



August 14, 2019

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201



Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Eliot Cohen and our School of Advanced International Studies, I write to request your review and endorsement of the enclosed proposal. The School of Advanced International Studies proposes a new **Master of Arts in European Public Policy**.

The proposed MA in European Public Policy builds upon the existing Master of Arts (MA) and Master of Arts in Global Risk (MAGR) to offer students an opportunity to pursue graduate education tailored to those who want to work in and around the institutions of the European Union. Initial cohorts of approximately 10-15 students will be drawn from candidates for the qualification examinations to enter the European Union (EU) civil service, where there is a demonstrated interest in and need for this type of program.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check (#11801155) for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



MHEC
Creating a state of achievement



Office Use Only: PP#

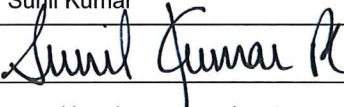
**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Johns Hopkins University
---------------------------------	--------------------------

Each action below requires a separate proposal and cover sheet.

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

Payment Submitted: <input checked="" type="radio"/> Yes	Payment Type: <input type="radio"/> R*STARS	Date Submitted: 8/14/2019
<input type="radio"/> No	<input checked="" type="radio"/> Check	

Department Proposing Program	SAIS		
Degree Level and Degree Type	Master of Arts/Master's Degree (CIP Code: 45.0901)		
Title of Proposed Program	European Public Policy		
Total Number of Credits	40		
Suggested Codes	HEGIS: 2210	CIP: 45	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2020		
Provide Link to Most Recent Academic Catalog	URL: https://sais.jhu.edu/academics		
Preferred Contact for this Proposal	Name:	Natalie Lopez	
	Title:	Senior Academic Compliance Specialist	
	Phone:	(410) 516-6430	
	Email:	nlopez13@jhu.edu	
President/Chief Executive	Type Name:	Sunil Kumar	
	Signature:		Date: 08/14/2019
	Date of Approval/Endorsement by Governing Board:		

Revised 6/13/18

**The Johns Hopkins University
School of Advanced International Studies
Proposal for New Academic Program**

Master of Arts in European Public Policy

A. Centrality to Institutional Mission and Planning Priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The Johns Hopkins University School of Advanced International Studies (SAIS) is pleased to submit a proposal for a new Master of Arts in European Public Policy (MEPP). The proposed program builds upon the existing Master of Arts (MA) and Master of Arts in Global Risk (MAGR) to offer students an opportunity to pursue graduate education tailored to those who want to work in and around the institutions of the European Union. Initial cohorts of approximately 10-15 students will be drawn from candidates for the qualification examinations to enter the European Union (EU) civil service, where there is a demonstrated interest in and need for this type of program. However, the MEPP will also be open to prospective students with diverse backgrounds who are interested in working in or around the European institutions for public and private sector organizations who seek to interact with the European regulatory and legislative processes.

The mission of Johns Hopkins University (JHU) is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of SAIS is to provide an interdisciplinary professional education that prepares a diverse graduate student body for internationally related positions of responsibility; to foster research, scholarship and cross-cultural exchange; and to contribute knowledge, expertise and leadership to the global community. The proposed degree program aligns with both of these missions, as the structure of the program and its focus on prospective civil servants contributes to life-long learning as well as the fostering of a better understanding of the interface between the public and private sectors in the global community.

- 2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

Two of the key objectives of the SAIS strategic plan are to (1) attract the best students and (2) elevate the school's profile. The MEPP program will attract highly accomplished aspiring civil servants into its cohorts while also introducing an innovative degree into the field of international affairs, which will in turn support the elevation of the SAIS profile. An additional objective of the strategic plan that the MEPP supports is to grow resources available to the school. It includes opportunities to add to the current course options in European and Eurasian Studies. It is primarily built around the infrastructure that is currently in place for the MA and MAGR programs.

At the institutional level, the proposed MEPP program closely aligns with the Johns Hopkins University (JHU) 10x2020 goals, the following two in particular: (1) selectively invest in programs that support our core academic mission and (2) strengthen the institutional...and policy frameworks necessary to set priorities, allocate resources, and realize the highest standards of academic excellence. Through its development of the MEPP, SAIS is selectively investing in a program that supports the institution's academic mission by preparing aspiring civil servants with advanced understanding of politics and policymaking in EU institutions to lead in the global community. This program closely aligns with other Masters programs offered at the SAIS Europe in Bologna, and thus further contributes to positioning the institution to realize the highest standards of academic excellence.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The majority of the curriculum will be housed in existing academic programs. New financial resources will be needed for new courses specific to the MEPP program. Faculty advisors will be selected for the deep familiarity with EU institutions, policies, and legislative processes. This will be a minimal overall new expense. An existing position will serve as a home for administrative support. See section L., Tables 1. and 2.

