**CSU DEGREE PROPOSAL**

**Faculty Check List**

**(please submit with program proposal)**

**Please confirm (√) that the following are included in the degree proposal:**

**\_\_X\_\_ Board of Trustees Academic Master Plan approval date**

**\_\_X\_\_ Date Substantive Change Program Screening Form submitted to WSCUC (WASC)**

 **Substantive change required: yes \_\_\_\_\_ no \_\_X\_\_**

 **\_\_N/A\_\_\_ Copies of any contracts or agreements made between parties with an interest in operating the proposed program.** Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

**\_\_X\_ The total number of units required for graduation is specified (not just the total for the major):**

 \_**n/a** a proposed bachelor’s program requires no fewer than 120 semester units

 **\_n/a any** proposed bachelor’sdegree program with requirements exceeding 120 units must request an exception to the 120 semester unit limit policy

 **\_x\_\_** all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

**\_\_\_0\_\_ Please specify the total number of prerequisite units required for the major.**

 **Note: The prerequisites must be included in the total program unit count.**

 **List all courses and unit counts that are prerequisite to the major:**

 **\_\_\_As an MA program a relevant Bachelor’s degree is required; there are no specific course requisites but applicants are strongly encouraged to have completed (undergraduate) Introduction to Macroeconomics and Introduction to Microeconomics.**

**\_N/A Title 5 minimum requirements for bachelor’s degree have been met, including:**

**\_n/a** minimum number of units in major (BA 24 semester units), (BS 36 semester units)

 **\_n/a\_** minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

**\_\_\_\_\_Title 5 requirements for proposed master’s degree have been met, including:**

**\_\_X** minimum of 30 semester units of approved graduate work are required

**\_\_X\_** no more than 50% of required units are organized primarily for undergraduate students

**\_\_X\_\_** maximum of 6 semester units are allowed for thesis or project

 **\_\_X\_\_** Title 5 requirements for master’s degree culminating experience are clearly explained.

 **\_\_X\_** for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

**\_X\_\_\_\_For self-support programs:**

**(in conformance with EO 1099 and EO 1102)**

 **\_\_X\_\_** specification of how all required EO 1099 self-support criteria are met

 **\_\_X\_\_** the proposed program does not replace existing state-support courses or programs

 \_\_**X**\_\_ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

 **\_\_X\_\_** explanation of why state funds are either inappropriate or unavailable

 **\_\_X\_** a cost-recovery program budget is included\*

 **\_\_X\_\_** student per-unit cost is specified

 \_\_**X**\_\_ total cost for students to complete the program is specified

\* Basic Cost Recovery Budget Elements

(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

 Student fees

Include projected attrition numbers each year

 Any additional revenue sources (e.g., grants)

Direct Expenses
Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses
Campus partners
Campus reimbursement general fund
Extended Education overhead
Chancellor’s Office overhead

\*Additional line items maybe added based on program characteristics and needs.

 **October 2019**

**CSU Degree Program Proposal Template**

**Revised October 2019**

**Please Note:**

* Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor’s Office.
* Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
* ***Please refer to the document “Tips for Completing a Successful Program Proposal” (which follows this document) before completing the Program Proposal Template.***
1. **Program Type (Please specify any from the list below that apply—delete the others)**

b. [Self-Support](http://www.calstate.edu/EO/EO-1099.html)

g. New Program

1. **Program Identification**
2. Campus

California State University, Long Beach

1. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

Master of Arts in International Affairs

1. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.

December 7, 2015

1. Term and academic year of intended implementation (e.g., fall 2018).

Fall 2020

1. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

33 semester units to be completed in 18 months

1. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

College of Liberal Arts

College of Professional and International Education

1. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Richard Marcus, Director and Full Professor, International Studies

Tim Mozia, Associate Dean, CPIE

Matt Reimers, Program Developer, CPIE

1. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Dean of the College of Liberal Arts, endorsed the proposed program. His statement is in Appendix A.

Dr. Jeet Joshee, Dean of the College of Professional and International Education, agrees to offer the program in self-support mode. His statement is in Appendix A.

1. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
2. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

WASC substantive change proposal not applicable.

1. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: <http://www.calstate.edu/app/resources.shtml>, you can search CIP 2010 at [http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55](http://nces.ed.gov/ipeds/cipcode/) to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

To be assigned by the Chancellor’s Office.

**3. Program Overview and Rationale**

1. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

Program Purpose and Description

The International Studies Program at California State University Long Beach (CSULB) is proposing a professional Master of Arts in International Affairs (MAIA). Recent employer surveys commissioned by the American Association of Colleges and Universities (AAC&U) find that a majority of employers need graduates to have both specific knowledge and skills as well as broad based knowledge and skills to achieve long-term career success. Analytical skills, problem-solving skills, communication, and adaptability are the highest demand areas. This is complemented by 78 percent of employers who argue that all college students should gain intercultural skills and an understanding of societies and countries outside the United States. This is consistent with findings of the National Association of Colleges and Employers (NACE) and the Association of International Educators (NAFSA). There is a rapidly growing need to train students with key general professional skills and specific skills in project management across sectors for jobs in a global economy where working across borders, languages, and cultural contexts is cardinal to success.

International Affairs is distinct from International Relations and International Studies. International Relations is a subfield of Political Science concentrating on the relationships between countries either directly or through international organizations. International/Global Studies is an interdisciplinary study of political, economic, social, environmental, legal, and other issues that extend beyond national boundaries. International Affairs, most commonly offered as a graduate degree program, is founded on the principle that we need to identify core professional skills students need for a successful international career in the public, private, or nonprofit sector.

The proposed professional MAIA is modeled on a design that dominates schools in the Association of Professional Schools in International Affairs (http://www.apsia.org/). Following on a seminal study commissioned by the APSIA, the core elements of International Affairs programs include methodological skills, functional competence, foreign language area knowledge competence, and a multidisciplinary approach. Through this curricular design, International Affairs programs apply prevalent theory and accumulated knowledge to real world situations and develop tools for project development and problem resolution. APSIA membership is a form of accreditation. APSIA requires that all members be a semi-autonomous unit within the university, a structure that doesn’t exist at CSULB. However, the proposed MAIA program will ultimately seek APSIA “affiliate” status.

The curricular model and its outcomes are well developed. While most professional International Affairs programs are born out of public service schools, according to APSIA figures, approximately 30 percent of International Affairs graduates go into the public sector, 20 percent into non-profits, and 50 percent into the private sector. Changes in the field of International Affairs reflect a change from educating students for jobs in a globalizing world to educating students for jobs in a world of evolving economic, political, and social conditions in a globalized world where international interactions are local.

***Purpose:*** The curriculum of the professional MA in International Affairs will provide professional education in international affairs and the advancement thereby of international understanding, prosperity, peace, and security. By combining multidisciplinary, policy-oriented, intercultural studies with career development, the MAIA will prepare students for the global workplace of the 21st Century (language adapted from apsia.org mission statement).

***Strengths:*** The proposed program responds to the global, national, regional and local needs for a workforce fully conversant and skilled in running projects across international divides. The design pulls from established best practices in the field and then focuses narrowly on two tracks – international development and immigration and migration – that are strengths for CSULB and needs in the region.

Program Philosophy and Justification

At the national level employer surveys, such as those commissioned by the American Management Association, NACE, AAC&U, and NAFSA, demand skills in writing, analytical reasoning, critical thinking, oral argument, and flexibility/adaptability. Global knowledge and skills is commonly the next most important skill. A blend of these abilities opens doors for students to excel in careers at international organizations and national government, but also in greater Los Angeles, one of the most global cities on earth (Brookings Institution 2013). Los Angeles leads the U.S. in annual exports ($79.8 billion) and is a leading destination for foreign direct investment. The port of Los Angeles has the largest container volume in the country and the port of Long Beach the second – combined they are amongst the world’s five largest port complexes. A.T. Kearney Global Cities Index ranks Los Angeles the 6th most global city in the world (second only to New York in the U.S.). *Human capital* is cited as the single largest driver of its globality trumping even business activity. If we as a region are going to maintain our global strength, higher education is going to need to continue to increase its ability to maximize human capital by training a globally literate workforce with a combination of skills employers need.

While there is demand for a professional international affairs program from undergraduate students in International Studies, Political Science, Geography, and related fields, there is no program of this model in the region. The Middlebury Institute of International Studies at Monterey and the University of California San Diego are currently the only APSIA schools in California. The former is a small, private institution in northern California and the latter is a semi-autonomous school focusing solely on Pacific Rim studies. Admissions is highly selective with a focus on national recruitment. Chapman University has an International *Studies* MA following a liberal arts rather than a professional model. CSU Sacramento has the closest program in curriculum. This small but successful program is titled an MA International Affairs but the curriculum is distinct and more consistent with an International *Studies* program. Candidates seeking a professional MAIA commonly leave California.

Alignment with the University’s Mission

The proposed professional MAIA provides an expanded educational opportunity in the area of international affairs and will graduate students with highly valued degrees focused on core specific and general skills employers demand. This is aligned with the CSULB commitment to provide highly-valued graduate educational opportunities through superior teaching, research, creative activity and service to the community and beyond. According to its mission statement, “CSULB is committed to being an outstanding teaching-intensive, research-driven university that emphasizes student engagement, scholarly and creative achievement, civic participation, and global perspectives (emphasis added).” In particular, this proposed degree program “makes a positive contribution to the greater society by developing responsible citizens, with highly valued degrees, for the 21st century” and helps ensure “the variety and scope of the University's international curricular offerings are continuously broadened and deepened.”

The proposed professional MAIA is also consistent with the CSULB 2016-19 Strategic Plan, which recognizes international opportunities as an area of emphasis in Academic Quality andStudent Success. The seminal part of the CSULB mission statement in italics reads: *CSULB is a diverse, student-centered, globally-engaged public university committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world.*  The proposed MAIA centrally addresses this mission by offering a rapidly achievable, highly valued professional degree that will serve as a transformative experience for students we at CSULB prize. ‘Preparing leaders for a changing world’ could just as well be the mission statement of the program as the university itself.

b. Provide the proposed catalog description. The description should include:

1. a narrative description of the program

The professional Master of Arts in International Affairs (MAIA) is designed to prepare leaders for a changing world. It combines interdisciplinary, policy-oriented, intercultural and global studies with career development. Through a cohort design students focus on attaining both the general and specific skills employers demand for the global workforce of the 21st century. This 18-month program includes 12 months in residence followed by a carefully placed internship (3-units, on-line) and a budgeting course (3-units, on-line). Graduates are prepared for local careers of an international nature, national careers, and global careers in areas such as International Business, Trade Policy, International Development & Relief, and Migration Advocacy.

1. admission requirements

A graduate GPA of 3.0 or better in the program course requirements as follows.

Program Admission Requirements

Admission decisions are based on consideration of the applicant’s previous academic record, statement of purpose, resume, and letters of recommendation:

* A bachelor’s degree in a social science, language, or related field from a regionally accredited university
* A minimum GPA of 2.7 in the last 60 semester units attempted, and good standing at the last college attended
* A statement of purpose
* A recent resume
* Two letters of recommendation
* International applicants must take TOEFL and score a minimum of (i) 80 on the online version or (ii) 550 on the paper version of this examination.  A score of 4.0 or higher on the writing portion of the GMAT or GRE may be used to waive the TOEFL requirement for international applicants. IELTS will be accepted as a substitute to TOEFL if no individual section score is less than 6.
* Although there is no prerequisite coursework, applicants are strongly encouraged to have completed Introduction to Macroeconomics and Introduction to Microeconomics. While language proficiency is a criterion for graduation, not admission, applicants are encouraged to complete basic proficiency in a second language in advance of enrollment.

University Graduation Requirements

* Applicants who are admitted to the program will be subject to the university’s Graduation Writing Assessment Requirement (GWAR). All entering students are required to take the GWAR Placement Exam (GPE), except students who have previously (1) received degrees from accredited colleges and universities in the United States; or (2) received degrees from an accredited non-US institution located in a country where English is a primary language of communication; or (3) achieved a score of 4.0 or higher on the writing portion of the GMAT or GRE.
* Completion of 33 units of approved graduate courses with a 3.0 GPA or better
* Successfully complete the culminating activity.
* Satisfaction of all university graduation requirements.
1. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

|  |
| --- |
| **Table 1: Core Courses (Required for all majors)** |
| **Core Courses Semester 1**  |
| **Catalog**  | **Course Title** | **Units** |
| MAIA 600 | International Affairs Cornerstone | 3 |
| MAIA 610 | International Economics | 3 |
| MAIA 620 | International Politics | 3 |
| **Core Courses Semester 2**  |
| MAIA 630 | Policy Making Process | 3 |
| MAIA 640 | Scope and Methods for International Affairs | 3 |
| MAIA 650 | Project Management | 3 |
| **Total Units** | **18** |

|  |
| --- |
| **Table 2: Track Options (Choose One); Offered in Summer Term** |
| **International Development and Non-Profit Management**  |
| **Catalog**  | **Course Title** | **Units** |
| MAIA 605 | International Economic Development | 3 |
| MAIA 615 | Management of Nonprofit Organizations | 3 |
| MAIA 625 | Applied International Development | 3 |
| **Migration and Immigration Advocacy**  |
| MAIA 635 | Global Trends in International Migration | 3 |
| MAIA 645 | Labor Migration | 3 |
| MAIA 655 | Citizenship and Immigration Law | 3 |
| **Total Units** | **9** |

|  |
| --- |
| **Table 3: Additional Requirements: 6 Units** |
| **Capstone Project (MAIA 698):** A project-oriented course designed to synthesize the skills and knowledge that students have acquired in their graduate study. Students will undertake a supervised international affairs-related internship. Professional work is supplemented by writing, discussion, problem-solving, and efforts to connect program theories and concepts to real world experiences, culminating in a written Capstone Project. **Budgets (MAIA 660)**: This course will be offered online and be taken concurrently to the student’s Capstone Project. |
| **Language Competency:** Students will be required to demonstrate competency in a modern second language. This can be fulfilled in a number of ways:* presenting evidence of successful completion of 6th-semester level language
* completion of a 300-level heritage language speakers course
* completion a B1 certificate or equivalent from a language school
* passing an intermediate level national exam (such as the *Diplomas de Español como Lengua Extranjera* or *Diplôme d'études en langue française*)
* online examination
* submission of the Request for Confirmation of Completed Language Requirement completed by a professional in the language to the program director

See the program website for more information. |

4. total units required to complete the degree

33 semester units to be completed in 18 months

5. if a master’s degree, catalog copy describing the culminating experience requirement(s)

Catalog Description of Culminating Experience

MAIA 698 is a project-oriented course designed to synthesize the skills and knowledge that students have acquired in their graduate study. Students will undertake a supervised international affairs-related internship. Professional work is supplemented by writing, discussion, problem-solving, and efforts to connect program theories and concepts to real world experiences, culminating in a written Capstone Project. Letter grade only (A-F).

The goal of the Capstone Project is to help students further develop and refine relevant skills such as research design and implementation, monitoring and evaluation, data analysis, production of professional quality deliverables, and public speaking skills. In addition, completion of the capstone within a group setting will demonstrate the ability of group members to collaborate as a group and negotiate. Students will 1) undertake a supervised international affairs-related internship 2) create a Client-Serving Project, 3) write a Final Report where they will be expected to contextualize their learning experience in their internship through the literature and practical skills acquired throughout the program. While precise content will vary, it is expected that the final report will reflect on project management, policy, and budget considerations in the work at hand as well as the international placement of the organization, the potential challenges this creates, and sector specific (e.g. migration, development) issues. 4) Oral Presentation of findings from the Final Report. Although capstones are conducted under the guidance of a faculty member, students have considerable agency throughout the process and are encouraged to be ambitious. At the end of the Capstone experience each student will have several deliverables: a written product for the client organization, a written report for the course instructor to assess for a grade and the MA International Affairs committee to assess for completion of the program, an oral presentation of the findings at a public event, and diverse methodological outputs – both quantitative and qualitative.

The course is necessarily designed to help students unpack the learning process during the internship, problem-solve with the faculty member and peers, and make connections between course theories/concepts and real-world experiences while ensuring that students complete and submit required reporting and e-portfolio elements. The internship component requires a minimum of 250 hours in an approved internship over the course of the fall semester.

1. **Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*
2. These program proposal elements are required:
* Institutional learning outcomes (ILOs)
* Program learning outcomes (PLOs)
* Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program, and for 3) [student learning](http://www.calstate.edu/acadaff/sloa/index.shtml). Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

**Institutional Learning Outcomes**

Institutional learning outcomes highlight the knowledge, skills, and abilities all students are expected to have upon graduating from CSULB.

Graduates will be:

* I-1: Critically and ethically engaged in global and local issues
* I-2: Knowledgeable and respectful of the diversity of individuals, groups, and cultures
* I-3: Accomplished at integrating the skills of a liberal education with disciplinary or professional competency
* I-4: Skilled in collaborative problem-solving, research, and creative activity
* I-5: Well-prepared with communication, numeracy, and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study

**Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)**

The goal of the professional MA in International Affairs is to provide professional education in international affairs and the advancement thereby of international understanding, prosperity, peace, and security. By combining multidisciplinary, policy-oriented, intercultural studies with career development, the MAIA will prepare students for the global workplace of the 21st century.

The new program will equip its graduates with core professional skills students need for a successful international career in the public, private, or nonprofit sector. Following the design model of the Association of Professional Schools in International Affairs (APSIA), the MAIA program will emphasize methodological skills, functional competence, foreign language area knowledge competence, and a multidisciplinary approach. Students will apply prevalent theory and accumulated knowledge to real world situations and develop tools for project development and problem resolution. In accordance with these objectives, MAIA students must demonstrate competency in the following areas:

* P-1: Broad mastery of international affairs
* P-2: In-depth expertise in one of the following functional areas: International Development or Migration and Immigration Advocacy
* P-3: Practical skills necessary for successful careers in international professions

Student learning outcomes are established by satisfying the above learning objectives.

**P-1: Broad mastery of international affairs.** Students will master integrative knowledge of international affairs and its application in a professional context. Specifically, students are expected to recognize, analyze, and synthesize observable patterns among complex and overlapping global systems[[1]](#footnote-1), understanding especially how such systems are affected by or are the result of human design or disruption. They will be able to wield theoretical knowledge and models to solve real-world policy problems. The requisite knowledge and skills will be introduced in MAIA 600, 610, 620, 630, and 640. They will be further developed in MAIA 630, 640, 650, 605, 615, 625, 635, 645, and 655. Finally, the students’ mastery will be attained and tested in MAIA 698 and the summative e-Portfolio assessment.

* S-1: Recognize and synthesize patterns in global systems with attention to policy conclusions, limitations, and implications
* S-2: Explain and assess policy-making theories and models and their application

**P-2: In-depth expertise in one functional area.** Students will demonstrate in-depth expertise in one of two functional areas: International Development and Non-Profit Management and Migration and Immigration Advocacy. These competencies include but are not limited to, effectively explaining issues, utilizing evidence, identifying and confronting bias, developing a specific position in the functional areas, and justifying recommendations. The skills will be introduced and illustrated MAIA 600, 610, and 620. They will be further developed in MAIA 605, 615, 625, 635, 645, and 655. Finally, the students’ mastery will be attained and tested in the summative e-Portfolio assessment.

* S-3: Critically examine contrasting perspectives in international development
* S-4: Demonstrate practical writing skills specific to international development as a field
* S-5: Articulate and explain current events and developments involving immigration law in the United States in a global perspective
* S-6: Identify and articulate differences between leading theories of international migration's causes and consequences of broader global processes
* S-7: Recognize, appreciate, and value the intersectionality of migrant identities, including but not limited to categories of race, gender, sexuality, and religion

**P-3: Practical skills necessary for successful careers in international professions.** Students are expected to demonstrate written and oral communication skills appropriate to their professional goals. Specifically, these competencies include but are not limited to: recognizing and solving policy problems; drafting qualitative and quantitative reports, such as case studies, policy briefs, and budgets; revising reports based on feedback; collaborating effectively with peers and supervisors; and developing a realistic plan for post-program career placement. The skills will be introduced and illustrated in MAIA 600 and 630. They will be further developed in MAIA 640, 650, 615, 625, 635, 655, and 660. Finally, the students’ mastery will be attained and tested in MAIA 698 and the summative e-Portfolio assessment.

* S-8: Strategize a workable approach as an appropriate response to a global challenge.
* S-9: Apply international affairs skills to real world professional problems and environments.
* S-10: Identify pathways for translating MAIA degree into career placements

(WASC 2013 CFR: 1.1, 1.2, 2.3)

1. These program proposal elements are required:
* Comprehensive assessment plan addressing all assessment elements
* Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

The proposed professional MA in International Affairs has a comprehensive plan for assessing Student Learning Outcomes (SLOs), which directly relate to the Program’s Learning Outcomes (PLOs). A curriculum matrix will classify and categorize the SLOs according to their respective courses. Particularly, all SLOs are directly related to the program’s overall goals, which will be assessed at the appropriate times. Table 1.1 connects the PLOs, SLOs, and Assessments. Table 1. 2 displays where the program goals are introduced (I), developed (D), and mastered (M). The SCOs for each of the courses listed contain the specific student learning outcomes related to each program goal. Note that each learning outcome is covered by at least two of the required courses. Finally, Table 1.3 displays the analytic rubric faculty will use to evaluate students’ main summative assessment, the e-Portfolio.

Table 1.1 Comprehensive Assessment Plan: Connecting Program Outcomes, Student Learning Outcomes, and Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *a* | *b* | *c* | *d* | *e* | *f* | *g* | *h* | *i* | *j* | *k* |
| ***ILOs*** | ***PLOs*** | ***SLOs*** | ***Course******where each SLO is assessed*** | ***Assessment activity/******assignment used to measure each SLO*** | ***Assessment tool used to measure outcome success*** | ***Assessment schedule – how often SLOs will be assessed?*** | ***How will data/******findings be quantitatively or qualitatively reported?*** | ***Designated personnel to collect, analyze, and interpret student learning outcome data***  | ***Program******data/******findings******dissemination schedule*** |  ***Closing the loop strategies*** |
| I1 & I2 | P1 | S1 | MAIA 600 | Policy papers, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period |  80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I1 | P1 | S2 | MAIA630 | Project reports, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I3 | P2 | S3 | MAIA605 | Exam Questions, e-Portfolio | Exam scores | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I3 | P2 | S4 | MAIA625 | Project Reports, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I3 | P2 | S5 | MAIA 655 | Exam Questions, e-Portfolio | Exam scores | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I3 | P2 | S6  | MAIA 645 | Policy papers; e-Portfolio | Exam scores | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I2 & I3 | P2 | S7 | MAIA 635 | Position Paper, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I4  | P3 | S8 | MAIA 650 | Project Presentations, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| I4&15 | P3 | S9 | MAIA 698 | Final Report, Client-Serving Project, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |
| 15 | P3 | S10 | MAIA 698 | Oral Presentation, e-Portfolio | Rubrics | Yearly formative assessments; summative assessments 2 times in 7 year period | 80% will meet competency standards | Faculty Curriculum Committee | Semester following assessment | Faculty will complete narratives of reflection and enhancement and will revise curriculum as necessary |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Core Coursework | Track 1International Development  | Track 2Migration and Immigration Advocacy |
|  | **MAIA 600**International Affairs Cornerstone | **MAIA 610**International Economics  | **MAIA 620**International Politics | **MAIA 630**Policy Making Process | **MAIA 640**Scope and Methods of International Affairs | **MAIA 650**Project Management | **MAIA 605**International Economic Development | **MAIA 615**Management of Non-Profit Organizations | **MAIA 625**Applied International Development | **MAIA 635**Global Trends in International Migration | **MAIA 645**Labor Migration | **MAIA 655**Citizenship and Immigration Law | **MAIA 660**Budgets | **MAIA 698**Capstone | **E-Portfolio** |
|  |
| Units | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |  |
| P1: Broad Mastery | S1 | I | I/D | I/D |  | D |  | D |  |  | D | D | D |  |  | M |
| S2 |  |  |  | I/D | I/D | D | D | D | D |  | D |  |  | M | M |
| P2: In-Depth Expertise | S3 | I | I/D | I/D |  |  |  | D |  | D |  |  |  |  |  | M |
| S4 |  |  | I/D |  | D |  | D | D | D |  |  |  |  |  | M |
| S5 | I |  |  |  |  |  |  |  |  |  |  | D |  |  | M |
| S6 | I |  |  |  |  |  |  |  |  | D | D |  |  |  | M |
| S7 | I |  |  |  |  |  |  |  |  | D |  | D |  |  | M |
| P3: Practical Skills | S8 | I | I/D | I/D | I/D | D | D |  | D | D | D |  | D | D | M | M |
| S9 |  |  |  | I |  | D |  | D |  |  | D |  | D | M | M |
| S10 |  |  |  |  |  | I |  | D |  |  |  | D |  | M | M |

Table 1.2 shows where program goals are introduced (I), developed (D), and mastered (M). The SCOs for each of the courses listed contain the specific student learning outcomes related to each program goal. Note: “I” indicates where the SLO (Student Learning Outcome) is introduced, “D” indicates where the SLO is developed, and “M” indicates where the SLO is mastered.

Table 1.3: Evaluation Rubric for MAIA E-Portfolio Summative Assessment

This rubric serves two purposes: it 1) collects data on each of the three program learning outcomes for program assessment and improvement, and 2) helps faculty provide students with supplemental feedback.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Satisfies E-Portfolio Graduation Requirement** | **Does *Not* Satisfy E-Portfolio Graduation Requirement** |
|  | Learning Objective | Exemplary | Competent | Developing, Revisions Required | Unacceptable, Major Revisions Required |
| **Program Objectives** | Broad Mastery | Clear evidence of a theoretical and practical understanding of international affairs. Well-curated artifacts that address both theoretical and applied aspects of global policy-making. Shows insightful and original use of theoretical models to advance practical solutions to global problems. Demonstrates integrative conclusions and syntheses, and a broad, cohesive understanding of the field. | Sufficient evidence of a theoretical and practical understanding of international affairs. Artifacts address both theoretical and applied aspects of global policy-making. Shows ability to use theoretical models to advance solutions to global problems. Makes effort to draw integrative conclusions across global systems, demonstrating a general understanding of the field. | Insufficient evidence of understanding of international affairs. Artifacts illustrate weak connections between theory and practice. Makes little effort to draw integrative conclusions and demonstrates only a superficial understanding of the field. | Unclear or contradictory evidence of understanding of international affairs. No demonstrated ability to connect theory and practice, or to draw integrated conclusions. |
| In-depth Expertise | Artifacts demonstrate deep subject knowledge of student’s functional area and mastery of functional skills in writing and policy analysis. Makes meaningful connections across functional-area coursework, as well as specific connections to student’s professional objectives/area interests. | Artifacts demonstrate clear subject knowledge of student’s functional area and evident grasp of functional skills in writing and policy analysis. Makes some connections across functional-area coursework and to student’s professional objectives/area interests.  | Artifacts demonstrate a limited grasp of content knowledge and applied skills in the student’s functional area. Connections across functional-area coursework and to student’s professional objectives are not well-articulated.  | Artifacts do not show clear evidence of content knowledge or applied skills in student’s functional area. No discernible connections across functional-area coursework or to student’s professional objectives |
| Practical Skills | Well-curated artifacts selected from applied skills coursework, practica, and internship. Shows clear evidence of mastery in project design and development (proposal, planning, presentation, execution). Evident ability to collaborate, network, and deliver results in a professional setting.  | Sufficient artifacts selected from applied skills coursework, practica, and internship. Demonstrates clear evidence of applied skills in project design, although not all stages are represented equally. Clear effort to develop collaboration, networking, and problem-solving skills in a professional setting. | Insufficient artifacts selected from applied skills coursework, practica, and internship. Unclear or uneven development of applied skills in project design. Little discernable effort to develop interpersonal and problem-solving skills in a professional setting. | Artifacts selected are irrelevant and/or do not reflect students’ internship or practica experiences. Little or no development of applied skills in project design. No discernable effort to develop interpersonal and problem-solving skills in a professional setting. |
| **E-Portfolio Objectives** | Artifact Selection | Artifacts in the portfolio show breadth and depth of all areas of program outcomes. Selected artifacts serve as model cases for evidence of program outcomes and no extraneous projects have been included. The number of selections is appropriate, given the content of each project. | Artifacts in the portfolio show breadth in all areas of the program outcomes and depth in at least one. Selected artifacts serve as clear evidence of program outcomes, though some artifacts could be removed or others added to strengthen the overall quality of the portfolio. | Artifacts in the portfolio show breadth across some program outcomes, but not all. Depth is missing in many areas. Selected artifacts are not clear evidence of program outcomes, and additions, substitutions, or subtractions in projects may be necessary | Artifacts in the portfolio do not show breadth across all program outcomes. Depth is lacking in all areas. Selected artifacts do not show evidence of program outcomes. Artifacts are irrelevant or underdeveloped. |
| Reflective Text | All reflective text provides clear rationale for artifact choices and draws strong connections between learning outcomes and the chosen projects. Makes connections between policy-making theory and practice. Text provides context, explores the project development process, and reflects thoughtfully and critically on the student’s progress to degree. Process is succinct, clear, and well-edited. | Reflective text provides a rationale for artifact choices and draws connections between learning outcomes and chosen artifacts. Some connections between theory and practice are made. Text provides some context, exploring the project development process and reflecting on the student’s progress to degree. Prose is clear and edited. | Rationale for artifacts choices is limited or implied. Connections to learning outcomes are weak or not well-articulated. The project development process is minimally explained and little context is provided. Shows limited ability to critique work. Text is difficult to follow or not well edited.  | No rationale is given. Weak to no connections are made to learning outcomes. Project development process is unclear. Shows no ability to critique work. |
| Professionalism | Portfolio is easy to navigate and easy to use. Language is consistently formal and entirely free of mechanical errors. Presentation is visually appealing and enhances portfolio content.  | Portfolio is generally easy to navigate and easy to use. Language is generally formal and contains few, if any, mechanical errors. Presentation is clean and simple but does no enhance or detract from the portfolio content in any way.  | Portfolio is somewhat difficult to navigate, which may cause some frustration. Language is mostly informal and/or contains several mechanical errors. Presentation looks cluttered or unattractive and serves as a minor distraction from the portfolio content.  | Portfolio is frustrating to use and difficult to navigate. Language is consistently informal and mechanical errors are common. Presentation is messy and disorganized and serves as a major distraction from the portfolio content.  |

**Language Competency**

Consistent with other APSIA-affiliated programs, the MAIA program at CSULB will require students to demonstrate competency in a modern second language. This requirement may be fulfilled in a number of ways:

* presenting evidence of successful completion of 6th-semester level language
* completion of a 300-level heritage language speakers course
* completion a CEFL B1 certificate, OPI “Intermediate High” certificate, or equivalent from a language school
* passing an intermediate level national exam (such as the *Diplomas de Español como Lengua Extranjera* or *Diplôme d'études en langue française*)
* submission of the Request for Confirmation of Completed Language Requirement completed by a professional in the language to the program director
1. Indicate total number of units required for graduation.

The program requires completion of 33 semester units.

1. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Not Applicable

1. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

Not Applicable

1. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

The 33 units are divided into three categories: 1) Core Courses (18 units); 2) Track Options (9 units) and 3) Additional Requirements/Internship (6 units). It is a standard practice for APSIA programs to maintain a language requirement equivalent to three years of university level coursework as language is a cardinal professional skill in international professions. Few include language units in the major because a majority of students enter with some or all of the requirement complete and many who do not obtain the skill levels through non-unit bearing language school immersion courses or extra-curricular means. The professional MAIA will refer students to language acquisition resources as appropriate but will not offer language courses. Table 1.4 lists course numbers, titles and catalog descriptions.

Table 1.4: Required Courses for Graduation

|  |  |  |  |
| --- | --- | --- | --- |
| **Catalog #** | **Course Title**  | **Units** | **G, C, or E** |
| MAIA 600 | International Affairs Cornerstone | 3 | C |
| MAIA 610 | International Economics | 3 | C |
| MAIA 620 | International Politics | 3 | C |
| MAIA 630 | Policy Making Process | 3 | C |
| MAIA 640 | Scope of Methods for International Careers | 3 | C |
| MAIA 650 | Project Management | 3 | C |
| MAIA 605 | International Economic Development  | 3 | E |
| MAIA 615 | Management of Nonprofit Organizations | 3 | E |
| MAIA 625 | Applied International Development | 3 | E |
| MAIA 635 | Global Trends in International Migration | 3 | E |
| MAIA 645 | Labor Migration | 3 | E |
| MAIA 655 | Citizenship and Immigration Law | 3 | E |
| MAIA 660 | Budgets | 3 | G |
| MAIA 698 | Capstone Project | 3 | G |

\* G: General Requirement; C: Core; E: Area Elective

Table 1.5: Course Catalog Descriptions

|  |  |  |  |
| --- | --- | --- | --- |
| **Catalog #** | **Course Title**  | **Units** | **Course Catalog Description** |
| MAIA 600 | International Affairs Cornerstone | 3 | This course is an introduction to major themes and core principals of international development, immigration and migration. It is a comprehensive introduction to cover central concepts of international relations theories and analytical approaches to main international issues and their stakeholders. Letter grade only (A-F).  |
| MAIA 610 | International Economics | 3 | This course engages key issues in international macroeconomics; international trade; and international finance. Topics include: growth, inflation, trade—surplus and deficits; monetary policy, interest and exchange rates; financial integration, crises and contagion; neoliberal globalization and anti-globalism; international and regional economic agreements; and prospects for policy coordination and reform in international trade and finance. Letter grade only (A-F). |
| MAIA 620 | International Politics | 3 | This course introduces students to the seminal issues international politics as it relates to public policy. Students develop analytic tools, review analytic frameworks, and apply them to a series cases to better understand policy outcomes.Letter grade only (A-F). |
| MAIA 630 | Policy Making Process | 3 | Course introduces core theories and models of policymaking process, and tools of policy analysis; and application of these concepts and analytical tools to specific policy areas including economic development and poverty, health, education, immigration, transportation, environment, and energy. Letter grade only (A-F). |
| MAIA 640 | Scope of Methods for International Careers | 3 | This course provides students with tools for designing research and policy papers in international affairs. It includes principles of concepts and design, quantitative research methods, concrete research techniques with an emphasis on qualitative methods, and application of methods to professions.Letter grade only (A-F). |
| MAIA 650 | Project Management | 3 | Examines the theoretical and practical elements of project management. Explores how and why to use tools of project management, the project cycle, and technical aspects of monitoring and evaluation.Letter grade only (A-F). |
| MAIA 605 | International Economic Development  | 3 | A critical examination of theories and approaches to the study of development. Topics include: ideologies of development; institutions; states, markets, and communities; foreign aid, debt, trade; food and nutrition; education and health; environment and climate change. Letter grade only (A-F). |
| MAIA 615 | Management of Nonprofit Organizations | 3 | This course engages theories, methods, and practices affecting nonprofits. Topics include: history of philanthropy—international and domestic, volunteerism, and the role of non-profits as civil society; governance, strategy and planning; financial management, fundraising and budgeting; non-profit and business; emerging trends in nonprofit practice: venture philanthropy and social entrepreneurship; public sector and non-profits.Letter grade only (A-F). |
| MAIA 625 | Applied International Development | 3 | This course will provide students with skills for the practice of international development. Students will be provided an overview of key international development policies and issues while they gain tools and methodologies relevant to a career in international development. Letter grade only (A-F). |
| MAIA 635 | Global Trends in International Migration | 3 | Examines major global migration trends since 1945 and surveys key literature in the field of migration studies. Emphasis is on applying theoretical perspectives and comparative methodology to pressing issues of immigration, emigration, and forced migration. Letter grade only (A-F). |
| MAIA 645 | Labor Migration | 3 | The course will examine the impact of major international migration flows and current patterns in the spatial mobility of people on globe divisions of labor across the globe, querying how certain types of work become clustered in specific geo-political locations and populated by particular types of workers. Letter grade only (A-F). |
| MAIA 655 | Citizenship and Immigration Law | 3 | This course focuses on four questions: Who is a citizen of the United States? Who can come to this country as an immigrant? When and why can non-citizens be forced to leave? How and why does citizenship matter*?* Letter grade only (A-F). |
| MAIA 660 | Budgets | 3 | This course is an introduction to core concepts and principals of budgeting in public and private nonprofit international organizations, which operate in international development, immigration and migration. It is a comprehensive course to explain and analyze central approaches to budgeting.Letter grade only (A-F). |
| MAIA 698 | Capstone Project | 3 | A project-oriented course designed to synthesize the skills and knowledge that students have acquired in their graduate study. Students will undertake a supervised international affairs-related internship. Professional work is supplemented by writing, discussion, problem-solving, and efforts to connect program theories and concepts to real world experiences, culminating in a written Capstone Project. Letter grade only (A-F). |

1. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Instructors for the professional MAIA will be drawn from a combination of CSULB faculty on 10-month contracts teaching summer courses for additional pay and lecturers hired into the program who teach part time while professionals in the field in which they are teaching. As the anticipated launch for the program is fall 2019 it is not possible to hire lecturers for the program at this stage. Faculty assignments below are tentative and subject to change but reflect the participation of individual faculty who have the appropriate expertise, have expressed interest and, generally, have been involved in the course design. International Studies already has an External Advisory Board comprised of professionals working in international fields represented in this curriculum. The External Advisory Board will be called upon to help guide decision-making, find, and hire appropriate lecturer faculty.

***Please see Table 1.6 on the following pages.***

Table 4.6 Three Year Course Sequence

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Cohort | Cohort | Track | Term | Course No | Course Instructor |
| 1 | 1 |  | Both | Fall | MAIA 600 | Marcus |
| 1 | 1 |  | Both | Fall | MAIA 610 | Hoon |
| 1 | 1 |  | Both | Fall | MAIA 620 | Marcus |
| 1 | 1 |  | Both | Spring | MAIA 630 | Hoon |
| 1 | 1 |  | Both | Spring | MAIA 640 | Igmen |
| 1 | 1 |  | Both | Spring | MAIA 650 | Hoon |
|  | 1 |  | 1 | Summer | MAIA 605 | Grossman |
|  | 1 |  | 1 | Summer | MAIA 615 | Walters |
|  | 1 |  | 1 | Summer | MAIA 625 | Marcus |
|  | 1 |  | 2 | Summer | MAIA 635 | Fouratt |
|  | 1 |  | 2 | Summer | MAIA 645 | Fouratt |
|  | 1 |  | 2 | Summer | MAIA 655 | Hawk |
| 2 | 1 |  | Both | Fall | MAIA 660 | Igmen |
| 2 | 1 |  | Both | Fall | MAIA 698 | Baker |
| 2 |  | 2 | Both | Fall | MAIA 600 | Marcus |
| 2 |  | 2 | Both | Fall | MAIA 610 | Hoon |
| 2 |  | 2 | Both | Fall | MAIA 620 | Marcus |
| 2 |  | 2 | Both | Spring | MAIA 630 | Hoon |
| 2 |  | 2 | Both | Spring | MAIA 640 | Igmen |
| 2 |  | 2 | Both | Spring | MAIA 650 | Hoon |
| 2 |  | 2 | 1 | Summer | MAIA 605 | Grossman |
| 2 |  | 2 | 1 | Summer | MAIA 615 | Walters |
| 2 |  | 2 | 1 | Summer | MAIA 625 | Marcus |
| 2 |  | 2 | 2 | Summer | MAIA 635 | Fouratt |
| 2 |  | 2 | 2 | Summer | MAIA 645 | Fouratt |
| 2 |  | 2 | 2 | Summer | MAIA 655 | Hawk |
| 3 |  | 2 | Both | Fall | MAIA 660 | Igmen |
| 3 |  | 2 | Both | Fall | MAIA 698 | Baker |
| 3 |  | 3 | Both | Fall | MAIA 600 | Marcus |
| 3 |  | 3 | Both | Fall | MAIA 610 | Hoon |
| 3 |  | 3 | Both | Fall | MAIA 620 | Marcus |
| 3 |  | 3 | Both | Spring | MAIA 630 | Hoon |
| 3 |  | 3 | Both | Spring | MAIA 640 | Igmen |
| 3 |  | 3 | Both | Spring | MAIA 650 | Hoon |
| 3 |  | 3 | 1 | Summer | MAIA 605 | Grossman |
| 3 |  | 3 | 1 | Summer | MAIA 615 | Walters |
| 3 |  | 3 | 1 | Summer | MAIA 625 | Marcus |
| 3 |  | 3 | 2 | Summer | MAIA 635 | Fouratt |
| 3 |  | 3 | 2 | Summer | MAIA 645 | Fouratt |
| 3 |  | 3 | 2 | Summer | MAIA 655 | Hawk |
|  |  |  |  |  |  | Igmen |
|  |  |  |  |  |  | Baker |

(WASC 2013 CFR: 2.2b)

1. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](http://www.calstate.edu/APP/documents/Title5_MastersDegree_requirements.doc) of [Title 5 of the California Code of Regulations](http://government.westlaw.com/linkedslice/search/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&tempinfo=TOC).

MAIA 698 is a project-oriented course designed to synthesize the skills and knowledge that students have acquired in their graduate study. Students will undertake a supervised international affairs-related internship. Professional work is supplemented by writing, discussion, problem-solving, and efforts to connect program theories and concepts to real world experiences, culminating in a written Capstone Project. The goal of the Capstone Project is to help students further develop and refine relevant skills such as research design and implementation, monitoring and evaluation, data analysis, production of professional quality deliverables, and public speaking skills. In addition, completion of the capstone within a group setting will demonstrate the ability of group members to collaborate as a group and negotiate. Although capstones are conducted under the guidance of a faculty member, students have considerable agency throughout the process and are encouraged to be ambitious. At the end of the Capstone experience each student will have several deliverables: a written product for the client organization, a written report for the course instructor to assess for a grade and the MA International Affairs committee to assess for completion of the program, an oral presentation of the findings at a public event, and diverse methodological outputs – both quantitative and qualitative.

The course is necessarily designed to help students unpack the learning process during the internship, problem-solve with the faculty member and peers, and make connections between course theories/concepts and real-world experiences while ensuring that students complete and submit required reporting and e-portfolio elements. The internship component requires a minimum of 250 hours in an approved internship over the course of the fall semester.

1. For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.

A bachelor’s degree in a social science, language, or related field from a regionally accredited university. There is no subject-specific accreditation for most social science and language fields at the undergraduate level.

 (WASC 2013 CFR: 2.2b)

1. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

Admission decisions are based on consideration of the applicant’s previous academic record, statement of purpose, resume, and letters of recommendation:

* A bachelor’s degree in a social science, language, or related field from a regionally accredited university.
* A minimum GPA of 2.7 in the last 60 semester units attempted, and good standing at the last college attended
* A statement of purpose
* A recent resume
* Two letters of recommendation
* International applicants must take TOEFL and score a minimum of (i) 80 on the online version or (ii) 550 on the paper version of this examination.  A score of 4.0 or higher on the writing portion of the GMAT or GRE may be used to waive the TOEFL requirement for international applicants. IELTS will be accepted as a substitute to TOEFL if no individual section score is less than 6.
* Although there is no prerequisite coursework, applicants are strongly encouraged to have completed Introduction to Macroeconomics and Introduction to Microeconomics. While language proficiency is a criterion for graduation, not admission, applicants are encouraged to complete basic proficiency in a second language in advance of enrollment.

(WASC 2013 CFR: 2.2b)

1. For graduate degree programs, specify criteria for student continuation in the program.

Students must maintain a 3.0 GPA.

1. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Not Applicable.

1. Provide an advising “roadmap” developed for the major.

Tables 1.7 shows the course sequence for each of the program’s four terms (spanning 18 months). Each cohort will take the same set of courses for the first, second, and fourth term. For the third term – the summer semester – students will be divided into two groups in order to take a three-course sequence in one of two concentration areas. A “term” roughly corresponds to a regular semester, but with adjustments made to accommodate the schedules of working professionals (e.g., courses offered nights and weekends). The table below graphically depicts the advising roadmap. The program director will serve as the primary advisor. However, a particular strength of the program is the half-time Washington D.C.-based internship and job placement advisor. While this advisor will also facilitate student internships in Southern California and abroad, Washington is the nexus of international affairs activity in the U.S. This internship and job placement advisor will thus be well-positioned to stay abreast of the trends in the field, funding, and opportunities. As this is an international affairs program, high student, faculty, and administrator mobility is expected. As such, one on one technology-based advising (Skype, Elluminate, or a related tool) will be a normalized option for both curricular and internship and job placement advising. This builds on a very successful model created and implemented for the past several years by the International Studies Program for both advising and international career-related workshops. Finally, all students will be required to attend an in-person orientation session at the beginning of each term. The first session will emphasize the importance of student-faculty relationship regarding advising, course and program expectations, program processes, and intended learning outcomes for the semester. The second session will emphasize track selection and internship preparation as well as intended learning outcomes for the semester. The third session will include internship selection finalization and procedures as well as learning outcomes for each track. The fourth session will focus on reinforcement of internship learning outcomes, the learning outcomes of the internship and budgeting courses, the procedures and processes for online courses, and the job search process. Students will be required to have a minimum of one individual advising meeting per term.

Table 1.7: Program Advising Roadmap

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orientation Focus** | **Individual Curriculum Advising** | **Internship and Job Placement Advising** |
| Fall 19 | * Program vision and outcomes
* Student-faculty relationship regarding advising
* Program Processes
* Learning Outcomes for 600, 610, 620
 | Required: at least one individual session  | As needed |
| Spring 20 | * Track Selection
* Finding the right internship
* Learning Outcomes for 630, 640, 650
 | As needed | Required: at least one individual session |
| Summer 20 | * Internship selection finalization
* Learning outcomes for each track
 | As needed | Required: at least one individual session |
| Fall 20 | * Internship learning outcomes
* Learning outcomes of the internship and budgeting courses
* Procedures and processes for online courses
* Job search process
 | As needed | Required: at least one individual session |

1. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Not Applicable.

(WASC 2013 CFR: 1.8)

**Accreditation** **Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

 *Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

1. **Societal and Public Need for the Proposed Degree Major Program**
2. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Institution** | **Degree Title** | **Required Credit Hours** | **Modality** | **Term Schedule** | **Program Length Years** | **Total Tuition Cost** |
| UC San Diego | Master of International Affairs | 98  | F2F | Semesters | 2 Years | In-State: $24,999Out-of-State: $37,244 |
| Chapman University | Master of Arts in International Studies | 42 | F2F | Semesters | 2 Years | $50,000 |
| Columbia University | Master of International Affairs | 54 | F2F | Semesters |  2 Years | $50,948 |
| Middlebury Institute of International Studies, Monterey | Master’s in International Policy & Development | 60 | F2F | Semesters | 2 Years | $38,250 |
| University of Baltimore | Master of Arts in Global Affairs and Human Security | 39 | Hybrid | Semesters | 2 Years | In-State: $27,651Out-of-State: $40,092 |
| William Paterson University | Master’s in Public Policy & International Affairs | 36 | F2F | Semesters | 2 Years | In-State: $20,779.56Out-of-State: $34,243.56 |

 See Table 2a Below

Table 2a

1. Describe differences between the proposed program and programs listed in Section 2a above.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Institution** | **Degree Title** | **Required Credit Hours** | **Modality** | **Term Schedule** | **Program Length Years** | **Total Tuition Cost** |
| UC San Diego | Master of International Affairs | 98  | F2F | Semesters | 2 Years | In-State: $24,999Out-of-State: $37,244 |
| Chapman University | Master of Arts in International Studies | 42 | F2F | Semesters | 2 Years | $50,000 |

Table 2b

There are a number of differences which will make CSULB’s professional Master of Arts in International Affairs stand out from other similar programs.

First, the CSULB MAIA is a hybrid program which will make it attractive to working professionals in the greater Los Angeles area.

Second, the CSULB MAIA will be the *least expensive MA International Affairs program on an APSIA model in the country*, affording us the opportunity to continue CSULB’s mission to serve our diverse student body and community.

Third, the CSULB MAIA will be only the third (with UCSD and Middlebury) professional MA International Affairs in California.

Fourth, the CSULB MAIA will be only the third (with UCSD and Middlebury) MA

International Affairs in California with a professional staff member in Washington DC in addition to in California to facilitate pipelining efforts, and the only one in California with the mandate to connect internship and jobs training in Washington – the center for International Affairs in the U.S. – to California workforce needs. In this way the CSULB MAIA will with intention be preparing students for the California global workforce as opposed to preparing them predominantly for careers that move them out of California.

Fifth, the CSULB MAIA will be the only professional MA International Affairs to focus predominantly on Southern California, largely serving a Southern California pool of students and treating the program not as a west coast regional anomaly but as a gateway to Los Angeles as a global city.

Sixth, the CSULB MAIA has done recent research on the national, regional, and local need and demand for such a program. Utilizing the services of the Education Advisory Board and Burning Glass Technologies, commissioned reports made it evident that the skills associated with an MA International Affairs are in high demand in California and the country. Those reports provided important input into the planning process and insured this program was designed to provide the intellectual learning outcomes and the skills highly desired by the workforce.

All these differences are intended to put the student at the center of this graduate experience. The delivery format, the curriculum, the administrative resources, the external advice, the recent need and demand analysis all work together to insure that from the student perspective, the MAIA is smooth running and completely relevant.

1. List other curricula currently offered by the campus that are closely related to the proposed program.

The department of Political Science at CSULB offers an MA in Political Science but that is a highly disciplinary (rather than interdisciplinary) degree with a scholarly rather than a professional focus. Courses include Foundations and Scope of Political Science, Political Theory, Research Methods, International Politics Seminar, Selected Topics in Comparative Politics (theory), American Political Institutions, American Political Behavior, and a College Teaching Practicum.

The College of Health and Human Services offers an MA in Public Policy and Administration with options in Urban Affairs and Public Works. This is a largely disciplinary degree focusing on public policy and the focus is on the U.S. - no international coursework is offered.

The College of Business offers a Master of Science in Supply Chain Management “designed to provide its students with advanced and highly demanded training in modern supply chain management practices, analysis methods, technology applications, strategy development, and other relevant skills that will advance their career prospects and prepare them for lifelong learning in a global supply chain environment.” Like the MAIA this is a professional degree. However, it is a highly specific degree with intended preparation for one (high demand) field. There is no international training, no specified global learning outcomes, and the there is only one course – project management – that overlaps.

The program will be offered in a hybrid format. This will help CSULB fulfill its mission which specifically refers to the University’s image as a “globally-engaged public university” for “people of California and the world” that is “preparing leaders for a changing world.” The MAIA will fully support and enhance the CSULB brand as a “highly valued degree” with widespread visibility as a model for innovative educational excellence.

1. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

The MAIA will be housed in International Studies (which has a complementary undergraduate program) and the curriculum and programming will be overseen by the International Studies faculty. International Studies has already established an External Advisory Board comprised of professionals in diverse international fields (of the sort students might pursue with an MAIA) to provide guidance and assistance in defining and implementing program goals, evaluating programs and students success, strengthening our strategic industry and professional association partnership. The External Advisory Board has been involved in reviewing the proposal. This proposal reflects specific curriculum recommendations made by the External Advisory Board and the learning outcomes reflect skill needs articulated by members of the External Advisory Board.

1. Provide applicable workforce demand projections and other relevant data.

The international affairs job market is a growing industry in both the domestic and international job markets. This is particularly true in Southern California. As summed by the Los Angeles Economic Development Corporation 2016-2020 Economic Forecast: “The Southern California regional economy is linked to the international economy through international trade, foreign direct investment (FDI), tourism, entertainment and education. The region’s goods, services, academic institutions and human capital are in high demand the world over.” The seminal report stresses the ways in which international linkages transect fields while driving key growth sectors. Regions such as Europe, Asia, and Latin America are in high demand with an ever-growing global economy and workforce. Job titles include International Trade Representative (cited as one of the largest growth sectors by the LAEDC), Non-profit Manager (which, according to the U.S. Bureau of Labor Statistics, accounted for 10.3% of jobs in the U.S., up from 9.2% in 2007) , International Development Project Manager, Foreign Service Officer, Intelligence Officer, Immigration Advocate, Policy Fellow, Humanitarian Relief Office; with other occupations in the industry projected to grow such as: Public Relations and Fundraising Managers, set to grow by 13% by 2022; Social and Community Service Managers, set to grow by 21% by 2022; Training and Development Managers, set to grow by 11% by 2022; and Operations Research Analysts, which are set to grow by 27%. Table 3.1 below indicates these growth areas in the field according to the Bureau of Labor Statistics (BLS).

**Note: Data Sources for Demonstrating Evidence of Need**

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](http://www.bls.gov/)

[California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)

1. **Student Demand**
2. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Students from CSULB programs in Political Science, Geography, History, Sociology, Languages, and other majors have recognized the value of MAIA programs to employers and career development, entering into MAIA programs at other institutions in increasing numbers. International Studies majors at CSULB enter into MAIA and related professional MA programs more than all other graduate school program-types combined, yet there is no viable CSU option for International/Global Studies majors from any of the seven CSU campuses that have one. At the national level employer surveys, such as those commissioned by the American Management Association, NACE, AAC&U, and NAFSA, demand skills in writing, analytical reasoning, critical thinking, oral argument, and flexibility/adaptability. Global knowledge and skills is commonly the next most important skill. A blend of these abilities opens doors for students to excel in careers at international organizations and national government, but also in greater Los Angeles, one of the most global cities on earth (Brookings Institution 2013). Los Angeles leads the U.S. in annual exports ($79.8 billion) and is a leading destination for foreign direct investment. The port of Los Angeles has the largest container volume in the country and the port of Long Beach the second – combined they are amongst the world’s five largest port complexes. A.T. Kearney Global Cities Index ranks Los Angeles the 6th most global city in the world (second only to New York in the U.S.). *Human capital* is cited as the single largest driver of its globality trumping even business activity. If we as a region are going to maintain our global strength, higher education is going to need to continue to increase its ability to maximize human capital by training a globally literate workforce with a combination of skills employers need.

**Table 3.1: Job Opportunities for International Affairs (BLS, 2012)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Occupational Title** | **Employment, 2012** | **Projected Employment, 2022** |  **Percent Change 2012-22** | **Numeric Change 2012-22** |
| Public Relations and Fundraising Managers | 62,100 | 70,100 | 13 | 8,000 |
| Social and Community Service Managers | 132,900 | 160,600 | 21 | 27,700 |
| Training and Development Managers | 28,600 | 31,800 | 11 | 3,200 |
| Operations Research Analysts | 73,200 | 92,700 | 27 | 19,500 |

Beyond the information gathered above on the industry, other universities such as Columbia University’s School of International and Public Affairs, George Washington University’s School of International Affairs, The University of Pittsburgh’s Graduate School of Public and International Affairs, and UC San Diego’s School of International Relations and Pacific Studies (focusing only in Pacific Rim studies) offer statistics for those individuals graduating with a Master of International Affairs on a similar model to the one proposed. Below are statistics on employment for those graduating with a Master of International Affairs.

**Table 3.2: 2014 MASTER OF INTERNATIONAL AFFAIRS (MIA) EMPLOYMENT STATISTICS** **EMPLOYMENT OVERVIEW-Columbia University’s School of International and Public Affairs**

|  |  |  |
| --- | --- | --- |
|  | **George Washington**  | **Columbia** |
| **Total Reporting** | **92% (295)** | **100.0% (198)** |
| **Employed/Further Study** | **94% (277)** | **87.4% (173)** |
| **Not Seeking Employment** | **0.3% (1)** | **1.5% (3)** |

**Table 3.3: 2014 MASTER OF INTERNATIONAL AFFAIRS (MIA) EMPLOYMENT STATISTICS**

**EMPLOYMENT OVERVIEW-Sector of Employment After Graduation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **UCSD** | **George Washington** | **Columbia** | **Pittsburgh** |
| **Academics**  | **14%** | **-** | **-** | **-** |
| **For-Profit** | **45%** | **33%** | **52%** | **39%** |
| **Government** | **13%** | **37%** | **28%** | **32%** |
| **Non-Profit** | **22%** | **30%** | **18%** | **35%** |
| **Self-Employed** | **6%** | **-** | **-** | **-** |

**COLUMBIA UNIVERSITY MA INTERNATIONAL AFFAIRS ALUMNI EMPLOYMENT BY SECTOR**

**Total Reporting-Table 3.4**

 **Median Salary Employed Percentage of Total**

|  |  |  |  |
| --- | --- | --- | --- |
| **I. Public Sector** | **49** | **28.3%** | **$57,500** |
| **Foreign Government** | **12** | **6.9%** | **$33,000** |
| **State/Local Governments** | **5** | **2.9%** | **$57,500** |
| **U.S. Government** | **20** | **11.6%** | **$57,500** |
| **Multilateral Organizations** | **12** | **6.9%** | **$68,750** |
|  |  |
| **II. Private Sector** | **90** | **52.0%** | **$72,500** |
| **Consulting** | **24** | **13.9%** | **$72,500** |
| **Finance/Banking** | **27** | **15.6%** | **$88,450** |
| **Law** | **2** | **1.2%** | **$65,000** |
| **Other – Business Services** | **37** | **21.4%** | **$57,500** |
|  |  |
| **III. Nonprofit Sector** | **31** | **17.9%** | **$65,000** |
| **Foundations/Institutions** | **6** | **3.5%** | **$72,500** |
| **Nongovernmental Organizations** | **13** | **7.5%** | **$57,500** |
| **Public Interest/Advocacy** | **4** | **2.3%** | **$61,500** |
| **Research/Think Tank** | **4** | **2.3%** | **$87,500** |
| **University/Education** | **4** | **2.3%** | **$65,000** |

|  |  |  |  |
| --- | --- | --- | --- |
| **IV. Further Study** | **3** | **1.7%** | **-** |

**Competition from Other Graduate Programs**

While there is demand for a professional international affairs program from undergraduate students in International Studies, Political Science, Geography, and related fields, there is no program of this model in the region. The University of California San Diego is currently the only APSIA school in California. It is a semi-autonomous school focusing solely on Pacific Rim studies. Admissions is highly selective with a focus on national recruitment. Chapman University has an International *Studies* MA following a liberal arts rather than a professional model.

At Columbia University students can choose a management specialization within the Master of International Affairs program to develop leadership and managerial skills relevant to international, national, state, and nonprofit organizations. Administrators at Middlebury Institute of International Studies offer affiliated master’s degrees with common courses in International Policy and Development, International Education Management, and Public Administration to encourage students to take courses in related fields.

1. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

The proposed MAIA program will be offered through the University’s College of Professional and International Education (CPIE) and thus will be in line with the policies set forth by CPIE with regard to issues of diversity and access to the university in its planning and organizational structure, as well as in accessing resources available to aid prospective students.

The CSULB campus and CSU system as a whole serve a widely diverse population of students. As such, policies and procedures advancing access to the University are in place across the campus and will be employed in the proposed MAIA program. Included in such an environment committed to diversity and accessibility is the affordability of university programs and student financial aid opportunities.

The proposed MAIA program is also specifically designed to be offered in a manner serving working students and at the lowest cost of any comparable program in the country. The per unit tuition is only marginally higher than those offered by stateside programs and this is largely to pay for the additional services needed and provided by a professional MAIA, such as the cost of a part-time internship and a job placement officer who will be based in Washington DC. This keen eye towards tuition is intended to maintain an open door to students who have graduated from the CSU and like institutions serving an economically, socially, and identity diverse student body. According to U.S. Census data L.A. county residents with a graduate degree earn an average of $72,784 per year as compared to $51,468 with a Bachelor’s degree – a factor of more than 1.4 times. By making this program accessible the MAIA is well placed to contribute to CSULB’s success as an institution building upward mobility. Moreover, it is a degree where the 40 percent of the population speaking a language other than English at home – a group largely in the lower two economic quintiles in Los Angeles county – have a comparative advantage.

1. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

The primary target audience for the MAIA program will be individuals with a baccalaureate degree in International/Global Studies, Political Science, Geography, History, Sociology, Anthropology, Languages, or a related social science field. In California alone there were, in 2015, 831,102 people with a BA in the social sciences up from 776,639 in 2013 representing a continuation of an upwards trend every year since the American Community Survey began recording this data in 2009.

1. Describe professional uses of the proposed degree program.

Our graduates will be well-positioned for the following employment areas and positions in the field of International Affairs. These individuals could expect to obtain jobs in the following areas as specified in the pie chart and table below:

Post-Graduate Career Data *(from Elliot School of International Affairs)* Table 3.5



**Examples of Private Employers may include:** Abt Associates; Cipher Systems; Deloitte; Gengo; Management System International; and the Rendon Group.

**Examples of Public Employers may include**: Defense Intelligence Agency; Foreign Service Institute; Ministry of Finance; Department of Defense; Department of State; and United Nations.

**Examples of Non-Profit Employers may include:** Council on Foreign Relations; Human Rights Watch; U.S.-China Education Exchange; and World Affairs Council.

Table 3.6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Occupational Title** | **Employment, 2012** | **Projected Employment, 2022** |  **Percent Change 2012-22** | **Numeric Change 2012-22** |
| Public Relations and Fundraising Managers | 62,100 | 70,100 | 13 | 8,000 |
| Social and Community Service Managers | 132,900 | 160,600 | 21 | 27,700 |
| Training and Development Managers | 28,600 | 31,800 | 11 | 3,200 |
| Operations Research Analysts | 73,200 | 92,700 | 27 | 19,500 |

1. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

The MAIA is intended for future international affairs professionals who need to develop their global and professional skills. It is expected that they will enter a wide range of disciplines for which such skills are needed as detailed above. Anticipated enrollment is as depicted in the table below.

Anticipated enrollment and graduates across time – Table 3.7

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** | ***Year 7*** |
| ***Expected Students*** | 25 | 30 | 35 | 40 | 40 | 40 | 40 |
| ***Expected Graduates*** |  0 | 25 | 30 | 35 | 38 | 40 | 40 |

1. **Existing Support Resources for the Proposed Degree Major Program**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

1. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

Table 4.1 Potential Program Faculty

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Rank** | **Status** | **Highest Degree** | **Degree Date** | **Field of Highest Degree** |
| Richard Marcus | Professor | T | Ph.D. | 2000 | Political Science |
| Angela Hawk | Lecturer | Lect. | Ph.D. | 2011 | Anthropology/Migration |
| Parakh Hoon | Lecturer | Lect. | Ph.D. | 2005 | Political Science |
| Caitlin Fouratt | Asst. Prof. | TT | Ph.D. | 2013 | Anthropology/Migration |
| Barbara Grossman | Asst Prof. | TT | Ph.D. | 2014 | Sociology |
| Yousef Baker | Asst Prof. | TT | Ph.D. | 2013 | Sociology |
| Ali Igmen | Assoc. Prof. | T | Ph.D. | 2004 | Ph.D. History/MA International Affairs |
| Kimberly Walters | Asst. Prof. | TT | Ph.D. | 2014 | Human Development |

1. Describe facilities that would be used in support of the proposed program.

College of Professional and International Education (CPIE)

The Facilities available through CPIE include:

1. State-of-the-art multimedia conference room
2. Distance learning and multimedia development department and professionals
3. Three videoconference facilities for live meetings and classes
4. Computer lab with the latest hardware and software
5. Large distance learning classroom
6. Nine classrooms with varying levels of multi-media equipment
7. Three conference rooms.
8. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

Library Resources

Please see Attachment B

Other Library-Related Resources

The CSULB library has a very wide set of journals in related areas to the MAIA program. Furthermore, the library has extensive borrowing options for books, journal and conference papers to support the program.

The University Library has access to many databases that would support the MAIA program. These include the following:

* ABI Inform Complete
* Business Source Premier
* EconLit
* IEEE Xplore
* Compendex
* Science Direct
* Academic Search Complete
* ACM Digital Library
* EBSCO Ejournals
* Journal Citation Reports
* JSTOR
* Library Information Science & Technology Abstracts (LISTA)
* Web of Science
* The library supports a number of statistical databases and links to datasets from government (e.g., BLS) and commercial sources.

The University library shall monitor the usage of library resources by the proposed new self-support Master of Arts in International Affairs program, and annually submit an invoice to the appropriate colleges (College of Professional and International Education and the College of Liberal Arts) for reimbursement of those library expenses.

1. Describe available academic technology, equipment, and other specialized materials.

Existing Academic Technology

Full support to staff and students in the use of technology is provided by CSULB’s Academic Technology Services (ATS). These offices enhance student access, success and high quality teaching.

Academic Technology Services provided include the following:

* Learning & Instructional Design
* Learning Spaces/Classroom Support Services
* Learning Technologies
	+ Learning Management System
	+ Instructional Technology Tools
	+ Assessment of New Instructional Technology Tools
	+ Mobile Applications
* Multimedia Services
* Horn Center Computer Lab
* Technology Support Services
	+ Application Development
	+ Web Technologies Support and Service
	+ Support for Workstations and Labs
	+ Management and Distribution of Software Site Licenses for the University
	+ Academic Data Center Services
* Statistical Consulting, Support, and Data and Survey Strategies

Campus Computer Labs

* ***Spidell Technology Center*,** located in the Library (187 PC computers, 10 Macintosh computers)
* ***Horn Center*,** located on lower campus (139 PC computes and 52 Macintosh computers)

CPIE Resources

CPIE is a pioneer in offering online programs and an early adopter of “virtual classroom” synchronous course delivery technology. It has the most technologically sophisticated support structures among continuing education institutions in California.  A group of five Information Technology (IT) experts maintains a network of about 30 servers and over 100 workstations. A Microsoft centered software infrastructure includes full implementation of an Exchange server, and collaboration is supported internally and externally via the SharePoint platform.

To provide full and effective learning experience, the Office of Academic Technology uses “BeachBoard,” branded implementation of Desire2Learn’s Brightspace, the Blackboard Collaborate virtual classroom and several other key online learning tools.  Over one hundred synchronous and asynchronous course sections are generally underway at any time.

CPIE uses Plexus Spectrum, which is the comprehensive student and faculty course management system.  It acts as a content management system for the CPIE website and assists production of CPIE’s traditional print publications.

The in-house Marketing division creates CPIE’s catalogs and other marketing materials.  Four graphic designers contribute to development of multimedia and many other elements of online courses.

CPIE’s Advanced Media Production (AMP) Center has full resources to create documentaries, marketing videos, community service programs and a variety of other broadcast quality video products.

1. **Additional Support Resources Required**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

1. Describe additional faculty or staff support positions needed to implement the proposed program.

The MAIA requires intellectual support for curriculum. The International Studies Program has ample qualified faculty to oversee this faculty. Additional teaching faculty will be required (lecturers) as detailed in the proposed budget.

The budget for the MAIA provides for the director and the internship and job placement advisor. The MAIA will be housed in the International Studies Program. There are sufficient resources existing in International Studies to provide department-level administrative support.

CPIE will have a dedicated professional staff, a Program Manager and a program coordinator to provide program management and administrative support. The CLA will be able to support the new program through the existing staff, the graduate program coordinator and associate dean for research. The CLA will also be able to offer support due to a dedicated staff position already in place which supports all CLA MA programs. Classes and instructors will be determined between International Studies and CLA. Admission decisions will be determined by International Studies and CLA.

1. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is $610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

The proposed MA program will require additional space for the courses as delineated above. However, as this is a professional program with intended coursework on Friday, in evenings and on weekends campus space needs are more abundant as well as the use of CPIE facilities that would be available.

1. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Current library resources for the proposed program are sufficient. However, to maintain the quality of library resources, the college (with proceeds from the new program) could provide an annual library budget augmentation when new programs are instituted to enable the library to acquire highly recommended books requested by the program.

1. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

The development of the online courses is a cost being incurred by the CPIE and CLA. As additional costs for technology and software occur, these will be paid for by program revenue. Therefore, there will be no additional cost to the students other than the total program fee.

1. **Self-Support Programs**
2. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

There is no stateside counterpart of this program so the proposed program will not supplant or limit any stateside program. All classes will be offered in CPIE facilities and some, online.

Further, as indicated above, technical and other online support will be provided by CPIE in collaboration with ATS.

The proposed MAIA program will be hybrid and self-support, offered through CSULB’s College of Professional and International Education (CPIE). CPIE is one of the most successful and diverse continuing education units in the state of California. CPIE partners with its seven sister colleges to offer academic programs that include eleven Master’s degrees, two Bachelor’s degree completion programs, Summer, May, and Winter sessions, Open University and Study Abroad. CPIE is therefore very well versed in the provision of academic programs and in developing collaborative partnerships with other Colleges on campus.

The proposed MAIA Program will leverage CPIE facilities and resources. CPIE is uniquely capable of providing the technical and other support that will help make the MAIA Program successful. The College was a pioneer in offering online courses and programs, originally relying on a learning management system developed in-house. CPIE was also an early adopter of “virtual classroom” synchronous course delivery technology. CPIE trains students in the effective use of digital technology early in their study so they will be comfortable in the online learning environment.

CSULB and CPIE enjoy one of the most technologically sophisticated support structures among continuing education units in California. It collaborates with the Office of Academic Technology (ATS), which has state of the art equipment and software able to provide the media creation support that is necessary for sophisticated online course development. Faculty members are encouraged to come to the studio to create content, but ATS is also equipped to go out into the field.

CSULB’s Office of Academic Technology relies on the “BeachBoard” -branded implementation of Desire2Learn.  The Blackboard Collaborate virtual classroom is integrated into “BeachBoard” along with several other key online learning tools to provide a complete learning experience.  Over one hundred synchronous and asynchronous course sections are generally underway at any time.

ATS provides technical help desk support for students as well as training on specific programs within their online course environment. CSULB’s Office of Academic Technology group maintains a network of more than twenty-five servers and well over one hundred workstations. A Microsoft -centered software infrastructure includes full implementation of Exchange server, while additional collaboration is supported internally and externally via the SharePoint platform. Plexus Spectrum (formerly Continuity 2000) is the comprehensive course, student and faculty management system utilized by CPIE.  Spectrum also acts as a content management system for the CCPE website along with a homegrown CMS that provides additional online content and assists production of CPIE’s traditional print publications.

The in-house Marketing and Communications group develops all of CPIE’s websites and other marketing materials. Their team of graphic artists also contributes to development of multimedia elements of online and other technology-enhanced courses.

CPIE’s Advanced Media Production (AMP) Center utilizes a 2,200 square foot studio and separate distance-learning classroom to create documentaries, marketing videos, community service programs and a variety of other broadcast-quality video products.  AMP also manages CPIE’s and the university’s satellite, cable, FIOS and Educational Broadband Service (EBS) microwave distribution systems.

The interdisciplinary nature of the MAIA program’s curriculum, which is the program’s greatest value, relies on the talents of faculty from several departments. Staffing the program’s courses require the ability to offer teaching assignments for “overload pay” because qualified instructors are fully committed to their own departments’ curricula. Self-support financing is therefore essential to obtaining regular and firm teaching commitments without diverting faculty talents from stateside programs.

Finally, offering the program in the evenings and weekends makes it possible to serve working professionals who seek advanced training to enhance their career prospects without jeopardizing their existing employment and career progress. This will greatly assist in resolving work and class schedule conflicts that would otherwise have been the case.

CPIE is highly competitive and very responsive to the needs of students. The comprehensive resources of CSULB give the college and its students an enormous advantage. CPIE is entirely self-supporting and the revenue it generates provides invaluable support for the university’s mission and funds the development of new programs, such as the MAIA Program, that keep pace with the rapidly evolving workplace.

In summary, it is essential that MAIA operate as a self-support program. Doing so will allow the program to accommodate the schedules of fully-employed professionals, ensure the availability of a high quality and state of the art online learning experience and environment, software, and equipment, to meet the professional development needs of students seeking career enrichment, and to ensure the availability of a highly-qualified and interdisciplinary faculty.

1. Explain how state-support funding is either unavailable or inappropriate.

Operating the MAIA program as a stateside program would require, at a minimum, several faculty across a variety of disciplines, stateside funding for a program director and support staff, as well as stateside funding for specialized software and securing classrooms within time slots that can accommodate the working need of the students. Stateside funds and facilities to support those requirements are unavailable.

1. Explain how at least one of the following additional criteria shall be met:
	1. The courses or program are primarily designed for career enrichment or retraining;

The MAIA program is designed to enrich the careers of working professionals in the field of International Affairs and related fields, by equipping them with the advanced skills and industry knowledge required for career advancement. In contrast to state-supported campus offerings, classes are hybrid in format and will be scheduled around students’ work schedules so they can advance their careers without jeopardizing their existing employment and career progress. Furthermore, the program’s learning objectives emphasize skills and knowledge demanded by employers. While having academic foundations, those professionally oriented objectives differ from those of state-supported programs with objectives that are predominately academic.

Program location is significantly removed from state-supported campus facilities.

* 1. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

As discussed above, all classes will be offered on evenings and weekends, or online and will extend beyond periods that state-supported facilities are available. Accordingly, all classes will be scheduled by CPIE program coordinators and conducted in CPIE facilities

* 1. The course or program is offered through a distinct technology, such as online delivery;

Program is hybrid so will have online delivery capabilities.

* 1. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

The MAIA program necessarily entails costs that would be difficult or impossible to cover if run as a state-support program. Essential program elements generating those costs include:

* Classrooms during periods when state-supported classrooms are unavailable, and the availability of parking spaces close to classroom facilities to accommodate working professionals commuting directly to class.
* Classrooms equipped with power supplies at each desk, and sufficient room for students to operate laptop computers while simultaneously referring to printed material and lecture notes.
* As applicable, year round online course conversion and support for faculty and students.
	+ Career advising services
	1. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

Not Applicable.

1. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

The estimated cost to students is $515per unit. For the 33-unit MAIA program, this implies a baseline cost of $16,995.00.

**Master of Arts in International Affairs (MAIA) – CPIE & CLA**

Estimated Program Budget - using 2322 pay-scale

|  |
| --- |
| **MA in International Affairs - 33 Units** |
| **Curriculum Road Map** |   | **FY 2020-21** |   | **FY 2021-22** |   | **FY 2022-23** |
|  |  **Year 1**  |  |  **Year 2**  |  |  **Year 3**  |
| **Cohort I and Year I** |  |   |  |   |  |   |
|   | Enrollment |  | 207 |  | 44 |  |   |
|   | Total SCU |  | 621 |  | 132 |  |   |
| **Cohort II and Year 2** |  |   |  |   |  |   |
|   | Enrollment |  |   |  | 207 |  | 44 |
|   | Total SCU |  |   |  | 621 |  | 132 |
| **Cohort III and Year 3** |  |   |  |   |  |   |
|   | Enrollment |  |   |  |   |  | 207 |
|   | Total SCU |  |   |  |   |  | 621 |
| **Total SCU** |  | **621** |  | **753** |  | **753** |
|  |  |  |   |   |   |   |   |
|  |  |  |  |  |  |  |
| **Revenue** |  |  **Year 1**  |   |  **Year 2**  |   |  **Year 3**  |
|   | Tuition |   |  $ 535  |  |  $ 535  |  |  $ 535  |
|   | Total SCU |   | 621 |  | 753 |  | 753 |
|  | **Total Revenue** |  |  **$ 332,235**  |  |  **$ 402,855**  |  |  **$ 402,855**  |
|   |  |   |   |  |   |  |   |
| **Direct Expenses** |   |   |  |   |  |   |
| **Faculty/Staff** |   |   |  |   |  |   |
|  | Academic Salaries  |   |  $ 94,927  |  |  $ 108,829  |  |  $ 108,829  |
| 2% | Academic Benefits & Two Buy-Outs @ 45% |   |  $ 10,388  |  |  $ 10,666  |  |  $ 10,666  |
|   | Academic Director |   |  $ 31,874  |  |  $ 31,874  |  |  $ 31,874  |
| 45% | Academic Director Benefits |   |  $ 14,370 |  |  $ 14,370 |  |  $ 14,370  |
|   | Internship Advisor |   |  $ 21,000  |  |  $ 21,000  |  |  $ 21,000  |
| 2% | Internship Advisor Benefits |   |  $ 420  |  |  $ 420  |  |  $ 420  |
|   | Graduate Student Assistants |   |  $ 4,800  |   |  $ 4,800  |  |  $ 4,800  |
| 2% | Admin/staff Benefits |   |  $ 96  |  |  $ 96  |  |  $ 96  |
| **Other** |  |   |   |  |   |  |   |
|  | Instructional Materials |   |  $ 1,000 -  |   |  $ 1,000 -  |  |  $ 1,000 -  |
|   | Student Parking |   |  $ -  |  |  $ -  |  |  $ -  |
|   | Marketing |   |  $ 30,000  |  |  $ 25,000  |  |  $ 25,000  |
|   | Supplies and Services |   |  $  |  |  $  |  |  $  |
|   | Technology Related Software |   |  $ -  |  |  $ -  |  |  $ -  |
|   | Travel |   |  $ 12,000  |  |  $ 12,000  |  |  $ 12,000  |
|   | Hospitality |   |  $ 500  |  |  $ 500  |  | $ 500  |
|   |  **Total Direct Expenses** |  |  **$ 221,375**  |  |  **$ 230,555**  |  |  **$ 230,555**  |
|   |  |   |   |  |   |  |   |
| **Indirect Expenses/Cost Recovery** |   |   |   |   |   |   |
| 10.0% | State Pro Rata & CSULB Assessment (EO-1000) |   |  $ 33,223.50  |   |  $ 23,055.50  |   |  $ 23,055.50  |
| 3.0% | Academic Affairs |   |  $ 9,967.05  |   |  $ 12,085.65  |   |  $ 12,085.65  |
|  | ***ADJUSTED REVENUE FOR 80/20 SPLIT*** |  | $ ***289,044.45*** |  | ***$ 367,714.15*** |  | ***$ 367,714.15*** |
| 80.0% | College & Dept. Return (% of Direct Cost) |   |  $ 231,235.56  |   |  $ 294,171.37  |   |  $ 294,171.37  |
| 20.0% | CPIE Admin & Mgmt. (% of Direct Cost & is an Indirect Cost) |   |  $ 57,808.89  |   |  $ 73,542.28  |   |  $ 73,542.28  |
|   | **Total Indirect Expenses** |  |  **$ 100,999.44**  |  |  **$ 108,683.43** |  |  **$ 108,683.43**  |
|  |  |  |  |  |  |  |  |
|   | Contingency Reserve |   |  $ 10,000  |  |  $ 10,000  |  |  $ 10,000  |
|   |  |   |   |  |   |  |   |
| **Total All Expenses** |   |  **$ 322,374.44**  |  |  **$ 339,238.43**  |  |  **$ 339,238.43**  |
|  |  |   |  |  |  |  |  |
| **Balance/Program Reinvestment** |  |  **$ 9,860.56** |  |  **$ 63,616.57**  |  |  **$ 63,616.57**  |
|  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Curriculum Schedule for Revenue Projection |  |  |
|  |  |
|  |  |  |  |  |  |
| **FY 2020-21** | **Enrollment** |  |  |
| **Cohort I and Year 1** | **Fall 2020 - SCU** |  | **75** |  |  |
|  | MAIA 600 | 25 |  |  |
|  | MAIA 610 | 25 |  |  |
|  | MAIA 620 | 25 |  |  |
|  |  |   |  |  |
| **Spring 2021- SCU** |  | **66** |  |  |
|  | MAIA 630 | 22 |  |  |
|  | MAIA 640 | 22 |  |  |
|  | MAIA 650 | 22 |  |  |
|  |  |   |  |  |
| **Summer 2021 - SCU** | **66** |  |  |
| **Track 1** | MAIA 605 | 11 |  |  |
| **Track 1** | MAIA 615 | 11 |  |  |
| **Track 1** | MAIA 625 | 11 |  |  |
| **Track 2** | MAIA 635 | 11 |  |  |
| **Track 2** | MAIA 645 | 11 |  |  |
| **Track 2** | MAIA 655 | 11 |  |  |
|   |   |   | Cohort I |  |
|  |  | **Total**  |  **207**  |  **207**  |  |
|  |  |  |  |  |  |
| **FY 2021-22** | **Enrollment** |  |  |
| **Cohort II and Year 2** | **Fall 2021- SCU** |  | **119** |  |  |
| **Cohort I** | MAIA 698 | 22 |  |  |
| **Cohort I** | MAIA 660 | 22 |  |  |
| **Cohort II** | MAIA 600 | 25 |   |  |
| **Cohort II** | MAIA 610 | 25 |  |  |
| **Cohort II** | MAIA 620 | 25 |  |  |
|  |  |   |  |  |
| **Spring 2022- SCU** |  | **66** |  |  |
| **Cohort II** | MAIA 630 | 22 |  |  |
| **Cohort II** | MAIA 640 | 22 |   |  |
| **Cohort II** | MAIA 650 | 22 |  |  |
|  |  |   |  |  |
| **Summer 2022 - SCU** | **66** |  |  |
| **Track I-Cohort II** | MAIA 605 | 11 |  |  |
| **Track I-Cohort II** | MAIA 615 | 11 |  |  |
| **Track I-Cohort II** | MAIA 625 | 11 |  |  |
| **Track II-Cohort II** | MAIA 635 | 11 |  |  |
| **Track II-Cohort II** | MAIA 645 | 11 |  |  |
| **Track II-Cohort II** | MAIA 655 | 11 |  |  |
|   |   |   | Cohort I | Cohort II |
|  |  | **Total** | **251** | **44** | **207** |
|  |  |  |  |  |  |
| **FY 2022-23** | **Enrollment** |  |  |
| **Cohort III and Year 3** | **Fall 2022- SCU** |  | **119** |  |  |
| **Cohort II** | MAIA 698 | 22 |  |  |
| **Cohort II** | MAIA 660 | 22 |  |  |
| **Cohort III** | MAIA 600 | 25 |   |  |
| **Cohort III** | MAIA 610 | 25 |  |  |
| **Cohort III** | MAIA 620 | 25 |  |  |
|  |  |   |  |  |
| **Spring 2023 - SCU** |  | **66** |  |  |
| **Cohort III** | MAIA 630 | 22 |  |  |
| **Cohort III** | MAIA 640 | 22 |  |  |
| **Cohort III** | MAIA 650 | 22 |  |  |
|  |  |   |  |  |
| **Summer 2023 - SCU** | **66** |  |  |
| **Track I-Cohort III** | MAIA 605 | 11 |   |  |
| **Track I-Cohort III** | MAIA 615 | 11 |   |  |
| **Track I-Cohort III** | MAIA 625 | 11 |  |  |
| **Track II-Cohort III** | MAIA 635 | 11 |  |  |
| **Track II-Cohort III** | MAIA 645 | 11 |  |  |
| **Track II-Cohort III** | MAIA 655 | 11 |  |  |
|   |  Total | 251 | Cohort II 44 | Cohort III 207 |

\* Basic Cost Recovery Budget Elements

(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

 Student fees

Include projected attrition numbers each year

 Any additional revenue sources (e.g., grants)

Direct Expenses
Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses
Campus partners
Campus reimbursement general fund
Extended Education overhead
Chancellor’s Office overhead

**ATTACHMENT A**

**Statements of Support from College Deans:**





|  |
| --- |
| California State University, Long Beach |
| California State UniversitY, Long Beach |
| Stationary Rules |
| office of the associate vice president and dean |
| college of continuing and professional education |

April 12, 2017

Cecile Lindsay

Vice Provost

California State University, Long Beach

Dear Cecil,

I am writing to express my full commitment and support for the development and implementation of a Master of Arts in International Affairs (MAIA) degree at California State University, Long Beach. As outlined in the proposal, the College of Continuing & Professional Education (CCPE) will collaborate with the International Studies program in the College of Liberal Arts to deliver a high quality and highly valued graduate program that meets the needs of the professionals who are engaged in international development.

In today’s highly complex world, professionals engaged in international affairs and development needs to acquire core professional skills for a successful international career in the public, private, or nonprofit sector. With its rigorous as well as practical curriculum, I believe this program will attract students from both the public and private sectors.

The program’s format is flexible which is required to meet the needs of the working professionals and adult learners who otherwise would not be able to complete a graduate program. A program like this will also serve the outreach mission of our university and extend our institutional capabilities beyond the borders of the campus.

The Colleges of Liberal Arts and Continuing Professional Education has a long history of successful partnerships to develop and offer similar programs. Both colleges have the knowledge and expertise with the workforce needs of the State of California, nationally and internationally.

I also want to confirm that CCPE is committed to provide necessary fiscal resources as seed funding for the development of this program. The various service departments with CCPE – Marketing, Business Services, IT and Student Services will provide all necessary support for this program.

Thank you for your consideration of our request and careful review of the proposal. Please do not hesitate to contact me with any questions. We look forward to your response.

Sincerely,



Dr. Jeet Joshee

Associate Vice President and Dean

**ATTACHMENT B**

**University Library and Learning Resources Report**

Library Services

# The Library in General

The University Library is a six-story structure which houses more than one million volumes, more than 1 million microforms, and extensive collections of other non- print materials, including a media collection that contains DVD’s, CD’s as well as older formats such as LP’s, VHS, cassette tapes, and slides along with appropriate viewing and listening equipment. The library subscribes to close to 200 electronic databases that provide access to millions of full text articles across a multitude of disciplines.

# Reference Services

The Spidell Technology Center, where Reference services are located, is the place to get started with research. There are approximately 200 computers that are fully internet capable and offer access to the entirety of research services the library provides, as well as Microsoft products, many other specialized software programs, MACs, color printing, and scanners.

There is a large Reference book collection with many encyclopedias, dictionaries, and bibliographies and indexes. Subject specialist librarians are available to explain and interpret these materials and are available for consultation.

# Library Instruction

To foster Information Competence on the CSULB Campus, the subject librarians offer approximately 600 individual information literacy sessions each academic year.

The CSULB library has librarian support for International Studies, Political Science, Economics, and other social sciences and professional areas relevant to the MAIA. They are available for one-on-one consultations as well as having online access. Each of them covers basic search techniques, an introduction and

demonstration of the online Library Catalog, COAST, the research databases for journal article searching, proper citing of materials, citing information sources, as well as critical thinking and evaluation skills for utilizing information. For graduate students, other topics are added to sessions. At this time, the library believes it can meet the small instruction needs of the MAIA. If the program grows to more than 50 FTE then another conversation will need to take place.

# Interlibrary Loan Services (ILS)

The realities of smaller budgets, burgeoning amounts of available and electronic information, and the increasing demands of faculty and student research have made access to other library collections in the region, state, and nation increasingly important. The Library’s Interlibrary Loan services are an unparalleled set of services. Easy online request interfaces and prompt fulfillment of requests to thousands by participating libraries allows for seamless access to thousands of materials the CSULB Library unfortunately cannot purchase. A brief description of the two central ILS services follows:

Link+

Link+ is a consortium that allows for a single search to be broadcast to more than more than fifty regional libraries. This service is for books and selected media only and the delivery time is within 2-4 working days. The service is available to CSULB students and faculty via COAST, thereby allowing requests to be made from any computer anywhere in the world.

ArticleReach (AR) & ILLiad

For article requests, the library has fully automated and integrated the request process into the search and discovery interface. When a patron is searching for an article in one of the many online databases and we do not have access to the full text of an article, the patron can initiate the request for us to get the item without having to leave the database system.

*ArticleReach* is a consortium of about 10 Research Institutions who have an agreement to process article requests the same day they are received, thereby providing a 24-hour delivery turnaround time for article requests. This is an unmediated service, so service and delivery are extremely quick.

*ILLiad* is the other article request system. When the AR libraries cannot fill a request, the patron request is sent to the ILLiad system without the patron having to do anything further. ILLiad can also be used for books, theses/dissertations and other materials.

## Database Support:

The University Library has access to a wide number of relevant databases that would support this program. These include the following:

* + ABI/INFORM Complete, 1949 to date.
	+ Academic Search Complete
	+ Annual Reviews
	+ Business Source Premier
	+ EBSCO Ejournals
	+ GeoScienceWorld with GeoRef
	+ Global Newstream
	+ International Political Science Abstracts
	+ Journal Citation Reports
	+ JSTOR
	+ Library Information Science & Technology Abstracts (LISTA)
	+ Lynda
	+ Project Muse
	+ Public Administration Abstracts
	+ SocIndex
	+ Web of Science
	+ Westlaw
	+ The library supports a number of statistical databases and links to datasets from government and commercial sources.

The Library cautions that future budget difficulties may reduce certain library collections and resources.

## Conclusions:

Existing library resources are adequate to meet the needs of this program and the CSULB library has the ability support a graduate MAIA program in terms of serials (as supported by Journal Citation Reports rankings) and interdisciplinary online databases. The library has extensive access to research databases and datasets. The library has extensive borrowing options for books and journals to support such a program.

The University library shall monitor the usage of library resources by the proposed new self-support Master of Arts in International Affairs program, and annually submit an invoice to the appropriate colleges (College of Professional and International Education and the College of Liberal Arts) for reimbursement of those library expenses.

**ATTACHMENT C**

**Resumes of Instructors**

Resumes for potential instructors are currently pending and will send the necessary updates once their resumes are finalized.

\*Additional line items may be added based on program characteristics and needs.

**Submit completed proposal packages to:**

APP@calstate.edu

Academic Programs and Faculty Development

CSU Office of the Chancellor

401 Golden Shore

Long Beach, CA 90802-4210

## Contact Us

Dr. Alison Wrynn

Associate Vice Chancellor
Academic Programs, Innovations & Faculty Development

Phone (562) 951-4672

awrynn@calstate.edu

Academic Programs and Faculty Development is on the Web <http://www.calstate.edu/APP/>

**Contact Extended Education**

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education

Phone (562) 951-4795

sthomas@calstate.edu

1. Examples of global systems include but are not limited to: the global financial system; international population movements; energy, water, and food supply systems; and climate systems. [↑](#footnote-ref-1)