

## ***PPE Program Proposal***

Philosophy, Politics, and Economics: Fall 2017

Mount St. Mary's University

### **This PPE proposal is presented on behalf of the following contributing faculty members and University administrators:**

Acting President Karl Einolf, Interim Provost Jennie Hunter-Cevera, and Interim Dean Fr. Jim Donohue

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#### **A. Centrality to institutional mission statement and planning priorities:**

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

In 2012, the world was surprised when President Barack Obama nominated Dr. Jim Yong Kim as the 12th President of the World Bank, the world's leading development agency. Yet this nomination should not have been a surprise: Dr. Kim was a former director of the World Health Organization's HIV/AIDs department and, as such, he is an expert on issues of health and development. Health and healthcare policies are intimately connected with a country's development and the well-being of its population, yet often times, development specialists are highly focused on economic theory and policies without consideration of the dynamic and complicated nature of this concept we call development. The Philosophy, Politics and Economics (PPE) major at Mount St. Mary's University will bridge the gap created by discipline specific approaches to development concerns, preparing students to think in terms of the ethical and philosophical foundations for various perspectives on policy, development institutes and organizations, development initiatives, and the numerous political actors involved in these areas. It will also teach students how to research these complicated relationships using highly sought after data analysis training (i.e., statistics and the use of data analysis software).

Philosophy, Politics, and Economics is an interdisciplinary program, which supports research and teaching in the humanities and the social sciences. In the Undergraduate Mission statement, Mount St. Mary's University articulates a clear connection between rigorous inquiry and the pursuit of justice:

Mount St. Mary's ... encourages each student to undertake free and rigorous inquiry leading to a reflective and creative understanding of the traditions, which shape the communities in which we live. Mount St. Mary's strives to graduate men and women who cultivate a mature spiritual life, who live by high intellectual and moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.

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The PPE program will prepare students to do just that. The program challenges students to combine analytical skills, empirical research techniques, and the skills of moral reasoning in thinking about governance, development, and economic management. This program will prepare students for leadership positions in international economics, economic management, and politics.

The program has two components – an academic major in PPE, which is the motivation for this proposal, and a summer institute for high school juniors. This summer institute will attract a small number of high school students (~10-15) for a one week intensive on campus institute. The institute serves multiple functions. First, it raises awareness about the PPE major at the Mount to a national audience through increasing marketability. Second, the Director will take students to visit government agencies, private businesses, and nonprofit organizations to discuss potential career paths and build relationships between those individuals and the Mount. These connections already exist on the alumni level, so alumni connections will be broadened and strengthened as well. In addition, we have already started to build these connections with the International Monetary Fund (IMF) and the Office of Management and Budgets (OMB). Third, this institute will be grant funded (most likely through the Koch Foundation – not to be confused with the Koch Family Foundation). After the program has been established and grown, we may also seek grant funding for a 2-3 year Visiting Research Fellow, someone who will pursue research while here, give lectures during the summer seminar, and teach a reduced course load.

Therefore, the PPE summer institute contributes to the pursuit of knowledge through research, increases our connections between other PPE programs and the Mount, strengthens connections between potential employers and Mount graduates, and increases the Mount's visibility to high schools and high school students.

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

The PPE program bolsters seven goals in Mount St. Mary's University's strategic plan and, in doing so, fits three of the University's priorities for the upcoming years. In addition, the PPE program fits the Board of Trustees vision for the Mount's future – Mount 2.0. Therefore, this program has University-wide support.

In terms of the strategic plan for the University, within Priority 1 on Catholic identity, the PPE program supports the University's goal to strengthen formation in the Catholic mission. The program has been structured to help students see how the study of economic policy, politics, and development are enhanced by careful consideration of ideas of the catholic vision of the human person and the human good.

Within Priority 2 on Academic Excellence, the PPE program supports numerous University goals. The PPE program will strengthen the academic quality of the Mount and support the academic efforts of the University (Initiative 2 and 5). With the addition of the PPE major, both the College of Liberal Arts and the Bolte School of Business will be enhanced and brought together for a unique academic major. In addition, the major will attract a small number of high achieving and driven students who have an interest in our globalized and interdependent world.

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PPE would also increase the student and faculty scholarly profile (Priority 2, Initiative 3 of the Strategic Plan). First, Mount St. Mary's University would be one of a select set of United States colleges and universities that offer a program in PPE.<sup>1</sup> Second, this major fulfills initiative 4 because it is non-traditional and growing area of study in the United States.

In addition, the PPE Summer Institute, the program connections with other universities, and the increased connections outside of the university will improve awareness and recognition of Mount St. Mary's University as an institution concerned with the growing needs of our students and of the our surrounding community.<sup>2</sup> This summer institute and the new program will distinguish our University from other institutions in our area and we can use this for marketing purposes. Therefore, the program will strengthen the University's marketing message and the regional and national media program strategies (Priority 5).

The PPE program was made an institutional priority in August of 2015. Former Dean Josh Hochschild suggested the program and Former President Simon Newman added it as a part of the new vision for Mount St. Mary's University – Mount 2.0. Since then, the Chairs of the participating departments, the Deans, the Provost, and Acting President Dr. Karl Einolf have all been very supportive in the creation of this new major and the PPE Summer Institute. The major has already been promoted in the alumni newsletter, so the University is excited about this new major and the corresponding summer institute. Once the program is approved, the University will market the summer institute and the new PPE program more broadly.

The University has dedicated \$1500 to the program this year. We have been consulting with Dr. Michael Munger, the Director of the PPE program at Duke University. He is visiting campus in May to review our plans for the Summer Institute and the major and offer his feedback and advice. The University has paid for Dr. Munger's travel and he will be paid a \$500 stipend for his consultation work. In addition, Acting President Karl Einolf has begun to help with the establishment of connections and advisers for the PPE program. President Einolf invited David Mader, a University alumnus who is currently serving as the Acting Deputy Director of Management at the Office of Management and Budget for the White House. Mr. Mader has been a wonderful resource in thinking about the networking connections needed for the Summer Institute and for future PPE internships. These actions demonstrate that the University is making the PPE initiative a priority.

In addition, the University plans to appoint a Director for the PPE program this summer, give the Director a reduced teaching load, and provide a stipend for travel related to the marketing of the program. The Director will continue the process of making connections in Washington D.C. and in Maryland for internship and Summer Institute contacts; helping the university to brand and market the program; applying for the Koch Foundation grant for the Summer Institute; and organizing the Summer Institute for 2017.

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<sup>1</sup> For a list of comparable programs in the surrounding states, see Table E.1. Comparable Programs in Surrounding States.

<sup>2</sup> This has already begun with a connection to the Duke-UNC PPE program. Two of our future majors will attend the Duke-UNC student conference each year for free. We only have to cover their transportation.

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After attaining grant funding for the Summer Institute, the Director and the Development and Grants Office will search for donor funding for the Director's position in order to increase the Director's efforts to build connections, market the PPE program, and grow the Summer Institute with outside funding rather than internal funding.

### **B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

#### **1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

The PPE major requires 45 contact hours of course work. There are 11 required courses (33 credits total), 3 upper level electives (9 credits total) required, and an internship required (3 credit minimum). The required courses in the PPE major include some existing courses in the philosophy, theology, political science and economics departments and three newly constructed courses. However, current university faculty members will teach each of these courses so there is no need for an additional hire to cover this major.

The required courses in the major that are already being offered either fit the PPE major or, if need be, they have been slightly modified in order to help the students make connections across courses in the major. The newly constructed courses fill in the gaps for what we need to offer PPE majors but is not currently offered in the course catalog. In this way, the required courses in the major create an understanding of the disciplines of study within PPE. In addition, the course assignments build critically thinking, research, and communication skills as well as prepare students for work that requires inferential statistics. In this way, the PPE major avoids many of the common pitfalls of PPE programs at other universities: it is a truly interdisciplinary program because the courses and assignments have been constructed in a collaborative manner to help students make connections across disciplines and build their skills throughout their years in the major. In addition, the subfields within PPE have different strengths. Therefore, through the combination of these courses, PPE majors will develop a combination of critical thinking, communication and quantitative reasoning skills.

After the approval of the program, PPE faculty may co-teach a few courses in order to ensure disciplinary connections across courses. In addition, faculty members who are teaching in the program will regularly meet to ensure this cross-disciplinary assimilation. The goal is to offer disciplinary perspectives in each course, but link those perspectives to the other three disciplines in the major. These ideas are currently under discussion, but there are no immediate plans to schedule co-taught courses.

The PPE major assumes that the two required core philosophy courses, two required core theology courses, and a course in ethics (which are general education requirements) contribute to the Philosophy, Politics and Economics major. This adds to the uniqueness of our program in comparison to other schools and allows us add foundation social science courses to the major while students are taking their core philosophy courses. For this reason, the five introductory courses in the PPE major are 100 and 200-level economics, political science and statistics courses. These courses introduce students to the economics and political science disciplines and the analysis skills most

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commonly used in those disciplines. There is, however, a 200-level Philosophy/Theology seminar on justice that is also required in the major in the second semester of the sophomore year. This course adds to the major by integrating the disciplines through the lens of justice (see Table B.1).

