



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

Institution Submitting Proposal	St. John's college, Annapolis
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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 checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment \$850	Date 2/17/26
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 87877	Amount:	Submitted:

Department Proposing Program	Undergraduate Program		
Degree Level and Degree Type	4 year undergrad degree, Bachelor of Arts		
Title of Proposed Program	Bachelor of Arts in Natural Sciences		
Total Number of Credits	136		
Suggested Codes	HEGIS: 1901	CIP: 30.1801	
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.sjc.edu/academic-programs/undergraduate		
Preferred Contact for this Proposal	Name: Dr. Emily Langston		
	Title: Faculty and Sr. Advisor to President		
	Phone: 443.254.1979		
	Email: emily.langston@sjc.edu		
President/Chief Executive	Type Name: Joseph C Macfarland		
	Signature:	Date: 2/18/2026	
Date of Approval/Endorsement by Governing Board:			

Revised 4/2025



ST JOHN'S
College

ANNAPOLIS • SANTA FE

February 23, 2026

Dear Dr. Rai,

As the Chief Academic Officer of St. John's College, Annapolis, I am writing to request your support of our submitted proposal to establish a major in the Natural Sciences (CIP 30.1801) as a new academic program.

Since 1937, undergraduate students at St. John's College have been required to pursue an all-required academic program that includes a substantial number of classes in mathematics and the natural sciences. These classes are designed and ordered to form a coherent whole, introducing students to scientific inquiry, experimental techniques, and foundational questions especially in the areas of Physics, Chemistry, and Biology. By gathering the credits associated with these classes into a major in Natural Sciences, we hope to enable students interested in type of study to find us more easily, and to enable potential employers and graduate programs better to appreciate the substantial background in the Natural Sciences possessed by our graduates.

Thank you for your support of this proposal and for your efforts on behalf of higher education in the State of Maryland.

Sincerely,

Dr. Joseph C. Macfarland
Dean & Chief Academic Officer, St. John's College, Annapolis

Proposal for a New Academic Program: Major in Natural Sciences (CIP 30.1801)

A. Centrality to Institutional Mission and Planning Priorities

St. John's College, Annapolis, is applying to create a new major, allowing our students to attain a Bachelor of Arts in the Natural Sciences, in alignment with the definition provided by the Nation Center for Education Statistics: "A program with a combined or undifferentiated focus on one or more of the physical and biological sciences."

1. We are creating this program by consolidating credits in classes that are regularly taught each year as part of our all-required Undergraduate Program. This Program has remained the same, with only slight modifications to align with recent advancement in scientific knowledge or the availability of new equipment at the college, over many decades. The overall goal of the Undergraduate Program is to provide our undergraduate students with a well-rounded liberal education embracing all the traditional liberal arts, including mathematics and the sciences. For an overview of the St. John's Program, please see the appended Statement of the Program.
2. By creating this major we are not in any way changing the aim of the St. John's Undergraduate Program or adding to the education we offer; we are simply naming and thereby making visible the commitment to offering a substantial education in the Natural Sciences which has been a core part of the mission of the Program since its inception.
3. As a core part of our all-required Program, the major will be funded and supported administratively, technically, and in all other ways as it has been for the past several decades, as a part of our general operating budget and staffing.
4. Since the credits in this new major account for approximately a quarter of the credits needed by students to complete the Program and graduate from St. John's, there is no possibility that we would discontinue this offering.

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

The need for this program in the Natural Sciences, and indeed for the St. John's College Program as a whole, might most easily be justified under criterion 1) "the need for the advancement and evolution of knowledge." Although our students are not engaged actively in cutting-edge research, St. John's consistently ranks highly for the percentage

of its undergraduates who go on to pursue graduate degrees, which they do in both the humanities and in STEM subject areas. Through our rigorous and expansive program, we are training the next generation of those who will push forward the boundaries of knowledge in a variety of disciplines and who are uniquely well-prepared to think across traditional disciplinary boundaries.

More specifically, the way in which the designation of a new major makes visible the substantial work our students complete in the sciences will make it easier for them to apply to and be accepted by graduate programs in STEM; easier for them to attain jobs post-graduation for which a STEM degree is desirable or required; and make it easier for them to enter into the field of K-12 STEM education, a field for which their education leaves them particularly well-prepared. All these goals respond to current societal needs and are in accordance with the stated priorities of the Maryland State Plan, particularly to priorities 5 (“Maintaining the commitment to high-quality postsecondary education in Maryland”) and 7 (“Enhancing the ways postsecondary education is a platform for ongoing lifelong learning”) under the heading “Student Success.”

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

Section C of [COMAR 13B.02.03.08](#), states: "The Commission recognizes and supports the tradition of liberal arts education and the need for programs that offer individual and societal benefits independent of manpower or market demand considerations. These programs provide immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization." Additionally, section D(1) states, in reference to the need for data regarding market supply and demand: "This section does not apply to programs in the liberal arts and sciences."