4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program

SAIS has committed resources for administrative and financial management for this graduate program. Administrative and faculty salary support exists within the current degree programs structure. SAIS will provide faculty salary support for two new courses. Technical support is provided through existing graduate school resources.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

SAIS is committed to providing opportunities for completion of the MEPP. Should the program be discontinued, SAIS will teach out the program and provide the necessary courses and resources so students will be conferred on a regular schedule.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge

Positions that require advanced understanding of the institutions, policies, and legislative processes of the European Union are prominent in the District of

Columbia (D.C.) and Maryland region—not least because of the European Union’s overwhelming importance as a major trading and investment partner for the United States. Specifically, such specialized training may be required for positions in government agencies, think tanks, NGOs and other private-sector employers. The recent and projected growth of these organizations will require increased access to specialized substantive education and training opportunities for the regional workforce in how to access the European marketplace and interact with European partners.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

This specialized Masters program is a new degree that focuses narrowly on the politics, policies and processes that operate around the institutions of the European Union, and it is designed to deliver that information in a condensed, one-year time span. It targets new audiences and provides access to more populations who may not have been afforded the extended time period to pursue a traditional two-year MA program.

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The proposed program does not directly address this issue except insofar as historically black institutions have tended not to focus on European politics and policymaking even though a large number of businesses and government functions are affected by regulations and regulatory processes that operate in Europe. SAIS anticipates that the program will attract applications from graduates of HBI’s.

- 2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

Promote and implement practices and policies that will ensure student success.

Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.

The MEPP will have policies and practices that are student-focused and ensure student success. This will include a structured program in which students progress as a cohort and under individualized supervision by assigned faculty. This new program will also focus on a non-traditional market of students looking for a focused introduction to the politics, policies, and regulatory processes used by the European Union to become practitioner leaders but not researchers or academics.

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

This MEPP can be completed in as quickly as one year, which is significantly faster than more traditional two-year MA programs. By providing a focused pathway that allows students to combine relevant coursework, previous experience, and developed research interests, the MEPP offers an expedited timeline for students to meet their educational goals. They have dedicated administrators and advisors who monitor their progress and to keep them on track.

Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

The MEPP has been designed and will be implemented at the request of industry as well as European institutions and career-focused advising will be provided by the faculty. Students in the MEPP will have access to the SAIS Career Center, but beyond this, the nature and structure of a more tightly focused introduction to the politics, policies, and regulatory processes of the European Union will ensure that post-completion professional outcomes will remain central to the student's experience. SAIS faculty members, who often stand at the intersection of academia and public service, can also provide specific guidance to MEPP students.

Foster innovation in all aspects of Maryland higher education to improve access and student success.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

The MEPP is created to solve the special need of advanced skills and knowledge for leaders and managers working in and around the institutions of the European Union. There is currently a gap in the credentials available in this space and the MEPP seeks to fill it. As the program develops, SAIS aims to maintain close relationships with prospective employers working in the Brussels-based policy community to ensure the relevancy of the degree. The SAIS European and Eurasian Studies program already has extensive, formalized relationships that provide experiential learning opportunities with private- and public-sector organizations working in the Brussels-based policy community that surrounds the European Union and its institutions.

Strategy 11: Encourage a culture of risk-taking and experimentation.

The MEPP is a tightly focused form of graduate education that is different in many respects from the broad educational opportunities that can be accessed through the traditional SAIS two-year MA degree. It is a unique and innovative approach to solve a demonstrable industry and student need. Its structure blends the existing resources and proven aptitudes of the SAIS graduate student experience with innovative approaches toward teaching, learning, and research.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Positions that require advanced understanding of the politics, policies, and regulatory processes of the European Union are prominent in the District of Columbia (D.C.) and Maryland region. Specifically, MA-level training may be required for positions in government agencies such as the Central Intelligence Agency, the U.S. Department of Homeland Security, the U.S. Department of State, the World Bank, and the Maryland Governor's Office of Homeland Security. Further, the private sector in the D.C. area features many prominent think tanks such as the Brookings Institution, the Center for Strategic and International Studies, and the Peterson Institute for International Economics. The recent and projected growth of these organizations will require increased access to doctoral-level education and training opportunities for the regional workforce in international relations and international economics.

The demand for this kind of training is even more prominent in Europe, where the MEPP will be based. There are approximately 50,000 employment positions in the European institutions and another 25,000 lobbyists registered and working in Brussels. On top of this, there are more than 1200 accredited journalists and more than 2000 firms with representative offices. Each year *Politico* holds an EU Studies fair; each year the plenary symposium is overbooked. Fifty graduate programs are represented at the fair, including Johns Hopkins SAIS. The challenge for SAIS is that our European and Eurasian Studies program is not designed for this market. Hence the goal is to tailor a program that will fit the requirements of a demand for graduate education we already know to exist.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

In recent years, SAIS has received multiple requests from students and professionals who aspire to work in or around the institutions of the European Union as well as the broader field of international relations for a targeted one-year MA degree that will help them to qualify to work in or around the European civil service. This degree is not intended to focus on those who are looking solely to pursue careers in academia.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The occupation reported on by the Bureau of Labor Statistics (BLS) that most closely relates to that which graduates of the MEPP program are likely to pursue is that of political scientist. According to the BLS, the nationwide employment of political scientists is projected to grow three percent from 2016 to 2026. Job prospects may be best for those who stay abreast of the most vital policy areas. Thus, pursuing a credential such as the MEPP is a significant way to maintain career viability. Job opportunities for the graduates of this

program include positions in corporations as well as research (e.g., think tanks) and government organizations.

In addition to the national employment projections made by the BLS noted above, the State of Maryland makes projections in a more detailed way. The Classification of Instructional Program (CIP) code for this proposed program is 45.0901. Standard Occupational Codes (SOC) associated with this CIP by the BLS are: 11-9199 (Managers, All Other) and 19-3094 (Political Scientists). The Maryland Department of Labor Licensing and Regulation (DLLR) projects that long-term employment opportunities for these SOC codes will increase from 2014 to 2024 by 12.07% for Managers, All Other and 38.61% for Political Scientists (both within the field of International Relations and Affairs).

4. Provide data showing the current and projected supply of prospective graduates.

No comparable degree programs with the CIP code of 45.0901 were found in the Maryland Higher Education Commission's graduation trend database. Given the academic trends noted above, the supply should be ample. The initial intake is expected to be 10 to 15.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

This program falls under the CIP code of 45.0901. The most comparable programs in the region are traditional two-year MA degrees in International Studies or International Relations. Such programs do not prepare students for entry into the European civil service and are not targeted to students who desire to work in or around the Brussels-based policy community.

As for other programs with the same CIP code, the MA program in International Studies at Johns Hopkins SAIS focuses on international economics, language and a regional or functional program. Although students can concentrate in European and Eurasian studies as only a portion of the degree, it is not a degree that fully focuses on European public policy and does not have a prescribed path for the students in this area. The emphasis is on national politics and on a wider historical understanding of European political and economic development. The MA in Global Policy at Johns Hopkins SAIS has a prescribed curriculum that does not focus on European studies or European policy. It compares national systems and focuses on broad perspectives. The MA in Global Risk at Johns Hopkins SAIS focuses on managing risk in a global perspective and looking at sources of risk in the realm of elections, political parties, policies, and social movements at the national and sub-national levels. The University of Baltimore's MA in Global Affairs and Human Security does not focus on European public policy. The emphasis is on nonprofit, intergovernmental and supranational bodies with an attention to human security. The MA in International Studies at Morgan State provides a broad foundation for international issues, cultural and policy analysis, and global governance. Students can elect to focus on a regional area, but it is not required. These programs are not geared toward the European civil service. The MEPP is solely focused in this particular region and outcome.

2. Provide justification for the proposed program.

There are no other MEPP programs offered in the State of Maryland. Given the market demand, the offering of this program meets an important need in the D.C. and Maryland region.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

As noted above in section D.1. Morgan State has an MA in International Studies with the same CIP code, yet the overall goals and outcomes are significantly different and much broader in nature. It is an interdisciplinary program that focuses on problem-solving skills regarding international issues, cultural and policy analysis, and global governance. The outcome of that degree is geared toward those pursuing academic study or careers in culture analysis, politics, health and nutrition, business, art, architecture, engineering, communications, and environmental studies. The MEPP is solely focused on European public policy. The outcomes are geared toward those working in or around the European institutions for public and private sector organizations who seek to interact with the European regulatory and legislative processes.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

By definition, an appropriate student for the MEPP program will apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program will not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The program was established in order to meet the needs of a growing population who was interested in a graduate-level education that is tailored to practitioners and focused on the politics, policies, and regulatory processes of the European Union. The initial draft proposal was created by the Director of the SAIS European and Eurasian Studies program with faculty input, followed by one round of discussions with the SAIS Curriculum and Standards Committee (CSC). The CSC voted to approve the degree and bring it formally to the SAIS Academic Board (AB). The AB, made up of tenured full-time faculty, voted

unanimously to move the degree forward. It was then submitted to the JHU Council of Deans for final review and approval from the various academic divisions of JHU.

The primary faculty who will oversee the program will be full-time. All full-time faculty with a PhD are eligible to act as an advisor to a MEPP student. The Bologna-based faculty who will work in the MEPP program have extensive experience with the Brussels-based policy community. Students will enroll in courses with both our full-time and adjunct faculty members.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Students who attend the program will achieve four educational objectives. Specifically, they will:

1. Gain familiarity with the principle social science disciplines that shape European public policy discourse;
2. Develop an advanced understanding of the European public policy process;
3. Recognize institutional opportunities to influence European public policy outcomes; and,
4. Acquire the communicative and analytical skills necessary to contribute to European public policy debates.

In the achievement of each of these educational objectives, students will demonstrate four specific learning outcomes.

1. The learning outcomes associated with the achievement of familiarity with the principle social science disciplines that shape European public policy discourse center on the achievement of a basic understanding of:
 - a) The principles of economics and statistical analysis that is used in European public policy analysis;
 - b) The history of European integration and European institutions, both generally and as they relate to economic integration in particular;
 - c) The treaties and jurisprudence that frame those European institutions and that shape their interaction; and,
 - d) The politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European public policy process.
2. The learning outcomes associated with attainment of an advanced understanding of the European policy process are more synthetic insofar as they require students to read across the curriculum in order to:
 - a) Map the economic competences that lie at the heart of the European project;
 - b) Explain how those competences have changed over time and in responses to changes in the balance of power among European institutions and member states;

- c) Recognize the informal patterns for mitigating or resolving conflicts that have evolved at different stages in Europe's institutional development; and,
 - d) Demonstrate the different processes through which innovations have been introduced by different actors.
3. This more historical understanding feeds naturally into the recognition of institutional opportunities to influence European public policy outcomes, hence the next step is for students to demonstrate:
- a) How member state governments can introduce policy innovation;
 - b) How policy innovation can result from entrepreneurship within the European institutions;
 - c) How coalitions can form or be formed between member state governments and European institutional actors; and,
 - d) How actors from the private sector can exercise different pathways for influence.
4. Students will need to acquire the communicative and analytical skills necessary to contribute to European public policy debates, which means they will need to show that they are able to:
- a) Write effectively and concisely for a non-disciplinary audience;
 - b) Present analysis clearly and persuasively in a public arena;
 - c) Read and, when necessary, contribute to basic statistical or formalized analysis; and,
 - d) Work collaboratively in multi-disciplinary groups.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

The formal assessment in the course modules will involve a wide range of skills development that faculty will assess both directly (in the form of assigned work) and indirectly (in the form of interaction both inside and outside the classroom). That assessment will be formative insofar as the faculty will provide opportunities for students to learn from feedback and improve upon their performance in specific assignments. It will also be summative insofar as the grading conventions will allow students to assess their own performance both relative to their contemporaries and in relation to a fixed set of criteria. Assignments include course examinations, papers, policy memos, small group projects, and oral exams.

- b) document student achievement of learning outcomes in the program

The course is designed to document the achievement of individual students through comprehensive record-collecting related to curricular activities and through the appointment of a faculty advisor for each student who will be able to review grades and performance, receive feedback from colleagues, and engage in frequent conversation with individual students. Documentation of student performance in

more general terms will take place through frequent surveys of student feedback on individual courses, periodic surveys of student perceptions of the degree program as a whole, feedback from faculty members of student performance in aggregate terms, and engagement with internship supervisors during the second summer component.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

PROGRAM OUTLINE (40 credits)

Summer I

- Advanced Introduction to Economics (varied offerings): – 2 credits
(prior elementary economics preferred)
- Math Review for Risk Assessment – 2 credits

Fall Semester

- History of European Integration – 4 credits
- European Economic Integration – 4 credits
- Law of the European Union – 4 credits
- One elective – 4 credits

Intercession

- Professional Skills Development for European Public Policy
- Visit to European Institutions (i.e., Brussels and Luxembourg) + career trek

Spring Semester

- European Integration and Disintegration – 4 credits
(culminating in a simulation)
- One of: – 4 credits
 - European Foreign Policy
 - European Financial Markets
 - Europe and the Mediterranean Middle East
- Two electives (which may include courses from the previous list) – 8 credits

Summer II

- Capstone (One of) – 4 credits
 - Original research project
 - Internship with related report on experience

Microeconomic Risk and International Trade

Its goal is to give students a basic understanding of the theory of price determination and markets and underlying microeconomic concepts necessary for economic analysis at the national level, as well as an overview of real-sector economic forces behind globalization. The review is designed to highlight the role of policy in affecting national and international outcomes. At the end of the course, students will have a good grasp of the essence of modern microeconomic analysis and how policy affects economic efficiency, welfare and other outcomes. It also will provide students with basic tools to understand essential aspects

of the globalization process, and how a country's commercial policies are important for not only its own welfare but also its trading partners. Students who take this course will:

- Be able to demonstrate a basic understanding of the principles of economics and statistical analysis that are used in public policy analysis;
- Acquire the skills to read and, when necessary, contribute to basic statistical or formal analysis; and,
- Work collaboratively in multi-disciplinary groups.

Macroeconomic Risk and International Finance

This course is a graduate level course in macroeconomics and international finance. The main objectives of the course are: (1) refresh the basis for understanding how the economy works at the aggregate level, and how production, employment, prices and interest rates are jointly determined; (2) study how different economies interact and depend on one another emphasizing the role of capital markets. We will specifically analyze how exchange rates are determined and when and why capital moves from one country to another. By studying a framework that analyzes the economic interaction of individuals, we will develop the theoretical and empirical foundations to consider the various macroeconomic policies affecting economic activity. The course provides a perspective that facilitates a rigorous analysis of macroeconomic risk and introduces the most debated issues in international macroeconomics: sovereign debt and risk, currency unions, global imbalances and the financial crisis of 2007-08. Students who take this course will:

- Be able to demonstrate a basic understanding of the principles of economics and statistical analysis that are used in public policy analysis;
- Acquire the skills to read and, when necessary, contribute to basic statistical or formal analysis; and,
- Work collaboratively in multi-disciplinary groups.

Math Review for Risk Assessment

Math plays an integral part in building the type of sound understanding of risk assessment you will be expected to develop as a SAIS student. During the Math Review for Risk Assessment we will cover the following topics: Fundamentals of Algebra; Graphs and Functions; Systems of Equations; Limits and Derivatives; Lagrange Multipliers; and Introduction to Probability Distributions. Students who take this course will:

- Be able to demonstrate a basic understanding of the principles of economics and statistical analysis that are used in public policy analysis;
- Acquire the skills to read and, when necessary, contribute to basic statistical or formal analysis; and,
- Work collaboratively in multi-disciplinary groups.

European Union: Integration and Disintegration

This course will focus on some of the main challenges facing the European Union. The course addresses three fundamental questions: 1) What drove European integration during its formative period and enabled such breakthroughs as the creation of the single market, the launch of the euro and enlargement from 6 to 28 member states? 2) What challenges have hindered the process of European integration and prevented it from achieving its full potential? This section of the course will focus on the single currency, neighborhood policy, energy union, migration, foreign policy, security, defense, migration and Brexit. It will

examine the rise of euro-skepticism and populism and their implications for the future of “the European project.” 3) Is the European Union headed toward further integration or disintegration? This question will be addressed through a scenario-building exercise. This course is taught by the Director of the degree program and is designed to contribute to every one of the learning outcomes we hope students will achieve apart from those connected to economic analysis and to the statistical or formal debates about European integration for which we provide specialized instruction. Students who take this course will:

- Understand the history of European integration;
- Understand the treaties and jurisprudence that frame those European institutions and that shape their interaction;
- Understand the politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European foreign policy process;
- Map the economic competences that lie at the heart of the European project;
- Explain how foreign policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;
- Recognize the informal patterns for mitigating or resolving conflicts that have evolved at different stages in Europe’s institutional development;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Demonstrate how actors from the private sector can exercise different pathways for influence;
- Write effectively and concisely for a non-disciplinary audience;
- Present analysis clearly and persuasively in a public arena, and
- Work collaboratively in multi-disciplinary groups.

European Union Foreign Policy

The course offers both a general introduction to EU Foreign Policy (history, institutions, concepts) as well as a more in-depth analysis of selected areas of the EU's external engagement with different parts of the world. Its starting assumption is that Europe's role in a rapidly changing world order needs to be altered significantly for Europe to stay relevant in today's non-European world. The course offers an understanding of how the European Union (EU) operates in international affairs and as to why it has been so difficult to achieve a coherent and consistent EU foreign policy ever since its inception. The course is meant to provide a balanced analysis of the main issues and policy area of EU external affairs – inside as well outside the Euro-Atlantic area – and to allow the students to specialize in specific themes of their own choice. The course helps to prepare students who wish to enter careers in national diplomacy, EU institutions, international organizations, development and NGOs as well as in international business as an understanding of the EU's global role is

essential for many actors in the named fields. This course is designed to contribute to student's ability to:

- Understand the history of European integration;
- Understand the politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European foreign policy process;
- Explain how foreign policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Write effectively and concisely for a non-disciplinary audience; and,
- Present analysis clearly and persuasively in a public arena.

European Financial Markets

The purpose of this course is to encourage students to develop a deeper understanding of European financial market integration. The course begins with the completion of the internal market in the late 1980s and ends with current efforts to form a European banking union. Along the way, it introduces both common institutions and distinctive national frameworks. It also looks at how regulations promulgated within Europe interact with those developed at the global level. This course is designed to contribute to student's ability to:

- Understand the principles of economics and statistical analysis that is used in European public policy analysis;
- Understand the history of European integration;
- Understand the politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European policy process;
- Map the economic competences that lie at the heart of the European project;
- Explain how policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Demonstrate how actors from the private sector can exercise different pathways for influence;
- Write effectively and concisely for a non-disciplinary audience; and,
- Present analysis clearly and persuasively in a public arena.

Europe and the Mediterranean Middle East

This course aims to study the multifaceted and complex relationship between Europe/the European Union and the states of the Middle East and North Africa (MENA). Starting with the history of European colonialism in the Middle East, the course will examine the post-colonial policies of single European states towards the region, together with the declarations, policies and practices of the European Community, and later European Union, from the 1970s onwards. Suggesting a widely overlooked degree of interconnectedness between Europe and the Middle East, special attention will be paid to Europe-Middle East relations in the realms of trade, migration and border control, security cooperation and democracy promotion. The conceptualization of the policies of the EU and of single MENA states, together with questions pertaining to power relations, interdependence and leverage in Europe-Middle East relations will also be discussed. This course is designed to contribute to student's ability to:

- Understand the history of European integration;
- Understand the politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European foreign policy process;
- Explain how foreign policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Demonstrate how actors from the private sector can exercise different pathways for influence;
- Write effectively and concisely for a non-disciplinary audience; and,
- Present analysis clearly and persuasively in a public arena.

History of European Integration

The purpose of this course is to introduce to students to the history of European integration starting with the end of the Second World War. Students will learn about the major European treaties and the institutions they created. Students will also gain familiarity with the interaction between the member states and European institutions and among the member states. The course will explore the widening of European membership and the deepening of European competences. Students who complete the course will have a clear understanding of the origins and functioning of the European Union as a policy making community. This course is designed to contribute to student's ability to:

Understand the history of European integration;

Understand the treaties and jurisprudence that frame those European institutions and that shape their interaction;

- Understand the politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European foreign policy process;
- Explain how foreign policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;

- Recognize the informal patterns for mitigating or resolving conflicts that have evolved at different stages in Europe's institutional development;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Demonstrate how actors from the private sector can exercise different pathways for influence;
- Write effectively and concisely for a non-disciplinary audience;
- Present analysis clearly and persuasively in a public arena; and,
- Work collaboratively in multi-disciplinary groups.

European Economic Integration

In a Europe where economic and political unification was dramatically unsuccessful, the European Union, once charged of being overcautious in its path towards effective integration, is now recognized as an achievement. Only consensus, though oftentimes can ensure cohesion in modern societies. This is the framework of the present course, devoted to a review of the main steps of European Economic Integration (EEI) and of its effects on the evolution of the European economy. The course starts with an account of the initial approaches to EEI, followed by an analysis of the achievements in trade, agriculture, money and capitals, industry, services, regional development and welfare provisions, with attention to the novelties brought about by the 1992 Single Market and the 2002 Single Currency. Factual analysis will be accompanied by a discussion of the most relevant theoretical issues with reference to customs unions, fixed versus flexible exchange rate systems, economic convergence and polarization, technological innovations and their impact on the labour market and management styles, alternative welfare systems and impact of the present crisis. This course is designed to contribute to student's ability to:

- Understand the principles of economics and statistical analysis that are used in public policy analysis;
- Understand the history of European integration;
- Map the economic competences that lie at the heart of the European project;
- Explain how foreign policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Demonstrate how actors from the private sector can exercise different pathways for influence;
- Write effectively and concisely for a non-disciplinary audience;

- Present analysis clearly and persuasively in a public arena;
- Acquire the skills to read and, when necessary, contribute to basic statistical or formal analysis; and,
- Work collaboratively in multi-disciplinary groups.

Law and Institutions of the European Union

The purpose of this course is to introduce the law of the European Union both as it has evolved since the signature of the Rome Treaty in 1958 and as it operates today. Students who take the course will learn about the role of different legal institutions in shaping the emergence of the European Union as a legal community, the major precedents in European jurisprudence, and the procedures used for judicial oversight of both national and European legislation. Students will also gain familiarity in the relationship between the legal institutions of the European Union and other prominent European legal arrangements related to international arbitration and the promotion of fundamental European values. This course is designed to contribute to student's ability to:

- Understand the history of European integration;
- Understand the treaties and jurisprudence that frame those European institutions and that shape their interaction;
- Understand the politics that surrounds both the constitution of Europe and the distribution of costs and benefits through the European foreign policy process;
- Explain how foreign policy competences have changed over time and in responses to changes in the balance of power among European institutions and member states;
- Recognize the informal patterns for mitigating or resolving conflicts that have evolved at different stages in Europe's institutional development;
- Demonstrate the different processes through which innovations have been introduced by different actors;
- Demonstrate how member state governments can introduce policy innovation;
- Demonstrate how policy innovation can result from entrepreneurship within the European institutions;
- Demonstrate how coalitions can form or be formed between member state governments and European institutional actors;
- Demonstrate how actors from the private sector can exercise different pathways for influence;
- Write effectively and concisely for a non-disciplinary audience;
- Present analysis clearly and persuasively in a public arena; and,
- Work collaboratively in multi-disciplinary groups.

Capstone Project

The capstone project is either to complete and report on an internship or to undertake a significant independent research project (approximately 8,000 words in length) under the supervision of a SAIS faculty member. Depending upon the nature of the internship or research project, the capstone could contribute to different learning outcomes. Since this is a 'capstone' and not a foundation activity, the expectation is that students will have already made considerable progress in the achievement of each of the four educational objectives and sixteen associated learning outcomes before beginning the internship or research

project. The goal of the capstone, therefore, is to demonstrate mastery in one or more of the areas we highlight in the program.

5. Discuss how general education requirements will be met, if applicable.

Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

A full description of the program, including its purpose and expected outcomes, admission requirements, course and degree requirements, tuition and fees, and links to additional SAIS and JHU resources and websites that will be offered. Students will have access to view academic, student and financial aid support services. They will also have access to the course search and catalog, Global Careers, FERPA, Student Right to Know, Registration and Records, school calendar, campus life, faculty search, cost of attendance and admission requirements and process. The program will be hosted with the other existing degree programs.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The MEPP will be located as a degree option within the Academic tab under Masters Degrees: <https://sais.jhu.edu/academics/degree-programs/master-degrees>. It will include an overview of the program as listed in Section A. 1. It will offer the curriculum noted in section G. as well as the intended student learning outcomes. Student will also be able to apply through the overall Admissions site: <https://sais.jhu.edu/admissions/master-degrees-admissions>. SAIS will use its current marketing and communications team to broadly advertise the degree locally and internationally on the website and through on-ground and online formats. The degree will be added to the Admissions portfolio and included in its information sessions and outreach.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

First Name	Last Name	Terminal Degree	Field	Academic Title/Rank	Status	Courses taught
Raffaella	Del Sarto	PhD in International Relations	Middle East	Associate Professor	FT	Europe and the Middle East
Justin	Frosini	PhD in Constitutional Law	Constitutional Law	Adjunct Professor	PT	Law of the European Union
Mark	Gilbert	PhD in Contemporary History	History and International Studies	Professor	FT	History of European Integration
Erik	Jones	PhD in International Relations	European Studies; Intl Pol. Economy	Professor	FT	European Financial Markets
Michael	Leigh	PhD in Political Science	European Studies	Senior Adjunct Professor	PT	European Union: Integration and Disintegration; Introduction to European Institutions and Decision-making
Hartmut	Mayer	D.Phil. in International Relations	European and Eurasian Studies	Adjunct Professor	PT	European Union Foreign Policy
Erika	Meucci	PhD in Mathematics	Mathematics	Lecturer	FT	Math Review for Risk Assessment
Michael	Plummer	PhD in Economics	International Economics	Professor	FT	Microeconomic Risk and International Trade
Filippo	Taddei	PhD in Economics	International Economics	Associate Professor	FT	Macroeconomic Risk and International Finance
Vera	Zamagni	PhD in Economic History	International Economics	Senior Adjunct Professor	PT	Economics of European Integration

Students will also be able to enroll in courses taught by our expanded full-time and adjunct faculty. Additional faculty information is located at: https://sais.jhu.edu/faculty-research/faculty-directory?field_profile_faculty_status_tid%5B0%5D=3608&field_profile_campus_tid=All&field_profile_weighting_tid=Only&field_last_name_value=All&field_profile_programs_nid=All.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students

All MEPP advisors will be required to hold a PhD and have been trained in fields relevant to international affairs. They will have had sound research training and experience teaching at the graduate level. SAIS also offers faculty training seminars that include sessions on best teaching practices. Technology training is also provided to enhance the classroom experience.

- b) The learning management system

SAIS utilizes Blackboard (Bb) as the learning management system (LMS). All courses have a Bb site and house syllabi and course readings. Faculty also use the LMS for discussion postings, class assignments and interactive asynchronous support.

- c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

Students have access to the JHU Robert H. Evans Library located in Bologna, Italy. The library contains a specialized collection of more than 85,000 volumes—one of continental Europe's richest English-language collections on international relations. Students also have access to the JHU SAIS Mason Library located in Washington, D.C. Through the library website, students can access databases and academic journals as well as submit inquiries to SAIS research librarians. Additionally, students have remote access to the Milton S. Eisenhower Library on the Homewood campus, which is ranked as one of the nation's top library facilities for research and scholarship. The interlibrary loan department makes the research collection available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the online catalog as well as numerous electronic abstracting and indexing tools. Students also have remote access to

many of the databases. The library maintains an extensive web site to guide visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

There will be no additional space needed or expansion of dedicated student support resources. Courses in the proposed program will be offered in a face-to-face format. Regarding technology infrastructure, students will have access to the Blackboard course management system with support provided by SAIS and the university's IT staff. Blackboard provides password-protected online course sites and community management systems that enable ongoing collaborative exchange and provide convenient channels for synchronous and asynchronous learning. Blackboard is one of the world's leading providers of e-learning systems for higher education institutions. SAIS is also outfitted with a help desk to provide technical assistance to students. Student services such as application processes, course registration, bookstore, ID service, and advising are currently provided online as well.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and

Each student and faculty member receives a Johns Hopkins email address and account.

- b) A learning management system that provides the necessary technological support for distance education

Not applicable.

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

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$345,000	\$353,630	\$434,964	\$557,295	\$571,230
a. Number of F/T Students	10	10	12	15	15
b. Annual Tuition/Fee Rate	\$34,500	\$35,363	\$36,247	\$37,153	\$38,082
c. Total F/T Revenue (a x b)	\$345,000	\$353,630	\$434,964	\$557,295	\$571,230
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$345,000	\$353,630	\$434,964	\$557,295	\$571,230

Narrative Rationale

Reallocated Funds

There will be no reallocation of funds from existing campus resources.

Tuition and Fee Revenue

FTE growth is projected conservatively, based on market demand for similar programs. Tuition will be priced in euros (€30,000 in year 1). Figures in table were converted using \$1.15 to the EURO.

While this particular program has a lower tuition than others at SAIS Europe, admitted students will not receive fellowships.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Tuition	\$ 34,500	\$ 35,363	\$ 36,247	\$ 37,153	\$ 38,082
FTE	10	10	12	15	15
Gross	\$ 345,000.00	\$ 353,625.00	\$ 434,958.75	\$ 557,290.90	\$ 571,223.17

Grants and Contracts

We do not expect any external support for this program.

Other Sources

No other financial resources will come to this program.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Category	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$103,975	\$106,055	\$108,176	\$110,339	\$112,546
a. Number of FTE	3	3	3	3	3
b. Total Salary	\$103,975	\$106,055	\$108,176	\$110,339	\$112,546
c. Total Benefits	0	0	0	0	0
2. Admin Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	\$34,500	\$35,190	\$35,894	\$36,612	\$37,344
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$34,500	\$35,190	\$35,894	\$36,612	\$37,344
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$113,250	\$105,315	\$106,821	\$101,776	\$111,137
8. TOTAL (add 1 - 7)	\$251,725	\$246,560	\$250,891	\$248,727	\$261,027

Narrative for Table 2. Program Expenditures

Faculty (# FTE, Salary, and Benefits)

The MEPP will be overseen by an Academic Director who will also teach. The remaining courses will be taught by a combination of resident and adjunct faculty within the European and Eurasia Studies Department. The Academic Director is a part-time position, and is currently covered by a former Vice President of the European Commission with deep policy experience. Future expenses associated with this position may be higher with growth of the program.

Administrative Staff (# FTE, Salary, and Benefits)

The program will be administered by the Academic Director, a faculty member (listed above), with support from staff (see table below).

Support Staff (# FTE, Salary, and Benefits)

General clerical and logistical support, as well as recruiting and communications coordination will be provided, either from reallocation of existing staff effort, or by hiring a part-time staff member.

Equipment/Library/Space

The MEPP will rely on existing infrastructure.

Other Expenses

In addition to an amount for miscellaneous/unexpected expenses, this category contains the following:

- a. A marketing budget to help launch the program, reduced each year by 20%.
- b. Costs associated with the Summer Session, either related to participation in original research study (CEPS training program) or other internship requirements.
- c. Travel expenses, both for adjunct faculty arriving from outside of Italy, as well as for guest speakers and travel to/from the Summer Session activities.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>Academic Director</i>	\$74,750	\$76,245	\$77,770	\$79,325	\$80,912
<i>FT/PT Faculty</i>	\$29,225	\$29,810	\$30,406	\$31,014	\$31,634
Total Faculty Salaries	\$103,975	\$106,055	\$108,176	\$110,339	\$112,546
PT Admin Support	\$34,500	\$35,190	\$35,894	\$36,612	\$37,344
Total Compensation	\$138,475	\$141,245	\$144,069	\$146,951	\$149,890
Miscellaneous	\$11,500	\$11,730	\$14,358	\$14,645	\$18,672
Marketing/Recruiting	\$50,000	\$40,800	\$32,640	\$26,112	\$20,890
CEPS Registration	\$28,750	\$29,325	\$35,894	\$36,612	\$46,680
Travel/Lodging (incl. CEPS)	\$23,000	\$23,460	\$23,929	\$24,408	\$24,896
Total Other Expenses	\$113,250	\$105,315	\$106,821	\$101,776	\$111,137
TOTAL Expenses	\$251,725	\$246,560	\$250,890	\$248,727	\$261,027

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Courses will be evaluated through the use of student evaluations on a regular basis. All courses will receive a final evaluation that includes feedback on the course, faculty and teaching assistant—if applicable. New courses or new faculty teaching existing courses will also receive a mid-semester evaluation. These evaluations will be reviewed by Academic Affairs and the program directors to ensure quality control and student satisfaction. SAIS also implements an annual student satisfaction survey and presents the results to the broader SAIS community.

2. Explain how the institution will evaluate the proposed program’s educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Academic Affairs meets regularly to review all program assessments provided by students, faculty, and other stakeholders and implement programmatic improvements accordingly. On an annual basis, the Assistant Dean for Academic Affairs and other staff will collaborate with faculty supervisors to evaluate the MEPP program, including student progress report reviews and student learning outcomes data analysis. Based on the data, recommendations will be made to implement changes to the program (in terms of curriculum content, course delivery mechanisms, etc.). Staff from Academic Affairs will collect and analyze data on student retention and the cost-effectiveness of the program, aided by the use of SAIS databases. Academic Affairs will regularly present the data to the CSC for further analysis. On an annual basis, Academic Affairs will meet with Finance and Administration to view the budget and plan for the following year’s class in order to determine additional funding needs to maintain and enhance the program.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Any student meeting admissions requirements can apply to the MEPP. SAIS will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Not applicable.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Not applicable.