Table B.1. PPE Course Requirements

<b>Course Code</b>	<b>Title</b>	<b>Number of Credits</b>	<b>Special Notes</b>
ECON 101	Macroeconomic	3	
ECON 102	Microeconomics	3	
MATH 105 or BUS 320	Statistics	3	Students take 1 of these 2
PSCI 200, 207, or 210	Comparative Politics, International Politics, or Public Policy	6 (3 each)	Students take 2 of these 3
PHIL/THEO 2xx	Justice Seminar	3	
PSCI 349 or ECON 205	Political Economy or Economic Thought	3	Students take 1 of these 2
THEO 335	Political Theology	3	
ECON 403	Econometrics	3	
PHIL 3xx	Liberalism	3	
PPE 498	Research & Analysis Seminar	3	
	9 elective hours (~3 courses)	9	At least 2 from different fields of study
	Internship hours	3-6	Only 3 of which are required
<i>Total</i>		45-48	

The upper level courses in the PPE major span across all four of the disciplines, but also attempt to integrate those disciplines from each field's unique perspective. For example, students must take a political economy course from a political science professor or a history of economic thought course from an economics professor. Each course integrates philosophy, theology, political science and economics perspectives regarding the foundations for and evolution of economic thought (see Table B.1).

Similarly, the PPE major requires one course in political theology, one course on the philosophy of liberalism and one advanced research methods course. Each of these courses approaches a field of study from a unique starting point and perspective while sharpening the student's research, analysis and communication skills. In addition, however, these courses require that the students make connections to the other PPE disciplines.

Finally, in the senior year, students will take a Research and Analysis Seminar in the major. This course will rotate among faculty in the four participating disciplines. The faculty member teaching this course must work with the students on research, writing and presenting on a topic in PPE. The students will research and write one theoretical paper using standards in the disciplines of

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philosophy and theology and one social science analysis paper using standards in political science and economics. In doing so, this course acts as capstone for the integrated PPE major and it will polish the student's communication and research skills.<sup>3</sup>

In addition to these required courses, students in the PPE major must take 3 upper level electives and obtain a minimum of 3 internship credits. Internships will be required and will not count for elective credits. In total, the student must have 12 additional contact hours at least two of which need to be from different disciplines and 3 of which should be internship hours. This major does not have concentrations in the electives because we encourage students to integrate the disciplines.

### **Course Descriptions**

- ECON 101: Macroeconomics (3)

ECON 101: Macroeconomics is a 3 credit required course in the PPE major. This course should be taken early in the major sequence because it is a prerequisite for many of the other courses in the major. The course introduces students to the field of economics via macroeconomics. Topics include basic concepts such as: efficiency; trade; supply, demand, and how markets function; taxes and price controls; national income accounting, inflation, and unemployment. This course also includes an introduction to basic research, inferential and communication skills in economics, with a particular focus on making inferences and presenting material clearly. While this course itself is not interdisciplinary, it is foundational. Macroeconomics is a required course because the content and skills in this course will be the grounding for upper level integrated PPE courses.

- ECON 102: Microeconomics (3)

ECON 102: Microeconomics is a 3 credit required course in the PPE major. This course should be taken early in the major sequence because it is a prerequisite for many of the other courses in the major. This course introduces students to microeconomics: examination of economic behavior of individuals, firms, or markets. It begins with consumer theory, examining why people like goods and services and how they behave. It progresses to firm theory, e.g. production and costs, exploring such concepts as diminishing marginal productivity and economies of scale, as well as examining particular market types such as price takers, monopolies, and oligopolies. This course also includes an introduction to basic research, inferential and communication skills in economics, with a particular focus on making inferences and presenting material clearly. While this course itself is not interdisciplinary, it is foundational. Macroeconomics is a required course because the content and skills in this course will be the grounding for upper level integrated PPE courses.

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<sup>3</sup> If there are not enough PPE majors by year four to sustain a section of this new course, the PPE faculty will discuss substitutions for this course that would still require two research papers and a presentation of those papers that will be graded by faculty members from at least two different PPE disciplines. This course serves a necessary function in terms of research, writing and presentation skills.

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- MATH 105: Statistics (3) or BUS 320: Statistics (3)

MATH 105 is a 3 credit non-calculus introduction to the fundamental concepts of probability and statistics. Topics include data collecting, displaying, summarizing, drawing inferences, probability, permutations and combinations, expectation, normal distribution, sampling distributions, point and interval estimation, significance testing and simple linear regression. While this course itself is not interdisciplinary, it is foundational. Statistics is a required course because the skills developed in this course will be the grounding for upper level integrated PPE research courses.

BUS 320 introduces students to how the basic concepts and techniques in statistics are used in business data analysis and decision-making. Business executives make use of data on prices, human and material resources, costs, sales etc. to make informed decisions. Students will learn how to organize, analyze and interpret such data on the various areas of interest in business. Topics covered include sampling techniques, frequency distributions and data summarizing techniques, elementary probability distributions and their applications to decision problems, confidence intervals, hypothesis testing, correlation, and regression analysis as applied in the business world. Additional examples and cases from the business world will be brought in to supplement the text book. Ethical use of statistical data and tools is discussed at various stages of the course. Students will learn how to analyze data using a statistical software, Microsoft® Excel.

- PSCI 200: Comparative Politics (3); PSCI 207: International Relations (3); PSCI 210: Public Policy (3)

PPE majors must take 2 of the following 3 courses in Political Science. The student and his/her advisor should choose these 2 courses based on the internship and job interests of the student. Each course is a 3 credit introduction to a subfield within Political Science.

Comparative Politics (PSWI 200) is an interdisciplinary introduction to the study of political structures and concepts in both advanced industrial states and the developing world. It includes topics such as political culture, nationalism, state building, development, regime types, and political institutions, but links our contemporary concepts and theories to their philosophical roots. PPE students will choose two courses between this course, International Relations, and Public Policy. Each courses is an intense introduction to research and writing skills in political science.

International Relations (PSWI 207) is an introductory examination of the nation-state system, with emphasis on the factors governing the behavior and interaction of states. This course examines various international relations paradigms and their philosophical foundations. PPE students will choose two courses between this course, Comparative Politics and Public Policy. Each courses is an intense introduction to research and writing skills in political science.

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PSCI 210 examines the public policy-making process by analyzing the formation, implementation and evaluation of public policies and by applying this framework to issues in healthcare, economics, social welfare, education and the environment. PPE students will choose between this course, Comparative Politics and International Relations. Each courses is an intense introduction to research and writing skills in political science.

- PHIL/THEO 2xx: Justice Seminar (3)

This is a new 3 credit course that was specifically created for the PPE major. In this course, we will survey and apply philosophical perspectives on justice and its relation (or lack thereof) with the idea of the common good. We will begin with consideration of ancient conceptions of justice (Plato and Aristotle). The course will then move to utilitarian and deontological approaches to justice, and finally to prominent contemporary views on justice, such as libertarianism, liberal egalitarian, and natural law theories. The course will conclude with a discussion of the implications of the various theories discussed. Students will critically assess the various theories and the ways in which they are used in to support various positions on contemporary social and political controversies. This final component – the assessment of the theories and how they are used to support various positions on contemporary issues – is an integrating force in the PPE major sequence.

- PSCI 349: Political Economy (3) or ECON 205: History of Economic Thought (3)

Political Economy (PSCI 349) is a 3 credit course that examines the main perspectives of political economy including who benefits under the current economic institutions. Topics include classic texts regarding economic theory as well as contemporary political economy debates such as the privileged position of business and the effects of globalization. This course is interdisciplinary and it is designed as upper level seminar.

History of Economic Thought (ECON 205) is a 3 credit study of the development of economic thought with emphasis on the relations between economic ideas and the historical, philosophical, theological, and political circumstances of the times. Closes with an examination of markets and cultural/moral conditions. This course is designated as a Writing Intensive Course and is intended for all majors with a foundation in Economics.

- THEO 335: Political Theology (3)

Political Theology explores the ways in which theological concepts or ways of theological thinking relate to politics, society, and economics. This course attends to these explorations in reference to a Catholic vision of the human person, matters of justice, community, and the common good. Students will analyze and critique the way in which theological concepts are assumed or secularized in political thought and practice, and will criticize the way in which modern political and economic forms provide (dis)incentives for religious life. This is an upper level interdisciplinary course in the



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major. It is a unique course in comparison to competitors PPE programs and one that integrates Theology as a discipline in with the other fields of study in this major. This is a 3 credit course.

- ECON 403: Econometrics (3)

ECON 403 introduces students to the quantitative and statistical techniques that are commonly used in empirical research in Economics. Students will learn how to formulate, estimate, evaluate, and interpret relationships between variables in the form of regression models with the help of Econometrics software, STATA. Topics covered include the classical linear regression model, hypothesis testing and evaluation of estimation results, specification of functional forms, and implications of the violations of classical assumptions, introduction to time series models, and introduction to dichotomous dependent variable models. As part of the course requirements, students will apply the techniques learned in class to a research project in the field of PPE to produce a term paper. This is a 3 credit course.

- PHIL 3xx: Liberalism (3)

This course focuses on liberalism as both a general philosophical view and, in particular, as the foundation of the modern liberal democracy, through an exploration of topics such as the nature of the human person and political society, human rights, the limits of political authority, justice, and political legitimacy. The course will also include a consideration of the philosophical differences between liberalism and rival theories, such as natural law and conservatism, and how these differences are manifest in contemporary debates concerning issues such as economic equality, religion in the public square, and the relationship between morality and law. Students will make use of the concepts discussed in the course to develop critical analyzes of contemporary social and political institutions. This is a seminar course that requires the students to take what they have learned in the PPE sequence, go back to the philosophical roots of a key concept in contemporary political and economic thought – liberalism – and come to a new and in depth philosophical understanding of it. This is a 3 credit course.

