04)
  "I honestly believe philosophy better prepared me for a career in public service than any other major could."
- Shepherd, Jessica. "I think, Therefore I Earn" (*The Guardian*, 11/19/07)
  "A philosophy degree has trained the individual's brain and given them the ability to provide management-consulting firms with the sort of skills that they require and clients demand. These skills can include the ability to be very analytical, provide clear and innovative thinking, and question assumptions."
- Cropper, Carol Marie. "Philosophers Find the Degree Pays Off in Life and Work" (*New York Times*, 12/26/97)
  For those students who may wish to pursue graduate education, the author emphasizes that philosophy students:
  ..."seem more likely than those with other degrees to attend graduate or professional school. Of 20 philosophy majors interviewed from the four universities, only four had not added a graduate or professional degree."
- Stewart, Matthew. "The Management Myth" (*The Atlantic*, 6/1/06)
  "If you want to succeed in business, don't get an M.B.A. Study philosophy instead."
- Lee, Joyce. "The College Degrees with the Biggest Salaries" (*Forbes*, 8/5/09)

"For starting salaries, engineering and things like nursing are pretty strong. But the list reorders further into people's careers. If you looked at the pay of people 15 years out, philosophy is actually in the top 10%."

- Cole, Diane. "50 Ways to Improve your Life." (*U.S. News and World Report*, 12/18/2008)
  The author recommends that one way to improve your life is to Study Philosophy: "Those tools [that philosophy teaches] include critical thinking, logic, and analytical writing, which have practical applications in a range of careers—such as law, teaching, medicine, business, and management—and are valuable to have in times of economic (and employment) uncertainty."

- Poulsen, Anders. "*Why Future Business Leaders Need Philosophy* ." (*Bigthink.com*, 8/3/13)
  Emphasizing the creative and critical thinking at the heart of a degree in Philosophy, Anders states, "[f]ollowing this line of thought, Matthew Stewart, former management consultant of the Mitchell Madison Group tells, "If you want to succeed in business, don't get an MBA. Study philosophy instead.""

Part 2: Career Options

General Track that is Student-Designed

This track allows students to integrate their core study of philosophy with a subfield drawn from any major or minor at UB. A wide-range of career paths are associated with this track, indicated by the career paths connected to the subfield's corresponding major or minor at UB. In addition, evidence from the cited articles in Part I above indicates that the study of philosophy is especially suited to careers in business, digital communications, entrepreneurship, journalism, law, teaching, advocacy work, and government.

Track in Philosophy and Public Policy

This is ideal for students who want to pursue a career in public service as either a civil servant, legislative aide, or working in the non-profit sector. It is ideal training for an individual who desires to go on to graduate study in public policy, law, public affairs, political theory, or philosophy.

Track in Philosophy, Economics, Business

This track is suited for students seeking a career in business and management. Many employers reward critical thinking and oral and written communication skills, as documented in the articles in Part 1. This track is also ideally suited for students seeking a job-related undergraduate degree for expanding their opportunities for promotion and professional development within a given career. Finally, this track is relevant to those seeking law school or further graduate study, including interdisciplinary graduate programs that combine philosophy, politics, and economics.

Track in Philosophy, Sustainability, and the Environment

This track is ideal for students pursuing careers in advocacy for environmental causes, non-profit work, or industry-specific employment in environmentally-related businesses.

Track in Applied Ethics and Professional Life
This track is well-suited for many students who are in the midst of a career, and are pursuing a degree for career advancement in jobs where ethics and compliance are of particular importance, including government contracting, finance, ethics officer, and human resource management, among others.

Part 3: Region and State

As evidence for market supply and demand in the region and state, we consider the availability of interdisciplinary and applied philosophy programs in North America. They are booming, with over 17 programs succeeding and in demand, serving various regions and states. And yet the USM system has *no* interdisciplinary philosophy program to serve the corresponding needs of students from our state and region. Based on our market analysis of the demand and supply of these interdisciplinary philosophy programs nationwide, the market conditions support the creation of an innovative interdisciplinary philosophy program for the region and state.

