



November 1, 2025

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission 217 E. Redwood Street, 21st Floor Baltimore,
Maryland 21202

Dear Dr. Rai,

The University of Baltimore is submitting a request for a new degree program, the Bachelor of Arts in Law, Philosophy, and History (proposed CIP 22.0001 and proposed HEGIS code 1401). This 120-credit program responds to the evolving landscape of the legal community, preparing graduates with the skills and knowledge sought by law schools as well as by employers.

This new interdisciplinary humanities-based prelaw program will enhance the university's ability to provide undergraduates with a humanities-based pathway to law school and other related graduate programs at the University of Baltimore and other USM institutions as well as preparing them for successful careers in legal professions.

If you have any questions or require additional information, please contact Aaron Wachhaus at 410-837-6113 or awachhaus@ubalt.edu.

Sincerely,

p.p Aaron Wachhaus, Associate Provost - Academic Affairs
Ralph O. Mueller, Sr. Vice President and Provost

Encl.

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs, Academic & Enrollment Services and Articulation



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

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <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 <input type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	JB117568	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #		Amount: \$850.00	Submitted: 11/1/25

Department Proposing Program	College of Arts and Sciences		
Degree Level and Degree Type	Undergraduate B.A.		
Title of Proposed Program	Law, Philosophy, and History		
Total Number of Credits	120		
Suggested Codes	HEGIS: 1401	CIP: 22.0001	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2026		
Provide Link to Most Recent Academic Catalog	URL: https://www.ubalt.edu/_migrated-binaries/ubalt.edu/academ		

Preferred Contact for this Proposal	Name: Aaron Wachhaus
	Title: Associate Provost -- Academic Affairs
	Phone: 410 837-6113
	Email: Awachhaus@ubalt.edu

President/Chief Executive	Type Name: Aaron Wachhaus pp Ralph O. Mueller
	Signature: Date: 10/17/25

	Date of Approval/Endorsement by Governing Board:
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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

University of Baltimore

Institution Submitting Proposal

Law, Philosophy, and History

Title of Proposed Program

Bachelor of Arts

Award to be Offered

Fall, 2027

Projected Implementation Date

1401

Proposed HEGIS Code

22.0001

Proposed CIP Code

Yale Gordon College of Arts and Sciences

Department in which program will be located

Steven Scalet and Joshua Davis

Department Contact

(410) 837 5358

Contact Phone Number

Scalet@ubalt.edu; jdavis@ubalt.edu

Contact E-Mail Address



Signature of President or Designee

10/13/2025

Date

A. Centrality to Institutional Mission and Planning Priorities:

A.1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution’s approved mission.

The proposed Bachelor of Arts in Law, Philosophy, and History (LPH) is a humanities-based interdisciplinary undergraduate pre-law program unlike any other in the state of Maryland. LPH consolidates and integrates three existing undergraduate pre-law programs: Legal Studies (LEST); Philosophy, Law, and Ethics (PLE); and History (HIST)—at the only university in Maryland that is home to both a law school and pre-law bachelor's degrees

Mission of Law, Philosophy, and History (LPH)

The mission of the Law, Philosophy, and History program (LPH) is to prepare students for careers in law, professional success, civic engagement, and life-long personal fulfillment through an interdisciplinary humanities-based curriculum grounded in legal studies, philosophy, and history. LPH will develop students’ analytic argumentation skills, and oral and written communication skills, through its emphasis on civil discourse, intellectual rigor and writing across the curriculum. Through LPH students will develop a unique and nuanced understanding of the law, its practice, and its philosophical and historical foundations through a range of diverse perspectives that value careful analysis and argument.

The curriculum of the LPH program includes a common core of six courses with three tracks.

The common core is comprised of six courses (18 credits), two each from a small selection of LEST, philosophy, and history courses. Students may only declare their track (LEST, Law and Philosophy, or Law and History) after completing at least one course from each of the three tracks. Within their chosen track, students will then pursue coursework more directly related to the discipline of their chosen track. Finally, each student will complete their degree with a capstone experience specific to their track.

Students will have the opportunity to pursue accelerated graduate degree pathways in law, business, and public policy. The creation of those pathways will immediately follow the approval of the LPH program.

LPH relates to the institution’s approved mission by providing the skills and knowledge necessary for success in career-focused pre-law education. *The Mission of the University of Baltimore* states: “*The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.*” LPH is specifically designed to provide its students with a humanities-based pre-law education, thus serving UBalt’s commitment to providing “career-focused education.” In addition, given the interdisciplinary focus of the program’s curriculum,

students will develop a broader understanding of the practice of, philosophical and historical foundations of, and role that law can play in a modern democratic society, thus supporting UBalt's mission to "[provide] the region with highly educated leaders who make a distinctive [contribution] to the broader community."

A.2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The proposed Bachelor of Arts degree in Law, Philosophy, and History (LPH) is supportive of UBalt's mission, areas of excellence, strategic goals, vision, all of its core value commitments, and the mission of the Yale Gordon College of Arts and Sciences. The following relationships deserve special emphasis.

UBalt Areas of Excellence and Strategic Goals. The University of Baltimore has identified several areas of excellence, one of which is "Law, Justice, and Public Service." LPH is intentional about its role as a pathway to law school, other graduate programs, and other law-related careers. As such, the LPH program is a curricular mirror of this area of excellence.

The LPH program supports and is particularly well-aligned with the University of Baltimore's strategic goals.

1. *Position UBalt as the region's premier professional, career-focused university. (1.1: Align UBalt's academic program offerings around the Signature Areas of Excellence to ensure mission fit and enrollment growth.)* As noted, LPH is intentional about its commitment to prepare students for careers in law. This commitment aligns with UBalt's identity as "career-focused," but, as noted, it also is an exceptionally good fit with the Law, Justice and Public Policy area of excellence.
2. *Strengthen student success. (2.3: Grow student participation in high impact educational practices.)* LPH will rely on high impact educational practices both in the classroom and through various co- and extracurricular activities. The faculty of the LPH program are committed teachers who are constantly evaluating and refining the classroom experience, including using emerging technologies that enable students to be more engaged with the material, and experiential learning opportunities presented by the unique location of UBalt. In addition, through its connection with the Hoffberger Center for Ethical Engagement (HCEE) and other clubs and organizations, LPH will provide an enriching intellectual environment for students through a variety of activities. Finally, our faculty will work to steer students to a range of internships to which we are connected.
3. *Solidify UBalt's commitment to community engagement and service. (3.2: Promote faculty, staff and student engagement in tackling critical issues facing Baltimore and the region.)*

LPH is ideally suited to deliver on this strategic goal. With its emphasis on civil discourse, intellectual rigor and careful analytic thinking directed at the nature, history and practice of law, LPH will produce graduates prepared to contribute to any number of public and private efforts to “[tackle] the critical issues facing Baltimore and the region.”

4. *Organize for long-term financial stability. (4.2: Foster academic innovation to drive enrollment and improve operational performance.)* As noted previously, LPH is, by design, an effort to more effectively and efficiently use the excellent faculty resources we have in humanities-based pre-law education for the benefit of UBalt’s students and UBalt itself. By ensuring that students interested in a humanities-based pre-law degree will have a single starting point in their undergraduate education, this program will maximize efficiencies and collaborations between three majors that currently operate separately from each other. . This should not only prove more appealing to students, thus presenting an opportunity for enrollment growth, but it will more effectively use existing full-time faculty resources.
5. *Achieve excellence in research, scholarship and creative activity.* The faculty of the LPH program have overlapping interdisciplinary interests. This includes overlapping interests in their scholarship. For example, and as noted, many of the faculty have research agendas that include matters of social justice, and the role of legal and political institutions play in our efforts to address issues of social justice. By joining together into one coherent program, the faculty will benefit from new insights and new lines of inquiry and new scholarship will no doubt be discovered.
6. *Diversity, Equity and Inclusion: The University is committed to academic freedom and to an environment that encourages thoughtful and vigorous exchange of ideas within a culture of mutual respect. We value the dignity, worth and contributions of all individuals and promote thoughtful and respectful engagement of diverse perspectives and experiences.* LPH is uniquely situated to provide a curricular demonstration of this commitment. As a humanities-based program, students will be immersed in coursework that prizes civil discourse over intractable questions. This, by its very nature, encourages “the vigorous exchange of ideas within a culture of mutual respect.” Further, the ethical foundations of this approach requires that each person’s “value [and] worth” is respected. Multiple courses in our program’s core offerings explore diversity, equity and inclusion in depth.

UBalt Vision. The University of Baltimore’s Vision is “[t]o be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges.” LPH supports every aspect of UBalt’s Vision. LPH leverages the University of Baltimore’s status as the only university in Maryland with both undergraduate pre-law programs and a law school on the same campus, which puts our program in a prime position to serve the Vision’s commitment to career advancement and prepare LPH students for law school

and other law-related careers. In addition, the fact that LPH is an interdisciplinary program focused on analytic argumentation, intellectual rigor and effective communication will help to further the University's vision of developing leaders who "thrive and learn to apply their skills [to solve] local and global challenges."

Core Values. The University is committed to several "Core Values" and though the LPH program is consistent with them all, there are several points of emphasis that warrant further discussion:

1. *Student Growth and Success: UB is committed to the personal and intellectual development of all students through close mentoring and small classes taught by dedicated faculty in a welcoming environment made possible by talented and engaged staff.* The LPH program will continue the UBalt commitment to its students' success by having its courses taught by faculty who are recognized experts in their fields. In addition, by the very nature of the curriculum and the program's commitment to developing the students' skills of analytic argumentation and effective communication, the program will no doubt further the intellectual development of those students who choose to pursue the LPH degree.
2. *Pursuit of Knowledge: UB values intellectual curiosity, teaching that challenges and inspires outstanding scholarship and creative work, and education as a lifelong process of discovery and growth.* Similarly, the curriculum and mission of the LPH program make it an ideal programmatic manifestation of this core value. LPH will engage students in enduring questions about the nature, history and practice of law. Students will also be surrounded by active scholars who are excellent instructors, often bridging the divide between pedagogy and scholarship by inviting their students into the dialogues and debates occupying presently occupying the field. As such, those students with an interest in the law will appreciate the fact that it is an object of ongoing inquiry.
3. *Community and Civic Engagement: As an anchor institution, UB values our long history of engagement in Baltimore and commits to enhancing student learning and career preparation in conjunction with our community partners.* The LPH program is being developed by faculty who are already engaged in a variety of ways with the Baltimore community. Whether it is the Hoffberger Center for Ethical Engagement's (HCEE) sponsorship and hosting of the Annual High School Ethics Bowl, the role of the faculty in advising the Mock trial team, or the wide range of public events hosted by the History and Philosophy clubs, the faculty of the LPH program are committed to carrying on this active engagement with the greater Baltimore community. Further, the students in the LPH program will be provided with, and encouraged to take advantage of, ample opportunities to be likewise engaged, whether that is through various HCEE activities, the Court Navigator project, internships, or other outreach that the LPH program will coordinate.
4. *Diversity, Equity and Inclusion: The University is committed to academic freedom and to an environment that encourages thoughtful and vigorous exchange of ideas within a culture of mutual respect. We value the dignity, worth and contributions of all individuals and promote thoughtful and respectful engagement of diverse perspectives and experiences.* LPH is uniquely situated to provide a curricular demonstration of this commitment. As a humanities-based program, students will be immersed in coursework

that prizes civil discourse over intractable questions. This, by its very nature, encourages “the vigorous exchange of ideas within a culture of mutual respect.” Further, the ethical foundations of this approach requires that each person’s “value [and] worth” is respected.

5. *Ethical Engagement: UB expects students, faculty and staff to act ethically and to conduct themselves with the highest degree of integrity.* The faculty of the LPH program are all committed to ethical engagement, but there are several reasons to consider the LPH program as particularly suited as a demonstration of this core value. First, two of the faculty lead the Hoffberger Center for Ethical Engagement. Second, all of the faculty are engaged in work that takes questions of ethics and social justice to be a central question of their work and teaching. Finally, the only two ethicists at the University of Baltimore are faculty within the LPH program.
6. *Affordability: UB is dedicated to providing affordable education and to ensuring that opportunity is not limited by financial circumstance or background.* Though this value commitment is one that, as an institution of higher education, the University of Baltimore serves well. There are certain aspects of the LPH program that deserve special mention. First, this kind of interdisciplinary pre-law program is the sort that is found at elite institutions across the nation, yet they are not often found at public comprehensive universities. Thus, by offering LPH at UBalt, the University provides access to a program at an affordable cost that is often found only at elite (and often less accessible) colleges and universities. Second, the LPH will develop accelerated pathways to law school and other graduate programs like those that already exist between the Legal Studies, History, and Philosophy, Law and Ethics programs. This will enable exceptional students not only to complete their undergraduate and graduate degrees in less time, but it will also greatly reduce the cost.
7. *Responsible and Resourceful Stewardship: UB is committed to the careful stewardship of institutional and environmental resources. It strives to empower its community members to think creatively, to take initiative and to demonstrate resourcefulness to sustain our environmental, human and financial resources.*

Yale Gordon College of Arts and Sciences (YGCAS). The mission of the Yale Gordon College of Arts and Sciences is the following:

The Yale Gordon College of Arts and Sciences promotes critical thinking, encourages innovation and discovery, and enriches the intellectual lives of its diverse community of learners. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the college offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world. To be well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional, and world communities.

YGCAS has a unique strength in humanities-based law teaching and scholarship. LPH enables the YGCAS faculty from those three programs to offer students a humanities-oriented pre-law degree that is coherent and maximizes the efficient use of resources, thus serving the interests of both

UBalt students who choose to pursue an LPH degree within YGCAS and UBalt as well.

- A.3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.**

The program will be overseen by, and have its curriculum delivered through, our current faculty, allowing us to avoid the need for new hires. Our existing faculty have the expertise required to effectively deliver the curriculum. We are also prepared to include new adjunct faculty as needed, ensuring we meet the demands of the program while maintaining quality instruction. Detailed financial information is presented in Section L of this proposal.

- A.4. Provide a description of the institution's commitment to:**

- a) *ongoing administrative, financial, and technical support of the proposed program*

All of the program's requirements and administration will be fulfilled within the limits of the current faculty's teaching and service responsibilities, with any needed technical support provided by Office of Technology Services.

- b) *continuation of the program UBalt's for a period of time sufficient to allow enrolled students to complete the program.*

The faculty have supported enrolled students through the completion of prior programs for many years. We are deeply committed to offering the LPH program in ways that can effectively meet the needs of our students through their completion of the LPH curriculum.

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

To understand the critical and compelling demand and need for the LPH program, one must understand the sort of students served by the University of Baltimore and the program proposed. We are an exceptionally friendly institution for transfer students, and a large proportion of our students complete associate degrees prior to arriving at our university. The University of Baltimore is a federally designated Predominantly Black Institution (PBI) with 51% of its undergraduate student population being African American, 62 percent overall being underrepresented minorities, and two thirds of our students receiving Pell Grants. Most students (61%) are women.¹ Most are older than traditional age college students with the average age of 31.5.² Finally, approximately 63% of all University of Baltimore undergraduates are first-generation college students.³ In short, UBalt undergraduate students are diverse and nontraditional. This context is an important

¹ <https://www.ubalt.edu/about/index.cfm>; additional analysis completed by The Office of Institutional Effectiveness with data supplied by The Office of Financial Aid.

² *Ibid.*

³ *The University of Baltimore Factbook 2025*, 8, 58, <https://www.ubalt.edu/about/offices-and-services/institutional-research/ubreporting.cfm>.

consideration when assessing the demand and need served by any UBalt program, as the student body we serve is not like any other in Maryland.

B.1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

The LPH program serves several needs, some of which may not be obvious. Knowledge is about understanding. It is more than rote memory or the recitation of platitudes. At present, according to the American Bar Association (ABA) there is a growing need to ensure that lawyers and other legal professionals understand and value the rule of law and its role in our democratic republic.⁴ Simply put, the rule of law is the foundation upon which the legitimacy of the American legal system, and thus our republic, is based.

LPH is ideally suited to meet this challenge. Not only will LPH prepare students for careers in law, but its interdisciplinary curriculum with its focus on the philosophical and historical foundations of the American legal system, alongside an introduction to the institutions and practice of law, will produce graduates who understand the value of the rule of law and protect it against encroachment.

Additionally, in bringing together scholars and practitioners from law, philosophy and history, the LPH program will create an environment in which the development of new ideas and understandings about the law will no doubt emerge. A common thread that runs through the scholarly work of the faculty of the LPH program is a concern for questions of law and justice. Whether that is issues of civil rights, social justice, or international legal and political theory, bringing together faculty with distinct, but overlapping points of view, will inevitably lead to new insights.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

It would be hard to overstate the role that the University of Baltimore and a program like LPH would play in the lives of the students we serve. As noted, UBalt students are unlike any others in Maryland. As such, by the very nature of the institution, and with the excellent career-oriented education it provides, we are serving the needs of many underserved populations.

More, however, can be said. First, there is the fact that the LPH program is answering a need that already exists within the University of Baltimore's current student population but would be served better by the LPH program. To explain, LPH is the consolidation and integration of three distinct pre-law undergraduate programs. At present, those three programs often, though unintentionally, operate at cross-purposes, with students often

⁴ <https://www.americanbar.org/news/abanews/aba-news-archives/2025/07/when-lawyers-speak-america-listens/>

bearing the brunt of such conflict. By integrating the three programs into a single humanities-based pre-law program, LPH will not only serve those students more efficiently, but will likely lead to better outcomes for our students and the communities they go on to serve.

Apart from the need that already exists, there is reason to believe that there is an opportunity for growth in the legal field. The Bureau of Labor Statistics estimates that there will be a 5% growth in the legal field between 2023 and 2033.⁵ As such, those students with the right undergraduate preparation are going to be well-positioned to take advantage of those opportunities. UBalt students deserve the same opportunity to take advantage of this job growth as others, yet given their distinctive non-traditional make-up, this need is unlikely to be filled by other colleges and universities.

Lastly, LPH, from its initial conception, is designed to serve UBalt students. This requires consideration of the unique needs of those students. Often that means flexibility in modality because many students are holding down full-time jobs or raising families while they pursue their degree. It also means accommodating transfer students who are seeking to make the most of the pathways to professional success that exist in formal and informal relationships between the University of Baltimore and community colleges from across the state. Again, UBalt and LPH are uniquely situated to help transfer students pursue their academic and professional ambitions.

In the end, the LPH will provide UBalt students with an excellent pre-law education, giving them their best chance at pursuing a career in the law. In so doing, LPH fulfills a fundamental social need to ensure that no one is excluded from an equal opportunity to take advantage of the professional opportunities that are expected to present themselves in the legal field over the next decade.

B.2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. The University of Baltimore prides itself on providing affordable excellent undergraduate education. This is a hallmark of all three of the programs being consolidated and integrated in LPH program. Further, as noted above, the University of Baltimore and the LPH program serve an underserved population. The LPH program will provide such students with access to the sort of high-quality education that is often not available to them for any number of reasons. Thus, the LPH program will also serve the State's interest in ensuring that the access to such programs is equitable and not reserved for traditional college students.

Success: Promote and implement practices and policies that will ensure student success.

