Office of the Provost

Proposed Change to an Existing Degree: Academic Component

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 International Affairs (MAIA)

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 changes modify the structure and content of the current MAIA program, but the revised MAIA program will continue to be a four-semester program (64 credits) and also remain a central MA program offered by the Pardee School. Up to two courses (8 credits) may be taken as language courses at either the undergraduate or graduate level. See point 5 below for a more detailed comparison between the current and revised program.

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 MAIA program. Thus, the changes to the MAIA 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 revised MAIA program has a greater focus on global citizenship and addressing emerging and non-traditional global issues. The curriculum supports this focus while providing students with both foundational knowledge and practical skills intended to be of direct use in their subsequent professional careers.

The revised MAIA program is based upon a set of four core courses that all students take. In addition, each student selects a functional specialization from a list of five specializations. Here, the revised MAIA program moves away from the existing system of a functional and regional track to one with a more in-depth functional specialization. This strengthens the functional focus and depth of the MAIA program, offering the students a more rigorous education in their chosen topical area of study.

As part of the move to streamline the Pardee School’s graduate program offerings, two existing four-semester (64 credits) MA programs on International Relations & Religion (IRRN) and International Relations & International Communication (IRIC) are incorporated into the revised MAIA program. The IRRN program is folded into the revised MAIA program with a functional specialization in Religion. The IRIC program is folded into the revised MAIA program with a functional specialization in International Communication.

4. Please describe how the proposed change(s) advances the Strategic Plans of the department, of the school/college, and of the University:

The revised MAIA 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 of international and human security; global and human development; diplomacy, statecraft and governance; and culture, religion, policy and society.
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 revised MAIA program allows us to deliver a meaningful education that enables and empowers our students to become future 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 MAIA 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 revised MAIA program is an essential part.

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 those to the MAIA 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 MAIA 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 revised MAIA 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>Current program</th>
<th>Revised program</th>
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</thead>
<tbody>
<tr>
<td>A four-semester, 64 credit program</td>
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<tr>
<td>Students take a common core of 5 courses (20 credits):</td>
<td>Students take a common core of 4 courses (16 credits):</td>
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<tr>
<td>1. IR 701 Fundamentals of International Relations</td>
<td>1. IR 601 Fundamentals of International Relations</td>
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<tr>
<td>2. IR 702 Research Methods for International Relations Practitioners</td>
<td>2. IR 602 Quantitative Analysis for Global Affairs</td>
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<td>3. IR 703 International Security</td>
<td>3. IR 603 Economics for Global Policy</td>
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<tr>
<td>4. IR 704 Global Economic and Development Policy</td>
<td>4. IR 604 Negotiation and Diplomacy</td>
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<tr>
<td>5. IR 799 Master’s Paper Workshop</td>
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- Students choose a primary track (4 courses, 16 credits) and a secondary track (3 courses, 12 credits). At least one of the tracks must be a functional track.
- Three functional tracks: Theory & Policy; Political Economy; Security Studies.
- Five regional tracks: Asia; Europe; Latin America; Middle East & Africa; Muslim World.

- Students select 4 elective courses (16 credits).
- 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 TOEFL score report as part of their application for admission, knowledge of English fulfills this requirement.

- Students write and defend an individual MA paper, which can be either a research paper or a policy paper.

**Diplomacy** specialization requirements:

- Students take 1 required course (4 credits): IR 535 Diplomacy & Statecraft

- Students take 5 courses (20 credits) from a set of approved courses or other courses with pre-approval from the Director of Graduate Studies.

**Global Economic Affairs** specialization requirements:
Students take 1 required course (4 credits): IR 592 Economic Development and International Institutions

Students take 5 courses (20 credits) from a set of approved courses or other courses with pre-approval from the Director of Graduate Studies.

**Security Studies** specialization requirements:

Students take 1 required course (4 credits): IR 703 International Security

Students take 5 courses (20 credits) from a set of approved courses or other courses with pre-approval from the Director of Graduate Studies.

**Religion** specialization requirements:

Students take 3 required courses (12 credits) (same as in the current IRRN program): IR/RN 561 Religion and International Relations; RN 795 Humanities Approaches to Religion or RN 796 Social Science Approaches to Religion; and IR/AN 563 Public Religion and Politics across Cultures

Students take 4 courses (16 credits) in a specific Religious Tradition track from among four options. Three of these are the same as the current IRRN program (Christianity, Islam and Judaism) while the fourth one (Asian Religions) is a combination of three IRRN tracks (Buddhism, Chinese Religions and Hinduism):

**International Communication** specialization requirements:

Students take 3 required courses (12 credits) (the same number as in the current IRIC program, but the list has been updated): IR 531 Intercultural Communication; IR 732 Public Diplomacy; CM 831 International Communication

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

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

Yes. The revised MAIA 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 of the international system
2. Demonstrate in-depth empirical expertise in their functional specialization
3. Be prepared for successful careers as international relation professionals

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. This revision increases students’ exposure to and skills in these essential policy assessment methods. However, there is no “industry standard” with regard to specific curricular requirements, beyond the nearly universal requirement of basic economic and quantitative coursework. MA programs in international affairs 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, opportunities to take language courses for credit, requirements or options for practical experience, requirement for MA theses, etc. The proposed MAIA 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 MAIA program curriculum, with its greater focus on global citizenship in the 21st century, emphasis on foundational knowledge and practical skills, more and deeper functional specializations, and greater opportunity to improve language skills, is designed to provide students with a global perspective. Our coursework also emphasizes non-traditional IR issues such as sustainable development, conflict among non-state actors, transnational forces such as religion and ideology, and global justice. This sets the Pardee School apart from many of the more established schools of international affairs, which tend to focus on traditional IR topics
such as military security or trade economics. The Pardee School faculty believes that this focus, which reflects our collective understanding of key global issues in the 21st century and the particular strengths of our faculty, 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?

The main implication for other academic units stems from the folding of the IRIC and IRRN programs into the revised MAIA program. Rather than collaborating with the Pardee School around separate graduate programs, our current partners for the IRIC program (the School of Communication) and the IRRN program (the Graduate Division of Religious Studies and the Institute on Culture, Religion & World Affairs) will continue to work with the Pardee School around the functional specializations in Communication and Religion, respectively.

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 one academic year of overlap between second year students in the existing MAIA program (and the IRIC and IRRN programs) and the first year students in the revised MAIA program, the Pardee School, in collaboration with other partner Schools and Departments, will ensure that all required courses are offered to both first year and second year students.

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 is currently an Affiliate Member). This will increase the Schools 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. It is also necessary to offer a flagship MA program that is not shorter than four semesters to qualify for APSIA membership. (Please refer to http://www.apsia.org/join-apsia/ for the full list of requirements.) Keeping the revised MAIA program at four semesters supports our application to go from affiliate to full membership. Also, as noted, essentially all North American members of APSIA require at least one economics and one quantitative analysis class for their professional MA programs. The proposed changes strengthen our economics and methods requirements, and will thus strengthen the case for full membership, even as they improve the quality of our graduates and contribute to their future careers.

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 revised MAIA program will contain four core courses, two of which are new, one significantly revised, and one somewhat revised. The current core courses are numbered consecutively at the bottom of the 700-range (IR 701-704) to make clear that they are seen as introductory to the graduate program. Due to rules put in place by the University Registrar, we are unable to repurpose existing numbers in that range for new courses. Thus, we have chosen to number them as IR 601-604:

1. IR 601: Fundamentals of International Relations is a renumbering of the existing course of IR 701: Fundamentals of International Relations and will be taught by various faculty members. It introduces students to problems and concepts in the study of international relations and provides a building block for subsequent classes in the MA program. The course is updated annually to address changing scholarship and issues in international relations.

2. 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.
3. 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. 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.

4. IR 604: Negotiation and Diplomacy is a new course, to be taught initially by Ambassador Robert Loftis. 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.

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]: