Please answer all relevant questions below. Consultation with the appropriate Associate Provost on a draft of the proposal is recommended.

Using the relevant template, please submit a budget even if no additional resources are needed.

Title of Degree (e.g., Bachelor of Arts in History):

Master of Arts in Global Policy (MAGP)

1. Please provide the name, title, email address, and phone number of the primary contact person for this academic program:

William Grimes, Associate Dean for Academic Affairs, wgrimes@bu.edu, 617-353-9420.

2. Please describe briefly the proposed change to the existing degree:

The MAGP program folds two existing MA programs in International Relations and Environmental Policy (IREP) and Global Development Policy (GDP) into a common structure and also establishes new foundational courses. The MAGP program, like the IREP and GDP programs, is a three-semester program (48 credits). See point 5 below for a more detailed comparison between the revised and current three-semester programs.

3. Please provide a rationale for the proposed change to the existing degree:

The Pardee School recently concluded a thorough review of all existing nine graduate programs. As a result of this review, the Pardee School will make several changes to the existing set of
programs, including the creation of the MAGP program. Thus, the establishment of the MAGP program should be seen in the context of a broader set of revisions to the Pardee School’s graduate program offerings.

Going forward, the Pardee School will offer a smaller number of separate MA programs that are re-designed to attract a growing number of more qualified students from all over the world and provide these students with a world-class education designed for the 21st century. The MAGP program solidifies and strengthens the Pardee School’s policy-oriented graduate school curriculum. The revised curriculum provides students with both foundational knowledge and practical skills intended to be of direct use in their subsequent professional careers.

As currently configured, the IREP and GDP programs are highly similar in structure and course requirements, so the merger of the two programs can in part be understood as an exercise in streamlining. However, the proposed reorganization is also meant to create a structure that can support future additions to the proposed set of specializations. To address the needs of both current and possible future specializations, we have identified a common core of skills and knowledge that we understand to be foundational to policymaking on issues that address the Pardee School’s stated mission of “advancing human progress.”

The MAGP program is based around a set of four core courses that all students take, three of which are also required courses for the revised MAIA program. In addition, each student selects a functional policy specialization from a list of three different options. Folding the IREP and GDP programs into a common structure under the MAGP program helps the Pardee School to concentrate and strengthen its policy-oriented graduate program offerings. In addition, the new set of shared set of courses provides the students with a better and more comprehensive basis upon which they can then develop the functional policy specialization. We have also updated the particular course requirements of each specialization offered under the MAGP umbrella.

*In parallel with this program revision proposal, the Department of Economics will be submitting a proposal to amend its MA in Global Development Economics (GDE). The GDE and GDP were introduced simultaneously and are designed to complement and overlap with each other.
4. Please describe how the proposed change(s) advances the Strategic Plans of the department, of the school/college, and of the University:

The MAGP program advances the overall goals outlined in the Pardee School Strategic Plan that was adopted in the fall of 2015. This includes deepening and expanding our teaching in the areas global and human development. One of the three School ambitions identified in the Strategic Plan centers on providing a world class 21st century education. In support of this essential goal, the MAGP program allows us to deliver a meaningful education that enables and empowers our students to become future policy leaders in global affairs by cultivating the global competencies that our students will need to understand and to excel in the complex world they will inherit.

The MAGP program is also revised with the intention to help the Pardee School make progress on fulfilling several of the nine Strategic Goals that are identified in the Strategic Plan. More specifically, these include:

Goal #3: To attract high-quality, diverse and committed students as well as to grow the graduate program to a size comparable with our peers, to maintain healthy recruitment in all degree programs, and to provide all Pardee School graduate students with a sense of shared community and pride in their ‘Pardee’ identity and its mission as students in smaller set of distinct graduate programs where the MAGP program is a critical part of the graduate curriculum.

Goal #5: To offer an exciting, streamlined and innovative set of graduate programs that respond to student interested and global trends, providing world class 21st century educational offerings. The graduate program revisions including the MAGP program help us to better capture the excitement of the Pardee School’s mission, to streamline existing programs into a smaller set of clearly differentiated and individually robust programs that cultivate substantive individuality as well as shared community, and to identify and use innovative tools that help differentiate our students in skills and approaches available to them.

Among our competitors (defined as full members of the Association of Professional Schools of International Affairs, or APSIA), the strongest and most prestigious programs typically offer a small number of MA degrees that are defined broadly, rather than a proliferation of niche
programs. Our assessment is that this approach improves students’ educational experience and ability to advance their professional goals, while still operating within a clear structure. Mirroring many of our competitors, the proposed structure focuses on core skills plus the development of specialized knowledge in a particular area of international affairs.