The LPH program is grounded in an understanding that this sort of interdisciplinary program provides students with a foundation to thrive in any number of professions and careers. Of particular importance is the connection between this type of program, the skills it develops in its

⁵ <https://www.bls.gov/ooh/legal/lawyers.htm#tab-1>

students, and the likelihood of successful outcomes for those students who want to go on to law school or pursue other law-related careers. Through a curriculum that is intentional about the development of analytic argumentation skills and its commitment to intellectual rigor, LPH's commitment to such skills development and excellence in education is highly supportive of the State's commitment to "[m]aintain the commitment to high-quality postsecondary education."

LPH's interdisciplinary nature is not only a benefit intellectually and professionally to its students, but it is also an asset when one considers the State's priority to "[i]mprove systems that prevent timely completion of an academic program." The interdisciplinary nature of the program makes it ideally suited for transfer students as well as those who attend the University of Baltimore for the entirety of their undergraduate education. As to the specific needs of transfer students, the LPH program has articulation agreements with several community colleges across Maryland.⁶ Finally, LPH's focus on preparing students for careers in law and law-related fields only tells part of the story about the contribution that LPH will make to student success. Another priority of the State is that we "[e]nhance the ways that postsecondary education is a platform for ongoing lifelong learning." It would be hard to imagine a program better suited to this end. Students who choose to pursue a LPH degree will take classes across three disciplines, all of which look at social, legal and political institutions in dramatically different ways. It is reasonable to expect that this diversity of viewpoints will spark curiosity amongst those given the opportunity to engage with so many different ways of understanding the human experience. This all being done while being anchored to the law.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success. Under a common sense understanding of "innovative," LPH is innovative. There are no other programs like it in the state of Maryland. Although there are a handful of other pre-law bachelor's programs in the state, none are primarily based in the humanities—see section D.1. This fact alone constitutes sufficient evidence of the innovative nature of the LPH program. The State Plan, however, again identifies access as an element to be considered, and as has been stressed throughout this proposal, one of the key features of the LPH program is that it provides access to several underserved populations. In addition, in further elaborating on its conception of innovation, the State plan identifies the "[promotion of] a culture of risk-taking" as a priority for secondary education. Assuming that the kind of risk-taking the state is seeking to prioritize is meant to capture novel ideas grounded in reasonable judgment and expectation, not in blind bets or unrealistic hope, as a new and unique humanities-based pre-law program, LPH is itself a reasonable risk and is supportive of this priority. Additionally, it may be worth considering the kinds of graduates that the LPH program is likely to produce. They will be excellent critical thinkers who with both an understanding of the practices and institutions of the American legal system, coupled with an appreciation of its history and philosophical foundations, will be ideally suited to take the kind of risks that will move Maryland forward.

C. Quantifiable and Reliable Evidence of Market Supply and Demand

C.1. Potential Industries, Employment Opportunities, and Expected Level of Entry

Graduates of the proposed **B.A. in Law, Philosophy, and History (LPH)** will be prepared for law school and to pursue careers across multiple sectors where analytic argumentation, critical thinking, ethical reasoning, and legal literacy are valued. Industries include:

- **Legal Services** – Law firms, corporate legal departments, public defenders, and prosecutors’ offices.
- **Public Sector & Government** – Legislative offices, regulatory agencies, courts, and public policy organizations.
- **Nonprofit & Advocacy Organizations** – Civil rights, environmental, and social justice groups.
- **Corporate Compliance & Risk Management** – Roles ensuring adherence to laws, regulations, and ethical standards.
- **Education & Research** – Policy analysis, archival research, and civic engagement programs.

Entry-level opportunities for LPH graduates include **paralegal, policy analyst, court clerk, research associate, and compliance coordinator**, with advancement potential to mid-level management roles such as **program director, senior policy advisor, or compliance manager**.

C.2. Projected Market Demand and Availability of Openings

National Projections (2023–2033) – Bureau of Labor Statistics ([BLS.gov](https://www.bls.gov)):

- **Lawyers:** +5% growth, ~35,600 annual openings (driven by both new positions and workforce replacement needs).
- **Legal Occupations Overall:** +3.7% growth.
- **Paralegals & Legal Assistants:** +4% growth, ~45,000 annual openings.

Maryland Projections (2022–2032) – Maryland Department of Labor (onetonline.org):

- **Lawyers:** +11% growth, ~950 annual openings.
- **Paralegals & Legal Assistants:** +6.9% growth.
- Maryland is ranked **#9 in the U.S. for lawyers per capita** (ABA National Lawyer Population Survey, 2024 <https://www.americanbar.org/news/profile-legal-profession/demographics/>)

These figures highlight **sustained and above-average demand** in Maryland, particularly in the Baltimore–Washington corridor, one of the nation’s most lawyer-dense regions.

C.3. Market Surveys and Quantifiable Need

- **ABA 2024 National Lawyer Population Survey** ([AmericanBar.org](https://www.americanbar.org)):
 - Over **1.3 million active lawyers** in the U.S.
 - Maryland: high density of legal professionals, indicating a mature but active market with turnover.
 - Washington, D.C. (adjacent market): **7.2 lawyers per 1,000 residents**, highest in the nation, offering significant networking and job spillover effects.

- **National Association for Law Placement (NALP)** reports continued hiring in law-related roles, with regional mid-Atlantic demand driven by government, corporate compliance, and nonprofit advocacy sectors.
- Surveys of Maryland legal employers (MD Department of Labor) consistently list **legal research, writing, and analytical skills**—core LPH competencies—as priority hiring criteria.

C.4. Supply of Prospective Graduates

- **Current UBalt Majors Feeding into LPH:**
 - Legal Studies, Philosophy, and History combined currently graduate approximately **25** students annually

Academic Year	History (HIST)	Legal Studies (LEGL)	Philosophy, Law, and Ethics (PSE)	Total
2020-2021	9	1	11	21
2021-2022	6	4	8	18
2022-2023	3	20	9	32
2023-2024	3	22	8	33
2024-2025	2	14	5	21
Total	23	61	41	125

Source: UBalt Institutional Data

- **Statewide Degree Production (IPEDS 2022):**
 - Maryland institutions produce fewer than **300 bachelor’s degrees annually** in majors explicitly aligned with pre-law, philosophy, or legal studies—indicating a modest in-state supply relative to projected demand.
- **Transfer and Pipeline Potential:**
 - The LPH program is designed to capture **community college transfers** from Maryland’s Paralegal Studies and other pre-law programs, expanding the supply of graduates ready for law school or immediate employment.
 - Planned **accelerated pathways** to the UBalt School of Law and other UBalt graduate programs will further boost graduate readiness and program attractiveness.

D. Reasonableness of Program Duplication:

D.1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be**

awarded.

A keyword search for the terms “law” and “legal” was performed in August 2025 on MHEC’s online Academic Program Inventory, in addition to reviewing CIP code 22, Legal Studies (Undergraduate) which includes 22.0000 Legal Studies, General and 22.0001 Pre-Law Studies.

We found six undergraduate programs with potential but not substantive similarities, and they are included in the following table. Two discontinued programs listed in MHEC’s Academic Program Inventory appear at the end of the table.

Institution	Program	Differentiation
Hood College	B.A. in Law and Criminal Justice	<p>Our proposed interdisciplinary program is primarily based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not humanities-based, but situated squarely in a single social science discipline, as it is offered by the institution’s Political Science department.</p> <p>In addition, this degree has a strong focus on criminal justice, and while our program does offer several courses focused on criminal justice, the subject is not our main focus. In addition to our proposed program, UBalt’s College of Public Affairs is home to the School of Criminal Justice which offers multiple bachelor's of science degrees. Also, our geographic locations are different. Hood College primarily serves Frederick and western Maryland, whereas our student body hails overwhelmingly from the Baltimore metro area and, to a lesser degree, from the Washington, D.C. metro area.</p>
Towson University	B.A. in Law and American Civilization	<p>Our proposed interdisciplinary program is based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not primarily humanities-based, but situated primarily in the social sciences, with the most required coursework in political science and economics.</p> <p>Also, this major is focused strictly on law in the United States. Our major allows for students to complete extensive coursework that is not focused on the U.S., including numerous courses pertaining to Asia and Europe. In this sense, this program is geographically narrower than ours.</p> <p>Students in our proposed program will complete two thirds of their coursework in a single humanities field of their choice with the remaining</p>

		<p>third of coursework split between the two remaining fields. In this program, students complete coursework offered by no fewer than six departments. In short, this program spans a much broader spectrum than ours, with students completing just two courses per discipline. Our program by contrast requires each student to specialize in depth in a single law-related humanities discipline, in addition to completing supporting coursework in just two additional disciplines. Finally, this program requires the completion of 54 credit hours, whereas our program requires 36 credit hours, which we consciously tailored for the large proportion of our university's students who transfer from community colleges.</p>
<p>University of Maryland, Baltimore County</p>	<p>Upper division certificate in Philosophy, Law and Politics (currently under review with MEHC, to be revised as Philosophy, Politics, Economics, and Law)</p>	<p>This program is not a bachelor's degree, but a certificate. Like the two programs above, it is based primarily in social science disciplines, namely economics and political science, as outlined in the certificate program proposal currently under review with MHEC.</p>
<p>Stevenson University</p>	<p>B.A. in Legal Studies</p>	<p>This program is roughly analogous to our university's current Legal Studies program, which we are proposing to fold into our new program. Unlike our proposed program, it is not interdisciplinary and does not contain any coursework in History or Philosophy. Also unlike our proposed program, this program has a very strong focus on training paralegals. While this is one of our proposed program's objectives, a smaller share of our coursework will be specifically geared toward paralegal training. As a public institution,</p>

		our program offers a more accessible, affordable program aligned with a broader educational mission of the state of Maryland.
University of Maryland, Global Campus	B.A. in Legal Studies	Our proposed interdisciplinary program is primarily based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree by contrast is not humanities-based. It is a fully online degree in Legal Studies that is roughly analogous to our university's current Legal Studies program, which we are proposing to fold into our new program. Although students may opt to complete a portion of our program's coursework as online courses, that is not required, as the majority of our courses will be offered in person and students may opt to complete our program fully in person.
Frostburg State University	B.S. in Criminal and Legal Studies	Our proposed interdisciplinary program is based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not primarily humanities-based, because the majority of its coursework is offered by Sociology and Political Science. In addition, this degree has a strong focus on criminal justice, and while our program does offer several courses focused on criminal justice, the subject is not our main focus. Also, our geographic locations are different. FSU primarily serves western Maryland, whereas our student body hails overwhelmingly from the Baltimore metro area and, to a lesser degree, from the Washington, D.C. metro area.
University of Maryland, College Park	B.A. in Philosophy, Politics and Economics (PPE)	The UMCP PPE program and our proposed LPH program are both interdisciplinary pre-law programs, but LPH relies on significantly different disciplines than does UMCP's PPE program. There are meaningful and material differences between politics and economics on the one side (PPE) and legal studies and history on the other (LPH). As such, the LPH program provides an undergraduate education for those students with an interest in pursuing a career in law that satisfies student interests in history and legal studies rather than politics and economics. These important curricular differences indicate distinct disciplinary training,

		<p>uniquely emphasizing tracks in legal studies, philosophy, and history.</p> <p>Lastly, and though it is not a matter of curricular difference, there are relevant differences between the student populations served by UBalt and UMCP. There is not a significant overlap in the populations served. UBalt attracts working professionals from the Baltimore area who transfer from community colleges and has a majority African-American student body. By comparison, UMCP attracts a more traditional, 4-year undergraduate student hailing from all over Maryland and beyond. Aside from foregrounding history and legal studies (in addition to philosophy), the LPH program will serve a more mature, urban, transfer-student market.</p> <p>As such, beyond the fact that there is little chance of curricular duplication between the programs, the LPH program would provide access to a rigorous interdisciplinary pre-law program to students who would otherwise not have that opportunity. In other words, the LPH program would provide that opportunity to an entirely distinct group of students, promoting both equity and access.</p>
Mount Saint Mary's University	B.A. in Philosophy, Politics and Economics	See discussion of PPE program at the University of Maryland, College Park. The disciplinary and curricular differences noted above apply to this BA PPE. Similarly, Mount Saint Mary's serves a different student population than does UBalt. Taken together, the proposed LPH program would duplicate neither the curriculum nor the students served at Mount Saint Mary's.
Hood College	B.A. in Law and Society	Listed in the MHEC program inventory but no longer exists.
Goucher College	B.A. in Prelegal Studies	Listed in the MHEC program inventory but no longer exists.

D.2. Provide justification for the proposed program.

First, the landscape of the legal community is constantly evolving. As the legal community evolves, how we attract and cater to pre-law students must also adapt to the new environment. Law schools are looking for students with enhanced critical and analytical reasoning skills that will be particularly emphasized by the specialties of the faculty in this major. This new program offers an interdisciplinary humanities-based approach to pre-law that creates the learning environment necessary to teach, build upon, and grow the skills sought by law schools locally and across the country.

Second, this program will strengthen UBalt's ability to provide undergraduates with a humanities-based pathway to law school and related graduate programs at UBalt and throughout the USM system. In particular, the new program would offer students accelerated pathways not only in the M.A. in Legal Studies but also UBalt's master's in Public Administration, the M.A. in Global Affairs and Human Security, and the M.S. in Negotiations and Conflict Management, three pathways which the History program has recently certified, plus the same graduate pathways that Philosophy, Law, and Ethics (PLE) will soon certify, pending approval from the Registrar's office.

It will also provide a humanities-focused pathway to the juris doctorate degree at UBalt's School of Law. The University of Baltimore is the only USM institution with both pre-law undergraduate programs and a law school. The prospect of enrolling in law school after completing a bachelor's degree without having to matriculate at a second campus is a major enticement for many of our undergraduates.

Third, the new program distributes faculty resources between three majors more efficiently. The current faculty are equipped to deliver this major with no additional resources or hires at this time.

Regarding the institution's mission, this new interdisciplinary humanities-based pre-law program reflects and strengthens the University of Baltimore's commitment to offer "career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." By responding to the evolving landscape of legal careers referred to above, our new program is ideally positioned to contribute to UBalt's mission of offering professionally oriented career-focused education.

In summary, by equipping students with law school-ready humanities-based analytical skills, expanding accelerated graduate pathways, and optimizing faculty resources, this new program will enhance UBalt's academic offerings and solidify its role as a catalyst for professional advancement and community leadership, directly fulfilling its mission to bridge education with real-world impact.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

E.1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The proposed pre-law major is not expected to impact the implementation or sustainability of high-demand programs at Maryland's HBIs. According to the current MHEC Institutional Program Inventory, none of the four HBIs in Maryland—Bowie State University, Coppin State University,

Morgan State University, and the University of Maryland Eastern Shore—offers a stand-alone pre-law major. In fact, the only institutions within the USM that currently offers pre-law majors do so not with a stand-alone department, such as the one we’re proposing, but by allowing multiple stand-alone departments to contribute coursework to the pre-law major. As the proposed major does not duplicate any existing major within the USM, we do not expect any adverse impact on high-demand programs at HBIs.

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

F.1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

We anticipate no adverse impact on the uniqueness, institutional identities, or missions of Maryland’s HBIs. The proposed humanities-based interdisciplinary pre-law major is closely aligned with the University of Baltimore’s mission and institutional identity. UBalt serves diverse, non-traditional student population that includes many transfer, working, first-generation college students, and those raising families, who often seek clear, professionally relevant pathways. The major addresses this need by offering an interdisciplinary curriculum grounded in the humanities and connected to the study and practice of law.

By leveraging UBalt’s existing strengths, most notably, its on-site School of Law, the program creates a structured and accessible route into the legal profession for students who may not otherwise have the opportunity to pursue such a path. It is specifically designed to serve UBalt’s current student body in a manner consistent with our strengths and mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

G.1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Bachelor of Arts in Law, Philosophy and History (LPH) came about as a faculty-initiated effort to better serve UBalt students interested in pursuing a humanities-based undergraduate pre-law degree. At present, there are three humanities-related programs serving the same group of students on our campus: LEST, PLE, and History. Though each program offers students an excellent and accessible pre-law education, there is often confusion over which program might best serve a particular student’s interests. In addition, given certain institutional exigencies, there is a need to maximize the efficient use of faculty and institutional resources. The consolidation and integration of the three previously mentioned programs will accomplish both goals without sacrificing the quality of the education UBalt students receive.

G.2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The educational objective of the LPH program is to provide UBalt students with a

humanities-based pre-law program that leverages the current pre-law and law-related strengths of the Yale Gordon College of Arts and Sciences (YGCAS) in legal studies, philosophy, and history. There has been a long history at the University of Baltimore of providing our unique student population with access to just such an undergraduate education. Whether that is the former Jurisprudence (BA) program or the current programs in Legal Studies (BA), Philosophy, Law, and Ethics (BA), or History (BA), the programs within the College of Arts and Sciences have served as a vital humanities-based pathway for UBalt students seeking careers in the law.

LPH Program-Level Student Learning Objectives

SLO 1: Formulate sustained oral or written arguments based on philosophical reasoning, legal analysis, or historical evidence.

SLO 2: Assess how law functions within a larger context, including its social, philosophical, and/or historical impact and significance.

Track Specific Student Learning Objectives

Legal Studies:

SLO1: Locate, analyze, and evaluate sources of law and communicate effectively orally and in writing about how such sources help answer legal questions.

SLO 2: Demonstrate an understanding of the legal system and apply critical thinking and problem-solving skills within the context in which law operates.

Law and Philosophy

SLO 1: Demonstrate an understanding of the relationship between law, ethics, and philosophy.

SLO 2: Demonstrate the ability to make, defend, and criticize philosophical and ethical arguments.

Law and History:

SLO 1: Analyze a range of relevant historical primary and secondary sources.

SLO 2: Situate events and individuals within their broader historical context.

G.3. Explain how the institution will:

- a) *provide for assessment of student achievement of learning outcomes in the program*
- b) *document student achievement of learning outcomes in the program*

Program goals have been mapped across all courses in the curriculum and assessments for each competency and goal occur within courses. Rubrics are developed by the LPH faculty and used to assess artifacts collected by faculty twice per academic year. Departmental assessment meetings discuss ways to improve student outcomes across the curriculum and improvements are not limited to the courses where the assessment occurs.

G.4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Program Requirements

The curriculum of the Bachelor of Arts in Law, Philosophy, and History program requires an interdisciplinary core with students choosing to specialize in one of the program's three tracks. The core will be 18 credits, 6 credits each from Legal Studies, Law and Philosophy, and Law and History. Students may declare the track they intend to pursue only after they have taken at least one course from each track (total of 3 courses for 9 credits). In specializing in a single track, each student will be required to take 5 electives from a list of approved courses in that track (15 credits) and complete a capstone course (3 credits) in that track for a total of 18 credits within the chosen track and a total of 36 credits for the major. In addition, accelerated pathways to graduate school (including law school) and transfer options (including specific articulation agreements) will provide students with a range of options to pursue the LPH degree.

LPH Core Courses (18 Credits)

Legal Studies (6 Credits)

Choose two from the following four courses:

LEST 401 LEGAL AND ETHICAL FOUNDATIONS (3) (See accompanying course modification form)

In-depth exploration of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

LEST 402 LEGAL RESEARCH AND ANALYSIS (3)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [IL]

LEST 403 THE TRIAL PROCESS (3)

Explores the procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 412 LAW AND SOCIETY (3) (See accompanying course proposal)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

Law and Philosophy (6 Credits)

Choose one of the following (3 credits):

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] [AH]

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] [AH] [IL] [ETH]

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] [AH]

Choose one of the following (3 credits):

PHIL 200 THE NATURE AND PURPOSE OF LAW (3)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3)

Studies the intersection of philosophical ideas with current events, with a special focus on law-related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to understanding

domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

Law and History (6 Credits)

Choose two from the following four courses:

HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to meet major requirements in the BS in Criminal Justice. [GD]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY (3)

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY (3)

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

HIST 364 CIVIL RIGHTS IN U.S. HISTORY (3)

Explores how legal institutions, leaders and grass-roots movements in the United States have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more. [AH] [GD]

Track Specific Requirements (18 Credits)

Legal Studies

LEST 498 CAPSTONE PROJECT (3) (3 credits)

Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that employs legal skills and knowledge. Examples include legal memoranda, analyses of legislation and legal problem-solving proposals. [CAP]

Complete five of the following (courses not taken to fulfill the core requirements; 15 credits)

PHIL 200 THE NATURE AND PURPOSE OF LAW (3) (See accompanying course modification form)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

HIST 340 AMERICAN LEGAL HISTORY (3)

A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

LEST 400 TOPICS (3)

An exploration of varying legal studies topics or a cross-listed graduate course of interest to legal studies majors. Course may be repeated for credit when topic changes.

LEST 401 LEGAL AND ETHICAL FOUNDATIONS (3) (See accompanying course modification form)

In-depth exploration of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

LEST 402 LEGAL RESEARCH AND ANALYSIS (3)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read

and analyze court decisions and to write effectively about legal issues. [IL]

LEST 403 THE TRIAL PROCESS (3)

Explores the procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 404 LSAT AND BEYOND (3)

This course is designed to teach, reinforce, and strengthen analytical and critical thinking skills to enhance performance on the Law School Admission Test (LSAT). This course is run in conjunction with the Kaplan LSAT prep course. Through in-person lectures and Kaplan prerecorded lectures, in addition to Kaplan educational materials, students learn techniques and strategies that strengthen their analytical and critical thinking skills.

LEST 412 LAW AND SOCIETY (3) (See accompanying course proposal)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

LEST 425 TOPICS IN LAW AND APPLIED ETHICS (3) (See accompanying course proposal)

Varying course offering that explores a particular topic in applied ethics. Course may be repeated for credit where topic differs.

LEST 496 INTERNSHIPS (3)

Provides students with an opportunity to work at an organization, government entity or business that offers an experience relevant to legal studies. Students may choose from established internship options or propose an independently-arranged internship option for approval. May be repeated up to four times for credit.

Law and Philosophy

PHIL 499 CAPSTONE IN PHILOSOPHY, LAW AND ETHICS (3) (3 credits)

A culmination of the student's program of study in the Philosophy, Law and Ethics program. Required for all PLE majors. Students complete a capstone paper as part of an approved cross-listed 400-level course, integrating course content across the major as part of the capstone project. prerequisite: permission of program director, normally all other required courses in the major must be completed or concurrent [CAP]

Complete one PHIL course from the History of Ideas Series (3 credits)

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. [AH]

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. [AH]

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. [AH]

PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in-depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

Complete four additional philosophy courses (courses not taken to fulfill the core requirements), two of which must be upper division (300 or 400) and one of which could be a history of ideas course not taken to fulfill the History of Ideas requirement. One philosophy course may be substituted after consultation with the faculty advisor. (12 credits).

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] [AH]

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] [AH] [IL] [ETH]

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] [AH]

PHIL 200 THE NATURE AND PURPOSE OF LAW (3)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

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. [AH]

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] [AH]

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. [ETH]

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. [AH]

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. [AH]

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. [AH]

PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in-depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

PHIL 322 GOD, PHILOSOPHY, AND RELIGION (3)

Examines diverse answers to fundamental questions about religion that have intrigued and puzzled human beings throughout history. Does God exist? If so, what can humans know about God, if anything? If God doesn't exist, could there still be meaning in the universe? To what extent are these questions of reason versus questions of faith? What is evil and why does it exist? Is there life after death? Whether immersed in a religious tradition or not, a proponent of religious belief or a skeptic, this course considers a range of the most influential writings ever created to respond to basic religious questions. [AH] [GD]

PHIL 419 THE WORLD'S RELIGIONS IN AMERICA (3)

Considers Christianity, Judaism, Islam, Hinduism, Buddhism, Native American and other major religions practiced on the American continent. What are these religions about, all of which are practiced in the United States and most of which are practiced within a short walk from the University of Baltimore? The approach is to study the most fundamental ideas at the core of each religion to consider what makes each tradition distinctive and how they relate to each other. The course may include visits to nearby religious institutions. [AH]

PHIL 450 AI AND PHILOSOPHY (3)

Examines the most recent developments in artificial intelligence (AI) in relation to philosophical questions prompted by this far-reaching technology. What is mind and consciousness in human beings, and to what extent does AI have the potential to replicate these qualities? What are the most important ethical, legal, and political impacts raised by AI developments? The class guides students in thinking more clearly and systematically about how to address these and other philosophical questions related to AI. Students read a wide variety of classic and contemporary texts from diverse philosophical traditions. Course activities include extensive use of AI.

PHIL 460 MORAL LEADERSHIP AND THE PURSUIT OF EXCELLENCE (3)

Introduces a range of diverse philosophical writings about the nature of moral leadership and excellence. What are the special qualities that enable someone to become a moral leader? What kind of knowledge and character do moral leaders have? When moral leaders

pursue excellence, what kind of excellence is this? Is "morality" irreducibly subjective or are there objective standards to moral leadership? Beginning with philosophical accounts such as Aristotle's ethics and Socrates' trial and death, and continuing through contemporary literature, such as in the life and writings of Martin Luther King, Jr., philosophers and theologians, among others, have tackled the most fundamental questions of moral leadership. This course presents some of the best philosophical writings on the nature of moral leadership and excellence and applies these ideas for understanding the current world and our roles within it.

PHIL 470 PHILOSOPHY AND AMERICAN SOCIETY (3)

Develops the notion of public philosophy in American society, integrating civics education, democratic theory, and social and political philosophy. Ranging from Supreme Court decisions to political debate to the distinctive nature of American philosophy, the course explores fundamental philosophical arguments that have shaped and influenced American life.

PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3)

Studies the intersection of philosophical ideas with current events, with a special focus on law-related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to understanding domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

PHIL 490 THEORIES OF JUSTICE (3)

Examines competing classical and contemporary theories of justice at the foundations of law and morality, from such philosophers as Plato, Kant, Rousseau, Marx, Rawls and others from diverse traditions. Demands for justice are often deep and enduring, and their claims create deep intellectual disagreements: What is justice? What does it mean to be a just person or to live within just institutions? What is the nature of injustice and wronging others? The course examines concepts often at the center of competing ideas of justice, including equality, the rule of law, human rights, the common good, the social contract, what people deserve, sovereignty and liberty. These concepts shape social, economic and political institutions, as well as our personal lives. [AH]

PHIL 492 INDEPENDENT STUDY (1 - 6)

Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, and permission of the chair and instructor. prerequisites: 3.5 GPA

and permission of the Denit Honors Program director

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: 3.5 GPA and permission of the Denit Honors Program director

PHIL 494 HONORS PROJECT (1 - 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: 3.5 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. [AH] [GD]

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 PHILOSOPHY, LAW, AND ETHICS (1 - 3)

Designed for students who wish to observe and gain firsthand experience at designated profit or nonprofit organizations in the greater Baltimore community. Students work with a mentor at the organization to write a substantial essay (15-25 pages) or academic equivalent that integrates the internship experience with academic content in the Philosophy, Law and Ethics major, guided by the faculty program director or designee. Eligible for a continuing

studies (CS) grade. prerequisites: interview with and permission from the PLE faculty program director prior to the internship.

Law and History

HIST 295 THE HISTORIAN'S TOOLKIT (3) (3 credits)

What constitutes historical evidence? What sources are credible? What historical context is necessary to understand information? How do you uncover evidence about past events? How do you organize information to make an historical argument? This course asks you to consider these questions as you develop historical thinking skills to investigate a person in your past. In the process you will discover ways you can employ historical research methods in a variety of professional fields. [IL]

HIST 495 SENIOR SEMINAR IN HISTORY (3) (3 credits)

The HIST 495 Senior Seminar is a capstone course for history major. This seminar-style class will provide students with an opportunity to express their creativity and demonstrate their conceptual understanding of historical works-analyzing primary sources, weighing evidence, and debating historical interpretations. Students' final work can be a traditional research paper, or a project portfolio, depending on their major concentration. This 3 credit-course is one of the two core requirements. Students need to earn a C or higher to fulfill this major requirement. Prerequisite: HIST 295. [CAP]

Complete One 100- or 200-level HIST course (3 credits):

HIST 101 WORLD HISTORY TO 1500 (3)

Explores the emergence of the modern world, from prehistoric times to early modern times, through an examination of selected themes across the world's cultures. Themes may include the arts, society and religion, global interaction of cultures or competing ideas of human dignity and self-determination. Special emphasis is given to the role of deep cultural roots over the long term of historical development and the long-term effect of traditional values and cultural practices. [HIPL] [HAT] [AH] [GD]

HIST 102 WORLD HISTORY SINCE 1500 (3)

Explores the emergence of the modern world, from the end of the 15th century to contemporary times, through an examination of selected themes across the world's cultures. Such themes may include the arts, society and religion, global competition and human rights, technological change, nationalist movements and self-determination. Special emphasis is given to the interaction and interdependence of the world's population as a whole. [HIPL] [HAT] [AH] [GD]

