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April 4, 2022

James D. Fielder, Jr. Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

RE: New Academic Program Proposal - Bachelor of Science in Philosophy, Politics, and Economics

Dear Secretary Fielder:

Please find enclosed a proposal to offer a new program at Bowie State University for a Bachelor of Science degree in Philosophy, Politics, and Economics - HEGIS 2299 (Social Science, Others)/ CIP 45.1004 (Political Economy).

This Philosophy, Politics, and Economics (PP&E) program consists of courses in philosophy, government, and economics, along with a Foundations of Philosophy, Politics and Economics course and a Philosophy, Politics, and Economics Research Seminar. These courses work together to instruct students in methodologies for assessing political priorities and policy agendas, evaluating economic policy; business objectives and management decisions; and forming moral stances and responsible choices essential to mature leadership. This PP&E program encourages the study of approaches used by communities and institutions for evaluating how priorities and policies are formed and implemented in democratic ways.

Our program emphasizes the themes: leadership, economics, and strategic management; globalization and post-globalization; ethics and social responsibility; and public policy and governance. This program will be administered by the Department of History and Government, along with the Department of Accounting, Finance, & Economics which will offer some core and elective courses.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. Karen Cook-Bell, Department Chair, History and Government
Dr. George Acquah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Assistant Vice President, Office of Planning, Analysis and Accountability



Office Use Only: PP#

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

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

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

Payment <input type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$850.00	Submitted: 04/04/2022

Department Proposing Program	Department of History and Government		
Degree Level and Degree Type	Bachelor of Science		
Title of Proposed Program	Philosophy, Politics, and Economics		
Total Number of Credits	120		
Suggested Codes	HEGIS:	CIP: 38.0101	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2023
Provide Link to Most Recent Academic Catalog	URL:		
Preferred Contact for this Proposal	Name:	Dr. Karen Cook Bell	
	Title:	Department Chair	
	Phone:	(301) 860-4344	
	Email:	kcookbell@bowiestate.edu	
President/Chief Executive	Type Name:	<i>Aminata H. Breaux</i>	
	Signature:	<i>Aminata H. Breaux</i>	Date: <i>7-7-22</i>
	Date of Approval/Endorsement by Governing Board:		

Revised 1/2021

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BOWIE STATE UNIVERSITY

BA/BS in PHILOSOPHY, POLITICS, AND ECONOMICS

MISSION

A. Centrality to Institutional Mission and Planning Priorities

This Philosophy, Politics, and Economics (PP&E) program consists of courses in philosophy, government, and economics, along with a Foundations of Philosophy, Politics and Economics course and a Philosophy, Politics, and Economics Research Seminar. These courses work together to instruct students in methodologies for assessing political priorities and policy agendas, evaluating economic policy; business objectives and management decisions; and forming moral stances and responsible choices essential to mature leadership. This PP&E program encourages the study of approaches used by communities and institutions for evaluating how priorities and policies are formed and implemented in democratic ways.

This program follows the example set by numerous programs that combine philosophy, politics, and economics, including Oxford University (www.ppe.ox.ac.uk), University of Pennsylvania (ppe.sas.upenn.edu), George Mason University (ppe.gmu.edu), and University of North Carolina (ppe.unc.edu). Our program emphasizes these themes: leadership, economics, and strategic management; globalization and post-globalization; ethics and social responsibility; and public policy and governance. This program will be administered by the Department of History and Government, along with the Department of Accounting, Finance, & Economics which will offer some core and elective courses.

This program supports Bowie State University's mission as a comprehensive educational resource serving a diverse population to build academic excellence, innovation, and student success.

"My vision for Bowie State University is to build on strength and excellence together as a community of learners to:

- Preserve the lasting legacy of Bowie State University as the first Historically Black Institution in the State of Maryland.
- Continue to build academic excellence.
- Create curricular and co-curricular opportunities supportive and engaging of 21st generation of learners.
- Encourage and support the diversity of learners enrolled at Bowie State University.
- Create new partnerships in our local and global communities.
- Develop new and distinctive programs that uniquely define Bowie State University.
- Demonstrate fiscally sound models, metrics and accountability measures to our internal and external stakeholders in public higher education.
- Promote the value of the quality educational experience provided by Bowie State University faculty, staff and administrators.
- And ensure the long-term viability of the university - growing the resources we need to support our mission for access and affordability to a quality education."

From: <https://www.bowiestate.edu/about/administration-and-governance/office-of-the-president/presidents-vision.php>

This program promotes President Aminta H. Breaux's vision statement of building and strengthening Bowie State's community of learners by:

- *Preserving the lasting legacy of BSU.* This PP&E program enhances BSU's legacy of providing educational and career opportunities, instilling a sense of social responsibility, and engaging with government, business, and the broader community on issues of public concern.
- *Building academic excellence.* This program increases opportunities for experiential and high-impact learning. It keeps BSU at the forefront of meeting the academic challenge to prepare students for the careers and leadership roles increasing needed in the economic and political spheres.
- *Creating opportunities to support and engage 21st century generation of learners.* This program's training will only be in greater demand as community, business, government, and public administration converge on creative efforts to solve public problems of increasing complexity and ethical consequence. Partnering with local governing, community, and corporate resources will provide opportunities for BSU students to contribute to dramatic decisions affecting millions of citizens.
- *Encouraging and supporting the diversity of learners enrolled at BSU.* This program fosters a community of learners that is inclusive of diverse perspectives and populations. It will attract new students from many different backgrounds that reflect the diversity of the Washington D.C. metropolitan area.
- *Developing new and distinctive programs that uniquely define Bowie State University.* This program distinguishes BSU from other Maryland institutions as well as peer institutions in the region. There is no other HBCU in Maryland or the entire Mid-Atlantic region offering a PP&E program.

CHARACTERISTICS OF THE PROPOSED PROGRAM

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

Over one hundred universities, such as the University of Pennsylvania, the University of Michigan, and the University of Virginia, offer either the PP&E degree or variants upon it (such as "Political Philosophy, Policy, and Law"). Bowie State's program follows the template of combining instruction in the rigorous skills of philosophy (a humanities discipline) with the theoretical study of politics and economics (social science disciplines). This type of program offers a distinctive course of study providing expertise essential to business management and consulting, government administration, public policy, and public service.

This interdisciplinary degree program is committed to the academic and professional development of students toward careers in attractive and important fields essential to the greater Washington, D.C. metropolitan area and beyond. This program will serve as a conduit for entry into postgraduate programs at universities in the region, in several professional fields, including law, public administration, political science, international studies, management, and economics. Bowie State's PP&E program will expand educational opportunities for its minority students since there is no academic alternative for this minority population in the State of Maryland, and BSU's students are greatly in need of this type of educational and professional opportunity. This PP&E program instructs students in the skills of critical thinking and moral reasoning, and illustrates their application in social, government, and business contexts where decisions and policies have community-level, countrywide, and possibly international consequences. The program's courses provide the knowledge bases,

analytical skills, and ethical insights to enable students to become effective and socially responsible leaders.

Bowie State's African American student population has no similar program already accessible. This population has long been under-served by regional universities ignoring the need for greater minority opportunity in business and government. Bowie State is close to Washington D.C.'s sprawling hub for corporate headquarters, government departments and agencies, and policy think tanks, and several other Baltimore-DC area universities such as Johns Hopkins University, University of Maryland, American University, and George Washington University offer numerous advanced degrees where PP&E graduates would be welcomed.

This new program is entirely consistent with the [Maryland State Plan for Postsecondary Education](#). This program enhances postsecondary educational options for Maryland residents and effectively fulfills the evolving educational needs of students, the state, and the nation in accordance with the six goals set forth in Maryland Ready: 2013-2017 State Plan for Postsecondary Education. The quality and effectiveness of this program inheres in the high value of philosophical, political, and economic studies. The future impacts of an education in ethics, politics, policy analysis, and business are not limited to academia; they have great value to students preparing for many non-academic professions and workforce positions. Additionally, students in this program will develop the key employment skills of analytical thinking, rational problem solving, and effective communication. More generally, because of Bowie State University's commitments to access, affordability, and timely completion, this program embodies these priorities. Two particular features of this program's design can be additionally recognized. First, the required courses can be successfully completed in four years. A student deciding to pursue this major during the freshman year, or even the first semester of the sophomore year, would be able to complete all requirements for the degree without delaying graduation past the four-year timeline. Second, the current faculty in the supporting departments can offer a portion of these courses online in order to assist accessibility and timely program completion.

This program's worthy purposes and its exemplification of Bowie State University's mission of providing educational opportunities to historically disadvantaged minorities support Maryland's goals of diversity. Moreover, because of the disciplinary skills this kind of program promotes the state's goals of innovation and economic vitality also are served. Such skills have proven to be essential for success in numerous careers that have vitalized this country's economy.

C. Reasonableness of Program Duplication

Two other institutions in Maryland are offering a PP&E program: University of Maryland College Park (a large non-minority oriented university) and Mount St. Mary's University (a small private Catholic University). Neither institution crafted its program for the minority population served by Bowie State University. Our PP&E program is uniquely inspired by its legacy as a normal school, with education practiced as a social mission, and informed by the liberatory traditions of Martin Luther King, Jr., Nelson Mandela, and Enrique Dussel. This BSU PP&E program takes as its point of departure an ethical perspective aimed at the critique of extreme economic inequality, the overcoming of multiple hierarchies of domination, and the construction of cooperative international relations in a multipolar world. BSU's program consciously seeks to recuperate and advance the liberatory tradition within which it has its origins as a normal school and has practiced community involvement for more than 150 years.

BSU's PP&E program, in accord with this critical ethical perspective, demands government coursework on *international relations* and economics courses on *international trade and finance* as well as the *economics of poverty and income distribution*. The other programs have no place for this orientation. Furthermore, BSU's Department of History and Government has had a long-term

relationship with the State Department and other government agencies, and graduates of the PP&E program can take advantage of this relationship regarding employment opportunities. BSU has also implemented travel abroad programs to countries in Africa, Latin America and the Caribbean, the Middle East, and Asia. Its PP&E program, with the above-mentioned coursework, is organically linked to BSU's international outreach efforts.

Any PP&E program, such as UMCP and St. Mary's, include a course or two in philosophy. BSU's program includes a course on Philosophies of Human Nature as a core requirement because it provides a foundation for a critique of modernity and raises urgent questions about the relationship between human beings and the biosphere. Also, only BSU offers an ethics course that emphasizes liberation ethics (a foundational course) which includes theories of the Global South. Liberation ethics includes a decolonizing perspective that envisions a multipolar world of mutual cooperation among nations. Another large difference is BSU's stress on writing intensity and experiential learning. Students may pursue either choice in the senior capstone course where they have a thesis or internship option. Our proposal is designed to enhance the student and career success of the minority population of Maryland. No historically black institution in the region offers a PP&E program.

D. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)

Bowie State University is a HBI, and this program will be a high-demand program, for reasons provided above. Philosophy, politics, and economics is intentionally designed to prepare students for high-demand jobs in both the public and private sectors. The skillset and knowledge base that form the core of the program are consistent with those identified and labeled as highly desirable by major employers in the state and region. This unique blending of philosophy, political science, and economics will be especially critical for students desiring employment in the areas of business management, public policy, social services, and economic development. Noteworthy will be the emphasis on critical thinking, quantitative reasoning, ethical decision making, and social justice. This is a unique and innovative curriculum design that will place Bowie State University on a platform of educational excellence, by aggressively enhancing and upgrading its program offerings. It is certain to attract students interested in these ever-increasing employment opportunities. There is a significant number of high-demand positions in the state of Maryland and in the region that require graduates prepared with the skills that this program provides.

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

Bowie State University is a historically black institution, and this new program does not impact other Maryland HBIs. No other institution of higher education in the state offers this kind of undergraduate program. Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504. Furthermore, as one of Maryland's historically black institutions, Bowie State serves an under-represented minority population, and respect and understanding of diversity is central to its mission of advancing minority student achievement. The goals of this new program are motivated by these high educational aims. It is probably axiomatic that HBIs have generally placed an emphasis on elevating persons who have experienced a multitude of disadvantages, including the disadvantages accruing from the pattern of racial discrimination. Historically, HBIs have stressed the importance of educating both the head and the heart. This is central to their identity and mission. Accordingly, a student graduating from a HBI hopefully will always be concerned about others, especially those who are poor or marginalized. The adage that BSU educates the whole person is a cornerstone of such institutions.

The Philosophy, Politics, and Economics program will continue to emphasize and impact both the mission and identity of Bowie State University. A graduate of this program will have studied politics

and economics from a critical ethical perspective and thereby have a great deal to offer in both the private and public sectors. The Bowie State graduate will be able to have significant input into key questions, such as: (1) What is the economic benefit? (2) What is the impact on human life? and (3) What is the impact on the biosphere? Hence, when a Bowie State University graduate is involved in a public or private enterprise decision that will impact human life and the earth's ecosystems, he or she will be able and courageous enough to articulate positions that are consistent with the interests of the enterprise, and in accord with social and economic justice.

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

Bowie State University, one of Maryland's historically black institutions, proposes this new program in order to address minority student access & success, as explained in Section B. This new program also fits with Bowie State's cultural diversity goals and initiatives, as explained in Section A.

G. Relationship to Low Productivity Programs Identified by the Commission.

Not Applicable.

ADEQUACY OF CURRICULUM DESIGN AND DELIVERY TO RELATED LEARNING OUTCOMES

H. Program Curriculum Design

Foundational Courses: 7 courses (21 credits)

ECON 211: Principles of Macroeconomics

This course is a study of the basic macroeconomic concepts, economic institutions, and tools of analysis used in understanding the problems of inflation and unemployment, and the effects of fiscal and monetary policies on economic stability and growth.

ECON 212: Principles of Microeconomics

This course is a study of microeconomics, explaining how the price of a product or a resource is determined under various market structures, how an economy's resources are allocated, and how factor incomes are determined. Current problems in domestic and international economics are explored. (Note: May be taken for honors credit)

GOVT 130: Introduction to Political Science

This course is an introduction to the basic concepts, theories, and perennial issues of the discipline.

GOVT 150: Introduction to Public Policy

This course is an introduction to the study of public policy and the models political scientists use to describe and explain political life.

PHIL 101: Introduction to Philosophy

This is a general course designed to introduce students to the theory of knowledge, ethics, and metaphysics through a multicultural survey of the history of philosophy.

- PHIL 215: Liberation Ethics and Global Justice
The world's moral quandaries, injustices, and tragedies can be addressed by theories of ethics and social justice. This course examines strategies for promoting international understandings and inter-cultural agreements about moral principles and human rights to deal with the planet's urgent problems.
- PP&E 160: Foundations of Philosophy, Politics, and Economics
This course is a foundational survey of basic concepts and theories involved with the intersections of philosophy, politics, and economics.

Core courses: 10 courses (30 credits)

- ECON 351: Business/Economic Statistics
This course focuses on the business and economics applications of descriptive and inferential statistics, including measures of central tendencies, dispersion, probability, regression and correlation analysis, hypothesis testing and parameter estimation.
- ECON 422: Public Finance and Budgeting
This course is a survey of the welfare implications of government expenditures, revenues and debt systems in view of principles of taxation and the criteria for public expenditures, with special reference to allocation, stabilization, and redistribution functions of the public sector.
- ECON 423: Monetary and Fiscal Policy
This course is a study of the Monetarist and Keynesian Models and their applications to monetary and fiscal stabilization policies for the nation's economy.
- ENGL 255: Advanced Composition.
This course builds on the competencies developed in ENGL 101-102, stressing greater awareness of vocabulary, logic, rhetoric, and grammar. Through interdisciplinary readings, this course assists the students in communicating their ideas with simplicity and clarity. (ENGL 361 substitution)
- GOVT 283: Urban Politics and Policy Analysis
This course is an analysis of the politics and governments of urban areas with a focus on how those governments generate and allocate resources in an attempt to cope with human problems in their polities.
- GOVT 342: International Relations
This course is an examination of the concepts and themes of international politics as well as the basic factors that motivate and guide interactions in international society.
- PHIL 300: Philosophies of Human Nature.

This course studies a number of different theories of what constitutes being human. This course is interdisciplinary because it includes naturalistic, dialectical and feminist points of view. It is also multicultural, because it encourages examination of philosophical perspectives from around the world. Among the questions raised are: Do human beings have a (unique) nature? Do human beings have a (singular) destiny? Is there a divine being to which or to whom human beings are related? Will high technology computers be able to have conscious mental states? Are humans animals?

- PHIL 305: Ethics and Public Policy
This course is an introduction to the major trends in ethical theory, including the relativist, consequentialist, virtue, and deontological points of view. Students will apply the theories to current public policy debates.
- PP&E 490: Capstone 1: Seminar in Philosophy, Politics, and Economics
This seminar is a review of the major concepts, themes, and methods in the disciplines of philosophy, politics, and economics to enable students to prepare for and pass the required interdisciplinary comprehensive examination.
- PP&E 491 Capstone 2: Internship or Thesis:
This seminar allows students to complete a thesis paper or internship. The internship experience provides students with opportunities to practice the methods and critical analysis gained in the classroom in work related to public policy, while the thesis option requires the student to assess the ethical, political, and economic features of an actual case, and integrate the multidimensional analysis into a thesis that takes a position on policy directives.

Electives: An additional 23 elective hours are required for the degree.

The following electives are suggested. Other electives will be approved by a PP&E program advisor.

- ECON 311: Intermediate Macroeconomics
This course is an extension of macroeconomic and microeconomic theories to serve as a bond between the principles (level) and the advanced dimensions of economics.
- ECON 341: International Trade and Finance
This course focuses on the theory of international trade, commercial policy and its relation to economic development. Balance of payments, international capital movements, and foreign exchange are examined against the background of current theories and policies.
- ECON: 353: Health Economics
This course explores economic principles and its relationship to the field of health care. It will provide an introduction to the health care system in the U.S. Discusses some of the key concepts that health economists use to analyze health care markets. Finally, the course will apply these concepts to selected current issues in health policy.

- ECON 383: Economics of Poverty and Income Distribution
This course explores how economics can be used to explain and analyze the concepts, causes and effects of poverty and income inequality on various population groups. It will introduce students to the relevant economic theories of poverty and inequality and use empirical facts to define and measure poverty and inequality and assess the effectiveness of policies aimed at combating poverty and inequality in the United States and the developing world.
- GOVT 231: U.S. National Government
This course is a study of both the structure of the national government and the process of power and influences in the political system.
- GOVT 232: U.S. State and Local Government
This course is an examination of the constitutional basis, organization, and functions of state and local governments, including their political processes and intergovernmental relations.

I. The Program and the General Education Requirements

“Foundational Courses” – required before entering the Core courses

Course Number	Course Title	Credit Hours
ECON 211	Principles of Macroeconomics	3
ECON 212	Principles of Microeconomics	3
GOVT 130	Introduction to Political Science	3
GOVT 150	Introduction to Public Policy	3
PHIL 101	Introduction to Philosophy	3
PHIL 215	Liberation Ethics and Global Justice	3
PP&E 160	Foundations of Philosophy, Politics and Economics	3
Total Foundational Requirements		21

“Core Requirements”

Course Number	Course Title	Credit Hours
ECON 351	Business/Economics Statistics	3
ECON 422	Public Finance and Budgeting	3
ECON 423	Monetary and Fiscal Policy	3
ENGL 255 or ENGL 361	Advanced Composition or Technical Writing	3
GOVT 283	Urban Politics and Policy Analysis	3
GOVT 342	International Relations	3
PHIL 300	Philosophies of Human Nature	3
PHIL 305	Ethics and Public Policy	3
PP&E 490	Capstone Exam	3
PP&E 491	Internship or Thesis Paper	3
Total Core Requirements		30

“Electives” – Select 7 or 8 more courses including choices from the following

Course Number	Course Title	Credit Hours
ECON 311	Intermediate Macroeconomics	3
ECON 341	International Trade and Finance	3
ECON 353	Health Economics	3
ECON 383	Economics of Poverty and Income Distribution	3
GOVT 231	U.S. National Government	3
GOVT 232	U.S. State and Local Government	3
	other	3
	other (if needed)	3
Total Electives		21-24

General Education Requirements

Course Number	Course Title	Credit Hours
English Composition		
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3
Arts and Humanities		
COMM 101	Oral Communication	3
*XXXX	A foreign Language	3
Social and Behavioral Sciences		
HIST 114 or 115	African American History to 1865 or since 1865	3
XXXX	Select from any other except ECON 211, ECON 212, & GOVT 130	3
Natural Sciences – 2 courses, at least one with a lab		7 – 8
Mathematics – Select one: MATH 125, MATH 141 or MATH 150		3
Technology – Select one: BUIS 260, COSC 110, COSC 111 or COSC 112		3
Free Electives – Select any three except ECON 211, ECON 212, GOVT 130 & PHIL101		9
Institutional Requirements		
FRSE 101	Freshman Seminar	3
HEED 102	Life & Health	3
Total General Education		47 - 48

** For the Bachelor of Arts degree students must complete an additional 9 hours of progressive classes in a single foreign language.*

TOTAL hours required for graduation

Courses	Number of Credit Hours
Foundational	30
Core	21
Electives	21-24
BSU General Education courses	47-48
TOTAL	120 credits (Minimum)

J. Program Modality

This program is not proposed as a 100% online distance education program. However, BSU pledges flexible learning, and some courses during any semester will be delivered as either (a) online asynchronously or (b) online synchronously with class meetings by live video at a given hour (e.g. MWF 10am). This vision for offering a mixture of in-class, hybrid, and asynchronous classes has long been the practice of Bowie State University. BSU utilizes Blackboard as its learning management system. Online and hybrid courses are conducted in accordance with the university's policies and procedures overseen by the Division of Academic Affairs and the Division of Information Technology's (DIT) Academic Computing and Instructional Technology unit.

K. Adequacy of Provisions for Evaluation of Program

1. Program Objectives

1. Cultivate basic understanding of philosophy, politics, and economics and their intersection.
2. Encourage students to apply the acquired knowledge, ethical standards, and skills to public policymaking and business decisions.
3. Prepare students for employment and/or graduate level interdisciplinary research in philosophy, political science, economics and related fields.
4. Develop student writing and speaking skills aimed at the effective use of empirical research methods and sound arguments in public policy debates.

2. Student Learning Outcomes

1. Students will apply ethical reasoning to evaluate practices, policies and institutions that impact global and local politics and social-economic conditions.
2. Students will apply empirical and analytical research methods to address public policy issues in the political and economic fields.
3. Students will write argumentative essays and present sound oral arguments on the ethical, political and economic issues of urgent local and global concern.

3. Assessment Plan

The Department of History & Government and the Department of Accounting, Finance, & Economics use a variety of instruments for assessing student achievements in learning outcomes. At the onset of the program, the primary assessment tool will be two capstone courses that will provide a summative snapshot of student proficiency in the three SLOs (Student Learning Outcomes). The first capstone course will have a comprehensive exam to evaluate SLO 1, while the second capstone course will give students an option of completing an internship or a thesis paper to demonstrate their proficiency with the second and third SLO. As the program develops, there will be implemented a more robust assessment plan that seeks to map the SLOs and learning outcomes to the course level as well. The Appendices provide a more detailed discussion of our assessment strategy as well as sample rubrics for the capstone courses.

DOCUMENTATION OF MARKET SUPPLY AND DEMAND IN THE REGION AND STATE

L. Potential Industries and Employment Opportunities

A bachelor's degree in philosophy, politics, and economics offers career opportunities in industry, journalism, politics, management, marketing, industrial organization, government agencies, education,

law and not-for-profit organizations. The advanced analytical skills that students acquire in the three components of the program (philosophy, politics, and economics) allows them to understand crucial economic issues and effective policy design and implementation and provides our PP&E graduate with a unique advantage over graduates from other majors. For example, a PP&E graduate would have opportunities to work as a staff member in the office of a member of Congress or in the Congressional Budget Office.

This is a sampling of actual job titles of graduates, provided by a sampling from websites of PP&E programs around the country:

- outreach coordinator for a community health center
- tax lawyer using behavioral economics
- marketing executive with Google
- management consulting with J.P. Morgan
- head of business operations for a start-up in agriculture technology
- tech research and consulting for a company advising CIOs of Fortune 500 companies
- lawyer specializing in microfinance regulation
- director of the Legal Assistance Foundation
- executive for a healthcare software company
- projects director for a medical software engineering firm
- research fellow for a public policy think tank
- healthcare policy assistant, US Senate
- sales and analytics department, Bloomberg

M. Projecting Market Demand and Availability of Openings in Job Markets

A degree in philosophy, politics, and economics is widely recognized as the gateway to many of the most high-demand careers today and in the future, such as business management, economic policy, law, banking and finance, consultancy, public relations, and marketing and advertising. Philosophical training and policy expertise, when combined with economic knowledge, is an excellent preparation for the kinds of careers that reward intellectual expertise, experimentation, the promotion of human life and the biosphere, and bold entrepreneurship. Philosophy, politics, and economics are three disciplinary areas that are in demand, as evidenced by the fact that graduates in these fields enjoy high salaries in the United States. PayScale’s recent survey of 1.2 million graduates with a bachelor’s degree ranks majors by starting and mid-career (10 years in) salaries (www.visualcapitalist.com/visualizing-salaries-college-degrees/). This data demonstrates that economics, philosophy, and politics are all in the top 21 positions of over one hundred majors:

Rank	Undergraduate Major	Starting Salary	Mid-Career Salary
#5	Economics	\$50,100	\$98,600
#16	Philosophy	\$39,900	\$81,200
#21	Political Science	\$40,800	\$78,200

N. Maryland Occupational Projections

In Maryland, the Department of Labor, Licensing and Regulation compiles “Maryland Occupational Projections, 2016-2026.” Occupations which require specialized economic, business, and management abilities are listed below. Most of these occupations provide thousands of jobs in

Maryland, and they all will enjoy strong job growth over coming years to 2026 (www.dllr.state.md.us/lmi/iandoproj/maryland.shtml).

Occupation	2016	2026	% change
Business Operations Specialists	22,259	23,140	3.96%
Financial Managers	10,919	11,578	6.04%
General and Operations Managers	48,160	51,490	6.91%
Management Analysts	22,475	23,722	5.77%
Operations Research Analysts	3,092	3,266	5.63%
Social and Community Service Managers	2,522	2,718	7.77%

RESOURCES AND FINANCE

O. Faculty Resources

A total of thirteen full-time faculty, from two current departments, will constitute the core faculty at the program's inception. Faculty members will share in the teaching and advisement responsibilities of the program.

Politics, Philosophy and Economics Faculty (All Faculty are Full-Time)		
Name, Degree(s)	Courses to be taught	Rank
Benjamin Arah PhD Political Science, MA Philosophy	Government, Philosophy, and PP&E courses	Professor
William Lewis, PhD Political Science	Government and PP&E courses	Professor
Weldon Jackson, PhD Political Science	Government and PP&E courses	Professor
Diarra Robertson, PhD Political Science	Government and PP&E courses	Associate Professor
Carmen Walker, PhD Political Science	Government and PP&E courses	Associate Professor
Robert Birt, PhD Philosophy	Philosophy and PP&E Courses	Assistant professor
Fred Mills, PhD Philosophy	Philosophy and PP&E Courses	Professor
John Shook, PhD Philosophy	Philosophy and PP&E Courses	Lecturer
Thadee Badibanga, PhD Economics	Economic and PP&E Courses	Assistant Professor
LaTanya Brown-Robertson, PhD Economics	Economic and PP&E Courses	Professor
Shadiya Hossain, PhD Economics	Economic and PP&E Courses	Assistant Professor

Augustin Ntembe, PhD Economics	Economic and PP&E Courses	Associate Professor
Regina Tawah, PhD Economics	Economic and PP&E Courses	Associate Professor

O. Library Resources

The Thurgood Marshall Library of Bowie State University supports the university’s mission of teaching and learning with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (ResearchPort) to over 70 databases, as well as videos and DVD recordings, and an experienced staff. The Library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information.

As a member of the University System of Maryland and Affiliated Institutions (USMAI), Bowie State also has access to the collections of thirteen university libraries in the state of Maryland. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI.

The library’s physical collection of books in the fields of philosophy, government, and economics are typical in scope and size for a university the size of Bowie State University. This collection is presently serviceable for the instructional and research expectations upon this program’s majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in all of this program’s core and elective courses, the program’s faculty are making requests for acquisitions of hundreds of additional volumes, and those requests will be fulfilled during the coming academic year.

R. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

This new program will not make a discernable impact on the use of existing facilities and instruction equipment. This program has access to classrooms in the Martin Luther King, Jr. building where the Department of History & Government resides, and classrooms in the Center for Business and Graduate Studies where the Department of Accounting, Finance & Economics resides. All classrooms are equipped with smartboards, computers and overhead projection. The small incremental increase in class sections each semester for the majors will not strain the usage of classroom space or instructional resources. Bowie State will provide the program’s students with full access to campus counseling and student advisement services, IT support services, and other administrative resources.

R. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Resources and Narrative Rationale.

This proposal’s enrollment and resources projections are conservative. Its projection states that four students would adopt the major initially and it would gain at least two additional students in the following years. Moreover, we project at least one student will adopt the major on a part time basis each year. By the fifth year it projects 12 full time students and five part-time students (Tables 1 & 2: Resources and Expenditures).

2. Program Expenditures and Narrative Rationale.

No program expenditures beyond current capabilities are requested. Because this program would be operated and taught by current faculty in the Department of History & Government and the Department of Accounting, Finance, & Economics, no additional faculty are needed, and no additional support staff are needed. Because the library already accumulates philosophy, government, and economics materials each year, no additional Library funding is needed to establish this new program, nor is any additional/altered instructional space required. The funding required for this program consists of present faculty already in the Department of History & Government and the Department of Accounting, Finance & Economics. The chairs of these departments will ensure that the upper-level courses needed for timely completion of this program will be assigned to faculty each semester. No new faculty or staff positions are needed at this time. These two departments are committed to providing the faculty and the course offerings needed for this program. The Bowie State University administration affirms that the PP&E program will be a priority of the Department of History & Government and the Department of Accounting, Finance & Economics. BSU's administration affirms that these departments will have funding levels to ensure the program's needed faculty staffing and technical support.

RESOURCES AND EXPENDITURES

S. Resources

TABLE 1: Resources					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds*	14,800	14,800	14,800	14,800	14,800
2. Tuition/Fee Revenue	38,284	31,476	86,224	112,008	139,512
a. #F.T Students	4	6	8	10	12
b. Annual Tuition/Fee	8446	8,698	8,960	9,228	9,506
X 2c. Annual Full Time Revenue (a x b)	33,784	52,188	71,860	92,280	114,072
d. # Part Time Students	1	2	3	4	5
e. Credit Hour Rate	375	387	399	411	424
f. Annual Credit Hours 12 PER YR	2,250 X 2=4500	2322 X 2=4644	2,394 X 2=4788	2,466 X2=4932	2544 X2=5088

g. Total Part Time Revenue (d x e x f)	4500	9,288	14,364	19,728	25,440
3. Grants, Contracts, etc.	N/A	N/A	N/A	N/A	N/A
TOTAL	23,484	46,676	71,424	97,208	124,712

Although additional program resources are not required, adjunct allocations will have to be increased to cover survey classes so that full time faculty can cover the new upper level courses. Our current adjunct rate is approximately \$3700 per class with benefits. There may be a need for some additional sections covered by adjuncts during a semester.

T. Expenditures

TABLE 2: EXPENDITURES*					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	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
2. Total Administrative Staff Expenses (b + c below)	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
3. Total Support Staff Expenses (b + c below)	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
4. Equipment	0				

5. Library	0				
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL	0	0	0	0	0

*All expenditures will be derived from the annual budgets of the Department of History & Government and the Department of Accounting, Finance & Economics. Any budgetary reallocation will be deducted from the budgets of the two departments as indicated in Table 1.

Appendix A: Assessment Strategy

Assessment, Comprehensive Exam Instructions, Thesis Rubric, and Internship Evaluation Forms

Assessment Strategy:

Bowie State University (BSU) has a longstanding tradition of evaluation with courses consistently evaluated. The Office of Planning, Analysis and Accountability (OPAA) administers them to students every semester and the feedback from students is shared with faculty the following semester. In addition, each course is peer reviewed annually. The students evaluate their instructor each semester while faculty peers and the department chairs evaluate faculty annually. All degree programs undergo comprehensive review every seven years as mandated by the University System of Maryland.

BSU's Center for Academic Program Assessment (CAPA) has the goal "to assist chairs, deans, faculty, staff, and administrators as they develop assessment plans at the institutional level, college level, departmental level, and the academic program level." The Department of History & Government and the Department of Accounting, Finance & Economics have kept up the culture of assessment, working closely with CAPA. The AFE Department is also subjected to external reviews of its program by the accreditation body, Accreditation Council for Business Schools and Programs (ACBSP). The evaluation of the PP&E curriculum, faculty, and the student learning outcomes therefore will be routine.

The courses and internship requirements are designed to achieve the program objectives and the student learning outcomes. When launched, various assessment activities will be included in selected courses. These will help monitor the progress in students' learning and help instructors improve their teaching. Summative assessment of the program outcomes will take place in the capstone courses. The data collected and results of analysis will be shared with faculty in the program for use in making any necessary decisions to improve the attainment of student learning outcomes. Assessment results will be published on the university's website and also be archived.

Comprehensive Exam Instructions:

The student must answer five total questions. Three of the questions are in the disciplines of politics, philosophy, or economics. The fourth question is an interdisciplinary question that combines the three fields. Each question is worth 20 points for a total of 100 points. A student must have an aggregate score of 70 to pass the exam.

Appendix B: Capstone Rubric

PP&E Capstone 1 Exam Rubric

Question Field:(Politics, Philosophy, Economics, or PP&E)

Student ID# _____

Capstone 1 Exam Rubric					
Category	Superior	Satisfactory	Needs Improvement	Unsatisfactory	
Content 70 pts Total	<ul style="list-style-type: none"> Fully responds to all criteria of the subfield question; Clearly identifies and fully develops all ideas/themes; Provides logical, valid and specific details and support Effectively uses all relevant information, including outside sources; and Draws clear and appropriate conclusions. 	<ul style="list-style-type: none"> Sufficiently responds to most criteria of the question. Identifies and develops main ideas/themes, but some may lack clarity or depth. 	<ul style="list-style-type: none"> Does not respond or incompletely responds to some criteria of the question. Does not identify or develop some main ideas/themes. Provides support but may not be logical or valid; some details may be missing. 	<ul style="list-style-type: none"> Does not respond to most criteria of the question. Does not identify or develop most ideas/themes. Provides few details and little support or support that is illogical or invalid. Omits relevant information; outside sources are inappropriate or missing. Draws unclear/inappropriate conclusions. 	____ pts out of 70
Organization/ Length 20 pts Total	<ul style="list-style-type: none"> Information is very organized with well-constructed paragraphs. The essay is a minimum of 5 pages long. 	<ul style="list-style-type: none"> Information is organized with well-constructed paragraphs. The essay is a minimum of 3 pages long 	<ul style="list-style-type: none"> Information is organized, but paragraphs are not well-constructed. The essay is a minimum of 2 pages long. 	<ul style="list-style-type: none"> The information appears to be disorganized. The essay is too short. 	____pts out of 20
Mechanics 10 pts Total	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	____pts out of 10
				Total points =	/100

Appendix C: Internship Evaluation Forms

Politics, Philosophy, and Economics

PP&E 491: FIELDWORK/INTERNSHIP LEARNING AGREEMENT FORM

Instructions: a) The student must fill-out and sign this form; and b) Return the completed form to the professor/instructor prior to the start of the program.

STUDENT-FACULTY MEMORANDUM OF UNDERSTANDING (This form must be completed and signed by the student prior to undertaking the fieldwork/internship program):

Name of the Student: _____ SID #: _____

Course Title & Number: _____

Department: _____ Semester & Year: _____

Student's Contact Phone #: _____

Student's (Current) E-Mail Address: _____

Work Placement Address: _____

Name & Title of Immediate Supervisor: _____

His/her Contact Phone #: _____ Fax #: _____

E-Mail Address (es): _____

Is this fieldwork an internship opportunity? () Yes () No

STUDENT'S RESPONSIBILITIES: As a student seeking course credit for fieldwork in politics, philosophy, & economics. Please agree to the following terms that I will:

1. Endeavor to receive my job description and orientation from my workplace supervisor;
2. Be respectful, deferential to, and supportive of my supervisor and colleagues at the workplace;
3. Learn and perform the assigned duties and responsibilities to the best of my ability;
4. Follow the rules, instructions and guidelines as provided for the desired outcomes;
5. Be both a reliable and dependable, as well as collaborative and trusting, team player;
6. Have the ability to learn fast, communicate effectively, and make the right choices; and
7. Exercise exemplary leadership style, professional skills, and ethical judgment.

Student's Signature: _____

Date: _____

Politics, Philosophy, and Economics

FIELDWORK (OR INTERNSHIP) LEARNING AGREEMENT FORM

Instructions: a) The workplace site supervisor must fill-out and sign this form; and b) Return the completed form to the professor/instructor, fax or e-mail it to him/her prior to the start of the program.

FIELDWORK OR INTERNSHIP SITE SUPERVISOR (This form must be completed and signed by the appropriate workplace site supervisor or representative):

Name of the Supervisor: _____ Title: _____

Name of the Organization or Agency: _____

Department: _____

Workplace Address: _____

Contact Phone #: _____ Fax #: _____

E-Mail Address (es): _____

SITE OR PLACEMENT SUPERVISOR'S RESPONSIBILITIES (Our academic institution appreciates your participation in our program, and we value your support for our students. Your role is critical and integral to making the student's fieldwork successful and a rewarding learning experience). As the site supervisor, I do agree to:

- Clearly guide and discuss the requirements of the program with the student upon arrival;
- Work with the student to complete the onsite goals, duties and learning objectives;
- Providing an ongoing supervision and feedback to the student for high performance;
- Periodically discuss with the professor/instructor to ascertain the student's performance or progress; and
- At the completion of the fieldwork or internship, please complete the (enclosed) SUPERVISOR'S EVALUATION FORM.

Site Supervisor's Signature: _____

Date: _____

Politics, Philosophy, and Economics

PP&E491: Fieldwork/Internship
SUPERVISOR'S EVALUATION FORM

Name of the Student: _____ Semester/Year: _____

Name of the Organization/Agency/Fieldwork Site: _____

Mailing Address: _____

Program Start Date: _____ End Date: _____

Number of Weeks: _____ Approximate Number of Hours: _____

Please rank the Student in the following categories:

Qualities	Below Standard (F)	Below Average (D)	Average (C)	Very Good (B)	Excellent (A)
Ability of Accept Criticism					
Ability to Listen, Communicate					
Ability to Learn, Improve, Adapt					
Attendance					
Positive Attitude					
Collaborative & Cooperative					
Dependability & Good Judgment					
Professionalism					
Initiative & Self-Direction					

Please describe the work performed by the student during the time that he/she interned with your organization/agency:

FIELDWORK (OR INTERNSHIP) LEARNING AGREEMENT FORM

FIELDWORK OR INTERNSHIP FACULTY ADVISOR OR FACILITATOR (This form must be completed and signed by the appropriate professor/instructor or departmental representative):

Name of the Professor/Instructor: _____ Title: _____

Name of the Department: _____

Course Title & Number: _____

Workplace Address: _____

Contact Phone #: _____ Fax #: _____

E-Mail Address (es): _____

1. **FACULTY ADVISOR'S RESPONSIBILITIES** (The professor's role is critical and integral to making the student's fieldwork successful and a rewarding learning experience). As the faculty advisor or facilitator, I do agree to:

- Keep in weekly contact or meet with the student (at least, once a week) to provide guidance, direction and support;
- Visit the student's workplace or site, when or if appropriate, and occasionally contact or communicate with the Site Supervisor to discuss student's performance;
- Review student's weekly online conference with other students for collaboration and shared experience, monitor student's journal or log;
- Periodically discuss with and evaluate the student submitted assignments to ascertain the level of quality performance and progress; and
- At the completion of the fieldwork or internship, the professor/instructor will provide an overall evaluation and issue the student with the final grade.

Faculty Advisor/Facilitator's Signature: _____ **Date:** _____

WORKPLACE OR SITE SUPERVISOR'S ASSESSMENT FORM

- MIDTERM ASSESSMENT FOR THE STUDENT FIELDWORKER
 FINAL ASSESSMENT FOR THE STUDENT FIELDWORKER

Student's Name: _____

Name of the Organization or Agency: _____

The purpose of the Supervisor's Assessment is to help us provide the student with corrective and substantive feedback regarding his/her performance and growth in this fieldwork learning experience. This particular evaluation is designed to focus on both the general and specific professional skills and critical competency areas as follows: cognitive, communicative, and personal and professional domains. Please we ask that you, as an evaluator, be objective and candid in your assessment and to make the assessment, at the end, a rewarding and growth experience by discussing it with the student.

Instructions & Directions: Based on your close observations, communicative interactions, and other forms of interpersonal relationships with the student, please evaluate the student based on the following work-related skills and competencies as per listed below (by checking the appropriate box), and which should range from 5 (highest, positive) to 1 (lowest, negative).

	COGNITIVE SKILLS	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
	A): Learning Style						
1	Observes and/or pays attention to others						
2	Asks pertinent/purposeful questions						
3	Able to find and utilize appropriate resources						
4	Accepts responsibility for mistakes and learns from experiences						
5	Is always open to new ideas, challenges and experiences						
	B): Creative Thinking & Problem-Solving Skills						
6	Seeks to comprehend and understand issues in their larger context						

7	Breaks down complex tasks or problems into managerial pieces						
8	Brainstorms or develops opinions and ideas						
9	Respects input and ideas from other sources and people						
10	Demonstrates an analytical capacity						
	C): Applies Knowledge and Skills to Tasks						
11	Shows understanding of industry customs and practices						
12	Acquires and evaluates information						
13	Interprets and communicates information effectively						
14	Understands and complies with legal regulation						
15	Identifies, understands, and works with systems						
16	Monitors and corrects own performance						
17	Applies knowledge to the task or solution of the problem at hand						
18	Selects and uses appropriate technology						
19	Demonstrates computer literacy						
20	Manages multiple competing priorities at one time						
	COMMUNICATION SKILLS						
	D): Reading/Writing & Computational Skills						
1	Reads, comprehends and follows written materials						
2	Communicates ideas and concepts clearly and accurately in writing						
3	Works with mathematical procedures appropriate to the job						
	E): Oral Communication & Listening Skills						
4	Listens to others in an active and attentive manner						
5	Comprehends and follows verbal instructions						

6	Participates in meetings or group settings effectively						
7	Communicates effectively and appropriately with clients, superiors, and colleagues						
8	Uses industry specific terminology appropriately						
9	Teaches or shares useful knowledge, information and expertise with others freely						
10	Verbally expresses ideas clearly, coherently, accurately and persuasively						
	PERSONAL AND PROFESSIONAL SKILLS						
	F): Personal Characteristics						
1	Seeks to understand personal strengths and weaknesses						
2	Exhibits self-motivated approach to work						
3	Has professional attitude/behavior						
4	Demonstrates ability to set appropriate priorities and goals						
5	Works independently with minimum supervision						
6	Self-motivated, but seeks clarification and guidance from appropriate supervisions for quality performance						
	G): Interpersonal Skills & Teamwork Spirit						
7	Relates to co-workers effectively and amicably with a deep sense of limit						
8	Manages and resolves conflicts in an effective manner						
9	Supports and contributes to a team building atmosphere						
10	Participates and accepts responsibilities as a member of a team						
11	Controls emotions in a disciplined manner appropriate for the workplace environment						
	H): Organizational Effectiveness Skills						

12	Seeks to understand and support the organization's mission/goals						
13	Works within the norms and expectations of the organization						
14	Works within appropriate authority and decision-making channels						
15	Interacts effectively and appropriately with supervisor(s) and colleagues						
16	Plans and allocates time effectively						
17	Exercises leadership skills						
18	Works well in cross-cultural or multi-cultural settings and projects						
19	Demonstrates ethical behavior						
	I): Work Ethic, Values, Habits & Style						
20	Dresses appropriately with professional appearance for the position and environment						
21	Reports to works as when scheduled, promptly and with excitement/enthusiasm						
22	Attends scheduled meetings promptly and with the right comportment						
23	Accepts constructive criticisms and solicits advice for self-improvement						
	J): Character Attributes						
24	Brings a sense of value and integrity to the job						
25	Always humbled, and seeks to serve others even at the risk of personal inconvenience						
26	Acknowledges and respects the differences in people, and does not evade peoples' privacy						
27	Maintains confidentiality when trusted with classified or sensitive information or confronted with such situations						
28	Can be trusting						

29	Highly ethical, non-judgmental and professional in the quest for excellence						
30	Welcomes and respects diversity in terms of ethnic, cultural, religious, opinions						

Evaluator's Name: _____

Date: _____

STUDENT'S ASSESSMENT FORM OF THE FIELDWORK EXPERIENCE

Student's Name: _____ **Semester & Year:** _____

Name of the Organization or Agency: _____

Name of the Workplace/Site Supervisor: _____

Name of the Faculty Advisor/Facilitator: _____

The purpose of the student's assessment is to help us provide the workplace/site supervisor and faculty advisor with the needed feedback regarding the student's overall perception, quality of the learning experience and to provide some information for improvement. This particular evaluation is designed to highlight the adequacy of the workplace, the quality of the work and learning environment, personal relationships and human development for future reference.

Students should truthfully and objectively respond to the following questions to the best of their knowledge, ability and recollection. Thus, based on your close observations, communicative interactions, and other forms of interpersonal relationships with the people (supervisor and other colleagues at the workplace), please complete the survey below and rank your answers from 5 (highest, positive) to 1 (lowest, negative) in response to the questions.

	A): THE WORKPLACE ENVIRONMENT	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
1	The physical environment was clean						
2	The physical environment was safe						
3	An orientation to the job and organization was provided						
4	Necessary training and in-service were provided						
5	Adequate resources were available to enable staff to complete the assigned projects and successfully accomplish the desired goals						
6	Co-workers/colleagues were accommodating, helpful, supportive						

	B): SUPERVISOR & COLLEAGUES	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
7	Friendly & understanding						
8	Encouraging and supportive						
9	Collegial, respectful and professional						
10	Role models and exemplary						
	C): LEARNING EXPERIENCE	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
14	Intellectually challenging						
15	Opportunities for networking						
16	Engaging, interactive and enjoyable						
17	Provided needed exposure						
18	Expanded personal portfolio						
19	Would recommend to other students						

Signature of Student: _____

Date: _____

NOTE: Please make sure that all these forms are clearly filled out and signed appropriately. It is the student's responsibility to submit the required forms to the instructor for grade consideration.