- PPE 498: Research & Analysis Seminar (3)

The research and analysis seminar is a 3 credit course that will be taken in the fall semester of the senior year. It is a special topics course that will be rotated among faculty in the four departments. The course topic must include aspects of all four fields of study – philosophy, theology, politics and economics. The topic is determined by the professor's area of expertise. The faculty member teaching this course must work with the students on research, writing and presenting on a topic in PPE. The students will research and write one theoretical paper using standards in the disciplines of philosophy and theology AND one social science analysis paper using standards in political science and economics. In doing so, this course acts as capstone for the integrated PPE major and it will polish the student's communication skills. At the middle of the semester and at the end of the semester, the students will present their respective research projects to no less

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than 3 PPE faculty members for a "committee grade" that will contribute to their mid-term and final grades in the course.

### **Elective Course Descriptions**

- ECON 211: Intermediate Macroeconomic Theory (3)

ECON 211 reviews the genesis of national income, consumption function, multiplier and the effect of money and credit conditions on output, prices and employment. Attention to public and stabilization policy, international trade, federal budgetary problems and the supply side of the economic model. Students are required to track the performance of the U.S. macroeconomy for one semester.

- ECON 212: Intermediate Microeconomic Theory (3)

ECON 212 includes the study of the foundations of microeconomic theory and its application in the real world. Topics include the analysis of demand and supply, production, costs, value and distribution, general equilibrium and welfare.

- ECON 310: International Trade, Investments and Economics (3)

ECON 310 is an introduction to the economic principles underlying international trade structures, international monetary arrangements, and international business and investment.

- ECON 360: Global Business and Economics (3)

ECON 360 examines the challenges of globalization from the perspective of a business manager. Topics include an analysis of global and national business environments, international trade and investment, the international financial system, and international trade and investment. This includes the International Monetary Fund, the World Bank, the US Export-Import Bank, the US International Trade Commission, and other agencies. Discussions in class also include the cultural, ethical, and moral implications of these issues in international law and economics.

- MATH 285 Applied Statistics (3)

MATH 285 is an introduction to the principles and techniques of data analysis and statistical models. Topics include the methods of exploratory data analysis, the design of experiments, sampling, hypothesis testing, simple and multiple regression, and the analysis of variance.

- PHIL 323: Political Philosophy (3)

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In PHIL 323, we investigate the nature of political society through an examination of the concepts of political authority, civil obligation, state neutrality, equality and just distribution.

- PSCI 311: Social Welfare Policy (3)

PSCI 311 is an exploration of the development and implementation of social welfare policies in the United States at the local, state and national level with an emphasis on the transition from the Aid to Families with Dependent Children program to the Temporary Aid to Needy Families program. Traces these and other social programs such as Social Security, Medicare and Medicaid through the entire policy process and evaluates whether they attain the goals they were designed to achieve.

- PSCI 325: Politics of the Developing World (3)

PSCI 325 is an examination of political, social, and economic development in the global south countries with a focus on the legacies of colonialism, the debate between the modernization and dependency theories, and the causes of underdevelopment in Africa, Asia, and Latin America.

- PSCI 329: Survey of Political Thought

PSCI 329 Political Thought focuses on 20<sup>th</sup> and 21<sup>st</sup> Century voices that comprise modern political thought. The students read excerpts from primary texts and discuss content with an eye towards policy ramifications. This course is organized around three broad issues: power and the state; race, gender, and colonialism; and rights-based liberalism and its critics. Since modern political thought rests on the work of earlier theorists, the course opens with a review: Plato, Aristotle, Locke (JS Mills & Bentham), & Marx. An overarching theme throughout the course is the role of the individual living in community – especially as definitions of “community” change with the political landscape.

- PSCI 355: Political Research Methods and Analysis (3)

PSCI 355 includes the study of the basic procedures that constitute the research process in political science, focusing on theory construction, the relationship between theory and methodology, the principles and problems of data collection in qualitative and quantitative research, and basic competence in the use of statistics for hypothesis testing, measuring central tendency, variability, and correlation. Also introduces students to academic political science research and develops skills for locating, evaluating and utilizing the work of others.

- THEO 336: Catholic Social Teaching (3)

Catholic social teaching is a body of doctrines and texts pertaining to social, economic, and political life. THEO 336 offers an examination of modern Catholic social thought on questions such as labor and capital, poverty, human rights, war and peace, international

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development, and other issues. The course considers questions about the right ordering of society and the implications of discipleship in modern social and political life. It draws on sources from scripture, documents of the Catholic Church, and the works of classical and contemporary theologians, as well as on the practice of organizations such as Catholic Relief Services.

- **PHIL 33X: Global Justice**

The aim of PHIL 33X is to survey and critically examine contemporary philosophical work on questions of justice as they arise in the global context. Central questions of the course include the following: Are there obligations of justice that are binding on all nations? If so, should we conceive of these obligations as matters of the relations between *states* or among *individuals*? Are individual obligations to others limited in any way by national borders? Are there any moral implications of global poverty and inequality? Are national borders morally legitimate (and who determines this)? Is it ever permissible to intervene in the affairs of a sovereign state? Are there any universal human rights? If so, are states in which these rights are violated legitimate? Is global democracy possible? If so, is it desirable?

- **PHIL 326: Philosophy of Law**

PHIL 326 will cover issues in both analytic and normative jurisprudence. Analytic jurisprudence focuses on the nature of legal authority and how it differs from other sorts of authority. The aim of normative jurisprudence is to identify and apply the criteria, moral and otherwise, against which existing legal systems ought to be evaluated. The first half of the course will focus on issues in analytic jurisprudence as discussed in the work of Aquinas, Austin, Holmes, Hart, Fuller, and Dworkin. In the second half of the course we'll discuss issues in normative jurisprudence from perspective of various philosophical movements, such as feminist jurisprudence, critical legal studies, critical race theory, law and economics, and liberal jurisprudence.

## **2. Describe the educational objectives and intended student learning outcomes.**

The study of Philosophy, Politics and Economics is directly connected to the Catholic liberal arts mission of Mount St. Mary's University. The central focus for a PPE major is to unify ethics, human behavior, skills, policies, and political realities. Philosophy and theology provide foundations for moral reasoning and examination of questions of human behavior such as free action, rationality, creativity, and identity. The social sciences provide both the examination of human behavior in light of such assumptions, the study of society, and the development of skills needed for such analysis. The humanities and social sciences are linked through the fact that social theory, and the analysis and policies that flow from those theories, must engage questions of human capacity for action. This unity is both central to the Mount's mission as a Catholic university, and present in what we do. It also generates the most reflective students: capable of understanding both methodological practices and challenging philosophical questions.

The PPE major has five main educational objectives.

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1. The PPE major nurtures a strong foundation in moral reasoning, the philosophical foundations of economic and political thought, and an in depth understanding of contemporary economic and political science theories and debates.
2. The PPE major seeks to synthesize the disciplines of philosophy, theology, political science, and economics in a manner that fosters an understanding of how these disciplines intersect and inform one another.
3. Courses in the PPE major encourage critical thinking skills and promote lifelong learning and reflection on the problems of politics and economics, especially as shaped by our understanding of the human condition.
4. The PPE major compels a strong understanding in data analysis techniques and programs, preparing students for research and positions of leadership in politics and economics.
5. The PPE major promotes awareness of and engagement in the problems of the human experience, principally as it pertains to the practice of business, politics, management and law.

The PPE major has 5 student learning outcomes.

1. Students will be able to identify and describe government structures, decision-making processes, the function of market forces, and larger issues regarding economic forces and development.
2. Students will be able to analyze and differentiate between philosophical and theoretical perspectives regarding moral reasoning and human behavior.
3. Students will be able to identify and evaluate the fundamental concepts and ideas in philosophy, theology, political science, and economics, which pertain to the political-economic system and the way that these concepts and ideas are connected to one another
4. Students will understand the critical role of culture and civil society in forming people in virtue and in stewarding the ideals by which people lead their lives, and of the complementary interactions between/roles of economy, polity, and civil society.
5. Students will master the quantitative research methods design and analysis techniques used in political science and economics and learn to access, construct, evaluate, and present statistical data in a clear and comprehensible manner.

### **3. Discuss how general education requirements will be met, if applicable.**

The faculty at Mount St. Mary's University has recently approved a new core curriculum. The core exceeds the general education requirements outlined for private institutions in 13B.02.02.16. The new core necessitates 49 credit hours of course work, which exceeds the minimum requirement by 9

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credit hours. In addition, the new core requires more than one 3-credit hour course in each of the five areas as outlined in 13B.02.02.16. Specifically, Mount St. Mary's University students must take multiple 3-credit courses in the Arts and Humanities courses; 3-credits of English composition in the freshman year; at least 3 credits of Social and Behavioral Sciences; one 3-credit course in Mathematics; and one 4-credit course in a laboratory science.

The PPE major requires 45 credit hours. Combined, the total number of credit hours is 94 credit hours. This leaves the students with 26 elective credit hours. Therefore, PPE majors could take all the core requirements and all the major requirements and still take 8 more courses plus 2 additional course credits for things like LSAT preparation or Mock Trial.

Table B.2 outlines how the general requirements and the major requirements will be met over a four-year period, assuming that the student will register for approximately 15 contact hours a semester.

Table B.2. Four-year core curriculum and PPE major course sequence projection

Freshman Year	
<i>Fall Semester</i>	<i>Spring Semester</i>
VERIT 101 <i>Veritas</i> Seminar	VTCV 102 Origins of the West
Foreign Language I	PHIL 103 Classical Philosophy
MATH 105 Statistics (either semester)	Foreign Language II
ECON 101: Foundations of Macroeconomics	ECON 102: Foundations of Microeconomics
Elective	Elective

Sophomore Year	
<i>Fall Semester</i>	<i>Spring Semester</i>
VTCV 201 The Modern Western Tradition	VTAMC 202 American in the World
PHIL 203 Philosophy in the Modern Age	VTTH 203 Belief in Today's World
VTMA 111 Mathematical Thinking	PHIL/THEO Justice Seminar
Political Science 200-level requirement*	Political Science 200-level requirement*
Elective	Elective

\*Student needs 2 of the following courses: PSCI 200, PSCI 210 or PSCI 207

Junior Year	
<i>Fall Semester</i>	<i>Spring Semester</i>
VTTH Encountering Christ	VTTH/VTPH Ethics and the Human Good
Literature, The Arts and the Human Condition	Global Encounters
Laboratory Science	PSCI 349 Political Economy or ECON 205 Econ Th (either year)
ECON 403: Econometrics	Elective
Elective	Elective

Senior Year	
<i>Fall Semester</i>	<i>Spring Semester</i>
THEO 335 Political Theology	PHIL 3xx Liberalism (either semester)
PPE 498 Research & Analysis Seminar (Special Topics)	PSCI 349 Political Economy or ECON 205 History of Ec Th (either year)
Elective	Internship hours (any semester or summer)
Elective	Elective
Elective	Elective

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### **4. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

This program does not require any specialized accreditation or graduate certificate requirements. We have not discussed whether to offer certificates in PPE. No decision has been made and we do not plan to have a discussion of this issue until the PPE program has been up and running for a couple of years.

### **5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

We are not contractually working with another institution. We have been in contact with the Director of the Duke PPE program, Dr. Michael Munger, and he is doing some consulting work for us regarding the structure of the program, student needs, assessment, connections to other PPE programs (not contractual though), and future funding avenues for the Summer Institute. Dr. Munger has also extended an invitation to the yearly undergraduate student conference in PPE and the faculty research conference. Duke University will pay for two of our undergraduate seniors to attend the undergraduate conference each spring semester and we will only have to cover the travel expenses for those two students.<sup>4</sup>

## **C. Critical and compelling regional or Statewide need as identified in the State Plan:**

### **1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.**

The PPE program at Mount St. Mary's University helps the state advance and evolve in a new non-traditional major. Mount St. Mary's University will be the first school in the state of Maryland to add PPE to its list of majors. There are currently around 12 PPE programs in the surrounding states, but none in Maryland, none in Delaware, none in Washington D.C., and only one in West Virginia. While Governor O'Malley's stated goals focus on STEM initiatives, he also emphasizes workforce development. Specifically, the Governor's priorities outline "providing new knowledge and a well-trained workforce [which] benefits individuals through pathways to personal and professional goals." The PPE program clearly aligns with these goals by harnessing the benefits of the humanities with those of social science skills and training.

The PPE program aligns with an especially important area for growth in the state in terms of academic excellence and state needs. The PPE program requires the analytical and critical thinking skills so evident in humanities disciplines as well as the quantitative reasoning skills emphasized in the social sciences. This combination is increasingly important in government positions (both at the state and national level), in private sector managerial positions, and in the nonprofit or social service sector and therefore, contributes to the academic excellence needs to improve Maryland's workforce employment.

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<sup>4</sup> For a copy of the letter of invitation from Dr. Munger, please see Appendix 1.

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Furthermore, PPE majors go on to graduate school, law school, management positions, business and finance positions, and community and social service positions.<sup>5</sup> These areas are growing in the state of Maryland. By the year 2022, Maryland will need 49,315 management positions filled; 49,390 business and finance positions filled; 2,986 social scientists positions filled; and 5,994 legal positions filled. According to the Department of Labor, Licensing and Regulation, each of these occupational sectors is growing in the state of Maryland (see Table C.1).

Table C.1. Maryland Employment changes by Occupational Area, 2012 to 2022

	Employment			Openings	
	2012	2022	Change	Replacements Needed	Total Openings in 2022
Management	185,303	196,575	11,272	37,273	49,315
Business and Finance	174,080	189,193	15,113	33,832	49,390
Social Science	9,360	10,052	692	2,294	2,986
Community and Social Service	40,107	43,377	3,270	9,169	12,512
Legal Services	28,059	29,530	1,471	4,523	5,994

Source: Maryland Department of Labor, Licensing and Regulation

Notably, political science positions alone are projected to grow around 2.34% annually in the state of Maryland up until 2022. Similarly, economist positions show a projected growth of 1.10% per year until 2022 in the state (Maryland Department of Labor, Licensing and Regulation).

In effect, the PPE major combines the knowledge and skills necessary for numerous occupational areas and this program provides excellent preparation and connections for those openings. The growth in the occupational areas outlined by the state of Maryland indicate that the state and the region would be very well served by the addition of this PPE program now and for years to come.

## 2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf).

While the PPE program at Mount St. Mary's University will not impede any of the goals outlined by the Maryland State Plan for Postsecondary Education, it most clearly supports Goals 1 and 4. Goal 1 of the Maryland State Plan for Postsecondary Education is to "[m]aintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation."

Academic excellence and effectiveness and be defined in various ways and the Maryland State Plan for Postsecondary Education acknowledges this fact. For Mount St. Mary's University, the PPE program advances academic excellence and effectiveness in at least three ways. First, the PPE

<sup>5</sup> See Appendix 2 tables on the types of positions that PPE majors have achieved.



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program is structured as an interdisciplinary major and, in doing so; it fosters collaboration among faculty members. This is clearly indicated as a key component of an excellent postsecondary system in the Maryland State Plan.

Second, the PPE program – and hopefully a corresponding Summer Institute – and the internship networking that will be managed by the Director of the program will specifically focus on building connections between our campus community, local communities, and more broadly speaking, international communities. We have already begun to make these connections, but we also have a list of agencies, companies and nonprofits we plan to reach out to over the next year.<sup>6</sup> We will connect with agencies, business and other organizations so that we can set up internships with these organizations. Internships give students on the job experience that they do not receive in the classroom. Therefore, it is our hope that by year four of the PPE program, we will have enough contacts to make internships a requirement in the PPE major.

Third, it is our hope that by year four (the 2019-2020), the Director of the PPE program will have acquired grant or donor funding for a rotating 2-3 year Visiting Research Fellows position. To our knowledge, this is the first attempt at a funded and rotating research position for Mount St. Mary's University. However, we believe this is a great opportunity to continue and improve upon our academic excellence and effectiveness. We hope to hire a post-Doctoral student to do research, present and teach on that research within our major (2 courses a year) and our Summer Institute (1 lecture), participate in the Duke faculty PPE conference, and hold colloquiums both off and on campus about their research (at least 1 on campus and 1 off campus each year). This position would allow for future marketing of the University's academic excellence, but it will also contribute to our academic discussions on campus. We hope to invite some of our networking contacts to these talks as well. It will be a way to interact with them on campus and show them the kind of research the PPE program is supporting and our students are learning about.

Goal 4 of the Maryland State Plan for Postsecondary Education is to “[a]chieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.”

The process of constructing the PPE major was student centered and we are very pleased that we are able to require and offer courses in the major that – in combination -- will improve student learning outcomes. In fact, we believe that Mount St. Mary's University's strong faculty in each of these disciplines and our history of interdisciplinary teaching in the core curriculum, make our University uniquely positioned for this program and the development of our students in this major. This is especially true when you consider the strong philosophy and theology presence in our core curriculum. Our integrated and sequenced core curriculum requires students to take two philosophy courses, two theology courses, and one ethics course in either philosophy or theology. This grounding in philosophy and theology prepares our students for an interdisciplinary major in PPE in a way that most universities general education requirements do not.

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<sup>6</sup> As previously mentioned, Mr. David Mader has been extremely helpful in this respect. In addition, we plan to reach out to other alumni who might be willing to strengthen these connections for the PPE program.

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One of the biggest student complaints regarding PPE programs is that it was not clear how all the courses fit together or were related to one another. From our research, it became clear that many PPE programs are constructed out of the current course offerings only and there is less effort to offer new courses that would operate as an integrating force in the major. This is probably the reason that students complain about the lack of connection between courses. In order to avoid this problem, we have constructed and are in the process of constructing new courses in order to make sure that students in the PPE major learn the basics in all four disciplines and learn the connections between these disciplines. This is a somewhat unique approach for a PPE major. We combine existing courses that give a foundation in each of the disciplines with newly created interdisciplinary courses that make connections between topics and issues for our majors.

Finally, we have planned how the students will acquire skills and training in analytical thought, quantitative reasoning, research, and communication skills. Each course plays a specific role in the accumulation of these skills for our students. This is evident from the course descriptions and we plan to meet in the spring of 2017 to once again discuss these skills and the role each course plays.

### **D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

#### **1. Market demand, educational and training needs**

Market demand, educational and training needs for the PPE major are best demonstrated through the jobs received by PPE majors after graduation. Many PPE graduates have attended law school and graduate school. As listed on University of Pennsylvania's website, 33 PPE graduates are known to have attended law school and 7 are known to have attended graduate school in the past few years. Similarly, the University of Richmond, notes that 19 of their graduates are known to have attended law school in the past few years and 3 are known to have attended graduate school (Table D.1).

Table D.1. First Job after Graduation for Known PPE Majors

	<b>University of Pennsylvania</b>	<b>University of Richmond</b>
Law School	33	19
Graduate School	7	3
Politics and Public Policy	8	7
Marketing, PR, Communications	14	6
Consulting	43	5
Banking and Finance	64	5
Nonprofit and Social Services	10	-
Law and Legal Services	21	-
Education	24	-
Technology	18	-
Other	27	11
<i>Average Number of PPE majors per graduating class</i>	<i>120</i>	<i>24</i>

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Politics and public policy, marketing and communications, banking and finance, and nonprofit and social services occupations are also known areas of market demand for PPE majors (Table D.1). As Dr. Annie Stiliz, PPE professor at Princeton University stated, "our seniors have done a wide range of things--many go on to careers in the non-profit world; many to law school; some to other academic graduate programs; and some to jobs in finance and consulting." In addition, as stated previously, these are areas of occupational growth for the state of Maryland, so PPE majors will be in even greater demand by 2020 (Table C.1).

The blend of verbal, quantitative, and analytical writing skills that are accumulated in the disciplines within PPE are also highly desired in graduate school and in job market. As Table D.2 demonstrates, Philosophy and Political Science majors score higher in verbal and analytical writing skills in comparison to other majors and Economics majors score higher in quantitative reasoning skills than other prospective majors. This is highly desirable set of skills in the job market and in graduate programs and the PPE program combines these skills into one major (Table D.2).

Table D.2. Average GRE Score by Intended Graduate Major, 2011-2012

Verbal (out of 170)	Avg	Quantitative (out of 170)	Avg	Analytical Writing (out of 6)	Avg
<b>Philosophy</b>	<b>160</b>	Physics	161	<b>Philosophy</b>	<b>4.4</b>
English	159	<b>Economics</b>	<b>159</b>	English	4.3
<b>Political Science</b>	<b>156</b>	Computer Science	158	<b>Political Science</b>	<b>4.2</b>
Physics	156	Chemistry	157	Physics	4
<b>Economics</b>	<b>154</b>	<b>Philosophy</b>	<b>153</b>	Psychology	4
Biology	153	Biology	153	<b>Economics</b>	<b>4</b>
Chemistry	153	Business	152	Biology	3.9
Psychology	152	<b>Political Science</b>	<b>151</b>	Chemistry	3.9
Education	151	English	148	Education	3.9
Communications	151	Education	148	Communications	3.9
Business	150	Psychology	148	Business	3.7
Computer Science	149	Communications	147	Computer Science	3.4

Source: *Educational Testing Services*

### 2. Data showing the current and projected supply of prospective graduates.

The enrollment numbers at other institutions make it clear that there is a supply of prospective graduates in the market for the PPE major. PPE is the largest program at University of Pennsylvania with 350 sophomores, juniors and seniors and it has consistently grown over the last few years. Similarly, the University of Virginia has over 100 PPE majors in each graduating class (Table D.3).

Some universities and colleges – Claremont McKenna College, Durham University, Princeton University, University of Michigan, and UNC-Chapel Hill – require students to apply for the PPE program and limit the enrollment numbers to keep the program small and the students in it a select group who are capable of successfully completing the program requirements (Table D.3). This trend in limiting the PPE enrollment demonstrates that the program is highly sought after at many

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postsecondary institutions and these institutions are trying to protect the academic rigor of the program.

Many universities with PPE programs are larger than Mount St. Mary's University. However, the enrollment numbers and the need to limit enrollment at some universities indicates that there is a supply of PPE majors in search of programs.

Table D.3. Age and Enrollment at Other PPE Programs

<b>University</b>	<b>Years/Age</b>	<b>Enrollment</b>	<b>Program</b>
Carroll University	8	4 - 6	
Claremont McKenna College		12 - 16	Limited enrollment
Denison University		10 - 15	
Duke University	11	15 - 20	Certificate Program
Durham University	12	50 - 60	Honors Degree
Emory & Henry College	3	4	
Juniata College	8	2	
King's College		100	
La Salle University	3	1-3	
Mercer University	5	2	
Pomona College	15	5 - 12	
Princeton University	6	19	Limited enrollment
Tulane University	30	25	
University of Akron	16	3 - 6	
University of Alabama at Birmingham		5 - 7	
University of Arizona		7 - 10	
University of Michigan	3	12 - 15	Limited enrollment
University of North Carolina at Chapel Hill	11	75	Limited enrollment, minor
University of Notre Dame		5 - 7	
University of Pennsylvania	20	120	
University of Pittsburgh	32	20	
University of Richmond	5	24	
University of Stirling	20+	3	
University of Virginia	11	100+	
University of Warwick	11	100+	
Wheeling Jesuit University	10 to 12	3 - 4	
Yale University		30 - 40	

We found six universities that are approximately the size of Mount St. Mary's University, have a PPE program, and have released their PPE enrollment numbers to us. Mount St. Mary's University currently has 1,810 undergraduate students. Claremont McKenna College (1,301 students), Denison University (2,250), Emory and Henry College (1,012 students), Juniata College (1,615 students),

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Pomona College (1,663 students), and Wheeling Jesuit University (1,500 students) have comparable overall enrollment numbers. Of these six institutions, 3 have PPE enrollment numbers above 10 students per graduating class and 3 have very small enrollment. Notably, 1 of the 3 programs with low enrollment – Emory and Henry College – is a new program that was only established in 2013. This indicates that 60% of the established PPE programs at smaller institutions (given available data on enrollment) have PPE programs that are in demand at their institution.

In addition, however, smaller universities with low enrollment in their PPE programs have suggested that they simply added the major and do not sufficiently market the program. This information convinced us of the need for a Director of the program who spends some time outside of the classroom writing grant proposals, networking, and marketing the program. The supply of prospective graduates exists in the region and we will market the program to attract them and build relationships in our communities to provide these majors with connections and internships that will eventually feed back in to the program.

### **E. Reasonableness of program duplication:**

#### **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.**

To our knowledge, we identified and researched every Philosophy, Politics, and Economics programs worldwide, including programs that appear under a slightly different title (e.g., PPES: Philosophy, Politics, Economics and Sociology) and have a slightly different emphasis (e.g., Philosophy, Political Science and Law). We started with a list of 57 Universities. Some of these programs were not really comparable because of their emphases on another discipline or on a sub-field of political science (e.g., History, Ethics, and Public Policy). Therefore, we cut the list down and researched 53 of these programs in great detail.<sup>7</sup>

Many of these programs reside at Universities overseas. Only 35 of these PPE programs are in the United States and even fewer still are on the East Coast. In total, there are currently only 12 PPE programs in neighboring states. There are none in Maryland, none in Delaware, none in Washington D.C., and only one in West Virginia (see Table E.1).

In some ways, Denison University and University of Richmond are aspirational school for Mount St. Mary's University. Denison is a nationally recognized liberal arts institutions with 2,280 enrolled students (2015-2016) and an endowment of \$799,108,339. University of Richmond is also a nationally recognized liberal arts institution with 2,984 enrolled students (2015-2016) and an endowment of \$2,313,305,000. While these are secular institutions – and Denison in particular is geographically further away – both of these schools have well respected programs that are nationally recognized, are financially stable, and produce successful students who procure graduate degrees,

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<sup>7</sup> For the full list of 57 programs, please see Appendix 3.

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law degrees, and go on to interesting careers with great influence and civic impact. They also focus on the liberal arts. These are traits that we either share with these universities or hope to improve upon in our own institution.

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Table E.1. PPE Programs in Surrounding States

University	State	Housing	Oversight	Years	Enrollment	Statistics or Econometrics	Theology	Design
Denison University	OH	None	3 person committee		10 to 15	NO	NO	Self designed, Interdisc.
Duke University	NC	PSCI	Director	11	15-20	NO	NO	Certificate
Emory & Henry College	VA	None	None	3	4	Stats	NO	PuPo/PE, Interdisc.
George Mason University	VA	None	Director	new		NO	NO	Interdisc, concentration
Juniata College	PA	None	Director	8+	2	NO	NO	Interdisc, Ethics
King's College	NY	None	None		100	Stats	YES	Based off London
La Salle University	PA	PSCI	None	3	1 to 3	Stats	NO	Neither, Concentration
Princeton University	NJ	ECON	ECON chair	6	19	NO	NO	Values & Public Life certificate
University of Akron	OH	None	Director	16	3-6	Econ	NO	Interdisc.
UNC at Chapel Hill	NC	PHIL	Director	11	75	Econ	NO	Integrated, minor
University of Pennsylvania	PA	None	Director	20	120	NO	NO	Law, concentration
University of VA	VA	PH/PS	Committee	11	100+	NO	NO	Law (PPL)
Wheeling Jesuit University	WV	Institute	Chair	10-12	3-4	NO	NO	Interdisc., Law
Virginia Tech	VA	PHIL	Director			Basic	NO	Interdisc., minor
University of Richmond	VA	None	Coordinator	5	24	NO	NO	Law, Interdisc.

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Notably, however, we will not be competing with either of these PPE programs. We plan to improve on these program models through our focus on interdisciplinary connections and the development of quantitative reasoning skills. Our program will attract students who are interested in Mount St. Mary's University's unique combination of theology and quantitative reasoning, which neither of these programs has (Table E.1). In addition, we have better proximity to Washington, D.C. than either of these programs.

Only one of the PPE programs in Table E.1 includes Theology as a discipline, a sequenced core curriculum with philosophy and theology courses in it, and quantitative analysis skills. King's College in New York has a common core curriculum with two degrees. PPE is one of the programs within one of their degree programs. The enrollment numbers are not very reliable for this program, but we estimated that approximately 100 of their students are in the PPE program (based on Tulane PPE Survey Data). Even though we will share the emphasis on Theology and quantitative skills with King's College's PPE program, we will not be in competition with this program. The college is in New York City and it is an immersion program at a very small Christian liberal arts school. The college has less than 500 enrolled students. In contrast, Mount St. Mary's University is a Catholic liberal arts school that does not have an immersion approach to the relationship between faith and reason and has approximately 1800 undergraduate students. Therefore, King's College is not a peer institution.

### **2. Provide justification for the proposed program.**

The PPE degree is not simply a unification of topics and skills, as many programs treat it. Theology and philosophy focus on the human condition, both ideals of life and human capacity to follow them. Philosophy strengthens that perspective through its rigorous demands for logical consistency across human understanding, capacity for knowledge and free action, which have been so central to philosophical study over the millennia. Economics and Political Science, as social sciences, provide consideration of human capacity and behavior, as well as their particular understanding of the economic and political realms. As social sciences, both of these fields consider how people operate within complex political and economic systems, and are also shaped by them. As programs of study, they also cover the technical skills needed for political and economic analysis. The PPE program unites these pieces directly, the best of the humanities and social science reflection, connecting ideals and the study of human behavior.

Mount St. Mary's University is uniquely poised and prepared to uphold this combination of study better than most other institutions. The study of philosophy and theology is already emphasized in our core curriculum; our students are introduced to the skills of moral reasoning in thinking in the spring semester of the core curriculum. The combination of philosophy, theology, politics and economics is directly connected to our Catholic liberal arts mission through its recognition that political and economic arrangements and policies, and the moral analysis of policies and social conditions, are fundamentally based upon our assumptions of human capacities, needs, and ideals. The PPE program perhaps embodies this inherent complexity most fully by bringing together both the richness of the theological and philosophical focus on the human person, and the technical sophistication of the economic and political science study of human action in observable settings.



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The Mount provides a unique combination of this understanding of complicated philosophical, political and economic issues while developing occupational skills.

In addition, there are geographic considerations that make Mount St. Mary's University uniquely suited for a successful major in PPE. The University is close to Washington, D.C.; we have numerous alumni who work in business and finance, government, nonprofit work, international economics, and law in the area; and we would have the first PPE program in the state of Maryland. As detailed earlier, this would benefit the state of Maryland by providing qualified graduates for growing occupational areas in the state.

Furthermore, this program would be unique for the region because we would have the only PPE program that combines theology and a focus on quantitative reasoning skills in this major. We would not be competing with the larger research institutions and our focus and emphases in the major would be unique in comparison to the smaller universities in the region.

### **F. Relevance to Historically Black Institutions (HBIs)**

The proposed program does not compete with any program offerings at Historically Black Institutions in the region. As you can see from the list of 57 PPE programs in Table E.1, we researched all PPE programs worldwide and no HBI has a PPE program.

### **G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).**

We are not proposing a distance education program, so this section does not apply.

### **H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

**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.**

The PPE program will be involve numerous faculty members from the Philosophy, Theology, Political Science and Economics departments. Almost all of these faculty members are full-time at Mount St. Mary's University and most of them are either tenured or on tenure track. In addition, almost all of these faculty members have Doctoral degrees in their field of study (Table H.1).

The following faculty members will be teaching courses in the PPE major and many of them offer elective courses in the major as well.

1. Amanda Beal will teach PSCI 200: Comparative Politics and PSCI 349: Political Economy.
2. Richard Buck will teach PHIL 2xx: Justice Seminar and PHIL 3xx: Liberalism (new courses).
3. Josh Hochschild will teach PHIL 2xx: Justice Seminar.
4. Christopher Anadale will teach PHIL 2xx: Justice Seminar.
5. Barrett Turner will teach THEO 2xx: Justice Seminar and THEO 335: Political Theology.
6. David McCarthy will teach PHIL 2xx: Justice Seminar.

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7. John Larrivee will teach ECON 101: Macroeconomics, ECON 102: Microeconomics, and ECON 205: History of Economic Thought.
8. Michael Barry will teach ECON 101: Macroeconomics and ECON 102: Microeconomics.
9. Alejandro Cañadas will teach ECON 101: Macroeconomics and ECON 102: Microeconomics.
10. Solomon Tesfu will teach BUS 320: Statistics and ECON 403: Econometrics.
11. Emil Berendt will teach ECON 101: Macroeconomics and ECON 102: Microeconomics.
12. Tim Stanton will teach ECON 101: Macroeconomics and ECON 102: Microeconomics.
13. Maureen Oakley will teach PSCI 210: Public Policy.
14. Kristen Urban will teach PSCI 207: International Relations.
15. Thomas Ryan will teach MATH 105: Statistics.
16. Melanie Butler will teach MATH 105: Statistics.

Table H.1. PPE Faculty at Mount St. Mary's University

<b>Professor's Name</b>	<b>Terminal Degree</b>	<b>Field of Study</b>	<b>Full time/Part Time</b>	<b>Title/Rank</b>
Amanda L. Beal	Doctoral	Political Science	FT with Tenure	Associate Professor
Richard Buck	Doctoral	Philosophy	FT with Tenure	Associate Professor and Chair
Joshua Hochschild	Doctoral	Philosophy	FT with Tenure	Associate Professor
Christopher Anadale	Doctoral	Philosophy	FT	Associate Professor and Director of MA in Phil
Barrett Turner	Doctoral	Theology	FT, Tenure track	Assistant Professor
David McCarthy	Doctoral	Theology and Ethics	FT with Tenure	Fr. Forker Professor of Catholic Social Teaching
John Larrivee	Doctoral	Economics	FT with Tenure	Associate Professor
Michael Barry	Doctoral	Economics	FT with Tenure	Associate Professor
Alejandro Cañadas	Doctoral	Economics	FT with Tenure	Associate Professor
Solomon Tesfu	Doctoral	Economics	FT, Tenure track	Assistant Professor
Emil Berendt	Doctoral	Economics	FT, Tenure Track	Assistant Professor
Tim Stanton	Doctoral	Economics	FT with Tenure	Associate Professor
Maureen Oakley	Doctoral	Political Science	FT with Tenure	Associate Professor
Kristen Urban	Doctoral	Political Science	FT with Tenure	Full Professor
Thomas Ryan	Masters	Management Science	PT	Professor Emeritus
Melanie Butler	Doctoral	Mathematics	FT with Tenure	Associate Professor

### **I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

Our library resources already meet the needs of the Philosophy, Theology, Political Science and Economics departments. Therefore, no additional library resources are needed for the PPE program.

### **J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

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**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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Acting President Dr. Karl Einolf has written a supportive statement regarding our current institutional resources (faculty, equipment and facilities). Mount St. Mary's University needs no additional resources for the PPE major; the program will be supported with existing resources. See Appendix 4.

**K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)**

- 1. Complete Table 1: Resources (pdf) and Table 2: Expenditure(pdf). Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.**

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	\$28,500	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	\$39,000	\$97,500	\$156,000	\$195,000
a. Number of F/T Students	0	2	5	8	10
b. Annual Tuition/Fee Rate	\$19,500	\$19,500	\$19,500	\$19,500	\$19,500
c. Total F/T Revenue (a x b)	0	\$39,000	\$97,500	\$156,000	\$195,000
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate					
f. Annual Credit Hour Rate					
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
<b>Total (Add 1-4)</b>	<b>\$28,500</b>	<b>\$39,000</b>	<b>\$97,500</b>	<b>\$156,000</b>	<b>\$195,000</b>

<b>TABLE 2: EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>

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1. Faculty (b + c below)	0	0	0	0	0
a. #FTE					
b. Total Salary					
c. Total Benefits					
2. Admin. Staff (b + c below)	0	0	0	0	0
a. #FTE					
b. Total Salary					
c. Total Benefits					
3. Support. Staff (b + c below)	0	0	0	0	0
a. #FTE					
b. Total Salary					
c. Total Benefits					
4. 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	\$28,500	\$28,500	\$28,500	\$28,500	\$28,500
Total (Add 1-7)	\$28,500	\$28,500	\$28,500	\$28,500	\$28,500

**2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

In the first year of the program – 2016-2017 – it is not clear whether we will have PPE majors. We will have a Director for the program and s/he will be writing grant proposals, making connections for internships, and planning the first summer institute (if the grant is acquired). For this reason, the University will need to allocate funding for a course reduction (a 2 course release is estimated here) and a travel stipend (\$5000 is estimated here). We have estimated the cost of this to be \$27,000. You will see this calculated in the reallocated resources section for year 1 and in the other expenses category for all five years.

The resources category for year 1 and other expenses category for all five years include a \$1500 estimate for students conference travel as well. The University will pay to send two PPE students to the Duke University undergraduate research conference each spring semester. Duke has grant funding to cover the students room and board while attending the conference, but we will cover the costs of travel to and from the conference.

The marketing and promotion of the program will be incorporated into the existing budget for marketing. Therefore, there are no added resource or expenditure calculations for marketing and promotion.

Notably, the tuition money we will receive from this program far outweighs the money we will reallocate in the first year of the program. After year 1, the program should pay for itself in tuition dollars.<sup>8</sup>

## ***PPE Program Proposal***

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Finally, these estimates do not include the expense of the Summer Institute or the resources to pay for it. That is because we are treating it as a separate initiative. The Summer Institute is not necessary for the running of the major. Even though it has been mentioned in this proposal, the funding for the Summer Institute will be through grants. We have already received support for the writing and submission of this grant proposal with the Koch Foundation. The proposal will be completed by the end of the summer.

### **L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).**

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

Mount St. Mary's University faculty are regularly evaluated in the classroom. We sit in on each other's courses and review end of the semester student evaluations each semester. In addition, we have subjective measures of the courses in our student evaluations.

Similar to other majors at the University, we will also create an assessment tool to evaluate the courses and the student learning outcomes in these courses. We have five learning outcomes for this major (see section B.2). Each year we will evaluate 1 of these student learning outcomes, rotating through them year by year assessing one goal with each class cohort. We will administer an online assessment tool to all PPE majors in the sophomore year and then again in the spring semester of the senior year. We will then compare the assessment tool by cohort. Each class of students will have their own assessment score based on improvements they have made throughout their years in the major. This will be a part of the Director's duties given that s/he will have access to the list of majors in each cohort.

### **M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).**

Mount St. Mary's University is dedicated to minority student enrollment and achievement. As an institution we have been working diligently to improve diversity on campus and the success of our minority students. This program is no different. The proposed PPE program welcomes those from all backgrounds and cultures.

#### **Equal Opportunity Statement**

The University does not discriminate on the basis of race, color, national origin, age, religion, sex, or disability in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act of 1990 and their implementing regulations. Questions or complaints may be directed to the Director of Human Resources.

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<sup>8</sup> The tuition estimate was calculated using the net tuition and fees for the University. These numbers do not include room and board, but do include the average scholarship reduction. Tuition and fees have been calculated at approximately \$19,500 per student.

## ***PPE Program Proposal***

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### **Nondiscrimination Statement**

Mount St. Mary's University prohibits discrimination on the basis of race, color, national or ethnic origin, political or religious opinion or affiliation, marital status, age, sex, or disability in recruitment or admission of students, against any employee or applicant for employment, or in the administration of the University's educational policies, admission policies, scholarship and athletic programs, employment policies (except when sex, age, or religion constitutes a bona fide occupational qualification), and other University administered activities and programs.

### **Center for Student Diversity**

The Center for Student Diversity was established to aid Mount St. Mary's University in its efforts of fostering inclusion, collaboration, and relationship building across campus. The Center provides academic, social, and transitional support in addition to programming, leadership training and inclusive workshops for ALL students and promotes exchange and dialogue between individuals of diverse backgrounds.

#### *The Guiding Principles*

- We serve all students, while paying particular attention to the needs of underrepresented and marginalized groups on campus.
- We assist the institution recruit, retain, and graduate a diverse student body.
- We provide a welcoming, inclusive and supportive environment where all students can attain educational pursuits.

### **N. Relationship to low productivity programs identified by the Commission:**

**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.**

N/A

### **Appendix 1: Letter of Invitation for the Duke Undergraduate PPE student conference**

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### *Duke University*

MICHAEL MUNGER  
DIRECTOR-PPE,  
POLITICAL SCIENCE, BOX 90204  
DURHAM, NC 27708

(PH) 919 660 4301  
(CELL) 919 369 6453  
(FAX) 919 660 4330  
MUNGER@DUKE.EDU

November 8, 2015

Amanda L. Beal  
Assistant Professor, Political Science  
Mount St. Mary's University  
16300 Old Emmitsburg Rd,  
Emmitsburg, MD 21727

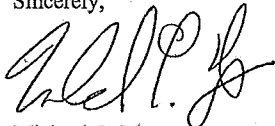
Dear Prof. Beal:

The joint PPE Program at Duke/University North Carolina-Chapel Hill has an annual conference for PPE senior students, and an occasional conference for PPE faculty.

After discussing your plans and the opportunities you foresee, I write to recognize the potential for a first-rate PPE Program at Mt. Saint Mary's, and to invite your students to the 2017 Student Conference, to be held at Duke University in February, 2017. And we would be pleased to invite one or more of your faculty to attend the Faculty Conference, slated to be held in Chapel Hill in March, 2018.

Please keep in touch as things progress, and I would be happy to work with you or your administration as questions arise.

Sincerely,



Michael C. Munger

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This information was taken directly from the University of Pennsylvania website.

Table 1. Communications

Organization	Title
BBDO	NA (2013)
Contently	Sales Strategist (2014)
Dailymotion	Content Coordinator (2014)
Disney ABC	NA (2013)
Discovery Communications	Specialist Partnership Development (2013)
Essence Digital	Digital Media Executive (2014)
Euro RSCG	N/A (2011)
Nation Institute, The	Editorial and Research Assistant (2012)
Powell Tate	Intern (2104)
Sharethrough	Content Strategist (2013)
Sony Pictures Entertainment	Affiliate Marketing Intern (2010)
Straits Times	Journalist (2013)
Walt Disney Corporation	Analyst (2011)
WNYC	Intern (2013)

Table 2. Education

Organization	Title
CEIP Concepcion Arenal (Primary School)	English Teacher (2010)
K12	Project Manager, Level 1 (2013)
Revolution Schools	NA (2014)
Teach for America	Bilingual Elementary Generalist (2013)
	Public School Teacher (2013)
	Teacher (2010 (4), 2011 (5), 2012 (2))
	NA (2013)
	Corps Member (2014)
Teach For China	Teaching Fellow (2012)
Universidad Popular	Youth Program Facilitator (2014)
University of Pennsylvania	Research Assistant (2010)
	Network Administrator (2011)
	Administrative Assistant (2012)
	Emerson Fellow (2014)

Table 3. Consulting

Organization	Title
Aberdeen Asset Management	Graduate Business Analyst (2012)
Analysis Group	Research Analyst (2012)
APPRISE Incorporated	Policy Analyst (2011)
A.T. Kearney	Business Analyst (2013)
Bain & Company	Associate Consultant (2013, 2014)



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Berkeley Research Group	Research Analyst (2010)
	Associate (2014)
BlackRock	Analyst (2012)
	NA (2014)
Booz Allen Hamilton	Consultant (2011, 2014 (2))
Boston Consulting Group	Associate (2013 (3))
	Associate Consultant (2012)
	Junior Associate (2014)
Capgemini Consulting	Staff Consultant (2013)
Corporate Executive Board	Advisory Specialist (2012)
Crossix	Analyst (2014)
Deloitte Consulting	Analyst (2012, 2014)
	Federal Analyst (2011)
	Human Capital Analyst (2014)
Diamond Management and Technology Consultants	Business Analyst (2010)
Digitas	Analyst (2012)
First Manhattan Consulting Group	Analyst (2012)
IBM	Consultant (2011)
	Consulting by Degrees (2013)
Invotex Group	Consultant (2011)
Keybridge Research	Research Assistant (2014)
Lima Consulting	Business Analyst (2010)
LitiNomics	Analyst (2010)
McKinsey & Company	Business Analyst (2010)
	Junior Analyst (2014)
Monitor Group	Consultant (2012)
Nielsen	Emerging Leaders Associate (2014)
	Research Analyst (2014)
Nielsen Media Research	Research Analyst (2012)
Rosetta Marketing Group LLC	Associate Consultant (2013)
Solebury Capital	Analyst (2014)
SSA Capital	Consultant (2010)

Table 4. Financial Services

Organization	Title
Aberdeen Asset Management	Graduate Business Analyst (2011)
Akuna Capital	Junior Trader (2013)
American Express	Premium Benefits/Experiences Analyst (2014)
American International Group	Finance Analyst (2014)
AREA Property Partners	Analyst (2010)
Bank of America Merrill Lynch	Analyst (2011)
Barclays Capital	Analyst (2010, 2014)

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	Equity Sales Analyst (2010)
Boenning & Scattergood, Inc.	Research Associate (2011)
Bridgewater Associates	Management Associate (2010)
Brown Advisory	Jr. Performance Analyst (2010)
Capital One Financial Corporation	Business Analyst (2011)
Citigroup	Analyst (2011, 2013, 2014)
	Management Associate (2014)
Credit Suisse	Analyst (2011, 2012, 2013 (3))
	Investment Banking Analyst (2012)
DBS Bank	Management Training Programme (2013)
Deutsche Bank	Assistant Adviser (2010)
Dunbar Capital	Analyst (2011)
Empire Asset Management	Stock Broker (2010)
Ernst & Young	Global Human Capital Staff (2013)
	Staff Consultant (2014)
FBR	Analyst (2011)
Federal Reserve Bank of New York	NA (2014)
Gabelli & Co.	Analyst (2011)
Goldman Sachs	Analyst (2010, 2012 (2), 2013)
	Financial Analyst (2010)
	Alternative Capital Markets Analyst (2011)
ING Financial Partners	Financial Advisor Representative (2010)
Internet Capital Group (ICG)	Associate (2010)
JPMorgan	Analyst (2011, 2012, 2014)
	Banking Analyst (2013 (3))
Lincoln Financial Group	NA (2014)
London & Regional	Development Associate (2010)
MCT Trading	Intern (2011)
Morgan Stanley	Analyst (2010, 2012 (2), 2014)
Morgan Stanley Smith Barney	Intern (2010)
Newbury Partners	Associate (2011)
PricewaterhouseCoopers	Tax Associate (2011)
	Management Consulting (2014)
Raymond James	Analyst (2012)
Royal Bank of Scotland (RBS)	Analyst (2010)
SecondMarket, Inc.	Paralegal (2010)
Stephen's Inc.	Investment Banking Analyst (2014)
Wells Fargo	Analyst (2011)
Wells Fargo Securities	Analyst (2013)
uFinancial	Financial Advisor (2010)

Table 5. Government

Organization	Title
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District Attorney's Office	NA (2014)
Office of the Attorney General	Special Assistant (2013)
Office of Philadelphia City Councilman Kenyatta Johnson	Legislative Assistant (2014)
Senator Robert P. Casey, Jr	Intern (2014)
U.S. Attorney's Office	Paralegal (2014)
U.S. Department of Justice	N/A (2010)
	Honors Paralegal (2010)
	Paralegal Specialist (2012)

Table 6. Healthcare and Insurance

Organization	Title
Public Health Management Corporation	Project Assistant (2014)
Arthur J. Gallagher	Account Executive (2013)
	Account Representative (2014)
Northwestern Mutual Financial Network	Financial Security Support Associate (2011)
Liberty Mutual	Claims Case Manager (2011)

Table 7. Law and Legal Services

Organization	Title
Adams, Broadwell, Joseph and Cardozo	Intern (2010)
Clifford Chance LLP	Paralegal (2011)
Covington & Burling LLP	Bilingual Paralegal (2010)
Davis Polk & Wardwell LLP	Corporate Legal Assistant (2014)
Dewey & LeBoeuf LLP	Paralegal (2011)
Dilworth Paxson LLP	Paralegal (2014)
Dorothy K. Phillips & Associates	Legal Assistant (2010)
Fragomen, Del Rey, Bernsen, and Loewy	Assistant Paralegal (2013)
Kobre & Kim LLP	Legal Analyst (2010)
Levy & Halperin, LLP	Paralegal (2012)
Milbank, Tweed, Hadley & McCloy	Legal Assistant (2013)
NYC Campaign Finance Board	Legal Assistant/Paralegal (2012)
Parker Ibrahim and Berg LLC	NA (2013)
Paul Weiss Wharton Rifkind & Garrison	Paralegal (2014)
Philadelphia Law Firm	Paralegal (2010)
Richards Kibbe & Orbe	Corporate Legal Assistant (2013)
Ropes & Gray	Professional Development Assistant (2013)
Sidley Austin	Project Assistant (2012)
SNR Denton	Paralegal (2012)
Stroock & Stroock & Lavan	Paralegal (2011)
Wang Law Office, PLLC	Paralegal (2011)

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Table 8. Manufacturing

Organization	Title
Anheuser-Busch	Sales Management Trainee (2013)
Apple Store	Specialist (2010)
Macy's	Assistant Buyer (2010, 2011)
	Product Assistant (2010)
	Associate Buyer/Planner (2012)
McMaster-Carr	Management-Trainee (2014)
Pepsico	Marketing Analyst (2010)
Procter and Gamble	N/A (2010)
Trumpf Photonics	Intern (2014)
United Technologies Corporation	Operations Leadership Associate (2010)

Table 9. Non-Profit and Social Service

Organization	Title
American Civil Liberties Union	Legal Assistant (2011)
City Year	NA (2012)
Environment America	N/A (2010)
Lawyers' Committee for Civil Rights Under Law	Legal Assistant (Fair Housing, CDP and EJ) (2010)
MedLIFE	Communication and Publicity Liaison (2011)
Public Defenders' Association of Philadelphia	N/A (2011)
Special Olympics International	Program Specialist (2013)
Source for Change	Business Development Intern (2010)
Vera Institute of Justice	Research Analyst (2010)
Volunteers in Asia	N/A (2010)

Table 10. Other Service

Organization	Title
Hillstone Restaurant Group	Manager in Training (2013)
Libra Group	Marketing Intern (2014)
Tucker and Marks	Office Coordinator/Receptionist (2013)
Updater Inc.	Operations (2013)
Abercrombie & Fitch	Assistant Merchandiser (2010)
Heinz Company	Management Trainee (2014)
Sunoco Inc	Analyst (2014)
TJX Companies Inc.	Allocation Analyst (2012)
GIANNA	N/A (2011)
CoStar Group	Research Associate (2012)
Eastdil Secured	Analyst (2011)

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Table 11. Technology

Organization	Title
Applied Predictive Technologies	Sales Representative (2014)
comScore	Client Services Analyst (2013)
Eze Software	Analyst (2014)
Facebook	Associate Product Marketing Manager (2014)
FindTheBest	Product Associate (2013, 2014)
Finomial Corporation	Product Manager (2014)
FWD.us	Research Fellow (2014)
Google	Account Manager (2011)
	Associate Account Executive (2013)
	NA (2012, 2013)
	Associate Account Strategy (2014)
	Ad Serving Technical Specialist (2012)
Microsoft	Product Manager (2012)
Solve Media	Account Manager (2014)
ZL Technologies, Inc.	Business Development and Marketing Associate (2010, 2011)

Table 12. Graduate Schools Attended

Field	Institution
Education, Social Studies	Columbia University (2011)
Law	Ateneo De Manila Law School (2012)
	Boston University (2011, 2012, 2013)
	Cornell University (2011)
	Duke University (2010)
	Fordham University (2011)
	George Washington University (2010, 2012)
	Georgetown University (2010, 2013)
	Harvard University (2010 (3), 2011 (2), 2012)
	Instituto de Empresa (2012)
	New York University (2013)
	Southern Methodist University (2010)
	Stanford University (2011)
	Temple University (2010)
	University of Miami (2013)
	University of Michigan (2010)
	University of Pennsylvania (2011, 2013 (3))
	University of Virginia (2013)
Villanova University (2011)	
Widener University (2011)	
Yale University (2010, 2013)	
Local Economic Development	London School of Economics (2010)
Liberal Studies- Human Rights Studies	Columbia University (2010)

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Nutrition	New York University (2010)
Pastry & Baking Arts	Institute of Culinary Education (2010)
Theological Studies	Duke University (2010)
Urban Studies	University of Pennsylvania (2010)

## ***PPE Program Proposal***

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### **Appendix 3: List of 57 PPE programs worldwide**

	<b>University</b>	<b>Country</b>	<b>State</b>
1	Carnegie Mellon University	United States	Pennsylvania
2	Carroll University	United States	Wisconsin
3	Claremont McKenna College	United States	California
4	Denison University	United States	Ohio
5	Duke University	United States	North Carolina
6	Durham University	England	
7	Eastern Oregon University	United States	Oregon
8	Emory & Henry College	United States	Virginia
9	George Mason University	United States	Virginia
10	Juniata College	United States	Pennsylvania
11	King's College	United States	New York
12	King's College London	England	
13	La Salle University	United States	Pennsylvania
14	Lanacaster University	England	
15	Mercer University	United States	Georgia
16	Minnesota State University, Mankato	United States	Minnesota
17	Mount Allison University	Canada	
18	National University of Ireland, Maynooth	Ireland	
19	Pomona College	United States	California
20	Princeton University	United States	New Jersey
21	Queen's University Belfast	Ireland	
22	Royal Holloway, university of London	England	
23	Swansea University	Wales	
24	Taylor University	United States	Indiana
25	Transylvania University	United States	Kentucky
26	Tulane University	United States	Louisiana
27	University College London	England	
28	University of Akron	United States	Ohio
29	University of Alabama at Birmingham	United States	Alabama
30	University of Arizona	United States	Arizona
31	University of Dublin	Ireland	
32	University of East Anglia	England	
33	University of Essex	England	
34	University of Exeter	England	
35	University of Iowa	United States	Iowa
36	University of Leeds	England	
37	University of Manchester	England	
38	University of Michigan	United States	Michigan
39	University of North Carolina at Chapel Hill	United States	North Carolina
40	University of Notre Dame	United States	Indiana

## *PPE Program Proposal*

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41	University of Oxford	England	
42	University of Pennsylvania	United States	Pennsylvania
43	University of Pittsburgh	United States	Pennsylvania
44	University of Regina	Canada	
45	University of Richmond	United States	Virginia
46	University of Stirling	Scotland	
47	University of Virginia	United States	Virginia
48	University of Warwick	England	
49	University of Washington Tacoma	United States	Washington
50	University of Western Ontario	Canada	
51	University of York	England	
52	Virginia Tech	United States	Virginia
53	Wesleyan University	United States	Connecticut
54	Western Washington University	United States	Washington
55	Wheeling Jesuit University	United States	West Virginia
56	Wilfrid Laurier University	Canada	
57	Yale University	United States	Connecticut



## *PPE Program Proposal*

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### **Appendix 4: Supporting Letter from Acting President, Dr. Karl Einolf**



April 18, 2016

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201  
(410) 767-3301

Dear Dr. Fielder and the Higher Education Commission:

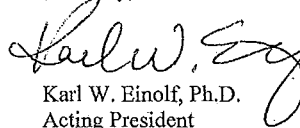
I am writing to you regarding the Philosophy, Politics and Economics (PPE) program proposal for Mount St. Mary's University. I am very happy to see that this finished proposal is now with the Maryland Higher Education Commission for review and approval. This PPE program is an exciting combination of disciplines that offers a unique student learning experience, preparing our students for a large number of career opportunities and supplying the Maryland market with excellent graduates.

I am writing, as requested by the MHEC proposal process, to confirm that the PPE program will be implemented within the existing institutional resources. The program does not need additional professors, classrooms, equipment or other instructional resources because Mount St. Mary's University already has these resources. We have approximately 33 instructional classrooms with over 1173 seats. Of these rooms, 31 are equipped with projectors, 5 have smartboards and 5 have televisions (2 of which have state of the art platform learning software).

I hope that this letter suffices your request for information regarding our current resources.

Thank you for your time and consideration.

Sincerely,



Karl W. Einolf, Ph.D.  
Acting President

16300 OLD EMMITSBURG ROAD, EMMITSBURG, MARYLAND 21727  
301.447.5600 FAX: 301.447.5634 president@msmary.edu