In addition, particular to the state of Maryland and the region is a relatively high concentration of employment in government positions, business, and public service. These are three areas where existing interdisciplinary programs have prospered. Further, many of these career positions are legally required to abide by ethical standards by virtue of corporate and professional codes of ethics, Dodd-Frank, Sarbanes-Oxley, or other laws and regulations. The proposed major, Philosophy, Society, and Applied Ethics, directly addresses this demand. This consideration provides an additional substantive reason to believe that the appeal of this interdisciplinary program is especially suitable given employment opportunities in the region.

Conversations have already begun with UB campus faculty and administration regarding interdisciplinary curricular collaboration across campus units, and these conversations will continue especially in the areas of marketing and recruiting students to the major.

Reasonableness of program duplication:
Although there are several *traditional* philosophy programs in the University System of Maryland (USM), there are no *interdisciplinary* undergraduate philosophy programs. This program would add a unique opportunity for Maryland and Baltimore area residents because of its distinctively interdisciplinary and applied nature.

Relevance to Historically Black Institutions (HBIs):
PSE is not duplicative of any academic program currently offered at any HBI in the area, and therefore would have no impact on the uniqueness of their programs.

Resources and Finance

Adequacy of faculty resources:
The University of Baltimore has the necessary faculty to successfully deliver the PSE curriculum without any additional resources. There are four tenured and tenure track philosophy professors in the Division of Legal, Ethical, and Historical Studies (LEHS) (Alfred

Guy, Joshua Kassner, Steven Scalet, and James Taggart) to deliver the courses. All hold PhDs in philosophy, two also hold JDs (Kassner and Taggart), and one also holds an MA in economics (Scalet). Affiliated faculty (Michele Cotton – Law, and Darien Ripple – Environmental Ethics) share expertise in related fields. Additionally, and unlike most philosophy departments, the scholarship of all four tenured and tenure-track philosophy faculty at UB is thoroughly applied in nature, covering such areas as bioethics, business ethics, leadership ethics, environmental ethics, political philosophy, ethics and economics, citizenship, international organizations, and the philosophy of law. The PSE curriculum can be fully delivered and administered through its existing faculty. The courses outside of philosophy will be selected from those already in existence, offered by divisions and schools across UB.

Name	Degree	Rank	Status	Courses
Michele Cotton	JD/PhD (Engl)	Asst. Prof.	Full	PHIL 499
Alfred Guy	PhD (Phil)	Assoc. Prof.	Full	PHIL 101, PHIL 317, PHIL 319, PHIL 329, PHIL 492, PHIL 493, PHIL 495, PHIL 497, PHIL 499
Joshua Kassner	JD/PhD (Phil)	Assoc. Prof.	Full	PHIL 140, PHIL 250, PHIL 302, PHIL 492, PHIL 493, PHIL 496, PHIL 497, PHIL 499
Steven Scalet	MA/PhD (Phil)	Full Prof.	Full	PHIL 150, PHIL 322, PHIL 419, PHIL 492, PHIL 493, PHIL 497, PHIL 499
James Taggart	JD/PhD (Phil)	Asst. Prof.	Full	PHIL 150, PHIL 301, PHIL 490, PHIL 492, PHIL 493, PHIL 497, PHIL 499
Darrien Ripple	PhD (Phil)	Experiential Program Manager	Part	PHIL 280
Andres Molina	PhD (Phil)	Adjunct	Part	PHIL 316
Janice Jackson	MA	Adjunct	Part	PHIL 305

Adequacy of library resources (as outlined in COMAR 13B.02.03.12):
The new program will utilize the existing library resources. UB's Langsdale Library has demonstrated a strong, continuing commitment to supporting philosophy at UB, including the acquisition of resource materials, information literacy instruction, and research assistance to students. Langsdale Library subscribes to more than 75 electronic article databases, including *EBSCO Humanities* and *The Philosophers Index*. Langsdale Library is a member of the University System of Maryland consortia library system, which maintains a shared online catalog of holdings (USMAI); thus, UB students and faculty can access books and other items from any of the member institutions, with a collection of more than 7 million volumes. McKeldin and Hornbake Libraries at the University of Maryland have extensive collections of philosophy materials available. Additionally, UB students have borrowing privileges at eight other Baltimore colleges.

Adequacy of physical facilities, infrastructure and instructional equipment:
The existing physical facilities, infrastructure, and instructional equipment are adequate to support the proposed program with no additional space or resources required.

<u>Technology and Classroom, Computing, Training, Lab and Office space</u>
Classes for the PSE program are offered across the UB campus: in the Academic Center, the newly-renovated Learning Commons (LC), the Liberal Arts and Policy Building, and the Business Center. The offices for the core philosophy faculty are located in LC. All classrooms have computers and AV technology supported by the University's Office of Technology Services. Students will have access to the LEHS computer lab for research projects. Adjacent to the LEHS offices is an informal space for students to gather.

<u>The Hoffberger Center for Professional Ethics</u>
The PSE program will also have access to and work with the Hoffberger Center for Professional Ethics (HCPE) to provide students with extracurricular and co-curricular activities and opportunities for intellectual enrichment related to their studies in the program. HCPE has been a staple of UB life for over 25 years and continues to contribute to meaningful dialogue about professional and practical ethics. Dr. Alfred Guy is the Director of the Hoffberger Center and the other philosophy faculty are active participants in a variety of activities sponsored by HCPE annually. This close relationship between HCPE and the philosophy faculty will allow for rich ongoing collaborations between HCPE and the PSE program.

<u>Advising</u>
Advising for PSE will be a task shared by the Director of the program and the Academic Program Coordinator who conducts ongoing advising and assists with recruitment, certifying credentials for graduation, open house events for prospective students, and new student orientation. In addition, program faculty are highly involved in mentoring students.

Adequacy of Financial Resources and Expenditures
Data in Tables 1 and 2 shows anticipated resources and expenditures for the new program. No new funds are required.

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue *	$58,982	$113,290	$174,909	$229,216	$261,344
a. #F.T. Students	6	12	17	23	25
b. Annual Tuition/Fee Rate **	$8,392	$8,392	$8,392	$8,392	$8,392
c. Annual Full Time Revenue (a x b)	$50,352	$100,704	$142,664	$193,016	$209,800
d. # Part Time Students	4	7	13	16	20
e. Credit Hour Rate **	$487	$487	$487	$487	$487
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$23,376	$40,908	$75,972	$93,504	$116,880
3. Grants, Contracts, & Other External Sources					
4. Other Sources					
TOTAL (Add 1 - 4)	$58,982	$113,290	$174,909	$229,216	$261,344

* Revenue based on 80% of tuition and fees
** Annual tuition rate is computed on 80% in-state and 20% out-of-state students

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses * (b+c below)	$29,610	$44,415	$66,623	$103,635	$118,440
a. #FTE^2	0.4	0.6	0.9	1.4	1.6
b. Total Salary	$24,000	$36,000	$54,000	$84,000	$96,000
c. Total Benefits	$5,610	$8,415	$12,623	$19,635	$22,440
2. Total Administrative Staff Expenses (b + c below)	$3,192	$6,384	$12,768	$12,768	$12,768
a. #FTE	0.05	0.1	0.2	0.2	0.2
b. Total Salary	$2,400	$4,800	$9,600	$9,600	$9,600
c. Total Benefits	$792	$1,584	$3,168	$3,168	$3,168
3. Total Support Staff Expenses (b + c below)	$2,868	$5,737	$11,473	$11,473	$17,210
a. #FTE	0.05	0.1	0.2	0.2	0.3
b. Total Salary	$1,925	$3,850	$7,700	$7,700	$11,550
c. Total Benefits	$943	$1,887	$3,773	$3,773	$5,660
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1-7)	$35,670	$56,536	$90,864	$127,876	$148,418

* Based on 75% FT faculty FTE and 25% adjunct