



**PCC Proposal to Establish a Master of Arts in International Relations
(Senate Document #19-20-30)**

TO Wallace D. Loh | President

FROM Pamela Lanford | Chair, University Senate

I am pleased to forward the accompanying legislation for your consideration and approval. Betsy Beise, member of the Programs, Curricula, & Courses (PCC) Committee, presented the PCC Proposal to Establish a Master of Arts in International Relations (Senate Document #19-20-30), which the University Senate approved at its meeting on December 4, 2019. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:

Date:

12-12-2019

**Wallace D. Loh
President**

Copies of this approval and the accompanying legislation will be forwarded to:

Mary Ann Rankin, Senior Vice President and Provost

Reka Montfort, Executive Secretary and Director, University Senate

Michael Poterala, Vice President and General Counsel

Cynthia Hale, Associate Vice President for Finance and Personnel

John Bertot, Associate Provost for Faculty Affairs

Elizabeth Beise, Associate Provost for Academic Planning & Programs

Sylvia B. Andrews, Academic Affairs

Gregory Ball, Dean, College of Behavioral and Social Sciences

Wayne McIntosh, Associate Dean, Graduate and Faculty Affairs, College of Behavioral and Social Sciences

Paul Huth, Professor, Department of Government & Politics

Janna Bianchini, Chair, Programs, Curricula, & Courses (PCC) Committee



PCC Proposal to Establish a Master of Arts in International Relations (PCC 19019)

PRESENTED BY Janna Bianchini, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 20, 2019 | SENATE – December 4, 2019

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT NA

NECESSARY APPROVALS Senate, President, University System of Maryland Board of Regents, and Maryland Higher Education Commission

ISSUE

The Department of Government and Politics (GVPT), within the College of Behavioral and Social Sciences (BSOS), proposes to establish a Master of Arts in International Relations. This program is designed to provide advanced coursework and applied quantitative methods training for students seeking careers as researchers in academia or research analysts in the public and private sectors. The curriculum includes coursework in international political economy, international security, international law, and statistical methods of data analysis for international relations research. The curriculum was developed with the goal of distinguishing it from other international relations programs by focusing on developing basic and applied research skills through coursework emphasizing quantitative methods and datasets along with rigorous academic theory and empirical research.

The proposed program consists of 10 three-credit courses (30 credits total) divided into two phases: (1) three foundational graduate courses (9 credits) taken at the beginning of the program, and (2) seven core graduate courses (21 credits) taken to complete the program. The three foundational courses--introductory courses in war and armed conflict, world economy, and international law and institutions--are new courses. The remaining seven courses are already offered by the department.

GVPT faculty experience working with policy makers from USAID, DOD, and State Department over the past 10 years has found repeated evidence that (a) government officials and analysts often lack strong quantitative research skills and the ability to understand quantitative research, and (b) these officials recognize that there is a need for stronger evidence-based quantitative analyses to inform policy choices. As a result of this new master's program, students will be able to articulate, identify and apply central theoretical approaches to international relations. Students will interpret and explain quantitative empirical findings related to international relations and discern the strengths and weaknesses of existing quantitative studies. Students will also demonstrate knowledge of different statistical models used to test international relations theories, and be able to identify, interpret, and evaluate datasets used to study international relations. Students will also be able to demonstrate knowledge of the fundamental principles, theories, and concepts involved with quantitative research designs used to study international relations research questions.

The program will be self-supported through tuition revenue. The program enrollment is projected to be 60-75 students at steady state. Should the master's program be approved, the department will offer a combined bachelor's/master's program with the undergraduate program in Government and Politics. A survey of GVPT students showed strong interest in the master's program. The department is also exploring an arrangement with Jilin University in China to recruit their undergraduates into the UMD International Relations master's program.

This proposal was approved by the Graduate School Programs, Curricula, and Courses Committee on October 25, 2019, and the Senate Programs, Curricula, and Courses Committee on November 1, 2019.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 1, 2019. Paul Huth, Professor of Government and Politics, and Wayne McIntosh, Associate Dean of the College of Behavioral and Social Sciences, presented the proposal and responded to questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new degree program.

RISKS

If the Senate declines to approve this degree program, the University will lose an opportunity to offer a self-supported master's program that will provide much-needed quantitative analysis skills and knowledge for international relations professionals and academics.

FINANCIAL IMPLICATIONS

The advising, administrative, and instructional infrastructure, along with most of the coursework for this program, already exist. Tuition revenue will be used to cover all program expenses and recoup an initial investment to start the program. Consequently, the program has no significant adverse financial implications.

651: INTERNATIONAL RELATIONS

In Workflow

1. D-GVPT Curriculum Manager (kcortes@umd.edu)
2. D-GVPT PCC Chair (mpearson@umd.edu)
3. D-GVPT Chair (mpearson@umd.edu)
4. BSOS Curriculum Manager (khall@umd.edu; gdenbow@umd.edu)
5. BSOS PCC Chair (khall@umd.edu)
6. BSOS Dean (khall@umd.edu; krussell@umd.edu; wvmci@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (jcw@umd.edu; mcolson@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Board of Regents (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Wed, 11 Sep 2019 14:07:45 GMT
Karmin Cortes (kcortes): Approved for D-GVPT Curriculum Manager
2. Wed, 11 Sep 2019 17:27:12 GMT
Margaret Pearson (mpearson): Rollback to Initiator
3. Wed, 11 Sep 2019 19:01:52 GMT
Karmin Cortes (kcortes): Approved for D-GVPT Curriculum Manager
4. Wed, 11 Sep 2019 21:42:40 GMT
Margaret Pearson (mpearson): Approved for D-GVPT PCC Chair
5. Wed, 11 Sep 2019 21:50:52 GMT
Margaret Pearson (mpearson): Approved for D-GVPT Chair
6. Mon, 30 Sep 2019 16:35:03 GMT
Giselle Denbow (gdenbow): Approved for BSOS Curriculum Manager
7. Thu, 17 Oct 2019 18:58:47 GMT
Kristi Hall (khall): Approved for BSOS PCC Chair
8. Fri, 18 Oct 2019 14:08:14 GMT
Wayne McIntosh (wvmci): Approved for BSOS Dean
9. Fri, 18 Oct 2019 18:30:28 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
10. Tue, 05 Nov 2019 14:13:38 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
11. Tue, 05 Nov 2019 14:17:12 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
12. Mon, 11 Nov 2019 14:09:55 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
13. Mon, 11 Nov 2019 14:31:34 GMT
Janna Bianchini (jcw): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Wed, 11 Sep 2019 17:53:59 GMT

Viewing: 651 : International Relations

Last edit: Fri, 25 Oct 2019 18:23:32 GMT

Changes proposed by: Matthew Nessan (mnessan)

Program Name

International Relations

Program Status

Proposed

Effective Term

Fall 2020

Catalog Year

2020-2021

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

Government & Politics

Colleges**College**

Behavioral and Social Sciences

Degree(s) Awarded**Degree Awarded**

Master of Arts

Proposal Summary

The Government & Politics Department in the College of Behavior & Social Sciences proposes to establish a face-to-face Master of Arts in International Relations (MAIR). The proposed MAIR program will operate using the semester-based academic calendar and will consist of 10, three-credit courses delivered face-to-face on the College Park Campus. Recruitment and admissions will begin in Fall 2020 and the first courses will be offered in Fall 2021.

This proposal is submitted simultaneously with a separate proposal to establish a structured Bachelor's/Master's program (i.e., 4+1 program) that would allow GVPT undergraduate students at University of Maryland to apply nine graduate credits taken in the senior year of their bachelor's degree to be applied to the MAIR program proposed in this PCC submission. At steady state, program enrollment is projected to be 60 - 75 students.

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Master of Arts in International Relations (MAIR) is designed to provide advanced coursework and applied quantitative methods training for students seeking careers as researchers in academia, as well as research analysts in the public and private sectors. The MAIR curriculum of 30 credits includes coursework in international political economy, international security, international law, and statistical methods of data analysis for international relations research questions. The curriculum emphasizes theoretical and quantitative empirical research in international relations. During the final semester, students will complete a capstone research project. The coursework does not emphasize current events or historical case studies.

Catalog Program Requirements:

Course	Title	Credits
GVPT604	Course GVPT604 Not Found (Introduction to War and Armed Conflict)	3
GVPT605	Course GVPT605 Not Found (Introduction to Conflict and Cooperation in World Economy)	3

GVPT606	Course GVPT606 Not Found (Introduction to International Law and Institutions)	3
GVPT622	Quantitative Methods For Political Science	3
GVPT708	Seminar in International Relations Theory	3
GVPT729	Special Topics in Quantitative Political Analysis	3
GVPT761	International Political Economy	3
GVPT803	Seminar in International Political Organization	3
GVPT808	Selected Topics in Functional Problems in International Relations	3
GVPT879	Topics on International Security	3
Total Credits		30

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Fall Semester One (First semester of senior year for 4+1 students)

- GVPT 604: Introduction to War and Armed Conflict in World Politics

Spring Semester One (Second semester of senior year for 4+1 students)

- GVPT 605: Introduction to Conflict and Cooperation in the World Economy
- GVPT 606: Introduction to International Institutions and International Law

Fall Semester Two

- GVPT 708: Seminar in International Relations Theory
- GVPT 761: International Political Economy
- GVPT 803: Seminar in International Political Organization
- GVPT 622: Quantitative Methods of Political Science

Spring Semester Two

- GVPT 729: Quantitative Analyses of International Political Economy and International Security
- GVPT 808: The Impact of International Economics and Politics on Developing Countries
- GVPT 879: The Political Economy of International Power and Security Policy

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

1) Theory in International Relations

- Students will be able to articulate the central theoretical approaches to studying international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of different theoretical approaches.
- Students will be able to identify and apply different IR theoretical approaches that can be drawn upon to study research questions and to assess how useful different theoretical approaches are to studying a given research question.

2) Quantitative Methods for International Relations

- Students will be able to interpret and explain quantitative empirical findings on international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these empirical studies.
- Students will be able to demonstrate knowledge of the strengths and weaknesses of quantitative studies of IR.

3) Statistical Modeling

- Students will be able to demonstrate knowledge of different statistical models that can be used to test theories and hypotheses on international relations and the advantages and limitations of alternative statistical models.
- Students will be able to interpret and provide examples of the datasets used to study international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these datasets.
- Students will be able to explain which IR datasets are potentially more or less useful for addressing research questions.

4) Quantitative Research Designs

- Students will be able to demonstrate knowledge of the fundamental principles, theories, and concepts involved with quantitative research designs used to study research questions in international relations.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The proposed Master of Arts in International Relations (MAIR) program consists of 10, three-credit courses (30 credits total) divided into two phases: 1) three foundational graduate courses (9 credits) taken at the beginning of the program, and 2) seven core graduate courses (21 credits) taken to complete the program. UMD undergraduates and Jilin University students admitted to the International Relations 4+1 program (pending approval) will comprise the vast majority of enrollment in the MAIR program. Of the 10 courses required to receive the master's degree, eight will be focused on international relations theory, international political economy, international security, and international law and institutions. The remaining two courses will be in applied methods in the quantitative analysis of international relations. Course readings will draw heavily from peer-reviewed journals, university press books, and other sources of quantitative research.

Completion of the MAIR coursework and methods training is intended to support students with career goals centered in research and analysis, be that in a conventional academic career as a faculty member at a university, or a professional career path requiring sophisticated applied research and analysis of international relations issues. For those with academic career goals, the MAIR program should enhance their prospects of admission to top PhD programs in the social sciences outside the University of Maryland Government & Politics Department by providing advanced coursework and methods training that would strengthen their academic record and better prepare them for PhD studies. This is of particular interest to MAIR students from Jilin University as Jilin faculty have emphasized that the MAIR program will significantly strengthen student research skills and preparation for PhD studies in the US, Europe, and in China as well. The MAIR program is not a pathway to the UMD PhD program in Government & Politics. For students with professional goals to specialize as research analysts in government agencies, private firms, non-governmental organizations, and international institutions, the MAIR program would provide the advanced coursework and training to engage in quantitative analyses of policy-relevant international relations issues and to ground that analysis in relevant international relations literatures from academic research.

Neither a Master of Arts in International Relations nor a similar program are currently offered at University of Maryland College Park (UMCP), or an institution within the University System of Maryland. Furthermore, the MAIR program focus on developing research skills for quantitative analyses of international relations issues responds to a growing need and recognition for analysts who can design and conduct statistical analyses on pressing international problems, as well as Government & Politics student-expressed need for developing such skills sets in order to advance their professional goals. As such, the proposed MAIR program differs from other MA programs at universities in the greater DC area and in the Big Ten as it does not emphasize the policymaking process, policy debates, or historical case studies of US foreign policy.

The proposed MAIR program is also innovative in that it will primarily recruit students from UMD and international students from Jilin University in China. This intermingling of domestic and international students provides a unique educational experience that supports UMCP's mission to provide education that transcends borders and leads to successful careers in an increasingly globalized and interconnected world. Further, the program answers the call to "Be the solution to the world's great challenges" from the College of Behavior and Social Sciences (BSOS) and supports the University's dedication to cultivating "Fearless Ideas" that empower students to develop solutions to complex global problems. Finally, the MAIR program responds to the UMCP's mission to expand the international reach of its research and educational activities through partnerships with universities abroad and thereby strengthen the visibility of the university as a "globally engaged institution."

Program Characteristics

What are the educational objectives of the program?

1) Theory in International Relations

- a. Students will understand the central theoretical approaches to studying international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of different theoretical approaches.
- b. Students will learn different international relations theoretical approaches that can be drawn upon to study research questions and to assess how useful different theoretical approaches are to studying a given research question.

2) Quantitative Research Methods for International Relations

- a. Students will understand quantitative empirical findings on international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these empirical studies.
- b. Students will understand the strengths and weaknesses of existing quantitative studies in international relations and their relevance to conducting new research.

3) Statistical Modeling and Data Analysis

- a. Students will learn the different statistical models that can be used to test theories and hypotheses on international relations and the advantages and limitations of alternative statistical models.
- b. Students will learn about the datasets used to study international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these datasets.
- c. Students will understand which international relations datasets are potentially more or less useful for addressing research questions.
- d. Students will learn to execute statistical analyses of research questions using appropriate international relations datasets.

4) Quantitative Research Designs

a. Students will understand the strengths and weaknesses of various quantitative research designs to study research questions in international relations and therefore learn to develop appropriate research designs for new research questions that draw upon observational or experimental data.

Describe any selective admissions policy or special criteria for students interested in this program.

Admission is for the fall semester only. Applicants must meet the following admission criteria:

- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- International applicants must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation.
- At least three undergraduate or graduate courses in international relations, international development or economics, or modern diplomatic and military history.
- Undergraduate or graduate coursework in statistics or quantitative methods will be preferred.

In addition to the admission criteria above, applicants must submit the following:

- A statement of purpose that explains the applicant's interest in the program.
- Scores from the Graduate Record Examination (GRE)
- An official copy of a transcript for all of their post-secondary work.
 - Two letters of recommendation. Professional or academic recommendations are acceptable.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

- a) The proposed MAIR curriculum was developed with the goal of distinguishing it from similar programs in the greater Washington DC area. Coursework and syllabi from programs at George Washington University, Georgetown University, George Mason University, and Johns Hopkins University were reviewed. A similar process was used for the Masters of Public Policy program at the UMD School of Public Policy. Based on this review, GVPT determined that the best way to distinguish the proposed MAIR was by focusing on developing basic and applied research skills through coursework emphasizing quantitative methods and datasets along with rigorous academic theory and empirical research.
- b) GVPT has strengthened and developed new quantitative and analytic methods coursework for its undergraduate majors with the goal of providing stronger training in those areas so that, upon graduation, GVPT majors would have quantitative and analytical skills sets that would serve them in their professional career goals. Given these developments and new areas of strength in the GVPT undergraduate major, it was determined that a MAIR program that emphasized quantitative and analytical training would both further support GVPT goals and provide an attractive master's program for GVPT majors.
- c) Within the undergraduate GVPT major, students can pursue an international relations concentration. The international relations concentration has proven to be very popular. Nearly 400 students have declared the international relations concentration since it was established three years ago. The success of the international relations concentration indicates a pool of GVPT students that might benefit from a MAIR program.
- d) In a survey conducted in August 2019, GVPT sought information on two important issues when planning the proposed MAIR program: 1) students' overall interest in pursuing graduate studies in International Relations, and 2) students' recognition of the need for quantitative research skills in order to meet their future career goals. The survey population included close to 1,000 undergraduate student majors in the Government & Politics Department. Over 70% of surveyed students indicated that they were somewhat or highly interested in the program. Among GVPT majors who had or planned to complete a concentration in International Relations, the level of interest was over 75%. Based on these results, GVPT estimates approximately 40-50 students from UMCP in the first cohort of the 4+1 program. The survey results indicated that the students placed high value on quantitative and analytical research skills for their future career goals.
- e) Faculty experience in working with policy makers from USAID, DOD, and State Department over the past 10 years has provided repeated evidence that a) government officials and analysts often lack strong quantitative research skills and the ability to understand quantitative research, and b) these officials recognize that there is a need for stronger evidence-based quantitative analyses to inform policy choices. The proposed MAIR program is designed to address these gaps by providing students with quantitative research training that is in strong demand within federal government agencies.
- f) The Chinese partner at Jilin University expressed a need for a curriculum that examined international economic relations and policies that also provided students with a better understanding of how political and strategic factors shaped and influenced economic policies. As a result, all of the substantive international relations courses in the proposed MAIR program emphasize the influence of political and security considerations on economic policy. The program also actively sought out information about expected enrollment from Jilin Students. Partners at Jilin University indicated that each year approximately 20-30% of 1100 students graduating from Jilin University in four targeted schools pursue graduate education in the US. Based on conversations with senior leadership at Jilin University, GVPT estimates 20-25 students from Jilin University in the first MAIR cohort. Additionally, in July and August 2019 a two-week workshop on international relations was offered at UMD to a group of 20 visiting undergraduate students and faculty from Jilin University. During their visit, Jilin students and faculty expressed strong interest in the proposed MAIR program.
- g) The proposed MAIR program was designed to not compete with a Master of Science in Applied Analytics program currently under development between GVPT and JSPM. The MS in Applied Analytics under development will focus on survey design construction and analysis, as well as the various uses for "Big Data." The coursework for the MS in Applied Analytics under development also has a strong US domestic focus on quantitative methods in public opinion polling, election forecasting and campaigns, and tracking and analyzing consumer preferences from surveys and Big Data. Of 12 courses proposed for the MS in Applied Analytics, only one has an international relations orientation.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar (<https://www.provost.umd.edu/calendar>) page)

Traditional Semester

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

The proposed MAIR program will have a non-thesis requirement, which will consist of a capstone paper that will require students to demonstrate the overarching learning outcomes in a research design paper that carefully lays out a plan of study to address an international relations research question. The capstone project will incorporate a theoretical framework, datasets to be used, measurement of variables, and appropriate statistical methods. The capstone paper will be completed by students in the final semester of coursework.

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The Department of Government and Politics, the Center for International Development and Conflict Management (CIDCM), and the College of Behavioral and Social Sciences (BSOS) are committed to recruiting and retaining members of minority groups and increasing the graduation rates of diverse student populations. Further, GVPT and CIDCM are committed to supporting students and ensuring a fear-free, inclusive space where all students can thrive. This includes recognizing non-binary gender identifications, as well as the difference between assigned biological sex and gender expression and encouraging students, faculty, and staff to share and honor preferred pronouns and names. Faculty and staff for the proposed MAIR program will work closely with the BSOS Assistant Dean for Diversity, Kim Nickerson, to develop programs and strategies to advance its diversity objectives including:

- Working closely with campus minority student groups so that students from groups that are under-represented in international relations are aware of the MAIR program.
- Developing a program to match students with faculty mentors.
- Reaching out to Historically Black Colleges and Universities and other schools with significant numbers of minority undergraduates.
- Representing the program at various educational fairs, conferences, and events domestically and abroad.
- Creating email campaigns to domestic and international colleges
- Providing outreach to UMD Campus organizations and clubs
- Holding online (virtual) open houses and information sessions
- Utilizing social media and online advertising as needed
- Establishing an MOU with Jilin University in China that will allow Jilin students to enter the MAIR program with nine graduate credits and then complete the remaining 21 credits in one academic year of study at UMCP.

Relationship to Other Units or Institutions

If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

The proposed MAIR program was designed to not compete with a Master of Science in Applied Analytics program currently under development between GVPT and JSPM. The MS in Applied Analytics under development will focus on survey design construction and analysis, as well as the various uses for "Big Data." The coursework for the MS in Applied Analytics under development also has a strong US domestic focus on quantitative methods in public opinion polling, election forecasting and campaigns, and tracking and analyzing consumer preferences from surveys and Big Data. Of 12 courses proposed for the MS in Applied Analytics, only one has an international relations orientation.

Additionally, the proposed MAIR program was designed to not compete with the Master of Public Policy (MPP) program offered through the UMD School of Public Policy. Coursework and syllabi for the UMD Public Policy program were reviewed and it was determined that the best way to distinguish the proposed MAIR was by focusing on developing basic and applied research skills through coursework emphasizing quantitative methods and datasets along with rigorous academic theory and empirical research. The MAIR program does not emphasize the policymaking process, policy debates, or historical case studies of US foreign policy—topics that are the emphasis of the MPP.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

Programmatic accreditation is not required.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

The MAIR program is in the process of drafting an MOU with Jilin University in China that will outline a 4+1 program whereby Jilin students take three graduate-level courses (nine credits) during the final year of their undergraduate studies (these courses do not count toward their undergraduate degree) that will substitute three graduate courses (nine credits) in the proposed MAIR program. Once completed, the MOU with Jilin University will allow Jilin students to enter the MAIR program with nine graduate credits and then complete the remaining 21 credits in one academic year of study at UMCP.

Jilin University is a leading national university under the direct jurisdiction of China's Ministry of Education. Located in Changchun, the capital city of Jilin Province in Northeastern China, the University has eight campuses in five districts which are home to thirty-nine colleges covering eleven

academic disciplines, including philosophy, economics, law, literature, education, history, science, engineering, agriculture, medicine, and management. The University contains sixteen disciplinary areas, five national key laboratories, and eight national bases for the development of basic science. Other resources include five research bases for humanities and social sciences, seven key laboratories sponsored by the Ministry of Education and eleven by other ministries of Chinese government.

Each year, approximately 20-30% of 1100 students graduating from Jilin University in four targeted schools, the proposed Chinese partner institution, pursue graduate education in the US. Based on conversations with senior leadership at Jilin University, GVPT estimates 20-25 students from Jilin University in the first MAIR cohort. Additionally, in July and August 2019 a two-week workshop on international relations was offered at UMD to a group of 20 visiting undergraduate students and faculty from Jilin University. During their visit, Jilin students and faculty expressed strong interest in the proposed MAIR program.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The Academic Program Director, Paul Huth, will be responsible for the academic oversight of the program. In addition, program oversight will be provided by the GVPT Director of Undergraduate Studies who will collaborate with the Academic Program Director in the recruitment and selection of instructors for the MAIR program. Further, the GVPT Department Chair will conduct a review of the MAIR program every three years starting in fall 2024. Finally, the MAIR Academic Program Director will form an Advisory Committee that includes three GVPT tenure-track and professional-track faculty. The Advisory Committee will meet with the Academic Program Director annually to review the MAIR program and its performance. See the attached list of potential instructors and the courses they are qualified to teach.

- The Government and Politics Department will provide academic oversight and advising for UMD undergraduate students interested in the 4+1 program within the MAIR program during their freshman through junior year.
- Once admitted to the MAIR program, the Center for International Development and Conflict Management (CIDCM) will provide academic oversight and advising for students registered for MAIR courses. The Government and Politics Department will continue to provide academic oversight and direction for students registered for courses that are not part of the MAIR program.
- The Office of International and Executive Programs (OIEP) will provide academic oversight and direction for students from Jilin University admitted to the 4+1 program.
- All students will have access to the forthcoming Career Development Center (fall 2021) that will be linked to the BSOS Advising Office.

Program Oversight Committee

Graduate School Representative

- Dr. Steve Fetter, Associate Provost and Dean of the Graduate School

Graduate Director

- Paul Huth, Professor & Director of the Center for International Development and Conflict Management (CIDCM).
- Margaret Pearson, Professor & Chair for the Government & Politics Department

Office of Extended Studies Administrative Support

- Terrie Hruzd, Director of Programs
- Matthew Nesson, Associate Director of Programs

Indicate who will provide the administrative coordination for the program

The Office of Extended Studies (OES) will provide program development support that includes budget development, enrollment projections, and in-house marketing research. Further, OES will provide program management that includes compliance with UMD policies and procedures, a program microsite on the OES website, and data queries upon request. OES Student and Program Services will provide support for admissions, scheduling, registration, billing and payment, graduation, and appeals. OES Finance will provide faculty contracts, payment processing, course charge processor updates, and net revenue distribution. Upon request, OES will facilitate marketing services provided through an OES-contracted vendor.

The Office of International and Executive Programs (OIEP) will provide administrative support that includes 1) marketing, 2) admissions assistance for international students, 3) travel, immigration, and orientation for international students, 4) student advising for international students, and 5) other general support. A complete list of OIEP administrative responsibilities can be found as an attachment.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

The Library Assessment is included as attachment.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

The MAIR program does not have any requirements regarding physical facilities, infrastructure, or instructional equipment that extend beyond those provided to all undergraduate and graduate programs offered at the College Park campus.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

At least 50% of the total semester credit hours within the proposed MAIR program will be taught by full-time faculty. A list of eligible GVPT full-time instructors and the courses they are qualified to teach in the proposed MAIR program is included as an attachment. Once the program has been approved, the Academic Program Director will begin recruiting professional track faculty. Professional track faculty will be hired on a one-year or longer contract with a 50% or greater Full-Time Employment (FTE). Recruitment will be targeted as needed at scholars who have recently completed PhDs in government & politics, political science, and international relations at UMD, Georgetown, George Washington, Johns Hopkins SIS, and George Mason.

Tuition revenue generated from the MAIR program will be used to cover all program expenses (e.g., salaries, fringe benefits, program materials, marketing, etc.). In the event that the program grows substantially larger, the Government & Politics Department, in collaboration with CIDCM, will draw upon its available pool of full-time and adjunct instructors with the credentials to teach additional sections and recruit new adjunct instructors as needed. The Government & Politics Department has agreed that the pool of potential instructors will include GVPT graduate students who have recently completed their PhDs and have the requisite expertise in international relations and/or quantitative methods.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

The MAIR Program Director, Paul Huth, will provide academic oversight. Instructors hired to teach in the proposed MAIR program will provide advising.

The Office of Extended Studies (OES) will provide program development support that includes budget development, enrollment projections, and in-house marketing research. Further, OES will provide program management that includes compliance with UMD policies and procedures, a program microsite on the OES website, and data queries upon request. OES Student and Program Services will provide support for admissions, scheduling, registration, billing and payment, graduation, and appeals. OES Finance will provide faculty contracts, payment processing, course charge processor updates, and net revenue distribution. Upon request, OES will facilitate marketing services provided through an OES-contracted vendor.

Additionally, the Office of International and Executive Programs (OIEP) will provide administrative support that includes 1) marketing, 2) admissions assistance for international students, 3) travel, immigration, and orientation for international students, 4) student advising for international students, and 5) other general support. A complete list of OIEP administrative responsibilities can be found as an attachment.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

The projected five-year budget is included as an attachment.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education (<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>).

Faculty experience in working with policy makers from USAID, DOD, and State Department over the past 10 years has provided repeated evidence that a) government officials and analysts often lack strong quantitative research skills and the ability to understand quantitative research, and b) these officials recognize that there is a need for stronger evidence-based quantitative analyses to inform policy choices. The proposed MAIR program is designed to address these gaps by providing students with quantitative research training that will be in demand within agencies of the federal government.

Completion of the MAIR coursework and methods training is intended to support students with career goals centered in research and analysis, be that in a conventional academic career as a faculty member at a university, or a professional career path requiring sophisticated applied research and analysis of international relations issues. For those with academic career goals, the MAIR program should enhance their prospects of admission to top PhD programs in the social sciences outside the University of Maryland Government & Politics Department by providing advanced coursework and methods training that would strengthen their academic record and better prepare them for PhD studies. This is of particular interest to MAIR students from Jilin University as Jilin faculty have emphasized that the MAIR program will significantly strengthen student research skills and preparation for PhD studies in the US, Europe, and in China as well. The MAIR program, however, is not a pathway to the UMD PhD program in Government & Politics. For students with professional goals to specialize as research analysts in government agencies, private firms, non-governmental organizations, and international institutions, the MAIR program would provide the advanced coursework and training to engage in quantitative analyses of policy-relevant international relations issues and to ground that analysis in relevant international relations literatures from academic research.

Neither a Master of Arts in International Relations nor a similar program are currently offered at University of Maryland College Park (UMCP), or an institution within the University System of Maryland. Furthermore, the MAIR program focus on developing research skills for quantitative analyses of international relations issues responds to a growing need and recognition for analysts who can design and conduct statistical analyses on pressing international problems, as well as Government & Politics student-expressed need for developing such skills sets in order to advance their professional goals. As such, the proposed MAIR program differs from other MA programs at universities in the greater DC area and in the Big Ten as it does not emphasize the policymaking process, policy debates, or historical case studies of US foreign policy.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook (<https://www.bls.gov/ooh>), or Maryland state Occupational and Industry Projections (<http://www.dlir.state.md.us/lmi/iandoproj>) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage (<http://mhec.maryland.gov/publications/Pages/research>) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

At a steady state, the proposed MAIR program with its 4+1 design estimates that it will enroll and graduate approximately 60-75 students each year. A degree in International Relations, by emphasizing clarity in speech and writing, analytical skills and a detailed knowledge of world politics, prepares students for careers as research analysts in government, journalism, law, non-governmental organizations, international business, and as faculty in universities. MAIR graduates will be qualified to work in all of these fields. Additional information on employment opportunities and job growth is attached.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

An institutional comparison for Big Ten Universities, institutions within the University System of Maryland (USM), and Colleges and Universities in Washington D.C., Virginia, and Maryland has been included as an attachment. Please note that no other USM institutions currently offer a Master of Arts in International Relations that closely resemble the proposed MAIR program.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

The proposed MAIR program will not have a negative effect on any existing programs at any of Maryland's Historically Black Institutions. Conversely, the proposed program provides an option for students from Maryland's Historically Black Institutions with an interest in International Relations an opportunity to continue their studies at the graduate level.

Supporting Documents

Attachments

- 8) MAIR Institutional Comparison.xlsx
- 1) MAIR Courses & Descriptions.docx
- 2) MAIR Learning Outcomes and Assessments.docx
- 3) Instructor Titles, Credentials, & Courses.docx
- 4) OIEP Administrative Responsibilities.docx
- 5) MAIR Library Assessment.docx
- 7) MAIR Employment & Job Growth.xlsx
- 6) MAIR PCC Budget Final Updated.xls

Reviewer Comments

Margaret Pearson (mpearson) (Wed, 11 Sep 2019 17:27:12 GMT): Rollback: Please attach library approval, and send back to me. Thanks.

Key: 651

MAIR Institutional Comparison

Institution	Website	Delivery Method	Degree Name & Type (MPS, MA, MS, MPH, etc.)	Tuition (course or credit)		Target Population/ Goal of Program
				Resident	Non-Resident	
Big Ten Institutions						
Indiana University Bloomington	https://hls.indiana.edu/graduate/masters/international-studies.html	F2F and online	International Studies M.A and M.S.	\$516/per credit	\$1330/per credit	The M.A. in International Studies prepares students for careers in the private as well as the public sectors, including international business and both national and global governing institutions or NGOs. It is also open to students interested in academic and research-oriented careers.
University of Iowa	https://clas.uiowa.edu/polisci/graduate/political-science-phd-and-ma	F2F	Masters in Political Science	Per credit: \$1029/per credit	\$3470/per credit	A rich program of graduate study that has as its foundation a group of faculty members who are committed to first-rate research and teaching.
University of Michigan Ann Arbor	https://i.umich.edu/iv/graduates/masters-in-international-and-regional-studies.html	F2F	International and Regional Studies M.A.	\$1435/ per credit	\$2743/per credit	MIRS is designed to prepare students for global career opportunities, whether in academia, private, or public sectors.
Michigan State University	https://casid.isp.msu.edu/academics/graduate-specialization/	F2F	Certificate - specialization in International Development	\$755/per credit	\$1484/per credit	The graduate specialization in International Development (GSID) provides an opportunity for graduate students to obtain a comprehensive and contemporary academic experience in the field of international development studies.
University of Minnesota Twin Cities	https://www.foreignaffairs.com/sponsored/gradschoolforum/university-minnesota	F2F	Masters-Public Policy/Global Policy Concentration	\$1420/ per credit	\$2201/per credit	Students interested in shaping public policy, its focus on social justice and human rights, and its expertise in planning, leadership, and management.
Ohio State University	https://www.polisci.northwestern.edu/graduate-program-areas/#Program%20Areas%20%20Subfields	F2F	Political Science, PhD. Concentration- International Relations			Prepares professional political scientists to work in both academic and non-academic fields. Therefore, we accept only students who intend to work toward the doctorate; we do not offer a terminal master's program.
Penn State University Park	https://www.sia.psu.edu/academics/graduate/certificate-program/international-affairs-certificate	F2F	International Affairs (GC)	\$886/per credit		This program provides students, professionals, and others with an accessible, professional education in the rapidly evolving field of international affairs.
Purdue University	https://cla.purdue.edu/academic/polisci/graduate/index.html	F2F	Political Science M.A-Concentration- International Relations.	\$347/per credit	\$948/per credit	Students interested in study of the interactions of persons from one nation with those of another.
Rutgers University New Brunswick	https://sasn.rutgers.edu/academics-admissions/academic-departments/division-global-affairs/global-affairs-ms	F2F	Global Affairs M.S.	\$776/per credit	\$1228/per credit	Designed for practitioners in the Global Arena including business professionals, government employees, security professionals including the military, and those who are presently employed or plan careers with international governmental and non-governmental organizations.
University of Wisconsin—Madison	https://www.lafollette.wisc.edu/academics/master-of-international-public-affairs		International Public Affairs M.S.	\$570/per credit	\$2180/per credit	The Master of International Public Affairs (MIPA) Program prepares students from the United States and around the world to work in government, in businesses engaged with the global economy, for non-governmental organizations, or with consulting firms analyzing internal - tional policies.
Maryland System Institutions						
No Master's Programs in International Relations are currently offered at Maryland System Institutions.						

Note: The Department of Political Science is a Ph.D. granting program. Nonetheless, a student enrolled as a doctoral candidate may obtain an M.A. either on the way to the doctorate or in the event the student withdraws from graduate study without completing the doctorate.

Colleges & Universities in the Washington DC- Baltimore MD area

American University	https://www.american.edu/sis/admissions/degrees.cfm	F2F and Online programs	International Affairs Policy and Analysis (M.A.), United States Foreign Policy and National Security (M.A), International Development (M.A)	\$1708/credit	Equip you with the knowledge and skills necessary to make a difference in our complex and interconnected world, whether in government, non-profits, or business.	
Catholic University of America	https://www.catholic.edu/academics/graduate/programs/ma-in-international-affairs/index.html	F2F	International Affairs (M.A), International Affairs Studies (GC)	\$1110/credit	The International Affairs Program is designed for the working professional: maximum flexibility for the student combined with a wide range of course offerings.	
George Mason	The MA is designed for maximum flexibility for full or part-time students.	F2F	Global Affairs (M.A)	\$480/per credit	\$1,346 per credit	The Global Affairs graduate program prepares globally competent professionals to enter today's fast-paced, interconnected world. The MA is designed for maximum flexibility for full or part-time students.
Georgetown University	https://www.georgetown.edu/academics/international-affairs	F2F	Masters- Global Human Development	\$2065/per credit	Students interested in study of the interactions of persons from one nation with those of another.	
George Washington University	https://elliott.gwu.edu/international-development-studies	F2F	International Affairs (M.A.), International Development Studies (M.A.)	\$1800/per credit	Designed to provide students with a broad understanding of the contemporary issues in international affairs while developing in-depth knowledge of at least one specialized area at either the global or regional level.	
Howard University	https://ps.howard.edu/graduate-programs/international-studies	F2F	International Studies (GC)	Program total cost is \$20,000	Encouraging students from diverse professional and academic backgrounds to strengthen their expertise in different disciplines, as we instructed and challenged one another in addressing contemporary international affairs.	
Johns Hopkins University	https://www.sais.jhu.edu/content/academics#degrees	F2F and Abroad	International Affairs M.S., International Affairs M.S. (Europe), International Affairs M.S. (China)	Programs range from \$38K-40K/year	Innovative thinkers and problem-solvers, equipped to deal with complex challenges around the world. By connecting the theoretical study of economics, international relations, and regional studies to the work of policymakers, students gain the knowledge, skills, and network for success.	
	http://www.sais.jhu.edu/atoz/master-arts-international-affairs#overview		International studies	\$1964/per credit		
	https://www.sais.jhu.edu/atoz/certificate#overview		Certificate-International studies	Per Credit: \$1,634.38		
Virginia Tech	https://www.spia.vt.edu/gia/	Online and F2F Programs	Public & International Affairs (M.A)	\$761/per credit	\$1534/per credit	Provides researchers and students the skills to leverage their experiences and further their knowledge of contemporary security and economic governance practices.

MAIR Courses & Descriptions

Prefix & Number	Title	Title
GVPT 604 3 Credits	Introduction to War and Armed Conflict in World Politics	This seminar examines major theories of both international and civil wars and reviews major empirical studies that test theories of conflict. The topics include the onset of armed conflict, the duration and outcomes of wars, and the durability of peace in the aftermath of wars. The focus is on developing an understanding of central debates in the literature and primary empirical findings from quantitative and cross-national analyses.
GVPT 605 3 Credits	Introduction to Conflict and Cooperation in the World Economy	This seminar examines major theoretical approaches and empirical studies of international political economy, contemporary dynamics of globalization, the role of domestic politics in the formation of foreign economic policies of states, the dynamics of international trade and investment disputes, and role of international institutions in multi-lateral governance of the world economy. The focus is on developing an understanding of central debates in the literature and primary empirical findings from quantitative and cross-national analyses.
GVPT 606 3 Credits	Introduction to International Law and Institutions	This seminar examines major theoretical approaches and empirical studies of international law and institutions relating to international political economy and international security. Topics to be covered include the sources of international law and the development of core legal principles in the post-WWII era, the role of international economic institutions such as WTO, IMF, and World Bank in the global economy, and the influence of international institutions such as the UN Security Council, World Court, and International Criminal Court in addressing international security issues. Larger questions about the effectiveness of the WTO, Laws of War, and International Human Rights Law will be considered. The focus is on developing an understanding of central debates in the literature and primary empirical findings from quantitative and cross-national analyses.
GVPT 708 3 Credits	Seminar in International Relations Theory	This course will focus on central theoretical and analytical approaches to understanding how domestic and international factors influence and shape both the foreign policy goals pursued by national leaders and how these same factors affect the ability of such leaders to achieve their foreign policy goals. Theoretical approaches to studying international political economy, international security, and international law and institutions will be emphasized.
GVPT 761 3 Credits	International Political Economy	This course examines central theoretical and empirical studies of international trade, finance, and investment as well as topics such as MNC relations with host countries, the relationship of domestic politics to foreign economic policy, patterns of globalization, and key legal principles relating to IPE. Throughout the course emphasis will be given to the importance of political and strategic factors in shaping and influencing international economics.

MAIR Courses & Descriptions

<p>GVPT 803 3 Credits</p>	<p>Seminar in International Political Organizations</p>	<p>This seminar examines some of the most important international economic institutions in the global economy such as the International Monetary Fund, the World Bank, the World Trade Organization, and regional development and investment banks. In addition, key security institutions such as the UN Security Council, regional security organizations, and the International Criminal Court will be examined. Key issues regarding political influences on behavior and effectiveness of international institutions are considered as well as challenges facing each organization, including possible major reforms.</p>
<p>GVPT 622 3 Credits</p>	<p>Quantitative Methods of Political Science</p>	<p>This course will focus on statistical methods of data analysis that are commonly used in the study of international relations. Regression analysis of observational data will be given primary attention as well as problems of casual inference with observational data and how to address them. The course will conclude with discussion of recent work in IR using experimental designs and data analysis.</p>
<p>GVPT 729 3 Credits</p>	<p>Quantitative Analyses of International Political Economy and International Security</p>	<p>This seminar will examine major data sets that are widely used in the study of international political economy and international security and cutting-edge quantitative analyses utilizing these data sets. Attention will be given to the strengths and weakness of these data sets and quantitative studies and their utility in addressing central topics in the study of international political economy and international security.</p>
<p>GVPT 808 3 Credits</p>	<p>The Impact of International Economics and Security on Developing Countries</p>	<p>This seminar examines the challenges of economic and political development facing many countries in Africa, the Middle East, and Asia with particular attention to how international economic and security conditions affect national economic development, democratization, and political stability. Topics including MNC operations, the challenges of developing strong export markets, globalization and development, reliance on natural resources for development, role of foreign aid in development, and the impact of civil war and international security threats on development.</p>
<p>GVPT 879 3 Credits</p>	<p>The Political Economy of International Power and Security Policy</p>	<p>This seminar will focus on the inter-relationships between economic and military power in international relations. Topics to be covered will include the relationship between international trade and investment ties and international conflict, the use of economic sanctions to pressure governments, the relationship of rising and declining economic power for international security, burden sharing in alliances, the political economy of voting behavior in the UN, the consequences of international conflict and war for the economic development and growth of countries, and the consequences of climate change for the international economy and international security.</p>

Learning Outcomes and Assessments

1) Theory in International Relations

- a. Students will be able to articulate the central theoretical approaches to studying international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of different theoretical approaches.
 - Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam
- b. Students will be able to identify and apply different IR theoretical approaches that can be drawn upon to study research questions and to assess how useful different theoretical approaches are to studying a given research question.
 - Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, short research design paper, and in-class written final exam

2) Quantitative Methods for International Relations

- a. Students will be able to interpret and explain quantitative empirical findings on international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these empirical studies.
 - Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam
- b. Students will be able to demonstrate knowledge of the strengths and weaknesses of quantitative studies of IR.
 - Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam

3) Statistical Modeling

- a. Students will be able to demonstrate knowledge of different statistical models that can be used to test theories and hypotheses on international relations and the advantages and limitations of alternative statistical models.
 - Assessment Methods: Weekly seminar discussion contributions, weekly completion of assigned problem-sets on statistical models, short research design paper, and in-class written final exam
- b. Students will be able to interpret and provide examples of the datasets used to study international political economy, international security, and international

law and institutions as well as debates among researchers regarding the strengths and weaknesses of these datasets.

- Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam
- c. Students will be able to explain which IR datasets are potentially more or less useful for addressing research questions.
- Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam

4) Quantitative Research Designs

- a. Students will be able to demonstrate knowledge of the fundamental principles, theories, and concepts involved with quantitative research designs used to study research questions in international relations.
- Assessment Methods: Weekly seminar discussion contributions, weekly completion of assigned problem-sets on statistical models, short research design paper, and in-class written final exam

5) Capstone Project

- a. A faculty committee that oversees the MAIR program will develop a rubric that will be used to annually assess students' overall mastery of the four learning outcomes listed above based on a capstone research paper completed by students in one of the final three courses taken (GVPT 729, 808, 879). The capstone paper will require students to demonstrate each of the four learning outcomes described above in a research design paper that lays out carefully a plan of study to address an IR research question, including theoretical framework, datasets to be used, measurement of variables, and appropriate statistical methods.
- The rubric will contain categories related to specific learning outcomes and students will be assessed as "Advanced," "Proficient," "Developing" or "Novice" in each category. The individual categories will be aggregated to produce an overall score. We will know we have been successful if 80% of the students fall in the "Advanced" or "Proficient" categories on the learning outcomes assessed. The results of this annual assessment will be used by the advisory faculty committee to the MAIR Academic Program Director to recommend changes and improvement in the general curriculum as well as the content of specific courses.

Instructor Pool: Titles, Credentials, & Courses

Todd Allee: PhD, Associate Professor of GVPT: international political economy, international law and institutions.

- MAIR Teaching Options: GVPT 605, 606, 708, 761, 729, 803

Virginia Haufler: PhD, Associate Professor of GVPT: international political economy, international law and institutions.

- MAIR Teaching Options: GVPT 605, 606, 761

Sarah Croco: PhD, Associate Professor of GVPT: international conflict and security, quantitative methods and analysis.

- MAIR Teaching Options: GVPT 604, 622, 708, 729, 761

Stacy Kosko: PhD, Associate Research Professor, GVPT/CIDCM: political economy of development, international law and institutions.

- MAIR Teaching Options: GVPT 605, 606, 808

David Backer: PhD, Research Professor, GVPT/CIDCM: political economy of development, quantitative methods and analysis.

- MAIR Teaching Options: GVPT 729, 808

Kelly Wong: PhD, Assistant Research Scientist, GVPT/CIDCM: political economy of development.

- MAIR Teaching Options: GVPT 808

Jacob Aronson: PhD, Assistant Research Scientist, GVPT/CIDCM: international conflict and security, quantitative methods and analysis.

- MAIR Teaching Options: GVPT 604, 622, 729, 879

Deniz Cil: PhD, Post-Doctoral Associate GVPT/CIDCM: international conflict and security, international law and institutions, quantitative methods and analysis.

- MAIR Teaching Options: GVPT 604, 606, 708, 729, 803, 879

Eric Dunford, PhD, Assistant Teaching Professor, Georgetown University: quantitative methods and analysis.

- MAIR Teaching Options: GVPT 622, 729

Trey Billing: PhD summer 2020 GVPT: political economy of development, international political economy, quantitative methods and analysis.

- MAIR Teaching Options: GVPT 605, 622, 729, 808

Andrew Lugg: PhD summer 2020 GVPT: international political economy, international law and institutions.

- MAIR Teaching Options: GVPT 605, 761, 803

Analia Gomez Vidal: PhD summer 2020 GVPT: political economy of development, quantitative methods and analysis.

- MAIR Teaching Options: GVPT 729, 808

OIEP Administrative Responsibilities

Office of International and Executive Programs (OIEP) Proposal to CIDCM
(Updated: 29 March 2019)

Partner:

Center for International Development and Conflict Management (CIDCM), Professional Masters program in International Relations. OIEP services could include all those listed below, and potentially others suggested by CIDCM (this package in its present form is based on existing OIEP-managed joint and cooperative degree programs).

Promotion:

- Creating/maintaining/updating webpage (in English) on a UMD website;
- Liaison with Chinese universities, academic institutions, and relevant government agencies to promote program and recruit applicants;
- Circulating advertisements via social media (in Chinese social media, messages will be in Chinese and English);
- Providing English-Chinese and Chinese-English translations of key documents and messages.

Application and Admittance:

- Coordinating with UMD's office of International Students and Scholar Services (ISSS) to ensure applicants submit visa applications and supporting materials;
- Receiving and filing applications and supporting materials;
- Entering applicant information into the UMD Graduate School online system;
- Scanning applications and supporting materials and delivering them to the UMD Graduate School;
- Following their entrance into the program, generating and retrieving each student's UID number, SID number, and UMD e-mail account;
- After UMD admission and U.S. visa has been obtained, submitting materials to UMD's ISSS;
- Ensuring students submit immunization records as required by UMD for registration;
- Ensuring students have obtained proper medical insurance.

Student Travel, Immigration, Training and Orientation:

- Ensuring students pay UMD tuition;
- While students are in their home country, collecting required documents from each student, such as: proof of financial support (bank account records); passport; DS-1029/I-20 forms; information from U.S. visa; health insurance information;
- Before students arrive in the U.S., helping them identify and rent housing;
- Meeting arriving students at airport and helping them settle into their accommodations;
- Assisting students to open bank accounts and obtain local cellphone service;
- Providing students with a tour of the UMD campus;
- Training students to use the Testudo website (how to obtain transcripts online, etc.).

DATE: September 10, 2019

TO: Matthew Nesson, Ed.D.
Associate Director, Programs
Office of Extended Studies

FROM: On behalf of the University of Maryland Libraries:

Judy Markowitz, Librarian for Government & Politics, Public Policy, Women's Studies,
LGBT Studies

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment for Master of Arts in International Relations

We are providing this assessment in response to a proposal by the Department of Government and Politics (GVPT) to create the Master of Arts in International Relations. GVPT asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Journals

The University of Maryland Libraries currently subscribe to many scholarly journals—almost all in online format--that publish articles in the area of International Relations, International Relations Theory, International Political Economy, International Security, International Law & Institutions and Quantitative analysis.

The Libraries subscribe to 22 of the top 25 ranked journals listed in the International Relations category and all of the top 25 in the Social Sciences, Mathematical Methods category in the Social Sciences Edition/Science Edition of *Journal Citation Reports*.*

Top 25 journals for International Relations

- International Organization
- International Security
- Foreign Affairs
- Common Market Law Review (to 2004 only and only in print, use ILL)
- International Affairs
- Global Environmental Politics
- World Politics
- New Political Economy (we do not own, use ILL)

- Marine Policy
- Review of International Political Economy (to 2017 only, use ILL)
- European Journal of International Relations
- Journal of Common Market Studies
- Journal of Peace Research
- Journal of Conflict Resolution
- Chinese Journal of International Politics (one year embargo, use ILL)
- Security Dialogue
- British Journal of Politics and International Relations
- International Studies Journal
- International Studies Review (one year embargo, use ILL)
- International Political Sociology

Top 10 journals for Social Sciences, Mathematical Methods

- Structural Equation Modeling: A Multidisciplinary Journal
- Econometrica: Journal of the Econometric Society
- Review of Economics and Statistics
- EPJ Data Science
- Sociological Methods & Research
- Journal of Mathematical Psychology
- Psychometrika
- Journal of Business & Economic Statistics
- Risk Analysis
- Mathematical Finance

In addition, we also subscribe to the top tier titles in the categories of Mathematics and Statistics & Probability.

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (<http://www.lib.umd.edu/dbfinder>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources such as congressional publications and statistics. Databases that provide access to materials relevant to the fields in the proposed program include but are not limited to:

International Relations:

Academic Search Ultimate
America. History and Life with Full-Text
Asia-Studies
Bibliography of Asian Studies
Business Source Complete
Congressional Publications
Cross-National Time Series-Data Archive
Digital National Security Archive
EconLit
Historical Abstracts with Full-Text
International Political Science Abstracts
JSTOR
Middle Eastern and Central Asian Studies
Military and Government Collections
National Social Sciences Database
Oxford Handbooks Online: Political Science
PAIS
Project Muse
Proquest Legislative Insight
Roper iPOLL
SocINDEX
Worldwide Political Science Abstracts

Data/Mathematics/Statistics:

ArXiv, E-Print Archive (Open Access)
Collection of Biostatistics Research Archive (COBRA)
Handbook of Statistics
Lecture Notes in Mathematics
MathSciNet: Mathematical Reviews on the Web
Resources for Economists – Data
ScienceDirect
SIAM eBooks
SimplyAnalytics
Social Explorer
SpringerLink
Statistical Abstract of the United States
Web of Science Core Collection (includes Social Sciences Citation Index)

In many and likely in most cases, these databases provide full text copies of the relevant documents. For the journal articles and book chapters we own that are available only in print format, the Libraries will scan and send a digital copy via email. For those documents we do not own, the Libraries will acquire them using Interlibrary Loan.

Monographs

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant keyword and subject terms. The search shows our current collection of scholarly monographs in print and e-format related to International Relations, International Relations Theory, International Political Economy, International Security, International Law & Institutions and Data, Mathematics and Statistics is sufficient to support the new proposed program.

Broad keyword/s and subjects include:

international relations
international relations theory
international relations decision making
international relations research
international relations methodology
international law
international political economy
international economic relations
international security
international law
political science international relations general
diplomatic relations
research design
social sciences research methodology
social sciences statistical methods
statistical models

The Libraries will continue to acquire monographs in the subject areas that support the proposed program. Titles not already part of the collection can usually be added upon request.

Interlibrary Loan Services

Interlibrary Loan Services will obtain books we do not own or are checked out. In addition, Interlibrary Loan will provide digital copies of journal articles and book chapters whether we own in print or do not own. (<https://www.lib.umd.edu/access/ill>)

Additional Materials and Resources

In addition to journals, monographs and databases available through the University Libraries, students in the proposed program will have access to media, datasets, software, and technology.

GIS Datasets are available through the GIS Data Repository (<http://www.lib.umd.edu/gis/dataset>). Statistical consulting, media lab, workshops and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>). Technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The UM Libraries' have a professional staff of Librarians providing an important resource for help in locating information. In addition, subject specialists are available to provide instruction sessions for

specific courses within the proposed program.

Government and Politics:

Judy Markowitz (judym@umd.edu)

Mathematics:

Nevenka Zdravkovska (nevenka@umd.edu)

Research Data Services (Data Archiving, Data Management Plans, Managing Data, Open Data)

lib-research-data@umd.edu

Other Research Collections

The Libraries are a member of the Inter-university Consortium for Political and Social Research (ICPSR) enabling access to the data deposited there. Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers. These include the Library of Congress, the National Archives and the Washington Research Library Consortium.

Data Sets

When possible, the Libraries acquire data sets to support research. Access to specific data sets is often limited because of cost or limitations placed by publishers.

Conclusion

The Libraries' current monograph, journals and databases are adequate to support teaching and learning for the Master of Arts in International Relations (MAIR). Subject Specialists and other Librarians as well as Interlibrary Loan, Research Commons and Research Data Services are available to support the program.

MAIR Employment & Job Growth

Occupation	# of Jobs in the Field	Where Professionals are Employed	Professional Salary Information	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook				
Operations Research Analyst	109,700	Finance and Insurance-30% Professional, scientific, and technical services- 23% Management of companies and enterprises- 9% Manufacturing- 6% Federal Government- 5%	\$83,390/year \$40.09/hour	26% (much faster than average)
Political Scientist	6,200	Federal Government, excluding postal service- 53% Professional, scientific, and technical services-26% Educational services; state, local, and private- 8% Religious, grantmaking, civic, professional, and similar organizations- 5% Self-employed workers- 1%	\$117,570/year \$56.52/hour	5% (as fast as average)
Data Analyst	329,500	Management, scientific, and technical consulting services- 12% Finance and Insurance- 10% Wholesale trade-8% Management of companies and enterprises- 8% Publishing industries (except internet)- 4%	\$85,660/year \$41.18/hour	20% (much faster than average)
Information from State of Maryland's Occupational and Industry Projections				
Operations Research Analyst	4,300	Finance and Insurance-30% Professional, scientific, and technical services- 23% Management of companies and enterprises- 9% Manufacturing- 6% Federal Government- 5%	\$99,870/year \$48.02/hour	5.8%
Political Scientist	90- MD 3,220- WDC	Federal Government, excluding postal service- 53% Professional, scientific, and technical services-26% Educational services; state, local, and private- 8% Religious, grantmaking, civic, professional, and similar organizations- 5% Self-employed workers- 1%	\$123,150/year \$59.21/hour	0%
Data Analyst	5,640	Management, scientific, and technical consulting services- 12% Finance and Insurance- 10% Wholesale trade-8% Management of companies and enterprises- 8% Publishing industries (except internet)- 4%	\$92,800/year \$44.61/hour	7.9%

MAIR PCC Budget					
Master of Arts in International Relations					
Estimated Program Revenue & Support	Year 1	Year 2	Year 3	Year 4	Year 5
I. Total Tuition Revenue	\$45,000	\$1,104,000	\$1,323,000	\$1,437,000	\$1,551,000
A. Total number of students (by enrollment year)	5	56	67	73	79
1. Revenue-Generating Enrollment 1st Year	5	6	7	8	9
2. Revenue-Generating Enrollment 2nd Year (1st year enrollment plus students in the 4+1 program)		50	60	65	70
B. Total Credits (by enrollment year)	30	30	30	30	30
1. Credits 1st Year	9	9	9	9	9
2. Credits 2nd Year	21	21	21	21	21
C. SPHL In-State Grad Tuition Per Credit Rate; Assumes 5% increase	1,000	1,000	1,000	1,000	1,000
II. Other Support	\$0	\$0	\$0	\$0	\$0
A. Dean Support					
B. Department Support					
C. Other Program Support (e.g., grant/vendor)					
Total Estimated Program Revenue & Support	\$45,000	\$1,104,000	\$1,323,000	\$1,437,000	\$1,551,000
Estimated Program Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
II. Total Instructional and Administrative Costs	\$104,400	\$374,700	\$448,014	\$455,294	\$462,720
A. Total Instructional Costs	\$77,400	\$263,160	\$268,423	\$273,792	\$279,267
1. Instructor Salary Totals	\$60,000	\$204,000	\$208,080	\$212,242	\$216,486
a. Budgeted Instructor Cost Per Course	20,000	20,400	20,808	21,224	21,649
b. Total courses per year	3	10	10	10	10
Number of of courses in year 1	3	3	3	3	3
Number of courses in year 2		7	7	7	7
2. Benefits: Total (29%)	17,400	59,160	60,343	61,550	62,781
B. Total Administrative Costs	\$27,000	\$111,540	\$179,591	\$181,503	\$183,453
1. Administrative Salaries (assumes 2% increase)	20,000	20,400	70,808	72,224	73,669
a. Part-Time Program Coordinator	20,000	20,400	20,808	21,224	21,649
b. Full-Time Program Coordinator (added year three)			50,000	51,000	52,020
2. Administrative Benefits: Total (35%)	7,000	7,140	24,783	25,278	25,784
3. Office of International and Executive Programs (e.g., international student advising, marketing, and recruitment)		84,000	84,000	84,000	84,000
III. Materials & Supplies (cost per course per students)	\$700	\$7,840	\$9,380	\$10,220	\$11,060
A. Cost per course (estimated)	\$20	\$20	\$20	\$20	\$20
B. Total number of courses	7	7	7	7	7
C. Total number of students	5	56	67	73	79
IV. Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
A. Marketing	5,000	5,000	5,000	5,000	5,000
V. Equipment	\$3,000	\$4,000	\$3,000	\$3,000	\$3,000

II. Total Instructional and Administrative Costs	\$104,400	\$374,700	\$448,014	\$455,294	\$462,720
A. Computer-related (e.g., laptop, tablet)	2,000	3,000	2,000	2,000	2,000
B. Other Devices (e.g., printer, scanner, etc)	1,000	1,000	1,000	1,000	1,000
Total Estimated Program Expenses	\$113,100	\$391,540	\$465,394	\$473,514	\$481,780
Total Estimated Program Revenue & Support	\$45,000	\$1,104,000	\$1,323,000	\$1,437,000	\$1,551,000
Total Estimated Program Expenses	\$113,100	\$391,540	\$465,394	\$473,514	\$481,780
Net Revenue	-\$68,100	\$712,460	\$857,606	\$963,486	\$1,069,220
MAIR Program Completion Assumptions		Cumulative 5 Yr			
To complete the 30-credit; 10 course program:		TTL Revenue/Support	\$5,460,000		
Students take or transfer 3 courses (9 credits) 1st Year		TTL Expenses	\$1,925,328		
Students take 7 courses (21 credits) 2nd Year		TTL Net	\$3,534,672		