



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

University of Maryland, College Park

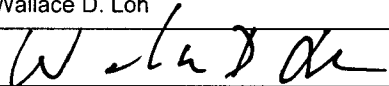
Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment YesPayment R*STARS

Date Submitted:

Submitted: NoType: Check

Department Proposing Program	Philosophy	
Degree Level and Degree Type	Bachelor of Arts	
Title of Proposed Program	Philosophy, Politics, and Economics	
Total Number of Credits	120	
Suggested Codes	HEGIS: 1509.0000	CIP: 38.0104
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2020	
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/undergraduate/	
Preferred Contact for this Proposal	Name:	Samuel Kerstein
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President/Chief Executive	Type Name:	Wallace D. Loh
	Signature:	 Date: 11-27-2018
	Date of Approval/Endorsement by Governing Board:	

Revised 6/13/18

A. Centrality to the University's Mission and Planning Priorities

Description.

The proposed Bachelor of Arts in Philosophy, Politics, and Economics (PPE) is an interdisciplinary undergraduate program to be offered within the department of Philosophy. This major will further several educational objectives from the University of Maryland's Mission Statement and Strategic Plan. Foremost of these is the goal to "expand students' opportunities to develop skills and habits of mind to tackle the world's toughest challenges." The questions that PPE poses are distinct from those that are addressed in economics, political science, and public policy -- they are fundamentally normative questions (e.g., concerning justice), traditionally in the domain of moral and political philosophy. However, PPE as a discipline approaches these moral and ethical questions through the tools and methods of economics and political science, a strategy quite distinct from a traditional major in philosophy.

PPE as an undergraduate Arts & Sciences major is already well-established at several major universities across the world. Though originally started at Oxford University in 1920, several top U.S. universities now have PPE programs, including the Universities of Arizona, Duke, Michigan, North Carolina, Notre Dame, Pennsylvania, Pittsburgh, Rutgers, Tulane, and Virginia. Beyond undergraduate education, PPE is becoming established as a separate field of scholarly inquiry. The PPE Society held its first annual meeting in March of 2017 in New Orleans, LA. The journal *Politics, Philosophy, & Economics* ran its first issue in 2002.

Relation to Strategic Goals. The proposed PPE major will further several undergraduate education objectives from the University of Maryland's Mission Statement and Strategic Plan. It will truly be an interdisciplinary program, combining different fields of study across the social sciences and humanities in a novel way. It will thus promote the University's goal (2016 Strategic Plan Update, 25) of adding new, interdisciplinary fields for undergraduates to major in. Not only will students, as required by the major, receive training in Philosophy, Government and Politics, Public Policy, and Economics courses, but the novel PPE courses they will be required to take combine these subject areas in a single-class format. The *Individual and Group Decision-Making* course, for instance, not only teaches students the tools of rational choice theory but also encourages philosophical reflection on the uses and limits of these tools, as well as examines different applications of these tools to unique problems in philosophy and politics. The *Social Philosophy and Political Economy* course examines different ways of organizing social and political institutions through historical, economic, and ethical lenses. Examining these questions through different perspectives is deeply important: institutions that are just might be horribly inefficient, and institutions that are economically efficient might be deeply unjust. Choosing between different institutions that allow people to live together requires examining them from many different perspectives, not just one.

Funding. The Philosophy department, along with other participating units, has the needed resources to deliver this new major. Much of the curriculum is derived from existing coursework. Three new "anchor" courses will be the foundation of the major, and the department has the needed infrastructure, advising support, and physical facilities to deliver them.

Institutional Commitment. The University is committed to supporting new interdisciplinary majors in area of the university that have the capacity to deliver high quality instruction with little added cost. UMD’s undergraduate majors in Economics and in Government and Politics are two of the University’s largest majors (about 900 and 700 majors, respectively). The PPE program is intended to provide another avenue for students who have an interest in those disciplines but also in the moral and ethical questions that arise out of them. The existing, more traditional, Philosophy program has about 90 majors and we anticipate an enrollment in the PPE major to be comparable.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. As the state of Maryland’s flagship university and given its close approximation to Washington, DC, we believe that students at the University of Maryland should be able to develop the skills to think rigorously about pressing social and political questions. This is the central goal of the PPE major: to teach students how to think about difficult and multi-faceted questions by drawing on insights from several different disciplines and a diverse array of tools and methods.