As stated in section A above, the mission of the Undergraduate Program of education at St. John's, which has remained the same over many decades, is to provide our undergraduate students with a well-rounded liberal arts education. The study of mathematics and the natural sciences is indispensable to this mission. By creating this major we are not in any way changing the aim of the St. John's Undergraduate Program or our commitment to providing an excellent education in the liberal arts; we are simply naming and thereby making visible the commitment to offering a substantial education in the Natural Sciences which has been a core part of the mission of the Program since its inception.

With respect to this criterion it is important to note 1) that this new program is not relying on new material but is a consolidation of credits already earned by all of our students as part of their completion of our all-required undergraduate Program, and 2) that in comparison to the number of students studying at other institutions of higher education in Maryland, the student population of St. John's is quite small. Our stated goal for the size of our entire entering Freshman class each year is 140 students, and the overall undergraduate population each year is made up of fewer than 500 students. The advent of the "demographic cliff" and recent declines in international enrollment affecting higher education nationwide render this number unlikely to increase in the next few years.

Realistically, then, the market supply and demand for this degree is not likely to be substantially different from the market supply and demand that exists for our current program. Our hope is that, by making the substantial STEM element of our Program more visible both to prospective students and to graduate programs and employers where our students might land following their graduation, we may attract a few additional students each year. The need for graduates qualified to teach STEM subjects in the K-12 setting in itself establishes adequate demand for graduates with the type of broad-based scientific education attained by students at St. John's.

D. Reasonableness of Program Duplication

The Maryland Higher Education Commission's Inventory of Academic Programs reveals only two other institutions in Maryland offering a degree designated by the 30.1801 CIP code: Johns Hopkins University, and Morgan State University. The degree in Interdisciplinary Health and Human Sciences offered by Morgan State is a program developed specifically for students planning a degree in healthcare who want to combine general classwork in the sciences with more directly career-related studies in some aspect of healthcare services. Johns Hopkins offers a Natural Sciences degree allowing students to "bridge biology and chemistry, chemistry and physics, or some other combination as long as the curriculum forms a coherent whole." Like the JHU degree, the SJC degree in Natural Sciences will stress the way in which study of the Natural Sciences across disciplines can create a coherent whole. Unlike the JHU program, it is one part of an all-required undergraduate Program, rendering it unlikely that student uninterested in the specific course of study at St. John's would enroll with solely because of the Natural Sciences major.

This program is justified, first, by the fact that the study of the Natural Sciences is an integral part of our overall Program and thus central to our mission, and second by the fact that we believe we will serve our students better by making this aspect of our Program more visible to graduate schools and employers. We do not anticipate that the addition of a Natural Sciences major at St. John's will have any perceptible impact on enrollment in the major at JHU or on the more career-oriented program offered by Morgan State.

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

The establishment of this major is not anticipated to have any impact on high-demand programs at Historically Black Institutions.

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

The establishment of this major is not anticipated to have any impact on the identity of Historically Black Institutions.

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

1. The proposed program was established over many decades, beginning with the establishment of the New Program at St. John's in 1937, of which it is an integral part. The overall goal of the New Program, as stated in the Statement of the Program, is the "liberation of the human intellect." An understanding of the ways in which our world is shaped by mathematics and the sciences is essential to this goal.

The proposed program in the Natural Sciences will be overseen, as is the Program as a whole, by the Dean of the College (our CAO), and the Instruction Committee – a committee made of up six tenured faculty members with deep experience in all aspects of the Program, whose concern is for the integrity of the Program as a whole as well as for ensuring the rigor and quality of each of its parts.

2. The educational objectives and learning outcomes specific to the portions of the overall St. John's Program that are being consolidated to create a major in the Natural Sciences are articulated in the section of the Statement of the Program devoted to the

Laboratory. The following description of the activity characteristic of our study of the natural sciences is a helpful place to begin:

“In the laboratory, students pursue characteristic and related topics in physics, biology, and chemistry. The art of measurement involves the analytical study of the instruments of observation and measurement; in practica, students reproduce crucial experiments; and, throughout, the interplay of hypothesis, theory, and fact has to be carefully scrutinized.”

The overall educational objective associated with this task is “to make the student experience and understand the significance of science as a human enterprise involving fundamental assumptions and a variety of skills.”

In order to enable students to grasp the fundamental assumptions underlying fields of scientific inquiry, curricula are shaped to facilitate the following learning outcomes: 1) We “enable the students to trace a scientific discipline to its roots in principle, assumption, and observation.” 2) So that they may have some grasp of the variety of skills involved, we involve students in extensive hands-on experimentation, through which they interrogate and gain an understanding of the techniques and instruments that support investigation of the natural world.