HIST 111 EARLY AMERICA (3)

This course focuses on the history of the United States to 1860 with emphasis on large-scale social and cultural phenomena such as the origin and impact of colonial migration, the forming of regional identities, the role of political ideologies and the influence of social movements. [HIPL] [HAT] [AH]

HIST 112 MODERN AMERICA (3)

Focuses on the history of the United States from the 1860s to the present with emphasis on major social and cultural trends and movements. Topics include impact of race and ethnicity, rise of the New South, role of -political ideologies, reform and labor movements, and migration and immigration. The history of ordinary people is stressed. [HIPL] [HAT] [AH]

HIST 123 WORLD HISTORY OF ART (3)

Student explore human creations inspired by the natural world, love and religion. Students are introduced to the iconography and the artistic connections between global cultures, including those of Africa, Asia and Europe. Incorporating the printed works of critics and historians, museum pieces, archaeological evidence and electronic media, this course teaches students how to interpret an image as a primary source document, emphasizing the political, religious and urban contexts of artistic creation. [HIPL] [HAT] [AH] [GD]

HIST 197 CONFLICTS IN HISTORY (3)

History is an ongoing inquiry and debate, rarely—if ever—set in stone. Introduces students to the major themes of history and the ingredients of the discipline. Presents a selection of major human conflicts of the past 3,000 years and the historical debates they have inspired. Students discover the roots and consequences of American, European or world conflicts in history, using primary sources to hear the actors in their own words. Leads to discovery that many of the problems of the past still have effects in the present. [HIPL] [HAT] [AH] [GD]

HIST 204 AFRICAN AMERICAN HISTORY TO 1865 (3)

Examines African American history before 1865, including such topics as the North American slave trade, the lived experience of enslaved Blacks, the lives of free Blacks who were not enslaved and the rise of the abolition movement. [AH] [GD]

HIST 205 AFRICAN AMERICAN HISTORY SINCE 1865 (3)

Examines African American history since 1865, including such topics as Reconstruction, the rise of racial segregation and legal White supremacy, Black popular culture, African Americans in all regions of the country and the Long Civil Rights and Black Power movements. [AH] [GD]

HIST 240 EVERYDAY LIVES (3)

Social history illuminates the lives of ordinary people. This skills course introduces the methods of the social historian to the beginning student. Students read examples of

masterful social histories and engage in original research to produce their own depictions of everyday life in a particular period of the past. [HIPL] [HAT] [AH]

HIST 250 DIGITAL HISTORY (3)

Students assess the range and quality of online information about their favorite historical topic. As the projects of amateurs, curators, activists, students, and historians fill the Internet, whose version of the past can we trust? Students engage digital humanities literature and theory, case studies, and map out their topic as it appears on the Web. [AH] [IL]

HIST 290 GREAT ISSUES IN HISTORY (3)

Focusing on a single topic or theme of historical and contemporary interest, this course emphasizes the roots of great issues in history. The course focuses on understanding and applying historical methods, analyzing issues in their broader historical context and analyzing a variety of historical sources. The topic for a given semester appears in the schedule of classes. [HIPL] [HAT] [AH]

Complete Three 300- or 400-level HIST courses (courses not taken to fulfill core requirements; 9 credits)

HIST 306 POPULAR MUSIC IN U.S. HISTORY (3)

Explores popular music's relationship to social, economic and cultural transformations in the United States' history, with a focus on race, gender, class and sexuality. Topics include hip-hop, jazz, Motown, disco, punk, blues, house and club music. [AH]

HIST 308 HISTORY OF AMERICAN BUSINESS (3)

An historical survey of American business and labor from Colonial America to the recent past. [AH]

HIST 310 ANCIENT CIVILIZATIONS (3)

The origins of European civilizations are traced to the societies of the Ancient Near East, Greece and Rome. Special emphasis on the development of complex societies and on such themes as the individual and society; freedom and slavery; and magic, religion and rationalism.

HIST 312 AGE OF REVOLUTIONS (3)

A study of European culture and thought from the Renaissance to the end of the Napoleonic Wars. Special emphasis on the origins and impact of the scientific, industrial, and political revolutions.

HIST 313 EUROPE 1815-1914 (3)

Surveys European history in the 19th century, a time of enormous cultural, social, economic, and political change. Focuses on the dominant powers of Europe—England, France, Germany, and Russia—and examines the impact of new ideologies such as nationalism, liberalism, socialism, and right-wing radicalism. [GD]

HIST 314 WAR IN EUROPE, 1914-1945 (3)

World War I destroyed the institutions and values of traditional European society and ushered in a new era of European history. This course covers the causes, experience and impacts of World War I and World War II; the rise of extremist ideologies in the interwar era; the Holocaust, and the development of modernism in European society in the years up to 1945. [HIPL][GD][AH]

HIST 315 EUROPE SINCE 1945 (3)

This course examines all aspects of European history since 1945, focusing on trends and issues in both western and eastern Europe. [HIPL] [HAT] [AH]

HIST 316 BLACK EUROPE (3)

What were the roles Black people played in Europe's modern history? Why do they remain absent from the way people characterize the continent's history? This course takes a deep dive into the stories of men and women of African descent who contributed to European politics and culture, or subverted norms, since the French revolution. Students will use biographies and autobiographies, fiction, film, and the words of historical figures themselves to discover the extraordinary agency of Black women and men who left their mark on Europe and its colonies. [AH] [GD]

HIST 321 AMERICA SINCE 1940 (3)

Examines the United States from 1940 to the 21st century and explores such topics as the Cold War, suburbanization, the civil rights movement, feminism, LGBT activism, the war in Vietnam, deindustrialization, the New Left, the New Right, the War on Drugs, the AIDS crisis, the War on Terror, electoral politics and more. [AH] [GA] [DP]

HIST 324 MODERN CHINA (3)

Introduces the changes and continuities of modern China since 1860. Students learn to apply their knowledge of Chinese history and historical methodology to analyze current affairs. Students read and analyze primary and secondary sources of modern China and engage in original research to construct their own analysis of one aspect of modern Chinese history. [HIPL] [AH] [GD]

HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to

meet major requirements in the BS in Criminal Justice. [GD]

HIST 326 MODERN JAPAN (3)

Explores the historical transformation that has led to the development of modern Japan from the slow decline of the Tokugawa shogunate in the 19th century to present. Covers such topics as the fall of the Tokugawa order; Meiji Restoration and Japan's rapid modernization; the rise of Japanese imperialism and its demise through the Pacific War, and Japan's post-war development in political, economic, social and cultural realms. While developing critical-thinking and communication skills, students also learn to apply their knowledge of Japanese history to analyze an aspect of modern Japanese life. [GD] [AH]

HIST 328 MODERN KOREA (3)

Introduces the making of modern Korea over the last two centuries, the tumultuous times that eventually created the two Koreas of today. Examines how Korea changed from an agricultural kingdom to two distinctive Koreas: urban, industrialized and democratic South Korea and communist North Korea. Examples of topics include: changes in Korea Confucianism; Korea's reaction to the 19th century imperialism; impacts of the Japanese colonial rule (1910-1945); establishment of two Koreas, and the two Koreas' place in the 21st century world. [GD] [AH]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY (3)

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY (3)

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

HIST 340 AMERICAN LEGAL HISTORY (3)

A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

HIST 344 WORLD WAR II (3)

A comprehensive study of the origins, events, and effects of the 20th century's second experience in total war.

HIST 345 POLITICS IN U.S. HISTORY (3)

Examines lawmakers, political parties and protest movements from the United States' founding to today with a focus on such legislative developments as the Constitutional Convention, laws to both protect and limit slavery before the Civil War, the Reconstruction amendments, Progressive-era and New Deal legislation to regulate business and the social safety net, civil rights legislation of the 1960s and '70s and competing efforts to limit and expand civil rights legislation and corporate regulations from the 1980s to the 21st century [GD]

HIST 350 HISTORY OF U.S. FOREIGN RELATIONS (3)

Ever since the 1890s, the foreign policy of the United States has profoundly affected the lives of its own citizens as well as that of many others around the world. This course examines major international events of the past 120 years and the way in which the United States has led and/or responded to them. It also examines different approaches in the study of U.S. foreign relations to broaden the analytical framework of the study of the field. This course, thus, helps expand students' understanding of U.S. history as well as that of the world around it. It also helps them to better understand the globalizing world in which they live, the relevance of U.S. foreign relations to their lives, and their own potential as agents of change. [AH][GD]

HIST 354 HISTORY OF GERMANY (3)

A study of Germany from unification to the present, with an emphasis on German politics, society and economics before 1933, the rise and fall of National Socialism, the division of Germany after World War II and the unification of Germany in 1990.

HIST 360 DARWIN, MARX, NIETZSCHE AND FREUD (3)

Examines the most controversial thinkers of the 19th century in the context of European imperialism and the Industrial Revolution. The course also brings to light the professional and political achievements of European women in the second half of the 19th century. [AH]

HIST 364 CIVIL RIGHTS IN U.S. HISTORY (3)

Explores how legal institutions, leaders and grass-roots movements in the United States

have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more. [AH] [GD]

HIST 375 CIVIL WAR AND RECONSTRUCTION (3)

A social and political study of the era of disunion and reunion, 1848-1877, with special emphasis on the causes of the conflict and its impact on race relations, national institutions, and the Southern states.

HIST 380 THE CHESAPEAKE WORLD (3)

The Chesapeake Bay is the largest estuary in America and a complex ecosystem that has served as a "protein factory" for thousands of years. The Bay's human history includes the Powhatan, the Piscataway, the Nanticoke, the first permanent English settlement in North America, and the first enslaved Africans. This course examines the environmental history of the Chesapeake, the effect of human settlement on its biodiversity, and the ways that history helps us make ethical choices about the future of the bay.