State Plan. One of the three central goals of the Maryland State Plan for Postsecondary Education is to “foster innovation in all aspects of higher education to improve access and student success”. We believe the PPE major does through combines existing courses and disciplines in a manner that offers a unique educational opportunity for undergraduate students. This program will address the strategies of creating long-term graduate education opportunities as well as encouraging a culture of risk-tasking and experimentation through a novel combination of course offerings.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

Students majoring in PPE will be well suited for careers in law, government, business, and non-profits/NGOs. According to the Occupational Outlook Handbook by the Bureau of Labor Statistics¹, demand for such careers tends to grow at least as fast as average, oftentimes faster than average. Looking at legal occupations in particular, demand for paralegals and legal assistants is projected to increase 15% over the next ten years, which is much faster than average; demand for lawyers is projected to increase 8% over the next ten years, which is average; and demand for arbitrators, mediators, and conciliations is projected to increase 10% over the next ten years, which is faster than average. Turning to business, demand for administrative services managers is projected to increase 10% over the next ten years, which is faster than average; and demand for management analysts is project to increase 14% over the next ten years, which is faster than average.

D. Reasonableness of Program Duplication

There is one similar program in the state: a Philosophy, Politics, and Economics major at Mount St. Mary’s University. Though there are many similarities between the proposed program and the one at Mount St. Mary’s University, the nature of the institutions is so substantially different that the

¹ <https://www.bls.gov/ooh/>

programs are not likely to be duplicative. In terms of the broader DMV area, American University also has a PPE major, with a very similar structure to the one proposed here. More generally, we believe that students in the DMV area should be afforded the opportunity to study philosophy, politics, and economics in an interdisciplinary manner at a public, rather than private, university.

George Mason University allows for a concentration in PPE. For instance, one could major in philosophy with a PPE concentration, major in government with a PPE concentration, and so forth. This model is substantively different than that proposed here, which has three “anchor” courses to bring the three disciplines together.

E . Relevance to Historically Black Institutions (HBIs)

No Historically Black Institutions offer programs in Philosophy, Politics, and Economics.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI, since this program would be a unique offering at a public university in the state.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The Philosophy, Politics, and Economics major brings together insights and methods from several different disciplines to help students think rigorously and creatively about pressing social and political questions. The major not only combines classes from distinct disciplines (Philosophy, Government and Politics, Public Policy, and Economics), it features courses specifically designed to integrate material from them. The skills developed in the major will be useful for careers in law, government, business, or any field that requires rigorous reasoning with a diverse set of insights, tools, and methods.

The curriculum is based on a set of six Disciplinary Foundations courses (18 credits) in Philosophy, Economics, Government and Politics, and Public Policy, three “core” PPE courses (9 credits), and four elective courses (12 credits) to be selected from an initial list that may expand over time, depending on students’ interests. Students must also complete the University’s General Education requirements, but there is sufficient room in the student’s schedule to possibly double major or participate in many of the University’s academic minors as a supplement to their curriculum.

Faculty Oversight. The PPE program will be led by a faculty director from the department of Philosophy, appointed by the department chair in consultation with the Steering Committee and Philosophy faculty. The PPE major was developed by six faculty in the department of Philosophy: Harjit Bhogal, Brian Kogelmann, Dan Moller, Christopher Morris, Eric Pacuit, and Rachel Singpurwalla. These individuals will continue to advise the Director of PPE once the major is launched. A Steering Committee will provide advice and guidance for the program. It will be constituted by: the Chair of Philosophy; the Director of PPE; the Director of Undergraduate Studies in Philosophy; a tenure track faculty member from the Department of Economics; and a tenure track faculty member from the

Department of Government and Politics. The Steering Committee will advise the PPE program on matters including but not limited to: the appointment of a Director of PPE; new electives; the structure and content of core courses; hiring of new tenure track or professional track faculty; undergraduate advising; and new modes of interdepartmental collaboration.

Educational Objectives and Learning Outcomes. The PPE program aims to: (1) equip students with methods from the disciplines of philosophy, political science, and economics; (2) encourage students to apply these methods to a diverse array of topics and questions across disciplinary boundaries, especially to normative topics and questions; (3) combine these methods in productive ways to carry out thoughtful, original research; (4) equip students with the ability to write clearly and concisely, read and distil information carefully, and construct arguments in an organized and convincing manner; and (5) inspire a love for learning from a diverse array of scholarly disciplines.

By the end of the program of study, students will be able to:

- (1) apply basic methods from philosophy, political science, and economics to their reasoning about difficult social and political questions;
- (2) write and think clearly and in an organized fashion about difficult social and political questions; and
- (3) engage in original research to present convincing arguments for their views on difficult social and political questions.

A rubric for assessing these learning outcomes can be found in Appendix C.

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a “best practices” guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Course requirements.

Disciplinary Foundations (All required) (18 credits)

- PHIL140: Contemporary Moral Issues
- PHIL245: Political and Social Philosophy I
- ECON200: Principles of Microeconomics
- ECON201: Principles of Macroeconomics
- GVPT170: American Politics
- PLCY100: Foundations of Public Policy

Core Sequence (All required) (9 credits)

- PHPE400: Individual and Group Decision-Making
- PHPE401: Social Philosophy and Political Economy

PHPE402: Senior Capstone Seminar in Philosophy, Politics, and Economics

Electives (Four required) (12 credits)

AASP301: Applied Policy Analysis and the Black Community
AASP314: The Civil Rights Movement
AASP499A: Special Topics in Public Policy and the Black Community
COMM458: Seminar in Political Communication
COMM469: The Discourse of Social Movements
ECON311: American Economic History Before the Civil War
ECON312: American Economics After the Civil War
GVPT409I: The Politics of Human Rights
GVPT439A: Comparative Constitutional Law
HIST415: Ideas and Politics in Europe Since 1900
HIST450: American Capitalism, 1600-1900
HIST451: American Capitalism, 1900-present
PHIL341: Ethical Theory
PHIL347: Philosophy of Law
PHIL440: Contemporary Ethical Theory
PHIL445: Contemporary Political Philosophy
PHIL446: Law, Morality, and War
WMST 400: Theories of Feminism

See Appendix B for course descriptions.

General Education. Students will complete their humanities and social science general education requirements by way of fulfilling major requirements. All others will be completed from a long list of elective courses throughout the university. Students who transfer to UMD with an Associates Degree from a Maryland community college are deemed to have completed their General Education requirements with the exception of Professional Writing, which is typically taken in their third year of study. *See Appendix D: Curriculum Overview for information on how students meet major and General Education requirements.*

Accreditation or Certification Requirements. N/A

Other Institutions or Organizations. The department will not contract with another institution or non-collegiate organization for this program.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major. Two full-time advisors will be dedicated to the major.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

Many of the disciplinary foundation courses, including PHIL140, ECON200, ECON201, and GVPT170, are widely offered at Maryland community colleges. UMD provides a Transfer Course Database to allow students to find whether their courses will transfer to UMD: <https://app.transfercredit.umd.edu/>.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains the list of Philosophy department faculty who are most engaged in the development of this major. The full list of tenured and tenure-track faculty in the Philosophy department can be found on the department's web site at <http://www.philosophy.umd.edu/people/faculty>.

Faculty training. For the learning management system, faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

No new facilities or instructional resources are required to deliver this program.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from those currently available in the Philosophy department and the College of Arts and Humanities. The university is not anticipating overall enrollment growth as a result of this major, but anticipates a possible shift in major selection by matriculating students, so no new tuition revenue is assumed in identifying available resources. No new faculty are required to deliver the major. As the major grows, some additional resources may be needed for program administration and academic advising and would come from reallocations within the department, college, and university. See Tables 1 and 2 for anticipated resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

Consistent with UMD's strategic plan for diversity, the program will work with Office of Undergraduate to use "innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world."² The program will develop the kind of reasoning skills helpful when thinking carefully about deep social ills and possible solutions. Consequently, students from different populations who care about social injustice issues will be attracted to program's coursework and activities. The program will also work with campus offices to support student success, retention, and graduation initiatives.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

² University of Maryland. (September 16, 2010). *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*. (P. 19). Retrieved November 21, 2018, from: http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf.

Tables 1 and 2: Resources and Expenditures

Table 1: Resources	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$188,533	\$232,063	\$238,575	\$245,282	\$252,191
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	20	40	80	100	100
b. Annual Tuition/Fee Rate	\$13,575	\$13,982	\$14,402	\$14,834	\$15,279
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students	5	10	10	10	10
e. Credit Hour Rate	\$565	\$582	\$600	\$618	\$636
f. Annual Credit Hours	\$20	\$20	\$20	\$20	\$20
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$188,533	\$232,063	\$238,575	\$245,282	\$252,191

Reallocated resources are redirection of faculty time to deliver the three anchor courses directly associated with the major, as well as a small amount of administrative and teaching assistant support. A combination of support from the department, the college, and the university's general budget will cover the cost of delivery. The university does not anticipate any enrollment growth directly associated with this major, rather enrollments will come from the general university undergraduate population. Thus new tuition revenue is assumed.

Table 2: Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$56,525	\$58,221	\$59,967	\$61,766	\$63,619
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$42,500	\$43,775	\$45,088	\$46,441	\$47,834
c. Total Benefits	\$14,025	\$14,446	\$14,879	\$15,325	\$15,785
2. Admin. Staff (b+c below)	\$46,550	\$47,947	\$49,385	\$50,866	\$52,392
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
c. Total Benefits	\$11,550	\$11,897	\$12,253	\$12,621	\$13,000
3. Total Support Staff (b+c below)	\$33,250	\$34,248	\$35,275	\$36,333	\$37,423
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
c. Total Benefits	\$8,250	\$8,498	\$8,752	\$9,015	\$9,285
4. Graduate Assistants (b+c)	\$37,208	\$76,648	\$78,948	\$81,316	\$83,756
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Stipend	\$20,000	\$41,200	\$42,436	\$43,709	\$45,020
c. Tuition Remission	\$17,208	\$35,448	\$36,512	\$37,607	\$38,736
5. Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
6. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Operational Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL (Add 1 - 8)	\$188,533	\$232,063	\$238,575	\$245,282	\$252,191

Expenditures are based on faculty FTE required to deliver the three new anchor courses for the major. The rest of the curriculum is based on existing courses. A salary inflation rate of 3% is assumed after year 1.

Appendix A: Faculty in the Philosophy Department

The program requirements consist of major core courses (PHPE), disciplinary foundation courses, and restrictive electives. The disciplinary foundation and elective courses are established courses offered for the General Education program and established undergraduate programs. The major core courses will be taught by the following faculty members:

Name	Title	Terminal Degree	Status	Courses
Harjit Bhogal	Assistant Professor, Philosophy	Ph.D.	Full-Time	PHPE400, PHPE402
Brian Kogelmann	Assistant Professor, Philosophy	Ph.D.	Full-Time	PHPE400, PHPE401, PHPE402
Dan Moller	Associate Professor, Philosophy	Ph.D.	Full-Time	PHPE401, PHPE402
Christopher Morris	Professor, Philosophy	Ph.D.	Full-Time	PHPE401, PHPE402
Eric Pacuit	Assistant Professor, Philosophy	Ph.D.	Full-Time	PHPE400, PHPE402
Rachel Singpurwalla	Associate Professor, Philosophy	Ph.D.	Full-Time	PHPE402

Appendix B: Course Descriptions

Discipline Foundations Courses (18 credits)

PHIL 140 Contemporary Moral Issues (3) The uses of philosophical analysis in thinking clearly about such widely debated moral issues as abortion, euthanasia, homosexuality, pornography, reverse discrimination, the death penalty, business ethics, sexual equality, and economic justice.

PHIL 245 Political and Social Philosophy I (3) A critical examination of such classical political theories as those of Plato, Hobbes, Locke, Rousseau, Mill, Marx, and such contemporary theories as those of Hayek, Rawls, and recent Marxist thinkers.

GVPT 170 American Government (3) A comprehensive study of national government in the United States.

PLCY100 Foundations of Public Policy (3) A survey course, focusing on public policy institutions and analytical issues as well as on overview of key public policy problems. Students will be introduced to public policy as a discipline, with a brief overview of the actors and institutions involved in the process, and familiarize themselves with the kinds of problems typically requiring public action. The course will examine these problems from a multijurisdictional and multisectoral perspective. Specific policy areas examined include education policy, health policy, economic and budgetary policy, criminal justice policy, environmental policy, and national and homeland security policy. The course should permit students to have broad foundational exposure to the field that will give them a solid base for more advanced courses.

ECON 200 Principles of Microeconomics (3) Prerequisite: MATH110; or must have math eligibility of MATH111 or higher. Credit only granted for: ECON200, AREC240, or AREC250. Additional information: It is recommended that students complete ECON200 before taking ECON201. Introduces economic models used to analyze economic behavior by individuals and firms and consequent market outcomes. Applies conceptual analysis to several policy issues and surveys a variety of specific topics within the broad scope of microeconomics.

ECON 201 Principles of Macroeconomics (3) Prerequisite: MATH110; or must have math eligibility of MATH111 or higher. Recommended: ECON200. Credit only granted for: ECON201 or ECON205. An introduction to how market economies behave at the aggregate level. The determination of national income/output and the problems of unemployment inflation, will be examined, along with monetary and fiscal policy.

PHPE Core Courses (9 credits)

The three anchor courses, PHPE 400, PHPE will be new to this program; they will be approved through the university's standard course approval process prior to delivery.

PHPE 400 Individual and Group Decision Making (3) This course introduces students to the basic concepts and techniques used in philosophical and economic analyses of individual and group decision making. Students will study the main foundational issues that arise when studying mathematical models of individual and group decision making, and explore key applications of these mathematical models in philosophy, politics and economics.

PHPE 401 Social Philosophy and Political Economy (3) This course examines capitalism and socialism as differing modes of economic production through several different theoretical lenses. We begin by examining capitalism and socialism as they developed historically, by looking primarily at the work of Adam Smith and Karl Marx. Then, we turn our attention to one of the most important debates in 20th century economics: to what extent rational economic calculation is possible in a socialist commonwealth. Here we examine the work of important 20th century economists such as Ludwig von Mises, Oscar Lange, and Abba Lerner among others.

PHPE 402 Senior Capstone Seminar in Philosophy, Politics and Economics (3) Culminating seminar series for the major.

Electives (12 credits)

Course descriptions for the initial list of elective courses that could contribute to the major can be found in list of approved courses in the UMD Undergraduate Catalog (<https://academiccatalog.umd.edu/undergraduate/approved-courses/>).

Appendix C: Learning Outcome Assessment Rubric

Criterion for review of student work	Descriptions of levels of student performance			
	Exceeds Standards	Meets Standards	Approaches Standards	Below Standards
Employing methods from philosophy, politics, and economics to address normative issue	Methods from the three different disciplines present in the analysis, and all applications of these methods are correct.	Methods from the three different disciplines present in the analysis, though some applications of these methods are tenuous.	Methods from the three different disciplines present in the analysis, but application of some methods is seriously misguided.	Student fails to apply methods from all three disciplines in the analysis.
Ability to write and think clearly	Student has clear thesis statement and supports the thesis with compelling arguments.	Student has clear thesis statement, attempts to support thesis with arguments, but these arguments are not compelling.	Thesis statement is not clear, the arguments are not very compelling.	No thesis statement or coherent arguments are presented.
Ability to conduct original research	Student identifies a novel research question and musters compelling analysis in attempt to answer this question.	Student identifies a novel research question and musters analysis in attempt to answer this question that is not necessarily compelling.	Student identifies a research question that is not necessarily novel; the analysis is not necessarily compelling.	No coherent research question present; no compelling analysis offered.

Appendix D: Bachelor of Arts in Philosophy, Politics, and Economics (120 Credits)
Curriculum Overview

Category	Credits	Code
Major Requirements: 39 Credits		
Major Core Courses	9	MC
Major Disciplinary Foundations ¹	18	MDF
Major Restrictive Electives	12	MRE
¹ Courses may be used to fulfill General Education requirements (see below).		
College of Arts and Humanities Requirements: 6-9 Credits		
ARHU158 Explorations in the Arts and Humanities	3	MCL
Global Engagement ²	3-6	MCG
² The Global Engagement requirement may be fulfilled by foreign language study, study-abroad experience, or an individually designed experience. Typically, at least one foreign language course is required.		
General Education Requirements: 40 Credits Minimum		
Fundamental Studies: 15 Credits		
Fundamental Studies Academic Writing	3	FSAW
Fundamental Studies Professional Writing	3	FSPW
Fundamental Studies Oral Communication	3	FSOC
Fundamental Studies Mathematics	3	FSMA
Fundamental Studies Analytic Reasoning ³	3	FSAR
³ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FSAR, do not need to take a less advanced Math course to fulfill the FSMA requirement).		
Distributive Studies: 25 Credits		
Distributive Studies Natural Sciences	3	DSNS
Distributive Studies Natural Science Lab Course ⁴	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice ⁵	6	DSSP
⁴ A second DSNL course can fulfill the DSNS course requirement.		
⁵ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.		
I-Series Courses: 6 Credits⁶		
The signature courses of the UMD General Education program, I-Series courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.		
I-Series Course	6	SCIS
⁶ I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.		
Diversity: 4-6 Credits⁷		

Diversity Understanding Plural Societies⁸
 Courses examine how diverse cultural and ethnic groups co-exist. 3-6 DVUP

Diversity Cultural Competence
 Courses help students develop skills to succeed in a diverse world. 0-3 DVCC

⁷ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁸ Students may take either two DVUP courses or one DVUP course and one DVCC course.

Bachelor of Arts in Philosophy, Politics and Economics Four-Year Plan

Course	Credits	Requirement Code	Course	Credits	Requirement Code
First Semester			Second Semester		
ENGL101	3	FSAW	PHIL140	3	MDF; DSHU
GVPT170	3	MDF; DSHS	Gen. Ed. Course	3	FSAR
MATH107	3	FSMA	Gen. Ed. Course	4	DSNL
ARHU158	3	MCL	Gen. Ed. Course	3	DSSP
Gen. Ed. Course	3	SCIS	Gen. Ed. Course	3	DVUP
Total	15		Total	16	
Third Semester			Fourth Semester		
ECON200	3	MDF; DSHS	ECON201	3	MDF
PLCY100	3	MDF	PHIL245	3	MDF; DSHU
Global Engagement Crs.	3	MCG	Global Engagement Crs.	3	MCG
Gen. Ed. Course	3	FSOC	Gen. Ed. Course	3	DSSP
Gen. Ed. Course	3	DSNS	Gen. Ed. Course	3	SCIS
Total	15		Total	15	
Fifth Semester			Sixth Semester		
PHPE400	3	MC	PHPE401	3	MC
PPE Elective	3	MRE	PPE Elective	3	MRE
PPE Elective	3	MRE	PPE Elective	3	MRE
Gen. Ed. Course	3	FSPW	Gen. Ed.	3	
Gen. Ed. Course	3	DVUP/DVCC	Elective	3	
Total	15		Total	15	
Seventh Semester			Eighth Semester		
PHPE402	3	MC	Elective	3	
Elective	3		Elective	3	
Elective	3		Elective	3	
Elective	3		Elective	3	
Elective	3		Elective	2	
Total	15		Total	14	

Notes:

12 credits of General Education requirements are fulfilled by major requirements (ECON200, GVPT170, PHIL140, and PHIL245).

Other than major and General Education requirements, students will take Elective courses to meet the 120 credit degree requirement.