3. Assessment with respect to these learning outcomes will take place through a variety of means. Classes proceed as much as possible through student-led discussion of assigned readings. Our small class sizes (most classes in this program will have 15 or fewer students) allow instructors adequate opportunity to evaluate student participation in these discussions. In addition, students will write papers showing their understanding of the assigned readings and the fundamental scientific questions they raise. With respect to the work of the class focused on experimentation, again the small class size enables the instructor to evaluate individual student’s engagement with and understanding of the experiments undertaken. Additionally, the students are frequently assigned to write laboratory reports describing the experiments undertaken, including the procedures, results, and the evaluation of factors introducing possible error into their results.

Documentation of assessment will continue to take place through the recording of grades and, most importantly, through the “don rag.” This is a meeting of each student with the faculty members teaching her or him in a given semester, in which the student hears an in-person evaluation of her or his work over the course of that semester, including class discussion participation, writing, and work in the hands-on experimental aspects of the class. The student is given a chance to respond to praise

- or criticism. This conversation is transcribed by another member of the faculty and the notes are added to each student's permanent file at the college.
4. *Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements:* Please see attachment.
 5. General education requirements will be met through students' completion of other aspects of the all-required general undergraduate Program.
 6. There are no "specialized accreditation or graduate certification requirements ."
 7. We are not contracting with any other academic institution or other organization.
 8. As the proposed program will be entirely embedded within the all-required general program of undergraduate education, information on the curriculum, the course and degree requirements, the nature of faculty/student interaction, technology competence and skills, technical equipment requirements, academic support services and financial aid resources, cost and payment policies, and all other issues, will continue to be provided with respect to the entire undergraduate curriculum of which the proposed major in Natural Sciences will be an integral part.
 9. As the proposed program will be entirely embedded within the all-required general Program of undergraduate education, recruitment will continue to emphasize this all-required Program and the services and policies associated therewith, above any particular major that is a part of that whole. However, the consolidation of the extensive classwork undertaken in the Natural Sciences into a major will enable us to call attention to this aspect of the program more effectively in our outreach to prospective students. For this reason, we have recently received approval from MHEC to change the name of our degree from a Bachelor of Arts in Liberal Arts to a Bachelor of Arts in Philosophy, Natural Sciences, and Literature.

H. Adequacy of Articulation

This program has no implications for any articulation agreements.

I. Adequacy of Faculty Resources

1. The classes that make up the proposed major in the Natural Sciences will continue to be taught by the permanent teaching faculty of St. John's College, over 85% of whom hold a terminal degree. We do not employ adjunct faculty.

2. As a part of our commitment to providing a well-rounded liberal education to all our students, every member of the faculty is expected to teach in every aspect of the Program. Thus any of our classes in the Natural Sciences may be taught, at one time or another, by any member of the faculty, and all faculty members teach sometimes within and sometimes outside of their areas of expertise. In order to make this possible, faculty members are continually engaged in studying together and learning from one another in, for example, study groups that meet over the summer or for which a tutor may receive release time during the year; through auditing the classes of more experienced faculty; and through weekly “archon meetings,” in which all of the faculty teaching a section of a given class meet weekly to work through class material together, addressing both substantive and pedagogical issues. *Please see appended chart of faculty giving degrees and fields, type of appointment, ability to teach in new program, and other requested information.*

J. Adequacy of Library Resources

As the college has been offering all the classes comprising this major for many years, the library has acquired a large and varied selection of volumes to support the material studied. As we review the classes to update syllabi, we also from time to time update the holdings of the library to support new areas of endeavor and interest.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

1. Again, as the college has been offering the classes involved for many years, we are able to attest that we have all the facilities, infrastructure, and equipment necessary to support the Natural Science major. The college employs a full-time Director of Laboratory Services to support the needs of the laboratory classes in obtaining supplies, obtaining and maintaining equipment, training faculty and students in appropriate laboratory techniques, etc.

2. No part of this major will be taught remotely.

L. Adequacy of Financial Resources with Documentation

1. As the proposed program will be entirely embedded within the all-required general program of undergraduate education, no additional funds or reallocation of resources from other parts of the college will be needed to support its implementation. We also do not expect additional student-derived revenue from students coming to the college in

order to enroll in this new program, as it will be available only as part of a larger all-required curriculum.

2. The fact that the proposed program will be entirely embedded within the all-required general program of undergraduate education means that expenditures on the classes that make up this program will continue to take place exactly as they have in the past. Our main expenditures for this program will continue to be the cost of faculty time, the expenses associated with the position of the Director of Laboratory Services, the hiring of student laboratory assistants, and the ongoing costs for supplies and for upkeep of lab equipment.

N. Consistency with the State's Minority Student Achievement Goals

Given the small size of the student body, this new program is not expected to have significant impact in this area. We believe that it will make our degree more attractive to minority students, as well as to other students, because the ability officially to claim the STEM degree will help with admission to graduate schools and with employment.

O. Relationship to Low Productivity Programs Identified by the Commission

This program is not related to any identified Low Productivity Programs.

P. Adequacy of Distance Education Programs

This program will not be available through distance education.

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

Program Requirements: In order to complete the Natural Sciences major, students must complete all the classes listed below. There are no electives. St. John's College in Annapolis has a sister college in Santa Fe, NM, with the same Undergraduate Program. With the exception of classes taken as part of the Undergraduate Program at St. John's in Santa Fe, there is no ability to substitute classes taken at other programs or institutions for any classes that are a part of this major. In total, as part of the major, students will complete 34.5 credit hours in the Natural Sciences. Of these, 23.5 are in upper-level classes.

List of Classes: Please note that our classes do not have class titles in the usual sense. They are named according to the place they occupy in the overall Undergraduate Program and by the type of class they are ("tutorial" or "laboratory") rather than by specific content. Below are short descriptions of our classes. Classes at St. John's run for an entire year. Thus the division into semesters, which from our perspective is primarily simply for the sake of administrative ease and the allocation of credit, can sometimes create artificial divisions in the material. When both semesters of a class contain material relevant to the new major, a single course description will cover both so that the coherence of the sequence is more apparent.

Freshman Mathematics Tutorial, Semester 2: Astronomy, 2 credits

The second semester of Freshman Mathematics begins a study of astronomy that will continue through the first semester of Sophomore Mathematics. The primary astronomical text freshman year is Ptolemy's *Almagest*, in which we examine Ptolemy's development of a mathematical model of the motions of the stars and planets. In addition to studying the *Almagest*, students make their own observations and records of celestial phenomena, both with the naked eye and in the observatory. They learn to use instruments such as the Ptolemy Stone, with which they calculate the elevation of the sun above the horizon at solar noon, and they trace the movements of the stars and planets through work in the college's planetarium. Students demonstrate the workings of the Ptolemaic model of celestial motions and the calculations associated therewith at the board, and they write essays on Ptolemy's approach to understanding these motions.

Freshman Laboratory, Semester 1: Biology, 3.5 credits; Physics, .5 credits

Freshman Laboratory Semester 2: Physics, 1 credit; Chemistry, 3 credits

Freshman Laboratory encompasses three main areas of study over the course of a year: Biology, in the section entitled “Observing Living Beings;” Physics, in “Measurement and Equilibrium;” and Chemistry in “The Composition of Bodies.” In each section, we begin by returning to the most fundamental questions that animate inquiry in a given area, beginning with early foundational texts by thinkers including Aristotle, Archimedes, and Lavoisier, and following lines of investigation that emerge from them. Students engage in extensive experimentation as they work through each section. The division of credits in physics reflects the fact that we end the section on biology and begin the study of physics just slightly before the end of the first semester. Students write lab-reports on the experiments they conduct and write essays on the works of seminar scientific thinkers.

Sophomore Mathematics Tutorial, Semester 1: Astronomy, 3 credits

The first semester of sophomore mathematics continues the study of astronomy begun in the second half of the freshman year. Students study the Ptolemaic models for the movements of the inner and outer planets. They proceed to a study of Copernicus, examining the evidence and reasoning leading to the heliocentric hypothesis. Finally, they study Kepler on the motion of the planets, including the discovery of the elliptical shape of planetary orbits. As in the Freshman year, students will do a substantial amount of work with these models in class at the board, combining this with observations made by the naked eye and in the observatory, and also with additional work in the planetarium. They will write essays about the nature of scientific hypotheses and scientific cause.

Junior Mathematics Tutorial, Semester 1: Mathematical Physics, 1 credit

Junior Mathematics Tutorial, Semester 2: Mathematical Physics, 3 credits

The first semester of Junior Mathematics includes the study of portions of Galileo’s *Two New Sciences* that are foundational to the mathematical study of natural phenomena. The second semester is devoted almost in its entirety to the study of Newton’s *Principia Mathematica*, including Newton’s Laws of Motion and the unified theory of gravitational force with the inverse square law. Students will engage in extensive board work as they make their way through Newton’s work, and write essays on questions arising from their study.

Junior Laboratory, Semester 1: Mechanics, 5 credits

Junior Laboratory, Semester 2: Electricity and Magnetism, 4.5 credits

In the first semester of Junior Laboratory, we study the fundamental principles of mechanics, such as the principle of relative motion, conservation of momentum, conservation of energy, as well as simple harmonic motions (wave theory). We investigate these concepts through the study of works by authors such as Galileo, Huygens, Newton, Leibniz, and Maxwell. The second semester focuses on electricity and magnetism, as well as optics. We study Faraday’s meticulous experimentation elucidating the phenomena of the electromagnetic field, and then work through

Maxwell's fundamental equations of electromagnetism, culminating in the demonstration that light is an electromagnetic wave. Throughout both semesters, students engage in extensive experimentation including at the end of the semester measuring the speed of light. Throughout the year they write lab-reports and essays to solidify and demonstrate their understanding.

Senior Mathematics, Semester 2: Theoretical Physics, Relativity, 3 credits

A large part of the second semester of senior mathematics is devoted to the study of Einstein's Theory of Special Relativity and Minkowski's Spacetime. The main texts used are Einstein's *Relativity: The Special and General Theory*, his essay "Geometry and Experience," and Hermann Minkowski's *Space and Time*. Students demonstrate their understanding of the material to the teaching faculty member and to one another in class, and write papers showing their understanding of the arguments and questions involved.

Senior Laboratory, Semester 1: Atomic Physics, 4 credits

The senior laboratory is, more than most of our classes, divisible into halves at the semester. The first semester is an investigation of atomic physics. We begin with an examination of the structure of the atom, reading original papers by authors including J.J. Thomson, Robert Millikan, and Ernest Rutherford, and recreating key experiments associated with the development of an understanding of atomic structure, moving later to look at Bohr on the structure of the hydrogen atom. Through readings by Niels Bohr, Werner Heisenberg, Erwin Schrodinger, Paul Dirac, and others, we introduce students to quantum theory. We also read the criticism of quantum theory by Einstein, Polansky and Rosen. The semester ends with an investigation of Bell's Theorem. Over the past decade the college has obtained and trained faculty on a variety of instruments enabling us to conduct experiments to test quantum indeterminacy. As in all of our laboratory classes, students produce lab-reports and essays to demonstrate their understanding of the material.

Senior Laboratory, Semester 2: Biology, 3 credits

The second semester is devoted to questions arising from the study of evolution. We begin with a number of classes devoted to reading Charles Darwin's *The Origin of Species*, and then Gregor Mendel's foundational work in genetics, including his meticulous experiments with plant hybridization. We go on to read works by Sergei Chetverikov, Thomas H. Morgan, and Andre Lwoff, developing a theory of the gene. We examine the evolution of the eyeball as a case study in evolutionary biology through the work of Walter Gehring. Throughout the semester, students engage in experimentation to support these readings. As in all of our laboratory classes, students produce lab-reports and essays to demonstrate their understanding of the material.

Maryland Higher Education Commission
Academic Program Proposal Resources Guildlines

PROGRAM RESOURCES AND NARRATIVE RATIONALE

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

1. Reallocated Funds

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

2. Tuition and Fee Revenue

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

3. Grants and Contracts

Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent. Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

4. Other Sources

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

5. Total Year

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

Program Resources and Narrative Rationale table on following page

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	6,278,300	6,466,600	6,660,640	6,860,420	7,066,220
a. Number of F/T Students	140	140	140	140	140
b. Annual Tuition/Fee Rate	44, 845	46,190	47,576	49,003	50,473
c. Total F/T Revenue (a x b)	6,278,300	6,466,600	6,660,640	6,860,420	7,066,220
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	1276	1314	1353	1394	1436
f. Annual Credit Hour Rate	1276	1314	1353	1394	1436
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	6,278,300	6,466,600	6,660,640	6,860,420	7,066,220

Narrative to support table 1: Program Resources and Narrative Rationale

St. John's College, Annapolis, is apply to establish this new major based solely on classes and credit hours already offered as part of our all-required Undergraduate Program. As no *new* classes or credit hours will be implanted as a part of this new major, the resources to support this major already exist within the instructional budget of the college.

1. **Reallocated Funds:** No funds from other parts of the college budge will be reallocated to support this program.
2. **Tuition and Fee Revenue:** As a part of our all-required Program, the classes that make up this major will be required of every entering student. Thus the enrollment projections are based on our stated goal for the size of our entering freshman class, which has not changed for several year. For the purposes of budgeting, we project a 3% annual increase in tuition and fees. This is reflected in the numbers given. *These numbers do not represent new revenue based on the implementation of this program.* They are simply the enrollment and tuition and fees projections for our entering freshman classes over the next 5 years.
3. **Grants and Contracts:** It is not anticipated that the introduction of this major will result in any new grants or contracts.
4. **Other Sources:** There are no other sources of funding that have been specifically designated to support this major.
5. **Total Year:** As stated above, the amounts entered into the table represent total tuition and fees for each entering Freshman class, as each student will be enrolled in this major as part of the all-required Program. The funds available to support this major are the overall instructional budget of the college

Maryland Higher Education Commission
Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)
2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.
3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.
4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.
5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.
6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.
7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.
8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (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
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	44,260	45,587	46,955	48,364	49,815
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 – 7)	44,260	45,587	46,955	48,364	49,815

Narrative to Support table 2: Program Expenditures

St. John's College, Annapolis, is applying to establish a new major based solely on classes and credits already existing as part of our all-required Undergraduate Program. *As all the classes associated with this new major have been taught at the college for many years, it is not expected that any new expenditures will result from the establishment of this new major.*

1. **Faculty:** No new faculty will be hired to support this major.
2. **Administrative Staff:** No new administrative staff will be hired to support this major.
3. **Support Staff:** No new support staff will be hired to support this major.
4. **Equipment:** The college budgets an amount each year to support our classes in the Natural Sciences through the purchase and maintenance of equipment, the purchase of supplies for experiments, etc. This is not a new expenditure; it is an expected part of our yearly instructional budget. A standard 3% projected increase in costs is factored in over 5 years.
5. **Library:** No additional library expenditures are anticipated.
6. **New and/or Renovated Space:** No new expenditures in this category are anticipated.
7. **Other Expenses:** As all aspects of this major already exist within our all-required program, no new expenditures are anticipated.
8. **Total Year:** The total expenditures per year attributable directly to the classes offered as part of this major will not change based upon the establishment of the major, as they are already a standard part of college instructional budget, as stated in the response to 4).