HIST 381 AMERICAN CITIES (3)

Urbanization as a major theme in American history, beginning with the establishment of American cities and ending with contemporary urban life. Topics include city and the frontier; the premodern city; the emergence of industrial cities; urban transportation networks; immigrants, bosses and reformers; the emergence of urban institutions; the growth of suburbia; and the urban crises of the 1960s. [AH]

HIST 382 HISTORY OF BALTIMORE (3)

Social and economic changes that took place in American cities. Emphasis is placed on a detailed study of Baltimore as it exemplified changes taking place during the period. Major themes are industrialization and racial and ethnic diversity. [GD]

HIST 385 U. S. WOMEN'S HISTORY (3)

Using case studies, this course examines the changing roles of women in American society. Topics such as family, work, education, sexuality and women's rights are explored. Emphasis is placed on both the variety of women's experiences and the evolving concerns and position of American women as a group. [AH]

HIST 390 FILM AND HISTORY (3)

A close study of historic events, people, and issues as interpreted and presented in visual media, primarily feature films, documentaries, or television series. Historical subject and type of media program varies from semester to semester. May be repeated for credit when the topic changes. [AH] [GD]

HIST 391 HISTORY OF FASHION (3)

A history of fashion, fashion designers and the global fashion system from the 19th century to the present. Topics include the iconic designers, the history of African-American fashion, fashion and gender, and how people have consumed fashion. [AH] [GD]

HIST 396 INTRODUCTION TO PUBLIC HISTORY (3)

A survey of the professional applications of historical analysis in settings outside academe focusing on the practice of history in museums, archives, historical societies and preservation. Guest speakers and site visits are featured. [TF]

HIST 434 CONSTITUTIONAL HISTORY (3)

A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 GREAT TRIALS IN HISTORY (3)

A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco-Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 HISTORY OF COMMON LAW (3)

A study of the common law of Great Britain and the United States through its development in medieval Europe and into the modern period. Both procedure and substance are emphasized. Parallels the School of Law course but is conducted at an undergraduate level. Credit earned in this course cannot be transferred to the School of Law.

HIST 445 TOPICS IN THE HISTORY OF RELIGION (3)

Intensive study of particular topics in the history of religion, ranging from Christianity and Judaism to Eastern religions or American religious history. Topic varies depending on the interests of the faculty and students. May be repeated for credit when the topic changes.

HIST 460 THE COLD WAR, 1945-1990 (3)

For almost half a century following World War II, the United States and the Soviet Union engaged each other and their respective allies in an epoch-making global confrontation known as the Cold War. This course explores the origins, evolution and effects of that conflict and its role in shaping modern history. Topics include the nuclear arms race, the series of crises involving Berlin, the U-2 affair, the Cuban missile crisis, related conflicts in Southeast Asia, détente, impact on American culture and more.

HIST 466 HISTORY OF AFRICA (3)

Studies in African history from early cultures to the late 19th century.

HIST 477 TECHNOLOGY AND HISTORY (3)

Selected topics in the cause-and-effect relationship of technological developments on societies in various historical periods.

HIST 490 INTERNSHIP (1 - 3)

Provides an opportunity to gain experience in the practical application of historical analysis through work assignments with the appropriate historical and related cultural agencies. The course instructor and staff at each agency supervise the student's participation. Course is eligible for a continuing studies grade. prerequisite: approval of the instructor

HIST 492 INDEPENDENT STUDY (1 - 3)

Provides for individual work in research. prerequisites: presentation of a research proposal to the program director and permission of the program director.

HIST 496 SEMINAR IN PUBLIC HISTORY (3)

Students research and present a major project on a selected topic in public history. Projects are based on collaboration with external organizations or groups.

HIST 497 SPECIAL TOPICS IN HISTORY (3)

Intensive exploration of topics in history of mutual interest to faculty and students. Content varies according to the interests of the faculty and students. The topic studied appears under that name in the class schedule

G.5. Discuss how general education requirements will be met, if applicable.

To be eligible for graduation, UBalt undergraduate students must complete 38 credits of general education as well as five courses that meet graduation requirements criteria specified in the UBalt Learning Goals.

The categories included in the General Education group are the following:

- Arts & Humanities [AH] (6 credits)
- Upper-Division Ethics [UETH] (3 credits)
- Biological & Physical Sciences [BPS] (3 credits)
- Biological & Physical Sciences Lab [BPSL] (4 credits)
- English Composition [COMP] (3 credits)
- English Composition, Upper Division [UCOMP] (3 credits)
- Mathematics [MA] (3 credits)
- Social & Behavioral Sciences [SBS] (6 credits)
- General Education Electives [ELECGE] (7+ credits)

The categories included in the Graduation Requirements group are the following:

- Global Awareness and Diverse Perspectives [GD]

- Information Literacy [IL]
- Oral Communication [OC]
- Technological Fluency [TF]
- Capstone Experience

There are numerous courses in our proposed major that fulfill general education and graduation requirements. Please see the course descriptions for those certified by the University as meeting specific requirements.

This allows students enrolled in the program to fulfill at least 6 credits towards their degree as well as their General Education and Graduation Requirements, leaving 32 credits for the student to fulfill by selecting courses of interest. We chose not to include other specific courses, as students should have the ability to complete courses in disciplines that are most appropriate to their personal, professional, or academic interests, as appropriate in an institution such as The University of Baltimore. This choice also helps students transferring into the University by accepting as many General Education and Graduation Requirement courses as possible, therefore reducing the number of credits necessary beyond the program requirements.

G.6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

G.7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

G.8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

UBalt's website is a valuable resource providing students with up-to-date information, including details about program curricula, course and degree requirements, expected technology competencies and skills for each degree, technical equipment prerequisites for courses, academic support services, available financial aid resources, comprehensive cost breakdowns, and payment policies. Students can also access information about our state-of-the-art learning management system (LMS), Canvas, which serves as a vital platform for their educational journey.

Additionally, Canvas provides a range of student tutorials to assist with LMS navigation, ensuring students can make the most of its features. Moreover, individual courses can offer resource materials through this platform, further enhancing the learning experience. Our commitment to student success extends to ensuring accessibility. The University's Office of Disability and Access Services maintains a dedicated website and physical office with regular office hours. UBalt also provides access to video and audio technologies to assist students who

require accommodation.

The Division of Student Support and Access Services, along with the Bogomolny Library, offer a variety of academic and other support services, including access to counselling resources, available 24/7, to foster the overall well-being of students at UBalt. The Office of the Dean will work with the website content manager to ensure that the LPH curriculum is developed and regularly maintained. The catalogue will be revised to reflect the new program requirements, and an updated Guide to Graduation for the B.A. in LPH will be provided.

Information about course formats and technology assumptions, as well as any equipment requirements, will be available to students in the course schedule. Each student will receive a syllabus that outlines student learning outcomes, course format, technology needs, and campus resources. These resources include the Office of Disability and Access Services, the Academic Support Center (which has a Writing Center), and the Office of Technology Services.

The faculty of the LPH program can offer the additional assurance that students will be provided with clear, complete and timely information related to their pursuit of the LPH degree at UBalt through their interactions with their instructors. The faculty of the LPH program are experienced educators who follow the standard practices of the University, thus assuring that degree requirements, course schedules, faculty office hours, access to technology, understanding of course modalities and alternatives will not only be available through UBalt platforms but as the main point of contact for students, faculty will be attentive to such needs.

G.9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The program director will communicate with the YGCAS and UBalt marketing departments to ensure that any marketing materials, such as program fact sheets and webpages, reflect the new curriculum. See above for information about the catalogue and website. The catalogue is updated annually and posted online, in addition to the routine program web page updates.

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

H.1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Faculty in the proposed Program have already reached out to, and have had exchanges with, Anne Arundel Community, Harford Community College, and Montgomery Community College for articulation with their A.A. degrees. An articulation agreement from Anne Arundel will be attached to this document for final USM approval.

The LPH Program is within the scope of Accelerated BA-MS programs within the University of Baltimore, as articulated by the University System of Maryland's rules for Accelerated Programs. Under this Policy, an undergraduate student with a GPA of 3.5 or higher, with at least 15 credits earned at UBalt, and meeting the admission standard of the intended graduate program for the

accelerated option is allowed to take up to 9 graduate credits and double count them towards their graduate degree. The following UBalt graduate programs are currently available to students as options for accelerated degree completion in one or more of our current programs.

- J.D. in Law
- M.A. in Legal Studies
- M.S. in Conflict Negotiation and Conflict Management
- M.A. in Global Affairs and Human Security
- M.P.A. in Public Policy

LPH faculty are currently working on a Memorandum of Understanding with the UBalt law school regarding Early Entry pathways from LPH to the UBalt law school.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

I.1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

The University of Baltimore has the necessary faculty to successfully deliver the LPH curriculum without any additional resources. There are five tenured professors and one full-time contract professor in the Yale Gordon College of Arts and Sciences (YGCAS) committed to the LPH program (Joshua Davis, Justin Hollimon, Nicole Hudgins, Joshua Kassner, Steven Scalet, and Boram Yi) to deliver the courses. Three hold PhDs in history (Davis, Hudgins, and Yi), two hold PhDs in philosophy (Kassner and Scalet), two also hold JDs (Hollimon and Kassner), and one also holds an MA in economics (Scalet). Adjunct and affiliated faculty include Jason Trumpbour (law and history), Michael Moran (law), Domonique Flowers (law and history), and Daniel Jenkins (applied ethics), who share expertise in related fields. Additionally, the scholarship of the faculty is united by efforts to seek a humanistic and critical understanding of the social, political, and legal practices, principles, and institutions that shape and govern our shared lives. The LPH curriculum can be fully delivered and administered through its existing faculty, though growth in the program may necessitate future hiring.

Name	Degree	Rank	Status	Field	Courses Taught
Joshua Davis	PhD	Associate Professor	Tenured	History	HIST 204, HIST 205, HIST 240, HIST 295, HIST 306, HIST 308, HIST 321, HIST 325, HIST 340, HIST 345, HIST 354, HIST 364, HIST 375, HIST 380, HIST 381, HIST 382, HIST

					396, HIST 477, HIST 495, HIST 496
Domonique Flowers	JD/MA	Adjunct Professor	Part-time	Law/History	LEST 401, LEST 402, HIST 340
Justin Hollimon	JD	Lecturer	Full-time	Law	LEST 400, LEST 401, LEST 402, LEST 403, LEST 404, LEST 496, LEST 498
Nicole Hudgins	PhD	Professor	Tenured	History	HIST 123, HIST 197, HIST 250, HIST 290, HIST 295, HIST 312, HIST 313, HIST 314, HIST 315, HIST 316, HIST 360, HIST 390, HIST 391, HIST 438, HIST 495
Daniel Jenkins	MA	Adjunct	Part-time	Philosophy	PHIL 101, PHIL 140
Joshua Kassner	PhD / JD	Professor	Tenured	Philosophy / Law	LEST 401, LEST 412, LEST 425, PHIL 101, PHIL 140, PHIL 150, PHIL 200, PHIL 250, PHIL 280, PHIL 301, PHIL 302, PHIL 316, PHIL 317, PHIL 319, PHIL 320, PHIL 321, PHIL 450, PHIL 460, PHIL 470, PHIL 480, PHIL 490, PHIL 492, PHIL 493, PHIL 494, PHIL 496, PHIL 497, and PHIL 499
Michael Moran	JD	Adjunct Professor	Part-time	Law	LEST 400, LEST 401, LEST 402, LEST 403
Steven Scalet	PhD / MA	Professor	Tenured	Philosophy / Economics /Law	LEST 401, LEST 412, LEST 425, LEST 498, LEST 400, PHIL 101, PHIL 140, PHIL 150, PHIL 200, PHIL 250, PHIL

					280, PHIL 301, PHIL 302, PHIL 305, PHIL 309, PHIL 316, PHIL 317, PHIL 319, PHIL 320, PHIL 321, PHIL 322, PHIL 419, PHIL 450, PHIL 460, PHIL 470, PHIL 480, PHIL 490, PHIL 492, PHIL 493, PHIL 494, PHIL 495, PHIL 496, PHIL 497, PHIL 498, and PHIL 499
Jason Trumbour	PhD / JD	Adjunct Professor	Part-time	History / Law	LEST 400, LEST 401, LEST 402, LEST 403
Boram Yi	PhD	Associate Professor	Tenured	History	HIST 101, HIST 102, HIST 111, HIST 112, HIST 310, HIST 324, HIST 326, HIST 328, HIST 330, HIST 335, HIST 344, HIST 350, HIST 385, HIST 395, HIST 434, HIST 440, HIST 445, HIST 460, HIST 466, HIST 490, HIST 492, HIST 497

I.2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

The University of Baltimore provides periodic training to its faculty on the use of the latest online and face-to-face teaching tools as well as professional development opportunities through attending national conferences and training, such as for example, Coursera, EdX, etc. The faculty is also afforded various opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy. In addition to access to such formal professional development, the faculty of LPH and its constituent disciplines regularly engage in critical assessment of their teaching, seeking both rigor and effectiveness.

b) *The learning management system (LMS)*

The University of Baltimore periodically provides necessary training in its Learning Management System, Canvas, through its Center for Excellence in Learning, Teaching and Technology (CELTT) as well as periodic quality reviews of the faculty's utilization of LMS.

c) *Evidenced-based best practices for distance education, if distance education is offered.*

Not applicable.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

J.1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The program does not require additional library resources beyond those already provided by the University of Baltimore's Bogomolny Library, which provides an adequate level of access to relevant academic, peer-reviewed resources such as journals and conference proceedings. In addition, students will have access to the Law Library located in UBalt's Angelos Law Center, one of only two law libraries in the state and one with multiple reference librarians specializing in legal research who are available to work with undergraduate students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

K.1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The University of Baltimore's current facilities provide excellent conditions for students in the proposed Program. Students will have access to multiple computer labs. The instructors' stations in our classrooms are adequately equipped for face-to-face instruction, and they have up-to-date IT infrastructure. The University provides students with loaner laptops whenever they need them.

K.2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) *An institutional electronic mailing system, and*
- b) *A learning management system that provides the necessary technological support for distance education*

The University of Baltimore provides every student with an email address, access to our learning management system (Canvas), and free access to Office 365 software (Word, Excel and PowerPoint). All faculty and credit-earning students are provided

with an institutional e-mail account that integrates with the institution’s learning management system. We will use Canvas to deliver material that is supplemental to our face-to-face instruction, such as peer-reviewed articles, videos related to topics discussed during meetings, and step-by-step tutorials.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

L.1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The Yale Gordon College of Arts and Sciences projects modest growth in this program over the next several years. We assume a 2% growth in enrollments, along with a 2% growth in tuition revenue. Also assumed is a mix of 3:1, full-time to part-time students, based on historical data.

Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Tuition and Fee Revenue (c + g below)	\$1,713,180	\$1,791,130	\$1,871,512	\$1,954,393	\$2,039,841
a. Number of F/T students	60	61.5	63	64.5	66
b. Annual Tuition/Fee Rate	\$24,474	\$24,963	\$25,463	\$25,972	\$26,491
c. Total F/T Revenue (a*b)	\$1,468,440	\$1,535,254	\$1,604,153	\$1,675,194	\$1,748,435
d. Number of P/T students	20	20.5	21	21.5	22
e. Credit Hour Rate	\$1,020	\$1,040	\$1,061	\$1,082	\$1,104
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$244,740	\$255,876	\$267,359	\$279,199	\$291,406

L.2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

The college is not requesting any additional resources at this time. The expenses model below assumes no COLA or merit pay.

Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Faculty (b + c below)	\$809,097	\$809,097	\$809,097	\$809,097	\$809,097
a. Number of FTE	5.67	5.67	5.67	5.67	5.67

b. Total Salary	624,411.31	\$624,411	\$624,411	\$624,411	\$624,411
c. Total Benefits	\$184,685	\$184,685	\$184,685	\$184,685	\$184,685
2. Admin Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
Total (Add 1 through 7)	\$809,097	\$809,097	\$809,097	\$809,097	\$809,097

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

M.1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

The University has a shared governance process for curriculum approval. Both new courses and new programs are required to submit student learning outcomes (SLOs), which are then evaluated by faculty curriculum committees, plus staff in the deans' and provost's office.

The assessment of program student learning outcomes is faculty driven. Assessment generally occurs within courses, but assessment results are shared and evaluated within the Yale Gordon College of Arts and Sciences.

Faculty are evaluated annually by their supervisor and dean. In addition, policies for tenure-track and tenured faculty call for in-depth peer review at regular intervals.

All courses undergo student evaluation using the college-wide software tool Explorance Evaluations. Students complete evaluations of their course and the instructor at the end of each semester, using an online form. Data from these evaluations are incorporated in the annual chair's evaluation of faculty and are used in faculty promotion and tenure decisions.

M.2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Student learning outcomes are assessed over a two-year cycle using direct and indirect measures. The primary assessment measures are direct assessments administered within courses, evaluated

by faculty, reviewed by programs, and affirmed by the Yale Gordon College of Arts and Sciences as a whole. Retention is a key metric of the quality of our courses, and faculty and retention data are reviewed on an ongoing basis, as are student evaluations of faculty. These evaluations have highlighted improvements that can be implemented across the curriculum in course delivery and feedback. As we implement the new curriculum, we have created a new assessment plan. Embedded assessments will be deployed beginning in Fall 2026 for the new program goals and the faculty will use this data to drive curriculum improvement.

Assessment for the new major will involve two program SLOs and two additional separate SLOs for each track. For the core program requirements, we will assess one core SLO per year. Faculty will assess core SLOs using a rubric that can apply to all Legal Studies, Philosophy and Law, and History and Law courses offered in the core requirements. To ensure consistency and comparability across disciplines, we will develop a common rubric aligned with program SLOs. We will rotate faculty assessors using a numerical rubric to indicate levels of student accomplishment. Track SLOs would be assessed by faculty teaching in that track.

Faculty in the new program will have opportunities to discuss where learning objective results are the strongest and where they are weakest, create focused adjustment plans going forward, and measure the effects of adjustments. The previous versions of the programs have had good experience with that process. In that way, a virtuous cycle helps faculty to continuously improve the courses and the program as a whole, in alignment with program goals.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

***N.I.* Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.**

The University of Baltimore is a diverse institution, with an average undergraduate age of 31.5 and a majority-minority undergraduate population. The university’s most recent data show that 51 percent of UBalt undergraduates are African American, 5 percent are Latino, 5 percent are Asian, and 32 percent are white, with a total 62.1 percent of students who are underrepresented minorities. In addition, 66 percent of our undergraduates receive Pell Grants.⁶

The University serves non-traditional students, which includes many working adults. UBalt’s current strategic plan underlines the importance of diversity, equity, and inclusion, and one of the strategic goals is specifically to strengthen UBalt’s commitment to these core values. The LPH program will positively advance the State’s Minority Student Achievement Goals by serving these students’ pathways for professional success in the Maryland region and beyond.

O. Relationship to Low Productivity Programs Identified by the Commission:

⁶ *The University of Baltimore Factbook 2025*, 58, <https://www.ubalt.edu/about/offices-and-services/institutional-research/ubreporting.cfm>; additional analysis completed by The Office of Institutional Effectiveness with data supplied by The Office of Financial Aid.

***O.1.* If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

***P.1.* Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Not applicable.

***P.2.* Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable.