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August 29, 2018

Dr. James Fielder, Secretary
Maryland Higher Education Commission
6 North Liberty Street, 10th floor
Baltimore, MD 21201

Dear Dr. Fielder,

On behalf of Mount St. Mary's University, I am submitting to you a proposal for a Bachelor of Arts in Conflict, Peace, and Social Justice. Mount St. Mary's is seeking approval from the Maryland Higher Education Commission to offer this major as a multidisciplinary major through the Departments of Political Science, Sociology, Philosophy, Psychology, English, and History.

Per the Maryland Higher Education fee schedule to process this proposal, we are sending a check in the amount of \$850.00, under separate cover, to the attention of Mr. Michael Kiphart, Director of Academic Affairs, Maryland Higher Education Commission.

Thank you in advance for your timely consideration of this proposal. I look forward to hearing from you.

Sincerely,

Boyd Creasman
Provost

cc: Mr. Michael Kiphart, Director of Academic Affairs, MHEC
Ms. Emily Dow, Assistant Secretary of Academic Affairs, MHEC



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

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

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 12/2018

Mount St. Mary's University

Academic Program Proposal

for

UNDERGRADUATE MAJOR IN CONFLICT, PEACE, & SOCIAL JUSTICE

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.

Proposal. The College of Liberal Arts (CLA) at Mount St. Mary's University (MSMU) proposes to offer a 12-course 36-credit undergraduate interdisciplinary major (B.A.) in Conflict, Peace, & Social Justice, herein referred to as the "CPSJ major."

CPSJ Major. The CPSJ Major, which builds upon and replaces the CPSJ Minor, approved in 2007, provides for an interdisciplinary examination of the conditions that make for peace, whether we are considering issues arising within the *Global Sphere* (Political Science, Business/Economics), *American Society* (Sociology, Political Science, History, Literature, Theology, Philosophy), or *Personal/Interpersonal Relations* (Communications, Literature, Psychology, Theology). In focusing on both the analytical and normative aspects of conflict, social justice, and peace work, the CPSJ Major seeks to graduate students committed to promoting the development of a just and peaceful world order, and to being catalysts for social and personal change.

The particular emphasis of this program is on situating conflicts within the broad framework of peace and justice. It differs from existing MSMU programs in Criminal Justice and Legal Studies in that those programs have more specific foci, crime and law, respectively. While the latter programs consider their subjects to lie within the broader framework of peace and social justice, that is not their primary interest.

The CPSJ major complements existing co-curricular programs such as the CORE Leadership Development Program of the Office of Social Justice, which provides students with hands-on service opportunities; and it is consistent with the Mount's Seton-DuBois Service Learning Initiative that identifies opportunities for students to pursue service-learning internships in the Philadelphia and Baltimore-Washington, D.C. areas. Indeed, a CPSJ major will enable students with such interests to gain a solid academic grounding that equips them to follow their interests in peacebuilding as genuine career paths.

The CPSJ Major builds on the university's mission (see more below) to provide students with a high-quality education that addresses the world in which they live, introducing them to relevant and emerging professional disciplines grounded in the historical experience of the Catholic liberal arts university's pursuit of truth and respect for the human person.

Course Requirements. In addition to MSMU's 45-credit Core Curriculum, the requirements for a 36-credit CPSJ Major would include:

Introductory & Theory Requirements – 12 cr

- CPSJ 150 – Introduction to Conflict & Peace – 3 cr
- CPSJ 200 – Interpersonal Communications (COMM 203) – 3 cr
- CPSJ 210 – Social Inequality (SOC 307) – 3 cr
- CPSJ 220 – Conflict Theory (PSCI 322 Conflict Theory) – 3 cr

Techniques – CPSJ 300 Mediation (SOC 203) – 3 cr

Methods – CPSJ 350 Peacebuilding Research Methods NEW – 3 cr

Tracks – Catholic Social Teaching (THEO 336) AND 3 courses in ONE of the following 3 TRACKS (see list of Electives in Appendices A-C) – 12 cr.

- Global [Politics, Business]
- Societal [Class, Culture, Gender]
- Personal [Inter-personal, Trauma]

Practicum – CPSJ 400 – 3 cr

- Students will undertake a 3-cr Practicum in their Track area that will provide hands-on experience. This can be local, comprise work within a paid internship, or be part of a study-abroad program. It will be supervised by the CPSJ Director.

CPSJ Senior Seminar – CPSJ 450 – NEW – 3 cr

- Students will participate in a CPSJ 3-cr Capstone Senior Seminar that will also include an independent research project from their specific Track. The Seminar will be taught on a rotating basis by CPSJ faculty.

Students will need to take a number of introductory courses in order to prepare them for upper level required courses. Such courses might include: SOC 100, PSYCH 100, PSCI 100, ECON 101.

Note: The Graphic on the following page (3), adapted from a design by the KROC Institute of Peace at Notre Dame University (South Bend, IN), shows the many job opportunities for CPSJ Majors, as linked with a variety of disciplinary paths.

Strategic Peacebuilding Paths



Adapted from Hayner and Mansfield 2010, Kroc Institute

Congruence with MSMU Mission. Established in 1808, Mount St. Mary's University is the second oldest independent Catholic university in the United States. MSMU's undergraduate Mission Statement reads:

*Mount St. Mary's is a Catholic institution of higher education dedicated to liberal learning in the pursuit of truth. Mount St. Mary's, **mindful of its role in the Church's mission to the world** and respectful of the religious liberty of all, **affirms the values and beliefs central to the Catholic vision of the person and society, and seeks to deepen understanding of our faith and its practice in just and compassionate engagement with the world.** In order to enable individuals to understand and to challenge or embrace the cultural forces operating on them, Mount S. Mary's, in all its curricular and co-curricular programs, **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.***

MSMU's Mission Statement enjoins us in the formation of students who "undertake free and vigorous inquiry" in a manner that prepares them for engagement in the world around them. Consonant with this, it is a mission that prepares our students to "see and seek to resolve the problems facing humanity, and [to] commit themselves to live as responsible citizens," and builds on the long history of the Catholic Liberal Arts University. The CPSJ Major is driven by this mission.

This mission ties us to the Catholic principles of peace and justice, also known as Catholic Social Teachings (CST), as exemplified through Pope John XXIII's *Pacem in Terris* (1963); Vatican II's "Pastoral Constitution on the Church in the Modern World" (*Gaudium et Spes*, 1965); the U. S. Bishops' statement, *The Challenge of Peace* (1983); Pope John Paul II's *Centesimus Annus* (1991); Pope Benedict XVI's Encyclical *Caritas in Veritate* (2009); Pope Francis' Encyclical *Laudato Si'* (2015), his XLIX World Day of Peace message "Overcome Indifference and Win Peace" (2016), and most recently, his Papal Letter of Exhortation, calling on believers to "become holy by serving others" (9 April 2018). Indeed, the *National Catholic Reporter* has recently launched a "New NCR series [that] delves into questions of peace" under the heading "Making Peace," which devotes "time and resources to exploring topics of peace and nonviolence" (2016). Underscoring this as an imperative in the Catholic world, its first article highlighted a "landmark April [2016] gathering in Rome, co-hosted by the Pontifical Council for Justice & Peace and the Catholic organization Pax Christi International" (Roberts, September 2016). Our Core Curriculum includes two Theology courses, two Philosophy courses, and one Ethics course, upon which our CPSJ Major will build. In addition, CPSJ majors will take Catholic Social Teaching (THEO 336), which will immerse them in the traditions by which we are called to live out our faith.

When we approved our Minor in CPSJ in 2007, the Mount joined “more than 300 colleges and universities in the United States [that would then] offer courses in peace, conflict, and nonviolence studies,” according to Michael True in the *National Catholic Reporter* (October 2005). Today, the “Online Guide to Undergraduate Peace Studies Programs” at www.peacecolleges.com identifies “over 40 American and Canadian college and university programs [that] offer bachelor’s degrees in which the study of peace is oriented toward understanding the psychological and socio-economic roots of harmful conflict.” Importantly, these are institutions that offer B.A. or B.S. programs – the website does not include institutions that offer only Minors in the study of Conflict & Peace, which means that until MSMU offers a Major in CPSJ, it will not be on the radars of prospective students seeking such an educational opportunity. There are a number of programs within a 100-mile radius of MSM that offer minors, concentrations, and/or certificates in some aspect of Peace Studies, but only Juniata College (Huntingdon, PA), Eastern Mennonite University (Harrisonburg, VA), Goucher College (Towson, MD) – 53.4 miles from MSMU, and Salisbury University (Salisbury, MD) – 173 miles from MSMU, offer majors in Peace Studies programs, so while there is a recognized need, there are few existing institutions – beyond the Tier-1 Research institutions such as Georgetown University, George Mason University, and American University, all in Washington, D.C. – where students can pursue a Peace Studies major.

Geographically, MSMU lies 26 miles north of Frederick, the second largest city in Maryland (still expanding); is in close proximity with Camp David, Ft. Detrick, and other governmental installations and institutions; and readily accessible to numerous non-profit service organizations along the I-270 corridor and think tanks in Washington, D.C. that will benefit from this major in conflict, peace, and social justice, and that can provide internship and job opportunities for our majors.

The adoption of a CPSJ Major is in keeping with our own institutional initiatives such as the Lilly-supported “Callings Program,” the creation of the Forker Professorship in Catholic Social Teaching, the development of the campus “Peace Garden,” ongoing support for the Center for Student Diversity, the establishment of the Office of Social Justice, which sponsors the CORE Leadership program of hands-on experiences for our students, the establishment of the Center for Student Engagement & Success, the recent Seton-DuBois Service Learning Initiative, and (with donor support) the implementation of our Third Century Scholars Program, which offers full scholarships to students from historically marginalized groups, who are also committed to return to their neighborhoods to help foster change.

The need is great for practitioners in Conflict & Peacebuilding, according to the International Coalition of Concerned Mediators (ICCM). The ICCM website notes that at the recent Senior Mediators Conference in Keystone, Colorado, a “crisp, non-accusatory and non-political” statement was issued urging that effective negotiation approaches be developed and utilized to meet the needs of a “world confronted with real and perceived threats from several international arenas”

(www.concernedmediators.org). Indeed, the Ferguson and Baltimore riots – not to mention Europe’s refugee crisis, Syria’s civil war, and looming threats of nuclear confrontations with North Korea, Iran, and/or Russia – constitute events that our incoming students process in their daily lives. Former Mount students agree.

Larisa Traub, a 2015 graduate, now pursuing an international law degree from The Catholic University of America writes that

As is true for most law students, I have worked full time in two different internship positions during the summer months to train as a lawyer. In the Summer of 2016 I first studied with the Columbus School of Law in Rome focusing on international human rights. I then returned after six weeks of study and interned with an organization called HIAS (formerly known as Hebrew Immigrant Aid Society). There I worked as the Immigration Legal Intern and my responsibilities included aiding asylum seekers with their applications to be granted refuge in the United States. To complete this work I had to wield a sophisticated understanding of clients’ country condition, their experiences of conflict, and persecution. HIAS also serves refugees and I was able to contribute to policy meetings that helped focus advocacy goals in the growing refugee crisis worldwide.

In 2017, more people than ever before are facing displacement due to conflict, natural disasters, and climate change. Such displacement is a burden on many institutions around the globe. Even when there is no direct burden of displacement, the insecurity of some regions and the strain on other more vulnerable regions threatens world peace. As resources run short the number of affected people multiplies. Acknowledging this need, I sought work with another organization focusing on the refugee crisis. After many volunteer hours culminated alongside my full time enrollment in law school, I was awarded a pro bono scholarship. The CUA Students for Public Interest Law stipend allowed me to travel to Manila in the Philippines and work as an International Program Associate in service to Community Family Services International. This International Non-Governmental Organization (INGO) first began its work in the 1980s and has many different roles in the Philippines. Immediately preceding my departure from the United States the ISIS crisis struck Marawi City of Mindanao Island in the South of the Philippines, another area CFSI serves.

Isaac Cudjoe (2016), pursuing a Masters’ in Conflict Resolution & Coexistence, writes:

I spent four worthwhile years at Mount St. Mary’s University enthralled by my studies in Political Science, International Relations, and History. In those classes I gained a deeper understanding of how our world operates today, how we arrived at where we are, and I was given a chance to formulate my own ideas as to what we ought to do to address some of our problems. The knowledge and perspectives I gained in those subject areas urged me to pursue a Masters’ degree in Conflict Resolution and Coexistence.

While I believe the value of my education was exemplary, few (if any) of my professors could have prepared me for today: the globalized world that we spent so much time studying has now become nearly unrecognizable. For many people, our world today can be summed up in three words: confusing, frightening, and unbelievable. It is imperative that Mount St. Mary's University stays true to its Catholic identity by inspiring its students to value the divine within each and every person. The Mount ought to shape young minds to be conscious of what peace building is and how they can be a part of it.

As I prepare to embark on a journey devoting my life to actively work for peace, I only wish the Mount had had a Major in Conflict, Peace, & Social Justice when I was there, to have prepared me even more for this vocation. It is not too late for the Mount to prepare future students! A Major in Conflict, Peace, & Social Justice will bring together the Mount's young innovators, change-makers, activists, and peace devotees to join a world that desperately needs students like them.

Josh McCowen (2016) writes:

As a former student of Dr. Urban's I can speak to the need for a major in Conflict, Peace, and Social Justice (CPSJ) at Mount St. Mary's University. A degree in CPSJ is not only a valuable investment but it very easily fits with both the liberal arts tradition and the Catholic Identity of Mount St. Mary's University. It gives students the ability to think clearly and without bias about events occurring on both an international and domestic level.

As someone who has studied and worked overseas in Turkey and Nepal, I can speak of the power of this program. It will enable you to connect with people of different cultures on a deeper level, and to explore the real underlying issues of conflict. More importantly, it will give you the ability to implement realistic and viable solutions to issues that we face today. The CPSJ program will produce better citizens, who are aware of global needs and prepared to tackle the issues of war, poverty and social inequality.

Nia Butler (2017) writes:

I think establishing a Conflict, Peace, & Social Justice Major at the Mount is great idea. When I came to the Mount I wanted to major in something related to political science and international studies but I was unsure of my concentration. While at the Mount, I learned about the Conflict, Peace & Social Justice Minor and I began signing up for those classes. I instantly loved the minor because it was one of the most fascinating areas since it incorporated interdisciplinary studies that related to international studies, sociology, political science and philosophy. It allowed many other students and myself to gain a better understanding of human interactions on personal, local, national and international

levels. After the first class, I wanted to major in Peace and Conflict and I know many other students who would have joined me.

Megan (Zoumaya) Madden (2011) writes:

I am happy to hear that a Conflict Peace/Social Justice Major is being considered for Mount St. Mary's University. I completed a Political Science degree in 2011, had a personal focus on social justice and human rights, and after being a stay-at-home mother, am now beginning a Masters' in Family Counselling. The CPSJ major would have definitely been my major had it been an option! In a world increasingly globalized, and with young people becoming more and more involved in social movements and events, I am certain that the courses within this particular major will be beneficial not only for students' personal growth, but also for the rest of society as students launch careers in peacebuilding.

And finally, Kristen Waters (2005), now a project leader at the FBI, was assigned the task of reinvigorating a Human Rights unit at the Bureau and developing a nation-wide training center for all law officers. She writes,

A major in Conflict, Peace, & Social Justice (CPSJ) at Mount St. Mary's University would not only be extremely beneficial to the school, but aligns with the university's core values and Catholic identity. As an alum of the university's International Studies major, I currently work in the field of human rights for the United States Government and am pursuing a Masters of Arts in Holocaust and Genocide Studies. I can personally say a CPSJ major would have benefited me tremendously in my undergraduate career (I would have chosen this major if it existed during my time at Mount St. Mary's) and I believe this major is necessary to have at all liberal arts universities.

We live in a world where we are confronted daily by terrorism, crises, and mass atrocities; more alone in the twenty-first century than ever before. Democratic Republic of Congo, Cambodia, Bosnia, Rwanda, India, South Sudan, Sudan, Afghanistan, Iraq, Myanmar, Burundi, Libya, Somalia, and the Central African Republic are all areas that have recently undergone or are still undergoing mass atrocities and genocide. Since the Holocaust, the international community has cried "never again," but the violence continues. Crucial to ensuring there is peace in the world is the education of our youth in history, theory, conflict, social justice, and peace building. The CPSJ major at Mount St. Mary's University is exactly what is needed to help produce democracy and peace building throughout the world. The CPSJ major will produce and cultivate students who are passionate and willing to fight to prevent atrocities in this world. As Pope Francis said in his recent TED Talk, "peace begins with you, just one person is all that is needed for hope to exist in this world."

Hence, there is a great need for training in the area of CPSJ as well as student support for this major area of study.

There are also many jobs in this field for our graduates. In his recent book *Peace Jobs*, written explicitly with Millennials in mind, David Smith (2016) quotes from pollster John Zogby (2008) that this present generation of young people, which Zogby refers to as our “First Globals,”

... cares deeply about the world around them, travel much and maintain overseas relationships (often through social media), celebrate all forms of diversity, and most importantly, are willing to commit to making social change. And with implications for building peace, ‘they’re more devoted than any other age group to finding common ground on tough social issues.’ (xvii)

The intent of Smith’s book is to demonstrate that while certain fields such as mediation, diplomacy, and humanitarianism might require specialized training and education (graduate work), there are many “conventional” jobs that can be creatively adapted to peace-building. In providing indices to “peace jobs” for college graduates, Smith demonstrates that “in any field, students can apply their skills and knowledge about conflict and peace to improve the work they are pursuing” (xvii). With this in mind, our CPSJ Major offers a number of Tracks that span the disciplinary network. More information on this will be presented in “C.1” below, which focuses on market demand.

As an institution of Higher Education in Maryland – and considering MSMU’s proximity to the Baltimore area, our adoption of a CPSJ Major would allow us to petition to join the Baltimore College Peace Network of the Greater Baltimore Area, which includes the following institutions: The Community College of Baltimore County at Essex; Coppin State University; Goucher College; Johns Hopkins University; Loyola University, MD; Morgan State University; Notre Dame University, MD; The Shriver Center & Shriver Higher Education Consortium at UMBC; Towson State University; UMBC; University of Maryland School of Social Work (www.afc.org/resource/baltimore-college-peace-network). Such connections will offer an enhanced learning environment for our students, provide for joint student research conferences, facilitate the development of internships, stimulate action events, and identify post-graduate job opportunities.

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

Strategic Plan. There are three major goals in the Mount’s strategic plan, as identified by our Provost, Dr. Boyd Creasman. These are:

- Facilitating student success, engagement, and the development of an inclusive community
- Maintaining the financial stability of the institution

- Participating in the world as a Community of Faith in service to others

The proposed CPSJ Major would address each of these in specific ways.

Student Success, Engagement, & Inclusion. Both the pedagogical and practical dimensions of the CPSJ Major promote *success* for our students. Pedagogically, this major arises from within the Mount's Core curriculum, characterized by its rich interdisciplinary nature and developed to foster both critical thinking and communications skills. Conflict often arises because of miscommunication amongst parties, a failure to acquire essential/basic facts, an inability to engage in critical analysis, and/or an unwillingness to explore issues from various perspectives. Throughout their four years as Mount undergraduates, our students are asked to develop strong research and critical thinking skills, prowess in both written and oral communication, and an appreciation for a variety of interests and perspectives, preparing our students for success in both their personal and professional worlds.

The CPSJ Major reflects this pedagogy, but also *introduces practical, hands-on course-work*. In its 12-credit (4-course) core, students take a broad, interdisciplinary course, Introduction to Conflict & Peace (CPSJ 150) and 3 courses which introduce each of the 3 Tracks – Interpersonal Communications (COMM 203), Social Inequality (SOC 307), and Conflict Theory (PSCI 322). On the “practical side,” the CPSJ Major posits a 6-credit (2-course) requirement that students gain proficiency in both Mediation and Methods relating to conflict and peace-building, and arrange a semester-long 3-credit Practicum. Finally, the Capstone Senior Seminar brings together the theoretical and the practical, requiring students to undertake original research within their specific Track area of study. Hence, not only is the pedagogical cum practical approach of the CPSJ Major likely to promote academic success – a broad exposure to the topic, balanced with particular skills – but it is designed to promote professional success in the world of work.

It is a major that also highlights *inclusion*. Violence – whether structural or physical – is usually perpetrated upon an *other*, someone we see as being unlike ourselves (class, race, age, ethnicity, gender), someone we feel free to ignore or to treat differently than we would our family or friends. Peacebuilding demands we respect the humanity of each human being and seek to restore lost hope and opportunity in their lives. Nobel-Prize winning economist, Amartya Sen speaks of deprivation and hopelessness as people having “unfreedoms.” Catholic Social Teachings – at the heart of the CPSJ Major – do not allow us to propagate a world laced with “unfreedoms.” The CPSJ Major not only approaches peacebuilding through academics – the required courses and a focus on specific tracks, which lead to independent research – but it also highlights our inclusion in the human family through experiential learning and the hands-on work within a Practicum.

Maintaining Financial Stability of the Institution. As this interdisciplinary Major draws heavily on existing courses, (see L.1 – Tables 1 & 2 pages 34, 35), it will not greatly impact the existing budget. Expenses have been introduced to cover 3 adjunct

positions, 1 course release for the Director, and a small marketing budget. In addition, faculty development monies are also part of the initial CPSJ budget. However, the assumption is that this major will generate interest, drawing additional students to the Mount. As the program gains traction, part of the vision is to offer Conferences for students and for faculty, and Summer Institutes for area teachers, community leaders, and/or international peacebuilding practitioners (who must seek re-certification every two years). In 2006 we hosted two such practitioners from WAVE, a trauma and peacebuilding center in Belfast, Northern Ireland, who facilitated Saturday peacebuilding workshops with our students at the Mount. It was they who first raised the question of why we were not sponsoring such Summer Institutes. They were amazed at the beauty of our campus, the high quality of our academic facilities, our catering capabilities (our dining services provided vegan, vegetarian, and regular snacks and meals for our workshop), and the general efficiency of our university – things we take for granted, but which they had never before run across! Moreover, our proximity to the D.C. area and our low travel costs compared with Europe, offer a decided advantage to people like them. Hence, the spin-offs from a CPSJ Major could provide both marketing and income-generating opportunities for the Mount.

Participating in the World as a Community of Faith in Service to Others. As iterated above, the CPSJ Major is entirely congruent with the Mount’s intentions to serve as a beacon in a world beset by wars, strife, unemployment, poverty, and the disenfranchised. As a beacon, our university has long been committed to developing students who will not only “be good,” but “do good” as well. It is noteworthy that CPSJ majors will take Catholic Social Teaching in addition to the two Core theology courses, following Pope Francis’ exhortation to “become holy by serving others.” From the student testimonials quoted earlier, it is clear that this major can only enhance such opportunities for our graduates.

Evidence that a CPSJ Major is an Institutional Priority. The committee that developed this proposal was provided a budget to bring their ideas to fruition as part of President Timothy Trainor’s Creative Collaborative Curriculum Challenge in January 2017. Additionally, the numerous co-curricular programs highlighted above, and operating through the Office of Social Justice, reinforce the kind of commitment our institution has in providing hands-on opportunities for our students to engage in service to their world. This new CPSJ Major further “institutionalizes” this commitment.

B. Critical or 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 in general based on one or more of the following:**

The need for the advancement and evolution of knowledge. Certainly conflict and the need for peace and peacebuilding prowess has been around since before the time of Hammurabi, whose codification of rules, established in 1754 BCE to bring peace, order, and justice to his ancient Mesopotamian kingdom, is the oldest legal code on record. Following Hammurabi, all three Abrahamic religions advocate both peace and justice within their communities and make provisions for dealing generously with “outsiders,” though clearly practice hasn’t always followed prescription. In particular, the Catholic Just War Theory has been part of the international arena for centuries, and laid the foundations for Hugo Grotius’ 1625 opus *On the Law of War and Peace*, which framed international law until the 20th Century. The Westphalian Peace Treaty of 1648, which marks the beginning of the Modern era of the nation-state, sought to end religious wars in Europe, a peace that lasted for four centuries. But while the Geneva Conventions of the mid-20th Century, along with the establishment of the United Nations and adoption of the Universal Declaration of Human Rights, followed two world wars in quick succession and intended to re-build a fractured world, history was again short-circuited. The Post WW II-order, based on cooperation, common interests in mutual security, and the rule of law, was significantly upended by the Cold War (lasting 70 years) between the USA and the USSR. Following the 1991 dissolution of the Soviet Empire, however, the anticipated “peace dividend” has still not been realized: political and ethnic strife, along with the rise of terrorist groups, an intransigent North Korea, evidence of an expansive Russia, and environmental degradation (read: water and food insecurities) have brought new challenges to the peace movement and to academics teaching in the area of peace studies.

The field of Peace Studies began to emerge in the 1960’s with the founding of the *Journal of Peace Research* by the Norwegian scholar, Johan Galtung. But while Galtung focused on what he termed “structural violence” – inequities perpetuated by social structures such as racism, colonialism, poverty, and gender – most American research was undertaken in the shadow of Cold War priorities, and focused on “containment” and “conflict resolution.” Since the 1991 fall of the Soviet Union, there have certainly been conflicts to *resolve*, but many researchers are now focusing on the deeper causes of such conflicts, which are often related directly to Galtung’s *structural violence*.

Peacebuilding is therefore becoming the new avenue of Peace Research. Hence, the new CPSJ Major at MSMU will be on the cutting edge of studying these new directions, whether the focus is on global disputes or more close to home, in Baltimore, Philadelphia, or Washington, D.C. As mentioned earlier, there are only four institutions within a 100-mile radius of MSMU (aside from the R-1 institutions in the Baltimore-Washington, D.C. area) that offer majors in Conflict & Peace: Juniata University (Huntingdon, PA), Eastern Mennonite University (Harrisonburg, VA), Goucher College (Towson, MD) 53.4 mi from MSMU, and Salisbury University (Salisbury, MD) 173 mi from MSMU.

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

As the *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education* under “Goal 4: Innovation,” advises:

Innovative approaches to education and training that are adopted and implemented by postsecondary institutions should facilitate student learning and engagement and spur student success. They should inspire interest and creativity, and equip students with the skills and competencies needed to be contributing members of society and to support Maryland’s knowledge-based economy. (p. 46)

Under “Goal 5: Economic Growth & Vitality,” the *Maryland State Plan* also expresses the need for Maryland’s students to be prepared to enter a workplace that requires “new skills and content knowledge” and asks students to be more “technologically savvy” (p. 53). Given the broad content knowledge and the methods and techniques requirements, along with the required practicum, the CPSJ Major addresses these needs in different ways, depending on the Track chosen by the student.

As discussed above, the CPSJ Major clearly addresses societal needs in developing undergraduate students who will be able to pursue jobs in a world rife with conflict. This new major also clearly addresses needs in Maryland for such a program, as only Goucher College in Towson, MD and Salisbury University on Maryland’s Eastern Shore offer undergraduate degree programs in Peace Studies. Note, that in Maryland, both the University of Maryland (Center for International Development & Conflict Management) and the Johns Hopkins University (School for Advanced International Studies) offer graduate programs in the area of conflict and peace, but that neither offers an undergraduate conflict/peacebuilding major.

The content of this major is innovative in that it is tied to our Catholic identity and arises from within the long tradition of Catholic Social Teaching. It is also innovative – and creative – in that it identifies three specific Tracks from which students can elect their pathway, Tracks which themselves, are interdisciplinary and open for students to explore. That is, the need for skills in the area of conflict resolution and peacebuilding is not only reflected in the spheres of Criminal Justice, but can be developed within other disciplinary fields as well: *Global*: international relations, trade, development (Political Science, Business & Economics); *Societal*: institutional conflict (Business, Psychology); class, race, gender, intra-intercommunal conflict (Sociology, Theology, Philosophy, Literature); *Personal/Interpersonal*: interpersonal conflict (Psychology, Communications) and trauma/healing processes (Psychology, Communications, Literature, Fine Arts). It is a major that can be paired with other majors (Environmental Studies, Business, Fine Arts, Psychology) to deepen students’ engagement with their passions – and, not incidentally, enhance their competitive edge upon graduation.

Finally, in addition to addressing needs, generating student engagement, and spurring success, the CPSJ Major clearly addresses the “skills and content” issue highlighted by the *Maryland State Plan* by 1) requiring CPSJ Majors to take at least TWO courses in Methods & Techniques; and 2) bringing theory and practice together in a 3-credit semester-long practicum, giving students the opportunity to engage with professionals who address specific – and complex – issues within their particular fields.

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

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

First, you will note that there are a plethora of job options that would arise out of a CPSJ Major, as the graphic on the following page (15), “Career Paths in Strategic Peacebuilding,” developed by the KROC Institute of Peace (University of Notre Dame, IN) illustrates (see adapted KROC Insert). Our proposed curriculum is grounded in the literature pertaining to conflict resolution and peacebuilding and their practices today. The proposal also builds on data provided by the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) on wages and job prospects in industries and occupations employing graduates in the field of conflict resolution as described below. Recent attention to highly-publicized violent conflicts in Syria, Yemen, Iraq, Afghanistan, El Salvador, Columbia, and Venezuela has resulted in a growing demand for arbitrators, mediators and conciliators who are skilled in dispute resolution and peacebuilding across ethnic groups and international borders. According to the U.S. Department of Labor’s Bureau of Labor Statistics (BLS), jobs in the occupational category “arbitration, mediation, and conciliation” are projected to grow 10 percent between 2014 and 2024.¹ The BLS expects job growth in this field to be higher than the average for all occupations in the United States during this 10-year period (6.5 percent).

Arbitration, mediation, and conciliation is one of the 819 occupational profiles provided in the BLS’s *Occupational Outlook Handbook* for 2014-2024. Information is available on typical job duties, work environment, education, training, licensure requirements, median pay and the job outlook for arbitrators, mediators, and conciliators coded as 23-1022 in the standard occupational codes.

The BLS estimates there to be 8,400 employed arbitrators, mediators, and conciliators in the United States. Employment in this occupation is estimated to grow by 800 people between 2014 and 2024, faster than the average job growth for all occupations in the United States.

¹Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2014-24*, December 2015.

Career Paths in Strategic Peacebuilding

- DEALING WITH THREATS**
- War
 - Nuclear & small arms proliferation
 - Poverty, hunger and homelessness
 - Terrorism
 - Corruption & organized crime
 - Cultural & structural violence
 - Environmental degradation & climate change
 - Gender exclusion & gender-based violence
 - Genocide & mass violence
 - Human Rights violations
 - Human trafficking

- DEVELOPMENT**
- Economic development
 - Gender equality work
 - Housing & urban development
 - Human & social development
 - Local & international development
 - Microfinance & small business development
 - Strengthening democratic institutions
 - Sustainable development, agriculture

- EDUCATION**
- Adult & civic education
 - Applying gender lens to peace & conflict
 - Building peaceable schools
 - Educational reform initiatives
 - Investigating structural violence
 - Leadership development & training among historically dis-serviced groups
 - Service learning
 - University-based peace studies/research
 - Vocational schools

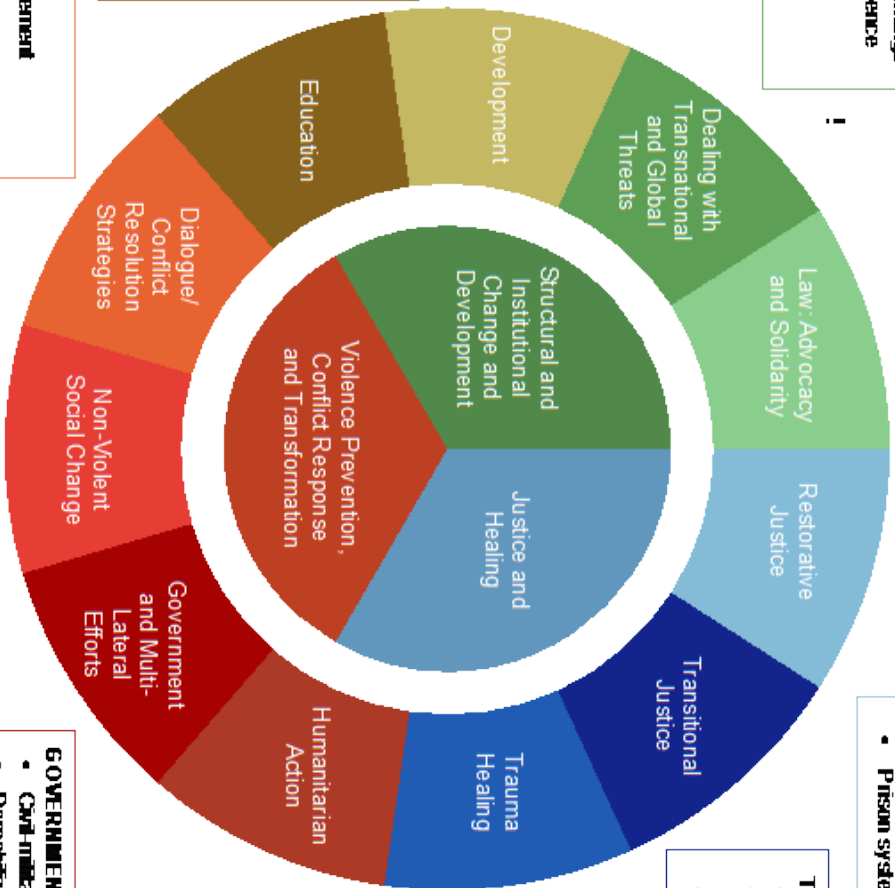
- LAW**
- Family law & domestic violence protection
 - Human rights law—Indigenous solidarity & rights
 - Immigration law, migrant services & education
 - International law & policy work
 - Labor & employment law/protection—land issues
 - Migrant justice, migration & human trafficking
 - Child protection & rights

- RESTORATIVE JUSTICE**
- Addressing historical harms against Indigenous people
 - Community-based restorative justice
 - National restoration processes (Truth & Reconciliation Commissions)
 - Prison system reform

- TRANSITIONAL JUSTICE**
- International Criminal Court or Tribunals
 - Investigation & prosecution of mass atrocities & human rights violations
 - National & local justice processes

- TRAUMA HEALING**
- Child soldier re-integration
 - Collective community healing
 - Refugee settlement & services
 - Trauma therapy & counseling
 - Post-crisis social work support
 - Victim support & reparations

- HUMANITARIAN ACTION**
- Human rights protection & monitoring
 - Humanitarian advocacy & law
 - Information management for relief operations
 - Public health work related to structural & physical violence



- DIALOGUE**
- Mediation or dispute settlement
 - Reconciliation
 - Cross-cultural contact programs
 - Arts-based work for social transformation
 - Conflict monitoring & early warning
 - Inter-faith or inter-ethnic dialogue
 - Language interpreting or teaching
 - Local peace centers & training
 - Violence prevention programs

- NON-VIOLENT SOCIAL CHANGE**
- Active nonviolence
 - Community organizing, mobilization, or social action/movements
 - Issue-based educational campaigns
 - Media/journalism/writing
 - Minority & marginalized empowerment & civil rights advocacy

- GOVERNMENT/MULTILATERAL EFFORTS**
- Civil-military relations
 - Democratization & disarmament
 - Government
 - International governmental organizations
 - Peace processes
 - Policy analysis & implementation
 - Post-conflict reconstruction

Adapted from Hagner and Mansfield 2010, Kroc Institute

The mean hourly wage for arbitrators, mediators, and conciliators was \$34.97 in 2016, relative to \$23.86 for all occupations.² On an annual basis, these workers are paid an average salary of \$72,730.

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Mount St. Mary's University is located in proximity to states and regions where employment and wages in conflict resolution are relatively high: Pennsylvania and the Washington, DC-Virginia-Maryland-West Virginia metropolitan statistical area. The state of Pennsylvania (a few miles north of the Mount's main campus in Emmitsburg, MD) has the fifth highest state employment level for arbitrators, mediators and conciliators in the country. The average hourly wage rate for these workers in Pennsylvania was \$32.70 in 2016 (\$68,030 per year).

Moreover, neighboring Washington DC (49 miles south of the Mount's Frederick Campus) has the highest employment of conflict resolution professionals of all metropolitan areas in the United States. This comes as no surprise given the types of peace-building organizations located in the Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division (e.g., World Bank, International Monetary Fund, U.S. Department of State, U.S. Department of Labor. etc.) thus puts Mount St. Mary's University in an ideal geographic location to launch our new program in conflict resolution and attract interested candidates.

The District of Columbia ranks as the third highest paying state in the country for arbitrators, mediators, and conciliators who were paid an average of \$92,650 in 2016, just below that of New Jersey (\$92,880) and Connecticut (\$103,430).

Statistics provided by the Bureau of Labor Statistics on employment of arbitrators, mediators, and conciliators and wages paid bode well for graduates of Mount St. Mary's University given our proximity to the largest employers of these professionals in the country and the relatively high pay in the Washington, DC region and state of Pennsylvania. We expect these positive job prospects to continue given the occupational projections released by the BLS for 2014-24 and the growing global awareness of the value of well-educated and trained specialists in conflict resolution and peacebuilding.

The primary source of postsecondary education and training of arbitrators, mediators, and conciliators is a bachelor's degree. The BLS notes that "Some colleges and universities offer certificate programs, 2-year master's degrees, or doctoral degree programs in dispute or conflict resolution. However, few candidates receive a degree specific in the field of arbitration, mediation, or conflict resolution. Instead,

²Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Employment and Wages, May 2016*. (Last modified March 31, 2017)

applicants may use these programs to supplement their existing educational degree and work experience in other fields” such as business, public administration, social sciences, and judicial administration programs (*Occupational Outlook Handbook*, 2015). States have yet to create legislation pertaining to conflict resolution careers, so there are no federal licensing requirements, training requirements, or minimum thresholds of education. Often students interested in conflict resolution take courses in several disciplines that hone critical-thinking skills, decision-making skills, interpersonal skills, listening skills, reading and writing skills. *The proposed CPSJ Major for MSMU, therefore, clearly addresses the need for such a Major.*

Graduates with degrees in conflict resolution, mediation, and peacebuilding find employment in all three sectors of the economy: the public sector, private for-profit sector, and private not-for-profit sector. These individuals are employed in an array of industries, the highest pay being: (1) state government, excluding education and hospitals (\$63,630 median annual wage in 2016), (2) local government, excluding education and hospitals (\$61,830), (3) legal services (\$58,340), (4) finance and insurance (\$57,140), and (5) religious, grant-making, civic, professional, and similar organizations (\$48,480). The 2016 median pay across all industries hiring arbitrators, mediators, and conciliators was \$59,770.

An example of a current job opening in an international civil society organization is as an Advocacy Liaison Officer to the United Nations’ Global Partnership for the Prevention of Armed Conflict to start on September 1, 2017, paying \$50,000 - \$60,000 a year in New York City.

Current Sample Job Listings:

Students interested in careers in conflict resolution, peacebuilding, and mediation are able to secure employment in the United States and abroad. Below are examples of current job openings in the field to illustrate employment opportunities.

Example #1 Advocacy Liaison Officer to the United Nations Global Partnership for the Prevention of Armed Conflict

Starting date: September 1st, 2017
Pay: \$50,000 - \$60,000 a year
Location: New York, NY

The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a worldwide network of civil society organizations working on the prevention of violent conflict. The GPPAC Foundation in The Hague fulfills the task of Global Secretariat for GPPAC. The GPPAC Advocacy Liaison Officer to the United Nations provides the essential links between network members, the global secretariat and the UN policy arena.

GPPAC was established in 2003 in response to United Nations (UN) Secretary-General Kofi Annan's 2001 report on the Prevention of Armed Conflict, in which he urged civil society to organize its role in this field. GPPAC builds on decades of prevention, conflict resolution and peacebuilding work throughout the world and is organized through fifteen regional networks, each of which has developed an agenda to reflect regional principles and priorities. GPPAC is currently pursuing thematic work in the fields of Human Security, Dialogue & Mediation, Gender and the Sustainable Development Goals and has programs on Enabling Collaboration, Improving Practice and Influencing Policies with/of network members. For more information see: www.gppac.net or www.peaceportal.org.

Example #2 Assistant Ombudsperson for Students and Post Docs

University of California, Berkeley

Starting Date: August 1, 2017

Pay: \$75,000 - \$85,000 a year

Location: Main Campus-Berkeley

The mission of the Ombuds Office for Students and Postdoctoral Appointees is to provide an informal dispute resolution process in which the Ombudsperson advocates for fairness, justice, respect for differences, and reasonable solutions to student and postdoctoral issues and concerns.

Sample Web Sources for Conflict Resolution & Mediation Jobs in Government, Nonprofit, and For-Profit Sectors:

<http://www.conflicttransformation.org/>

<http://jobs.clusty.com>

<http://careers.acrnet.org>

<http://www.mediate.com/jobs> (requires paid membership)

<https://www.usajobs.gov/>

<http://peace.fresno.edu/rjjobs.php>

http://www.campus-adr.org/Training_Center/content/Search_for_Conflict_Resolution_Jobs_in_a_New_Way_-_Cluster_Them/

<http://federalgovernmentjobs.us/>

<http://indeed.com>

<http://www.internationalpeaceandconflict.org/>

www.gppac.net

www.peaceportal.org

3. Data showing the current and projected supply of prospective graduates.

Enrollment and degree data from the Maryland Higher Education Trend Data and Program Inventory portal serves as the primary source for this information. Note that data are available only through 2014. The Tables below list the institutions in Maryland that offer a bachelor's degree in Conflict & Peace Studies as well as the number of graduates and enrolled students *in the five most recent years* for which data are available (Note: these programs have been in existence for at least 10 years). Over the last five years, the number of graduates in this field from these institutions has increased from 35 to 52, a modest increase in market supply.

Table 1: Number of Graduates with Conflict & Peace Majors

Number of Graduates	2010	2011	2012	2013	2014	5- Year Average
Salisbury University	18	26	34	44	44	33
Goucher College	17	12	8	11	8	11
Total	35	38	42	55	52	44

Table 2: Student Enrollment in Conflict & Peace Majors

Enrollment	2010	2011	2012	2013	2014
Salisbury University	86	112	105	83	73
Goucher College	25	24	27	21	25
Total	111	136	132	104	98

D. 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.

The map on the site at www.peacecolleges.com places Maryland (along with Delaware) as the northernmost states that are part of what it defines as the Southeast Geographical Region, with Texas delimiting the western boundary. In this collection of 17 states, Peace Colleges lists only 5 that have institutions offering undergraduate majors in conflict and peace studies: American University (Washington, D.C.), Eastern Mennonite University (Harrisonburg, VA), George Mason University (Fairfax, VA), Guilford College (Greensboro, NC), and Salisbury University (Salisbury, MD). There are two missing from this lineup that should also be included: Goucher College (Towson, MD); and Georgetown University (Washington, D.C.), which offers a Justice & Peace Major.

There are TWO institutions in the state of Maryland that offer *graduate degrees* in Conflict and Peace:

- University of Maryland – Center for International Development & Conflict Management (CIDCM); and
- Johns Hopkins University – School for Advanced International Studies (SAIS)

The two institutions that currently offer *undergraduate degrees* in Peace Studies are Goucher College in Towson, MD (53.4 mi from MSMU) and Salisbury University in Salisbury, MD (173 mi from MSMU). The programs of each of these, along with the CPSJ major proposed by MSMU are briefly described below:

- The Goucher College Peace Study major requires 36 credit hours, divided into 11 courses which include an Introductory course, a Research Methods course, 3 required courses, Senior Symposium, a one-semester Study Abroad requirement, which includes a Practicum, and several electives.
- The Salisbury University's major in Conflict Analysis & Dispute Resolution (CADR) has a 40-credit major, divided into 10 4-credit courses. These include a 5-course Core comprised of an Introductory course, Theory course, Methods course, Dispute Systems Design, & a Practicum along with three TRACKS from which students select 3 courses to gain specialization: International, Intergroup/Organizational, and Interpersonal.
- To refresh, the CPSJ major proposed by MSMU requires 36 credit hours, divided into 12 3-credit courses which include the following: a 6-course core that includes an Introductory course, 3 theory courses (Interpersonal Communication, Social Inequality, and Conflict Theory), a Techniques course (Mediation), and a multidisciplinary Research Methods course. In addition, students will take Catholic Social Teaching, select a Track (Global, Societal, or Personal) and 3 electives appropriate to their track, a 3-cr Practicum, and

participate in a 3-cr Senior Seminar that includes developing (and completing) an original research project.

That the CPSJ Major proposed for Mount St. Mary's University reflects similarities when compared with majors offered by both Goucher College and Salisbury University, tells us we are on the right path. All offer about the same number of courses; besides Introductory courses, all require at least one Methods/Theory course; and all require a Practicum. There ARE particular aspects that should be addressed by any Conflict/Peace major intending to provide students with the abilities to be successful in their future careers.

That said, there are differences. The *first* pertains to our Catholic identity. The CPSJ major grows out of our commitment to the principles of Catholic liberal learning, also reflected in our Core courses, and are consonant with living out the ideals expressed in Catholic Social Teaching.

A *second* difference would be the degree of CHOICE offered to our students. Students are asked to select one of 3 Tracks to explore through 3 elective courses (The Goucher program has no Tracks; Salisbury has 3). These TRACKS are flexible and accommodate a plethora of possibilities. Within *Global* lie issues related to globalization, trade, development, and international politics; within *Societal* lie issues related to inequality, race, gender, and organizational/power relations; within *Personal* lie issues related to trauma recovery as well as interpersonal conflict. Disciplines involved in the CPSJ Major thus include Business & Economics, Communications, History, English, Philosophy, Political Science, Psychology, Sociology, and Theology. Given that the incoming Freshman Class for 2017-2018 included 566 students, 46% of whom are students of color and 49% of whom are non-Catholic (Provost's memo 7/19/2017), our campus now reflects even greater diversity, which makes CHOICE and flexibility highly valued.

A *third* difference lies in MSMU's location. Goucher College lies on the outskirts of Baltimore and Salisbury University is on Maryland's Eastern Shore. MSMU is 10 miles south of Gettysburg, PA. While many of our students seek internships in the metropolitan areas of Baltimore and Washington, D.C., our campus is located in the rural area of Frederick County, MD. For students seeking a Catholic education in a safe, rural area, our CPSJ major offers advantages not found in either of our "competitors."

A decided disadvantage for the CPSJ major when compared with Goucher's major, is the fact that we cannot require students to spend a semester on a Study Abroad Program. It would certainly be an aspiration of our program, should we find sufficient donor funding, but it is not part of this plan at the moment.

2. Provide justification for the proposed program

First, this is a program that draws upon our Catholic mission and long commitment to active engagement in meeting social justice needs; it reflects institutional support for existing co-curricular programs connected with social justice; and it is a program of study that can readily be incorporated into the kinds of interdisciplinary programming already in existence at MSMU (indeed, a CPSJ Minor was approved in 2007). *Second*, there is a clear need – at the global, national, and local levels – for the kinds of expertise provided by majors graduating from our CPSJ program. *Third*, there are few institutions in the “Southeast Region” of 17 states – and only two in Maryland! – that offer an undergraduate degree in Conflict/Peace studies. And *finally*, from the student testimonials included earlier, it is clear that the kinds of students who come to the Mount include students who would be interested in pursuing a CPSJ Major.

E. Relevance to Historically Black Institutions (HBIs)

- 1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBIs.**
- 2. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.**

The HBIs of Maryland are Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore. The proposed program does not compete with any offerings of any of these HBIs. Any student meeting the admissions requirements of Mount St. Mary’s University could apply to pursue a CPSJ major of study. Moreover, given the commitment to diversity at MSMU and the fact (noted above) that our incoming class last Fall was comprised of 46% students of color, this new major will afford our students opportunities they could not pursue elsewhere.

F. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.01.02.22C).

We are not proposing a distance education program at this time.

G. 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.**

CPSJ CURRICULUM COURSES: Undergraduate CPSJ Major*

	Course Title		Semester Credits	Status
1	CPSJ 150	Intro to Conflict & Peace	3	New
2	CPSJ 200	Interpersonal Communication (COMM 203)	3	Existing
3	CPSJ 210	Social Inequality (SOC 307)	3	Existing
4	CPSJ 220	Conflict Theory (PSCI 322)	3	Existing
5	CPSJ 300	†Techniques – Mediation (SOC 203)	3	Existing
6	CPSJ 350	Research Methods	3	New
7	CPSJ 400	Practicum	3	TBA
8	CPSJ 450	Senior Seminar	3	New
9-12	Various Course #'s	Catholic Social Teaching (THEO 336) + 3 Courses in a specific Track	12	Existing
	TOTAL	12 Courses	36	

*Students will need to take a number of introductory courses in order to prepare them for upper level required courses. Such courses might include: SOC 100, PSYCH 100, PSCI 100, ECON 101.

Tracks: Students will take THREE courses in a specific Track (Electives are listed in Appendices A-C). The THREE Track Areas, with brief explanations are:

1. **Global Conflict:** Students focusing on *Global Conflict* will explore conflict, peace, and social justice in the international order, including politics, business/economics, development, and issues of national and/or ethnic identity. Of special interest will be the role of international norms, states, institutions, and non-governmental organizations (NGOs) in pursuing and maintaining a peaceful world order. Students will take **3 relevant courses** from the list of CPSJ Electives in Appendix A. Students interested in ENVIRONMENTAL issues should pursue an Environmental Science major and a CPSJ minor; OR CPSJ major with a Biology minor.
2. **Societal Conflict:** Students focusing on *Societal Conflict* will explore the domestic norms, institutions, and NGOs operative in the United States in achieving social, political, and/or economic justice, and conflict arising within institutional organizations. Students will take **3 relevant courses** from the list of CPSJ Electives in Appendix B. Students interested issues related to the ENVIRONMENT should pursue an Environmental Studies major and a CPSJ minor; OR CPSJ major with a BIOLOGY minor.
3. **Interpersonal Conflict:** Students focusing on *Personal Conflict* will explore responses to personal trauma (conflict, violence, personal loss) and/or interpersonal conflict arising from issues of communication between individuals. Students working in this track may have the intention of working in fields such as negotiation, counselling, mediation, or law. Students will take **3 relevant courses** from the list of CPSJ Electives in Appendix C. Students interested in graduate work in Art or Music Therapy should see Dr. Rosenfeld, Chair of the Department of Visual & Performing Arts.

Course Descriptions for the 12 Required Courses of the CPSJ Undergraduate Major (See Appendices A-C for a list of possible electives):

CPSJ 150: Introduction to Conflict & Peace - NEW

Currently under development, this Introductory course will be offered each Fall. As envisioned, it will be taught (in different years) by different faculty engaged in the CPSJ Major, so may have a slightly different cast, depending on the disciplinary grounding of the professor. However, the approach will be broad, and will reflect key issues arising within each of the 3 tracks (Global, Societal, & Personal). It will provide historical background on the development of this discipline, raise broad questions about war, violence, and human responses to conflict, review initiatives for positive peace (community development, human rights, environment), and opportunities for personal transformation. (Fall)

CPSJ 200: Interpersonal Communication (COMM 203)

This course involves the study and exploration of how we use communication to create, maintain, and terminate relationships in our personal lives, families, community, and workplace environments. Special attention is given to developing and promoting healthy interpersonal communication habits. (Fall)

CPSJ 210: Social Inequality (SOC 307)

This course examines the nature, structure, historical development and operation of social inequality in contemporary American society. A comparative and historical analysis of class, race, and gender inequalities, and their effects on the “life chances” of individuals. Methodological and theoretical approaches to stratification are critically examined, along with “common sense” understandings of social inequality. (Fall)

CPSJ 220: Conflict Theory (PSCI 322)

This course explores conflict from a variety of theoretical lenses, which are themselves grounded in research from within disparate disciplines: psychology, sociology, political science, and neuroscience. Connections are made between assumptions driving theory and the resultant practical outcomes we often see when negotiating treaties or developing peacebuilding initiatives. (Spring)

CPSJ 300: Techniques – Mediation (SOC 203)

This course explores mediation as a conflict resolution method as it is utilized in today’s world. Students learn about the mediation process and the skill set necessary to use this alternative dispute resolution (ADR) method whether in a formal or informal setting. (Spring, odd years)

CPSJ 350: Research Methods for Conflict Research & Peacebuilding (NEW)

This course will consist of 3 methodology modules drawn from several disciplines to explore approaches utilized in designing appropriate frameworks for investigating particular research questions. The Methodologies introduced are: Ethnography, Historiography, and Quantitative Methods. Students will be introduced to the basic procedures that constitute the research process in conflict and peace studies focusing on

theory construction, problems with data collection in qualitative and quantitative research, and basic competency in statistical analysis. They will design an independent research proposal. (Spring)

CPSJ 400: Practicum

Students will identify and undertake a semester-long practicum or internship that provides hands-on experience working in a program/job related to their TRACK focus. Ideally, students will undertake this in their junior or senior year, when they have acquired sufficient academic groundwork to make the experience worthwhile. The Practicum may engage local, national, or international organizations, and may be part of a Study Abroad experience.

CPSJ 450: Senior Seminar - NEW

This capstone course for CPSJ majors aims at refining students' skills in research, writing, speaking, and critical thinking. It will be led by faculty teaching in the CPSJ Program, who will facilitate discourse across a broad selection of conflict/peace/social justice topics, support students as they undertake their own research projects, develop their Senior Research Papers, and foster reflection on possible career paths. (Fall)

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

The overall educational objective of the MSMU CPSJ Major is to develop and graduate students with the knowledge, skills, and experience to work – and provide leadership – in professions dedicated to addressing issues of conflict, peace, and social justice in their communities, their nation, and the larger international world of which they are a part.

More specifically, this program will address a variety of the Mount's Undergraduate Program Goals, amended and approved by the Faculty in September 2011. This Goal Statement follows.

As a Catholic university grounded in the liberal arts, we ask all students to complete a common, sequenced, and interdisciplinary core curriculum. The University intends the whole of its undergraduate program to enable students to:

- 1. **The Catholic Vision of the Human Person:** . . . to understand and articulate the Catholic vision of the human person, particularly as it relates to the nature of the good, the relationship between faith and reason, and the human relationship with God;*
- 2. **The Western Tradition:** . . . to integrate diverse modes of human inquiry and expression through rigorous study of the Western tradition, including its American expression;*
- 3. **Competencies:** . . . to master the skills of analysis, interpretation, communication, and problem-solving;*

4. **Major Field of Study:** . . . to understand the purposes and concepts of at least one major field of study and become proficient in its methodology;
5. **Social Justice in a Global Community:** . . . to understand the diversity of human cultures in a global community, to see and seek to respond to all in that community with justice and solidarity, to protect human dignity, to work for peace and freedom, and to respect the integrity of creation; and
6. **A Life Well-Lived:** . . . to continue a life of learning, growth in faith and mature spirituality, and service to the common good.

The requirements of the CPSJ Major address all these Undergraduate Program Goals in certain respects: The grounding of the major in our Catholic social justice tradition reflects Goals 1, 5, and 6; the requirements of Theory for this major reflects Goals 2, 3, and 4; the requirement of proficiency in Techniques and/or Methodology reflects Goals 2 and 3; the requirement of 3 courses in a specific Track area of study reflects Goals 4 and 5; the requirement of a semester-long Practicum reflects Goals 3, 4, and 5; and the requirement of a Senior Capstone Seminar – with a research paper and career preparation – reflects Goals 1-6.

Intended Student Learning Outcomes (see Appendix D for an expanded listing)

The CPSJ Major, as conceived, has 5 student learning goals. Students graduating with a CPSJ Major will be able to:

1. Convey an understanding of key actors, organizations, issues, & events pertaining to conflict and peacebuilding in the 20th and 21st Centuries;
2. Undertake critical analysis of conflicts in accordance with professional disciplinary standards, using appropriate theoretical lenses;
3. Analyze socio-cultural differences operating locally, regionally, nationally, or internationally, demonstrating an awareness of power and decision-making within particular systems;
4. Examine critical ethical and moral challenges to peacebuilding today and explore constructive ways of addressing them;
5. Develop and conduct original research in the field of Conflict and Peacebuilding that utilizes appropriate evaluative methodology and draws upon disciplinary standards of excellence in scholarship and writing.

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

Not applicable.

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

There are no specialized accreditation or graduate certification requirements for this program and its students.

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

We currently do not contemplate contracting with another institution or non-collegiate organization in connection with this proposed program.

H. Adequacy of articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions.

Courses transferred in from community colleges may be considered as fulfilling requirements for the CPSJ major.

I. 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, and adjunct) and the course/s each faculty member will teach.

The proposed CPSJ Major is an interdisciplinary course of study and will be taught by a range of tenured and tenure-track faculty drawn from across all schools of the university. The proposed major will need few new faculty resources, as the courses in the program can all be taught with our current faculty, though individual departments may need compensation for adjuncts, as noted below. The proposed CPSJ Major will be directed by Dr. J. Kristen Urban, a full professor and full-time faculty member in the Political Science Department. MSMU Faculty expected to teach in the CPSJ Major’s required courses are identified below. Lists of Elective Courses can be found in Appendices A-C.

CPSJ Curricular Courses will be taught by the following MSMU faculty:

Faculty Name	Degree	Title & Rank	Status	Courses
Amanda Beal	Ph.D.	Chair & Associate Professor Political Science; Director of PPE	FT	PSCI 314, 335
Richard Buck	Ph.D.	Chair & Associate Professor Philosophy	FT	PHIL 323, 347, 3XX
William Collinge	Ph.D.	Professor Emeritus	PT	THEO 336
Kate Cullen/Kranitz	MSW	Lecturer	PT	SOC 202, 203
Constance Devilbliss	Ph.D.	Assistant Professor Sociology	FT	SOC 304
Caitlin Faas	Ph.D.	Assistant Professor Psychology	FT	PSYCH 325
Langston Field	Ph.D.	Assistant Professor Sociology	FT	SOC 403
Patrice Flynn	Ph.D.	Full Professor, Business	FT	BUS 4XX

Kim Hansen	Ph.D.	Chair & Associate Professor Sociology	FT	SOC 307
Sughra Husain	Ph.D.	Adjunct, Psychology	PT	PSYCH 225
Robert Keefer	Ph.D.	Chair & Associate Professor Psychology	FT	PSYCH 208, 314
Mary Catherine Kennedy	Ph.D.	Assistant Professor Communications	FT	COMM 203
Kristopher Kohler	Ph.D.	Assistant Professor Sociology	FT	SOC 300
Mindy Korol	Ph.D.	Full Professor Psychology	FT	PSYCH 330
Pratibha Kumar	Ph.D.	Assistant Professor Communications	FT	COMM 203
Rebecca Munoz	Ph.D.	Adjunct Psychology	PT	PSYCH 335
Maureen Oakley	Ph.D.	Full Professor Political Science & Director Gender Studies	FT	PSCI 127, 210, 227, 311
Denise Obinna	Ph.D.	Assistant Professor Sociology	FT	SOC 403, CPSJ 150
Jennifer Phillips	Ph.D.	Adjunct Psychology	PT	PSYCH 335
Jon Slezak	Ph.D.	Assistant Professor Psychology	FT	PSYCH 200, 220
Charles Strauss	Ph.D.	Assistant Professor History	FT	CPSJ 150
Elizabeth Strauss	Ph.D.	Assistant Professor History	FT	CPSJ 150
Solomon Tesfu	Ph.D.	Associate Professor Business/Accounting/Economics	FT	BUS 320
J.Kristen Urban Director of CPSJ Program	Ph.D.	Full Professor Political Science, Director of International Studies & Global Encounters Program	FT	PSCI 207, 322, 342 CPSJ 150

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12)

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. *If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.***

The Phillips Library, located on the Emmitsburg campus, is a vibrant learning center where students may read, write, watch, listen, meet, research, learn, and build community. It is equipped with a Writing Center open five evenings for walk-in appointments, and it maintains *The Niche*, a 24-hour pod for students. The library operates its Interlibrary Loan (ILL) service for faculty and students through the ILLiad system, which connects to OCLC's 29,000 member libraries. ILLiad provides a convenient way for students and faculty to place requests for books and articles online. Most articles are delivered by email as digital files, while books are sent to the Phillips Library for pick up by the requester. A courier service delivers physical resources once a week to students at the Frederick campus.

The Phillips Library also belongs to the Maryland Independent Colleges and Universities Association (MICUA), which includes the libraries of Hood College, Loyola College, McDaniel, and Stevenson University. Mount students have borrowing privileges at these nearby libraries as well as all MICUA libraries:

Direct borrowing from MICUA libraries
Capitol College
Goucher College
Hood College
Loyola University/College of Notre Dame MD
Maryland Institute College of Art
McDaniel College
Mount St. Mary's University
St. John's College
Stevenson University
Washington Adventist University
Washington College

Like libraries in many small colleges and universities, Phillips Library has recently undergone a major upgrade, and has expanded its already extensive catalog of electronic databases to search collections of resources (books, articles, and journals) in the broad areas of business, the humanities, the social sciences, education, and science via EBSCO Full Text Finder, adding new opportunities for interdisciplinary work such as that involved in a major like Conflict, Peace, & Social Justice. Open 108 hours a week and manned by a professional, knowledgeable, and helpful staff of librarians, Phillips Library provides students and faculty with a valuable research center.

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

- 1. Provide assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly 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.**

The MSMU CPSJ Major will be offered exclusively at Mount St. Mary's main campus located in Emmitsburg, Maryland.

MSMU has a number of "smart classrooms," located around the campus. All classrooms are equipped with overhead display capability, TV, DVD, and internet access (both wired and wireless access). There are also hookups to connect the faculty member's laptop to the projection system. The projectors are replaced every five years.

A Graphics Lab is located on the first floor of the Knott Academic Center (Emmitsburg Campus) with 20 computers; however, this lab is a closed lab and can only be used for classroom purposes. There are also about 100 computer stations throughout the campus that students can use. Students also have access to printers on

campus. Students and faculty can access the cloud from their personal computers by accessing apps.msmary.edu. Access to this cloud allows students and faculty to run programs such as SPSS, Adobe Reader, and the Microsoft Office 2013 suite (including Access, Excel, InfoPath, OneNote, PowerPoint, Publisher, and Word).

Due to the availability of software applications through the cloud, departments do not maintain computer laboratories. Additionally, Wi-Fi access is available throughout the campus, including the dormitories. Every student has a University email address.

Every full-time faculty member is provided with a laptop, which is replaced on a rolling three-year basis. Adjunct faculty can either use their own laptop or borrow one from the IT service center. Like students, faculty members also have access to the cloud where applications such as SPSS are available.

All faculty members are provided a University email and the use of an Open Source Course Management System – in 2017/2018 our campus switched from using Moodle to CANVAS. This system can be used to host online courses, hybrid courses, or help supplement face-to-face courses. In addition, faculty also have access to Portal, which is a student information system hosted by the University. Here, faculty can access, among other things, their course lists and information about their advisees. The Portal system is also used to collect course evaluations.

Students and faculty have access to the Center for Instructional Technology (CIT), which is located in the lower level of the Knott Academic Center. The CIT delivers service operated by Mount staff and trained students, and provides technical support to students and faculty. They also provide help with networking issues, email issues, audio-visual equipment requests or concerns, and software issues. In addition, they diagnose and repair hardware problems on equipment purchased through the University.

Students and faculty can stop into the CIT for help or submit a work order online. The CIT website also provides an FAQ section which can help troubleshoot problems. In addition, students and faculty can borrow Flip Video cameras from the CIT to film presentations, projects, lectures, or other school-related purposes.

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

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

Table 1: Resources

Resource Categories	2017-18	2018-19	2019-20	2020-21	2021-22
1.Reallocated Funds	-	-	-	-	-
2.Tuition/Fee Revenue (c+g below)	\$ 148,180	\$ 247,072	\$ 385,428	\$ 501,060	\$694,800
a.# of F/T students	5	8	12	15	20
b.Annual Tuition, Room, Board Fee/Rate ¹	\$ 29,636	\$ 30,884	\$ 32,119	\$ 33,404	\$ 34,740
c.Total F/T Revenue (a x b)	\$ 148,180	\$ 247,072	\$ 385,428	\$ 501,060	\$ 694,800
d.Number of students	-	-	-	-	-
e.Credit Hour Rate	-	-	-	-	-
f. Annual Credit Hours per Student	-	-	-	-	-
g. Total P/T Revenue (d x e x f)	-	-	-	-	-
3.Grants, Contracts, & Other External Sources	-	-	-	-	-
4.Other Sources	-	-	-	-	-
TOTAL (Add 1-4)	\$ 148,180	\$ 247,072	\$ 385,428	\$ 501,060	\$ 694,800

¹ Assumes an average 2018-2019 annual net tuition of \$16,224 plus \$13,412 for room and board with a 4% annual increase for future years.

Table 2: Expenditures

Expenditures Categories	2017-18	2018-19	2019-20	2020-21	2021-22
1.Faculty (b+c+d below) ¹	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
a.# FTE	0	0	0	0	0
b.Total Salary	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
c.Total Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
d.Part-Time Faculty Stipends ²	\$13,600	\$13,600	\$13,600	\$13,600	\$13,600
2.Admin Staff (b+c+d below) ³	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
a.#FTE	-	-	-	-	-
b.Total Salary	-	-	-	-	-
c.Total Benefits	-	-	-	-	-
d.Course Release	-	-	-	-	-
3.Support Staff (b+c below) ³	-	-	-	-	-
a.#FTE	-	-	-	-	-
b.Total Salary	-	-	-	-	-
c.Total Benefits	-	-	-	-	-
4.Equipment	-	-	-	-	-
5.Library	-	-	-	-	-
6.New or Renovated Space	-	-	-	-	-
7.Other Expenses ⁴	\$ 500	\$ 500	\$ 500	-	-
TOTAL (add 1-7)	\$14,100	\$14,100	\$14,100	\$13,600	\$13,600

¹The CPSJ Major will draw upon faculty currently teaching at Mount St. Mary's University, so will add no further costs in terms of salaries, benefits, etc.

²All courses in this program will be taught by faculty currently teaching at Mount St. Mary's University.

³This program will be administered by existing staff.

⁴This includes funds for marketing for the first three years.

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

While we do anticipate very small incremental costs with this program, a segregated financial model generates the projections in Table 1. These estimates come entirely from the expected tuition, room, and board revenue generated by new students who will attend Mount St. Mary's University because of this new program. For simplicity, no reduction is included for merit-based scholarships.

While existing faculty will be used to teach and administer this program, monies in the amount of \$13,600 will be required to fund (up to 3) departments which may need adjunct assistance when faculty members are released to teach CPSJ courses (especially CPSJ 150 and CPSJ 450) and to cover the 1-course release for the program Director. Additional money has been identified for marketing for the first 3 years (\$500/year). Existing Faculty Development money will be made available by the Provost's office to help support the program.

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

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

Mount St. Mary's University has an ongoing curricular process of assessment in accordance with Middle State requirements and the norms within various academic disciplines. First, courses are reviewed to ensure they meet university, applicable School/College standards, and standards applicable for specific majors and degrees. All syllabi, for example, must contain documentation of how each course meets MSMU's six Undergraduate Program Goals, as well as Departmental Goals, and identifies clear course goals, which reflect learning objectives of the larger two categories. (See Appendix E for a sample sheet from a course in Peace & Security).

The 5 Student Learning Goals developed for the CPSJ Major and explained in full under G.2 above (page 25) will be assessed on a 5-year rolling schedule, one goal being assessed each year. Particular courses identified with each goal will provide the target population. Possibilities for such assessment are pre- and post-course surveys; essays embedded in final exams; evaluation of research papers, etc. Analysis of the findings will be undertaken by the Program Director with professors teaching in the program, and adjustments – as they are needed – will be made to the courses and/or program.

Assessment tools, such as those pre-determined, in-class assignments, comprehensive exams, and student evaluations are all taken into consideration when examining a particular course. Appropriate adjustments are made as data from these tools and processes are evaluated. Student learning outcomes are also assessed in a variety of ways, including professors' informal meetings and interviews with students throughout

the semester, pre-determined course assignments, senior exit surveys – student performance in a capstone Senior Seminar – and alumni surveys.

Faculty are evaluated on a continuous basis (pre-tenure evaluations occur at specific intervals; post-tenure evaluations occur every five years) through syllabi, classroom observations, and examination of student evaluations.

N. 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).

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

In July of last year (2017) we received a memo from our Provost about our incoming class, advising us that it would consist of “566 first-year students: 46% are students of color, and 49% are non-Catholic.” Since at least 2003 MSMU has made a conscious effort (with donor support) to increase diversity at what had been seen as a predominately White Irish School, when we introduced the Third Century Scholars Program. A program which provides scholarships for high-performing students of color – African-American, Latino, and Asian – who often come from marginalized and challenged educational environments, it is a program that has literally brought new life and opportunities into our school. By 2016 our classes consisted of 35% students of color and (as noted above) this year’s incoming class was 46% students of color – so we are becoming known as a school that lives by its mission and genuinely welcomes diversity. Life has not been without its challenges, of course, but through student, faculty, and administrative leadership, we are engaged in making ours a genuine Community of Inclusion.

MSMU’s Equal Opportunity Statement reads as follows:

The University does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information, 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.

Non-Discrimination Policy

Mount St. Mary’s University and Seminary 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 the 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 bonafide occupational qualification), and other University administered activities and programs.

Center for Student Engagement & Success (CSES)

A newly established program, the office of CSES seeks to deliver “a culture of excellence and a high-impact learning environment” that empowers all students in developing their full potential. As a first-stop response for students seeking support, CSES works with individual students to empower them to aspire to – and reach – personal, academic, and professional success.

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 Center for Student Diversity oversees the intercultural development, the Horning Fellowship, student support programs (including Third Century Scholars program and the American Indian program), and cultural programs. The office also supports cultural organizations, conducts diversity awareness programs, assesses the needs and climate of diverse groups, and advocates on behalf of underrepresented students.

The Center’s Guiding Principles

- We serve all students, while paying particular attention to the needs of under-represented and marginalized groups on campus.
- We assist the institution in recruiting, retaining, and graduating a diverse student body.
- We provide a welcoming, inclusive and supportive environment where all students can follow their educational pursuits.

O. 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.

The proposed major in Conflict, Peace, & Social Justice (CPSJ Major) has not been identified by the Commission as a low productivity program; therefore, this section is not applicable to this application.

Appendix A: Global – *Politics/Business-Economics*

Normally students selecting the Global Track of the CPSJ Major will select their 3 courses from the following list of electives in accordance with their specific focus; in specific cases, students may wish to include History or Literature electives as well. Note: Not all courses are offered annually.

BUS 310 International Trade, Investments, & Economics
BUS 312 Environmental Economics
BUS 319 International Marketing
BUS 334 Introduction to Non-Profit Management
BUS 344 Operations & Supply Chain Management
BUS 444 China & India: Business, Globalization, & Poverty
BUS 445 Global Business & Culture
BUS 4XX The Business of Nonprofit Business

COMM 225 Intercultural Communication
COMM 327 Crisis Communication

PHIL 333 Environmental Philosophy
PHIL 335 Islamic Philosophy
PHIL 347 Global Justice
PHIL 3XX Justice Seminar

PSCI 126 Politics of Sexuality & Gender
PSCI 190 Terrorism & Counter Insurgence
PSCI 207 International Relations
PSCI 200 Comparative Politics
PSCI 270 Israeli/Palestinian Conflict
PSCI 300 Special Topics Offerings, as they apply
PSCI 313 Politics of the Middle East
PSCI 314 Politics & Culture in South America
PSCI 325 Politics of Developing Nations
PSCI 333 International Law & Organizations
PSCI 335 Politics & Culture in Central America
PSCI 337 Environmental Law & Politics
PSCI 341 Women & War
PSCI 342 Peace & Security
PSCI 343 Politics of Africa
PSCI 348 Human Rights
PSCI 349 Political Economy & Globalization

PSYGE 325 Cross Cultural Psychology

THGE 450 Religions of the World
THEOL 337 Environmental Theology

Appendix B: Societal – *Class, Culture, Gender, Institutions*

Normally students selecting the Societal Track of the CPSJ Major will select their 3 courses from the following list of electives in accordance with their specific focus; in specific cases, students may wish to include History or Literature electives as well. Note: not all courses are offered annually.

COMM 210 Media & Society
COMM 225 Intercultural Communication
COMM 327 Crisis Communication
COMM 328 Gender & Communication

PHIL 323 Political Philosophy
PHIL 333 Environmental Philosophy
PHIL 3XX Justice Seminar

PSCI 126 Politics of Sexuality & Gender
PSCI 210 Public Policy
PSCI 227 Politics of Race & Ethnicity
PSCI 311 Social Welfare Policy
PSCI 329 Political Thought
PSCI 332 Politics of the Human Body
PSCI 348 Human Rights

PSYCH 205 Lifespan Development
PSYCH 208 Social Psychology
PSYCH 314 Industrial/Organizational Psychology
PSYCH 325 Cross-Cultural Psychology
PSYCH 335 Health Psychology
PSYCH 345 Human Sexuality
PSYCH 360 Environmental Psychology
PSYCH 365 Drugs & Addiction

SOC 200 Sociology of Families
SOC 202 Conflict Resolution & Management
SOC 213 Military & Society
SOC 214 Sociology of Religion
SOC 245 Social Problems
SOC 303 Sociology of Gender
SOC 304 Race & Ethnicity
SOC 315 Society & the Individual

THEOL 333 Marriage & Sexuality
THEOL 334 Bioethics
THEOL 335 Political Theology
THEOL 337 Theology & the Environment
THEOL 450 Religions of the World
THEOL 453 U. S. Latino Catholicism

Appendix C: *Personal/Interpersonal*

Normally students selecting the Personal/Interpersonal Track of the CPSJ Major will select their 3 courses from the following list of electives in accordance with their specific focus; in specific cases, students may wish to include History, Literature, or Fine Arts electives as well. Note: Not all courses are offered annually.

COMM 225 Intercultural Communication
COMM 327 Crisis Communication
COMM 328 Gender & Communication

ENGL 3XX Conflict in Literature

PSCI 341 Women & War
PSCI 342 Peace & Security
PSCI 348 Human Rights

PSYCH 205 Lifespan Development
PSYGE 325 Cross-Cultural Psychology
PSYCH 335 Health Psychology
PSYCH 340 Personality
PSYCH 345 Human Sexuality
PSYCH 365 Drugs & Addiction

SOC 205 Sociology of Interpersonal Violence
SOC 225 Sociology of Death & Dying
SOC 303 Sociology of Gender
SOC 304 Race & Ethnicity
SOC 315 Society & the Individual

THEOL 333 Marriage & Sexuality
THEOL 380 Healing in the Face of Suffering, Sickness, & Death

Appendix D: *Extended List of CPSJ Learning Goals*

Upon successful completion of a CPSJ Major students will have/be able to:

Analytical Competencies

- Finely-tuned skills in critical reasoning and in reflective and active listening
- Thorough understanding of conflict resolution and mediation techniques and principles
- Understanding the difference between conflict resolution and peacebuilding
- Strong problem-solving skills, an ability to “connect the dots,” and identify options
- Appreciation for political consequences involved in implementing agreements
- Ability to effectively “map” a conflict
- Skills in collecting, organizing, and analyzing relevant statistical data
- Skills in analysis, research, and integration of information
- Willingness to dig deeply into a conflict and identify critical actors, issues, and historical events, especially those enmeshed with the root cause of the conflict
- Ability to explore the variety of stakeholders in development of a peacebuilding plan
- Methodological skills necessary in evaluating possible outcomes
- A working knowledge of theory as it pertains to framing a specific conflict
- An awareness that assumptions lying behind a state of conflict should be challenged, as assumptions often determine the approach to designing outcomes
- An understanding of how power and power relationships are sustained in conflicts
- Ability to approach issues from a broad range of perspectives
- Willingness to utilize creative brainstorming techniques to flush out options

Interpersonal & Communications Skills

- Ability to communicate effectively, both orally and in writing
- Effective listening, empathic, and discernment skills
- Ability to remain personable and yet emotionally detached when serving as a facilitator/mediator
- Ability to deal effectively with a broad and diverse range of people, often existing within complex, multi-layered organizations
- Ability to get along with people from diverse backgrounds and a range of personalities
- As facilitator, understanding how to be inclusive and yet draw boundaries when necessary
- Proven ability to respect and work effectively with a wide range of constituencies and people of diverse ages, ethnicities and education levels
- High ethics, integrity and confidentiality
- Ability to use good judgment and exercise sensitivity when confronted with conflict,
- Ability to stay focused under time constraints and given the high emotions of clients.

Situational Assessment Skills

- Utilize conflict resolution and mediation techniques and skills independently
- Possess a deep understanding of the power of mediation and conflict resolution to heal relationships, transform communities, and address social problems
- Provide impartial, informal, independent, and confidential services in conflict resolution on cases of moderate complexity
- Work with individuals to present a range of options to resolve conflict by discussing problems and issues candidly; and assist individual actors in developing skills to analyze their own options
- Prepare and deliver presentations and trainings on topics related to conflict resolution including communication, receiving and giving feedback, mediation, and intercultural conflict styles
- Ability to use discretion in determining appropriate actions in a variety of situations involving people/organizations/communities seeking help with conflict
- Significant conflict resolution and assessment skills, including risk mitigation as necessary

Appendix E: Sample Syllabus Inclusion Addressing Student Learning Goals

Course Objectives *PSCI 342 Peace & Security* has been designed to address specific objectives:

- To acquaint students with the key organizations, actors, issues, & events pertaining to international Peace and Security in the 21st century, and that are currently part of the world stage;
- To engage students in the analysis of conflict and peace in accordance with professional disciplinary standards and through a range of theoretical lenses;
- To demonstrate competency in analysis through both written and verbal discourse.

Major/Core Program Goals The specific objectives identified for this course are designed to function in the context of the POLITICAL SCIENCE MAJOR. In fulfilling course objectives, you are also addressing certain goals of the INTERNATIONAL STUDIES MAJOR. Your work in this course is designed to achieve the following goals:

- To demonstrate a working knowledge of the international system. **(2/3)**
- To discuss some of the socio-cultural differences in the world, demonstrating an awareness of the diversity of cultural expression and interaction of cultures in the modern world. **(4)**
- To address some critical ethical and moral challenges to the international system. **(5)**

Undergraduate Program Goals All major and core programs, in turn, are designed to achieve overarching goals of the University. These overarching goals, called “undergraduate program goals,” span both the curricular and the co-curricular aspects of your education and are at the heart of the Mount educational experience. These goals focus on **(1) the Catholic vision of the human person, (2) the Western tradition, (3) competencies, (4) your major, (5) social justice in a global community, and (6) a life well-lived.** Achievement of the departmental/program goals addressed by this course contributes to achievement of the following undergraduate program goals:

- [#3] Master skills of analysis, interpretation, communication, and problem-solving
- [#4] Understand purposes and concepts of at least one major field of study and become proficient in its methodology.
- [#5] See and seek to respond with justice and solidarity to all in the global community, to protect human dignity, to work for peace and freedom, and to respect the integrity of creation.

Course objectives, major/core program goals, and overarching Undergraduate Program Goals are aligned as follows:

Course Objectives	Departmental/Program Goal	Undergraduate Program Goal
Acquaint students w/ key actors, events, issues, & theory in Conflict/Peace	To understand nature of actors & issues in IR system (2);	#3, #4
To engage students in analytical discourse in accordance with disciplinary standards	To undertake critical analysis in the field of international affairs (1)	#3, #4, #5
To acquaint students w/ an understanding of issues related to social justice in IR	To address critical ethical and moral challenges to the intl system (5)	#3, #4, #5