SUPPLEMENT TO TRANSCRIPT:

At the center of the St. John's curriculum is the seminar, a four-year course involving the study and discussion of the Great Books that form the foundation of the philosophic, literary, and scientific tradition of Western Civilization. During seven and a half weeks of the junior and senior years, the regular progress of the seminar readings is interrupted to give opportunity for more intensive study, under guidance, of a single text or problem in the 'preceptorial.' The seminar and preceptorial work is supported by a four-year required course in mathematics (which includes astronomy and theoretical physics) through calculus, non-Euclidean geometry, and the special theory of relativity. It is also supported by a four-year course in languages in which the grammar of Greek, English, and French are studied carefully and in which the student practices the skills involved in close translation and interpretation of texts. The student is, furthermore, required to go through a three-year laboratory course in which he or she performs experiments in physics, chemistry, and biology through which to understand the guiding theories of natural science, as set forth in the seminal books and articles that are read in the class. In the sophomore year, a music tutorial acquaints the student with the elements of music. The curriculum is also supplemented by formal lectures, given once a week, on a variety of subjects related to the program.

The following is an analysis of the required work in terms of semester hours of conventional college subjects.

Course Title	Conventional Subject Matter	Freshman		Sophomore		Junior		Senior		Total
		I	II	I	II	I	II	I	II	
Seminar	<i>Literature</i>	2.0	0.5	0.5	2.5	0.5	1.0	0.5	0.5	8.0
	<i>Philosophy</i>	1.0	3.0	0.5	0.5	1.0	1.5	1.0	1.0	9.5
	<i>History</i>	0.5		0.5						1.0
	<i>Political Theory</i>	0.5	0.5		0.5	0.5	1.0		0.5	3.5
	<i>Economics</i>						0.5	0.5		1.0
	<i>Biblical Literature</i>			1.5						1.5
	<i>Theology</i>			1.0	0.5					1.5
	<i>Psychology</i>								1.0	1.0
Preceptorial					2.0		2.0			4.0
Annual & Senior Essays		0.5		1.0		1.0		3.5		6.0
Language	<i>Greek</i>	3.0	3.0	3.5						9.5
	<i>English</i>	1.0	1.0	0.5	3.0				2.0	7.5
	<i>Logic</i>				1.0					1.0
	<i>French</i>					4.0	4.0	4.0	1.0	13.0
Mathematics	<i>Geometry</i>	4.0	2.0	1.0	2.0					9.0
	<i>Astronomy</i>		2.0	3.0						5.0
	<i>Analytic Geometry</i>				2.0					2.0
	<i>Calculus</i>					3.0				3.0
	<i>Mathematical Physics</i>					1.0	3.0			4.0
	<i>Foundations of Mathematics</i>						1.0			1.0
	<i>Non-Euclidean Geometry</i>							4.0		4.0
	<i>Special Theory of Relativity</i>								3.0	3.0
Laboratory	<i>Physics</i>	0.5	1.0							1.5
	<i>Chemistry</i>		3.0							3.0
	<i>Biology</i>	3.5							3.0	6.5
	<i>Optics</i>						0.5			0.5
	<i>Mechanics</i>					5.0				5.0
	<i>Electricity & Magnetism</i>						4.5			4.5
	<i>Atomic Physics</i>							4.0		4.0
	Music	<i>Melodic Analysis, Chorale, Counterpoint, Harmony</i>	1.0	1.0	5.0	5.0				
Totals:		17.0	17.5	17.0	18.0	17.0	18.0	16.0	15.5	136.0

Name	Appointment Type	Terminal Degree and Field	Status	Academic Title	Courses Taught in Proposed Program
Robert Abbott	Tenure	Joint PhD, Committee on Social Thought and Germanic Studies, University of Chicago, 2015	full-time	tutor	can teach all courses
Jonathan N. Badger	Tenure	PhD, Political Theory, Fordham University, 1996	full-time	tutor	can teach all courses
Edward Halley Barnett	Tenure	PhD, History, Stanford University, 2021	full-time	tutor	can teach all courses
James Howard Beall	Tenure	PhD, Physics, University of Maryland, 1979	full-time	tutor	can teach all courses
Nicholas Bellinson	Tenure-Track	PhD, Committee on Social Thought, University of Chicago, 2023	full-time	tutor	can teach all courses
Sarah B. Benson	Tenure	PhD, History of Art, Cornell University, 2001	full-time	tutor	can teach all courses
Jeff J. S. Black	Tenure	PhD, Political Theory, Boston College, 2005	full-time	tutor	can teach all courses
Kathleen C. Blits	Tenure	PhD, Marine Biology and Biochemistry, University of Delaware, 1989	full-time	tutor	can teach all courses
Brendan Boyle	Tenure	PhD, Classics, University of Chicago, 2007	full-time	tutor	can teach all courses
Neil Brophy	Visiting Tutor	PhD, Philosophy, Villanova University, 2014	full-time	tutor	can teach all courses
Chester Burke	Tenure	Master of Music, University of Michigan, 1979	full-time	tutor	can teach all courses
Matthew Caswell	Tenure	PhD, Philosophy, Boston University, 2003	full-time	tutor	can teach all courses
Rahul Chaudhri	Tenure	PhD, Philosophy, Stanford University, 2013	full-time	tutor	can teach all courses
John Patrick Coleman	Tenure-Track	PhD, Physics, University of Illinois, 2021	full-time	tutor	can teach all courses

Name	Appointment Type	Terminal Degree and Field	Status	Academic Title	Courses Taught in Proposed Program
Michael Comenetz	Tenure	PhD, Mathematics, Brandeis University, 1972	full-time	tutor	can teach all courses
Steven Crockett	Visiting Tutor	JD, Yale Law School, 1983	part-time	tutor	can teach all courses
Allison DeWitt	Tenure-Track	PhD, Italian and Comparative Literatures, Columbia University, 2019	full-time	tutor	can teach all courses
Michael G. Dink	Tenure	PhD, Philosophy, The Catholic University of America, 1986	full-time	tutor	can teach all courses
Janet A. Dougherty	Tenure	PhD, Government, Harvard University, 1980	full-time	tutor	can teach all courses
Robert Druecker	Tenure	MA, Mathematics, Boston University, 1974	full-time	tutor	can teach all courses
Huw Duffy	Tenure-Track	PhD, Philosophy, Stanford University, 2018	full-time	tutor	can teach all courses
Nathan Dugan	Tenure	PhD, Political Science, University of California, San Diego, 1999	full-time	tutor	can teach all courses
Jonathan Ettel	Tenure	PhD, Philosophy Stanford University, 2021	full-time	tutor	can teach all courses
Harvey Flaumenhaft	Tenure	PhD, Political Science, University of Chicago, 1980	full-time	tutor	can teach all courses
Gregory Freeman	Tenure	PhD, Committee on Social Thought, University of Chicago	full-time	tutor	can teach all courses
Zachary Gartenberg	Tenure-Track	PhD, Philosophy, Johns Hopkins University	full-time	tutor	can teach all courses
Paul Goldberg	Tenure-Track	PhD, Philosophy, Boston University, 2022	full-time	tutor	can teach all courses
Robert Goldberg	Tenure	PhD, Political Science, University of Toronto, 1990	full-time	tutor	can teach all courses
Rebecca Goldner	Tenure	PhD, Philosophy, Villanova University, 2013	full-time	tutor	can teach all courses

Name	Appointment Type	Terminal Degree and Field	Status	Academic Title	Courses Taught in Proposed Program
Lijun Gu	Tenure	PhD, Political Theory, George Washington University, 1995	full-time	tutor	can teach all courses
Lee Goldsmith	Visiting Tutor	MA, Philosophy, Northwestern University, 2017	full-time	tutor	can teach all courses
Ron Hafidson	Tenure	PhD, Christian Theology, University of Edinburgh, 2014	full-time	tutor	can teach all courses
Aaron Halper	Tenure-Track	PhD, Philosophy, The Catholic University of America, 2022	full-time	tutor	can teach all courses
Mary Elizabeth Halper	Tenure-Track	PhD, Philosophy, The Catholic University of America, 2019	full-time	tutor	can teach all courses
Daniel Harrell	Tenure	PhD, Philosophy, Emory University, 1997	full-time	tutor	can teach all courses
Hannah Hintze	Tenure	PhD, Committee on Social Thought, University of Chicago, 2009	full-time	tutor	can teach all courses
Zena Hitz	Tenure	PhD, Philosophy, Princeton University, 2005	full-time	tutor	can teach all courses
Matthew Holtzman	Tenure	PhD, Philosophy, Johns Hopkins University, 2010	full-time	tutor	can teach all courses
Abram Kaplan	Tenure-Track	PhD, History, Columbia University, 2018	full-time	tutor	can teach all courses
Khafiz Kerimov	Tenure-Track	PhD, Philosophy, DePaul University, 2019	full-time	tutor	can teach all courses
Scheherazade Khan	Visiting Tutor	PhD Classical Studies, University of Pennsylvania, 2024	full-time	tutor	can teach all courses
Elizabeth Kirby	Tenure-Track	PhD, French, New York University, 2021	full-time	tutor	can teach all courses
Margaret Kirby	Tenure	PhD, Germanic Languages and Literatures, University of Toronto, 1988	full-time	tutor	can teach all courses

Name	Appointment Type	Terminal Degree and Field	Status	Academic Title	Courses Taught in Proposed Program
Katherine Kretler	Tenure-Track	PhD, Committee on Social Thought, University of Chicago, 2011	full-time	tutor	can teach all courses
Emily H. Brooker Langston	Tenure	PhD, Theology, Emory University, 2003	full-time	tutor	can teach all courses
Brendon Lasell	Tenure	PhD, Mathematics, University of Chicago, 1994	full-time	tutor	can teach all courses
Leah Lasell	Tenure	PhD, Philosophy, University of Texas at Austin, 2010	full-time	tutor	can teach all courses
Matthew S. Linck	Tenure	PhD, Philosophy, The New School for Social Research, 2004	full-time	tutor	can teach all courses
Patricia M. Locke	Tenure	PhD, Philosophy, Boston College, 1984	full-time	tutor	can teach all courses
Paul W. Ludwig	Tenure	PhD, Committee on Social Thought, University of Chicago, 1997	full-time	tutor	can teach all courses
Joseph Macfarland	Tenure	PhD, Committee on Social Thought, University of Chicago, 1996	full-time	tutor	can teach all courses
Stephanie Nelson	Visiting Tutor	PhD, Committee on Social Thought, University of Chicago, 1992	full-time	tutor	can teach all courses
Susan Paalman	Tenure	PhD, Biophysics and Biophysical Chemistry, Johns Hopkins University School of Medicine, 1997	full-time	tutor	can teach all courses
Frank N. Pagano	Tenure	PhD, Political Science, Boston College, 1981	full-time	tutor	can teach all courses
Louis Petrich	Tenure	MA, Social Thought, University of Chicago	full-time	tutor	can teach all courses
Clara Picker	Tenure-Track	PhD, Political Science, Yale University, 2022	full-time	tutor	can teach all courses

Name	Appointment Type	Terminal Degree and Field	Status	Academic Title	Courses Taught in Proposed Program
Greg Recco	Tenure	PhD, Philosophy, Pennsylvania State University, 2002	full-time	tutor	can teach all courses
Andrew Romiti	Tenure	PhD, Philosophy, The Catholic University of America, 2016	full-time	tutor	can teach all courses
George A. Russell	Tenure	PhD, Philosophy, The Catholic University of America	full-time	tutor	can teach all courses
Eric Salem	Tenure	PhD, Literature and Politics University of Dallas, 1990	full-time	tutor	can teach all courses
Adam Schulman	Tenure	PhD, History of Science, Harvard University, 1989	full-time	tutor	can teach all courses
Joan Silver	Tenure	PhD, Theology and The Arts, Graduate Theological Union, 1993	full-time	tutor	can teach all courses
Anna Sitzmann	Tenure-Track	PhD, Philosophy, Stony Brook University, 2021	full-time	tutor	can teach all courses
Jay Smith	Tenure	PhD, Philosophy, Fordham University, 2002	full-time	tutor	can teach all courses
Jeffrey Smith	Tenure	PhD, Committee on Social Thought, University of Chicago, 1997	full-time	tutor	can teach all courses
Rebekah Spearman	Tenure-Track	PhD, Classics, University of Chicago, 2022	full-time	tutor	can teach all courses
Emma Styles-Swaim	Teaching Fellow	PhD Candidate, English and Comparative Literature, Columbia University, 2019–present	part-time	tutor	can teach all courses
Jason Tipton	Tenure	PhD, Philosophy, Tulane University, 2002	full-time	tutor	can teach all courses
John Tomarchio	Tenure	PhD, Philosophy, The Catholic University of America, 1996	full-time	tutor	can teach all courses
David Lee Townsend	Tenure	PhD, American Literature and Civilization, Harvard University	full-time	tutor	can teach all courses

Name	Appointment Type	Terminal Degree and Field	Status	Academic Title	Courses Taught in Proposed Program
Fawn Trigg	Tenure	— (PhD Candidate, Committee on Social Thought, University of Chicago)	full-time	tutor	can teach all courses
Samuel R. Webb	Tenure-Track	PhD, Philosophy, Sorbonne Université, 2021	full-time	tutor	can teach all courses
W. Clark Wolf	Tenure-Track	PhD, Philosophy, Marquette University, 2019	full-time	tutor	can teach all courses
Cordell D. K. Yee	Tenure	PhD, English, University of Wisconsin–Madison, 1989	full-time	tutor	can teach all courses
Stella Zhu	Tenure-Track	PhD, Philosophy, University of Notre Dame, 2022	full-time	tutor	can teach all courses