Goal #6: To encourage pedagogical innovation that gives Pardee School students a distinct advantage. As the graduate program curriculum and individual courses are revised, faculty are encouraged and supported to adopt class-room innovations for better emphasizing critical thinking as well as building problem-solving skills through combinations of academic and practitioner teaching in relevant areas. The Pardee School will also continue to systematically use cross-listed and joint courses with other Schools and departments on campus to provide our students an interdisciplinary education focusing on real world issues, problems and solutions.

In conjunction with this curricular revision, the Pardee School has also been developing growing numbers of courses that utilize new and innovative pedagogy. These include, for example “policy labs,” team-based consulting for real-world clients, and cooperative education with classes at universities outside the United States.

Goal #9: To establish recognition, identity and pride in the Pardee School amongst current and future alumni. As with any professional school, our current and future alumni are a critical constituency with whom we must keep engaged and who will build bridges of engagement between the School and the outside world. A more streamlined, high-quality set of graduate program offerings with the MAGP program as a core component will improve the sense of community among graduate students across different specializations. This will strengthen their ties both to each other and to the Pardee School, which will help to expand career and alumni networks and community. The Pardee School will keep investing in our students to develop pride in the quality of the programs and a Pardee School identity that they will take with them after they graduate.

In addition, the Pardee School graduate program revisions, including the introduction of the MAGP program, are consistent with several commitments and goals identified in the University Strategic Plan. These revisions reflect BU’s commitment “To increase our emphasis on interdisciplinary graduate education, in order to expand our leadership in important fields” and “to continue to foster the engagement of Boston University in the city and the world through public service and by extending the reach of our educations programs... [and creating] new opportunities for students from around the world to experience a BU education.”
5. Please list all the program requirements for the current and revised programs so that review committees can easily see the changes: (expand the table as needed and denote new courses in bold print)

<table>
<thead>
<tr>
<th>New MAGP program</th>
<th>Current IREP program</th>
<th>Current GDP program</th>
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<tbody>
<tr>
<td>A three-semester, 48 credit program</td>
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<tr>
<td>Students take 4 core courses (16 credits):</td>
<td>Students take 1 core course (4 credits): IR/GE 594 Global Environmental Policy and Negotiations</td>
<td>Students take 4 core courses (16 credits): GE 600 Environment and Development IR 701 Fundamentals of International Relations IR 704 Global Economic and Development Policy SPH GH 770 Poverty, Health and Development</td>
</tr>
<tr>
<td>IR 602 Quantitative Analysis for Global Affairs IR 603 Economics for Global Policy IR 604 Negotiation and Diplomacy IR 605 Global Policy Analysis</td>
<td>Students take 3 IR core courses (12 credits) from at least one course each from three out of four areas of study. Students take 3 GE core courses (12 credits) from four groups of courses. Students take 2 GE electives (8 credits), 2 IR electives (8 credits) and 1 free elective (4 credits).</td>
<td>Students concentrate in one of three tracks. Each tracks consists of a methods course (3-4 credits), 2 required courses (7-8 credits), and sufficient additional coursework to bring the credits in the track to at least 20. The three tracks are: Governance &amp; Political Economy; Environment &amp; Development; and International Public Health.</td>
</tr>
<tr>
<td>Students choose one functional policy specialization from a list of three: Environment Development Health Each specialization has its own set of required courses and electives (see lists after the table for requirements and courses under each specialization).</td>
<td></td>
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<tr>
<td>Same as current IREP and GDP programs.</td>
<td>Students must demonstrate graduate-level reading proficiency in a foreign language. This can be demonstrated either through a language examination or completion of a non-credit graduate-level foreign language reading course. For non-native English speakers who were required to submit a</td>
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were required to submit a TOEFL score report as part of their application for admission, knowledge of English fulfills this requirement.

<table>
<thead>
<tr>
<th><strong>TOEFL score report as part of their application for admission, knowledge of English fulfills this requirement.</strong></th>
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<tbody>
<tr>
<td><strong>Students in their third semester take a 4-credit course as part of a capstone project. Students can, with approval from the Director of Graduate Studies, as an alternative instead take a 4-credit directed study as part of writing an individual MA paper that can be either a policy paper or a research paper.</strong></td>
</tr>
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<td><strong>Students write an individual MA paper, which can be either a research paper or a policy paper.</strong></td>
</tr>
<tr>
<td><strong>Students take a 4-credit capstone course in their third semester, IR/GE 798 Global Development Capstone, which is a project-based course where students work in groups to design and carry out an interdisciplinary policy analysis comparable to those performed for a government or nonprofit agency.</strong></td>
</tr>
</tbody>
</table>

**Environment** specialization requirements:

Students take 1 required course (4 credits): IR/GE 594 Global Environmental Policy and Negotiation

Students take 3 courses (12 credits) from a set of approved courses or other courses with pre-approval from the Director of Graduate Studies.

In addition, students take 3 course electives (12 credits).

**Development** specialization requirements:

Students take 2 required courses (8 credits): IR 592 Economic Development and International Institutions and IR 606 Global Economic and Development Policy

Students take 2 courses (8 credits) from a set of approved courses or other courses with pre-approval from the Director of Graduate Studies.

In addition, students take 3 course electives.

**Health** specialization requirements:

Students take 2 required 4-credit courses: SPH GH 770 Poverty, Health, and Development and SPH GH 745 Monitoring & Evaluation of International Health Program.
Students select sufficient coursework up to an additional at least 14 credits from a set of approved courses or other courses with pre-approval from the Director of Graduate Studies. Students take additional elective courses to fulfill the 48 credit requirement.

6. **Is this change a result of program learning outcomes assessment and/or academic program review? If yes, please describe:**

Yes. The MAGP program is the result of extensive faculty discussions that were carried out as part of the process of developing and now implementing the Pardee School’s 2015 Strategic Plan. In addition, over the summer of 2015, we engaged a consultant to survey current students, recent alumni, and students who declined our offer of admission regarding strengths and weaknesses of existing programs.

7. **Please list learning outcomes for the revised program:**

When graduating, students are expected to meet the following Learning Outcomes:

1. Possess foundational knowledge necessary to be global policy leaders
2. Demonstrate in-depth policy-relevant empirical expertise in their chosen specialization
3. Master policy-oriented analytical skills

8. **How does the change place your program in the context of programs at peer institutions?**

There is no common “industry standard” among our peer professional affairs schools that are members of APSIA (Association of Professional Schools of International Affairs) with respect to the number of separate graduate programs that each school offers. Some schools have a very large number of individual programs while other schools only offer a small number of programs. The Pardee School faculty believes that at this point in time, and consistent with goal #5 of the Strategic Plan, it is beneficial to both our students and the School to streamline our graduate program offerings.

As noted above, it is nearly universal among peer and peer-plus institutions to require the acquisition of a foundational knowledge of economics and statistics in their policy degree programs. The proposed MAGP curriculum increases students’ exposure to and skills in these essential policy assessment methods. However, there is no “industry standard” with regard to specific curricular requirements for policy degrees, beyond the nearly universal requirement of basic economic and quantitative coursework. MA programs in public and international policy vary considerably with regard to the range of functional and/or regional specializations offered, the types of requirements within specializations, the extent of quantitative and economic
course requirements, the existence and nature of required language capability, requirements or options for practical experience, requirement for MA theses, etc. The proposed MAGP thus reflects our assessment of the needs of our student body, our faculty strengths, and our mission statement, but does not seek to copy any one particular model.

The revised MAGP program curriculum combines elements that are common to policy programs (classes on economics, quantitative analysis, policy analysis, and subject-specific knowledge) with a global perspective throughout the required and track courses. Thus, it is an integrated program, unlike many international policy programs that draw from separate “policy” and “international” course lists. It draws on existing strengths of the GDP program, from which its basic structure is derived, while updating course requirements to address the career needs of our students. The Pardee School faculty believes that this will position the School well to attract high-quality students from both the United States and countries all over the world.

9. How does the change affect other academic units and existing programs at the University?

This constitutes a streamlining of two existing interdisciplinary programs, with the main changes occurring in the required courses offered by the Pardee School. Thus, it requires little to no change for our partners in EC, GE, and SPH. We are working with all of them in order to maximize coordination and shared understanding of programs.

10. How will you notify current students of the proposed changes and implement the requirements? How will you assure that current students are able to complete their programs under the requirements that were in place at the time of their matriculation?

Once the full suite of graduate program revisions has been approved, the Pardee School through the Director of Graduate Studies and the graduate program advisor will reach out to all existing students to inform them of all relevant changes. During the (expected) one semester of overlap between third-semester students in the existing GDP and IREP programs and first-semester (or in a few cases, second-semester) students in the new MAGP program, the Pardee School, in collaboration with other partner Schools and Departments, will ensure that all required courses are made available to all students who need them to complete/advance in their degrees.
11. Please document any implications that the change has on professional accreditation or licensure at the program or school/college level:

One of the Pardee School’s main short-term goals, as discussed in the Strategic Plan, is to become a Full Member of APSIA (the School of currently an Affiliate Member). This will increase the School’s visibility, improve graduate recruitment, and give us a voice in among the world’s premier schools of international affairs in ongoing discussions to define the future of education on international affairs and global studies.

Offering state-of-art graduate programs and housing a diverse and global student body is critical to achieving the goal of APSIA membership. Our existing MAIA program fulfills APSIA’s requirement to offer a flagship MA program that is not shorter than four semesters. (Please refer to http://www.apsia.org/join-apsia/ for the full list of requirements.) The MAGP constitutes a high-quality degree program that is complementary to the MAIA. In this sense, it is similar policy degrees offered by a number of APSIA schools. We expect that it will strengthen the application, as it will increase both expected graduate enrollment and improves the relevance and rigor of our existing three-semester programs. Also, the proposed changes strengthen our economics and methods requirements, and will thus strengthen the case for full membership.

12. If the change includes a new course or courses, please indicate who will teach the course and how the rest of that faculty member’s course load will be affected (courses(s) redistributed to other faculty, taught less frequently, no longer taught, etc.). Please be specific about affected courses. This information should be reflected in the budget form that accompanies the proposal, e.g. the cost for a new faculty member to teach the new course or a redistributed course:

The MAGP program will contain four core courses, two of which are new, one significantly revised, and one somewhat revised. The current GDP core courses include two Pardee School classes that overlap with the current MAIA required courses, plus additional classes in Geography and Public Health. The new MAGP core will include four Pardee School classes, three of which overlap with MAIA requirements. The required classes for the MAIA and MAGP are numbered at the bottom of the 600-range, in order to reflect the fact that these courses are seen as foundational to subsequent, higher-numbered courses. (Note: IR 601, which is required for the MAIA, is not a requirement for the MAGP. Thus, the MAGP required courses start from IR 602.)

1. IR 602: Quantitative Analysis for Global Affairs is a revised version of IR 702: Research Methods for International Relations Practitioners and will be taught by various faculty
members. It will focus on practical applications of statistical methods (from descriptive statistics through multiple regression), focusing on applications relevant to issues in international relations. We consider basic knowledge of statistics to be an essential skill in the policy world, a position that is nearly universal among IR Master’s programs at APSIA schools.

2. IR 603: Economics for Global Policy is a new course. It provides an overview of key micro and macroeconomic concepts that students will encounter in their careers as international relations professionals, as well as in many of the classes they may choose to take in order to complete their MA degree. It will be taught by various Pardee School faculty with advanced training in economics. We consider basic knowledge of economics to be an essential skill in the policy world, a position that is nearly universal among IR Master’s programs at APSIA schools. Currently, students are required to take IR 704: Global Economic and Development Policy; however, most MAIA students do not have the economic background to take best advantage of that course.

3. IR 604: Negotiation and Diplomacy is a new course, to be taught initially by Ambassador Robert Loftis and in general will be taught by one of our professors of the practice of diplomacy. One outcome of our review of the skills and knowledge necessary for a successful career in international relations was the realization that negotiation skills are essential to nearly all of the careers that our graduates may follow. The study of diplomacy was also determined to be important—although not all of our graduates will end up formally as diplomats in either national or UN service, nearly all will need to interact with national governments and international organizations. Thus, understanding the diplomatic ecosystem and its rules and norms will make them much more effective in their chosen careers.

4. IR 605: Global Policy Analysis is a new course, to be taught initially by Dean Adil Najam and subsequently by various faculty members. The course will begin with general concepts of policy design and analysis, then will address specific concepts and cases in each of the MAGP tracks (currently, development, environment, and public health). For each track, classes will address key concepts, institutions, and actors while addressing several substantive case studies. Major themes will include inequality, management and state capacity, corruption, and funding mechanisms.

No additional courses will need to be developed as part of the launch of the revised MAIA program.

13. Please list other resources needed including new staff, IT, technology enhanced classrooms, office space, and other facilities. This information should be reflected in the budget:
No additional resources are needed.

14. Please describe the budgetary impact that the proposed change will have:

There are no budgetary implications.

15. Please provide the bulletin copy (exactly as it should appear) related to the proposed change, including all text connected to the program (requirements, description, learning outcomes) [NOTE: this bulletin copy is in a final form and cannot be changed]:
