Overview:  (Suggested limit 1 page)
This section will focus the review for your reader. Please summarize your program’s mission and its relationship to the mission of St. John’s University, your Department and School/College Strategic Plan, and the University’s 2008-2013 Strategic Plan. Identify similar programs regionally and nationally and distinguish your program from them. Also summarize your findings as they relate to (1) market growth potential, (2) program quality, and (3) student learning. And, summarize any significant changes, achievements (by faculty and students and the program itself), and plans for the future.

Program Description and Mission

St. John’s University’s Strategic Plan for 2009-2015 calls for a radical transformation in the way that students are served. Global education is highlighted as a “critical element” and one of the plan’s priorities. The aim is “to further efforts toward global harmony and development,” and “incorporate (in the curriculum) global perspectives and experiences to prepare the students for a rapidly changing environment.”

Responding to this mandate and to the national interest for global expertise, the Center for Global Development has created a Master in Global Development and Social Justice which was approved by NY State this past May 2009 and was based upon the Master in Liberal Studies with a Concentration in Global Development and Social Justice.

The MA GDSJ, aiming at best practices and leadership in global development, social justice and human rights advocacy, grounded on Catholic Social Teaching, reflects through its online methodology, “innovative application of knowledge,” as it focuses on students around the world, by providing “excellent education, especially to those lacking economic, physical, or social advantages.” Furthermore, through its committed faculty and support staff, the MA GDSJ devotes “intellectual and physical resources to search out the causes of poverty and social injustice” and encourages “solutions which are adaptable, effective and concrete,” while seeking “to further efforts toward global harmony and development” based on Vincentian values.

This innovative multidisciplinary program is coordinated by a Steering Committee, chaired by the Director of the Center for Global Development, and has a partnership with Unicaritas who provides 15 scholarships annually to applicants around the world. It combines classroom instruction with online methodology to offer students the flexibility to pursue in-depth research in a broad variety of critical areas related to development and social justice. It includes 11 three-credit courses for a total of 33 credits. Four courses are taken in Rome and the rest via Distance Learning. Students earning the MA GDSJ are educated and trained in areas that are critical to those preparing for the emerging
professions in the global market, particularly in the academic fields, national and international organizations, governmental and non-governmental organizations, agencies of the UN such as UNFEM, UNICEF, IMF and the World Bank, multinational corporations, the media, law firms, foundations.

Similar Programs at other colleges and Universities

The research conducted to establish if any comparable programs were being offered in the tri-state area, revealed the following:

**Master of Arts in International Political Economy and Development**  
(***Fordham University, NY*)  
The M.A. in International Political Economy and Development at Fordham University is designed for future and present professionals involved with international economic issues as policy analysts and administrators. There are different electives student can select to specialize in: International Banking & Finance, International Development Studies, International & Development Economics, or International Political Analysis. With a team of 29 faculty, the program accepts a maximum of 25 students per academic year.

**Master of Arts in Sustainable Development**  
(***Columbia University, NY*)  
The M.A. in Sustainable Development focuses on critically important issues. These include: long-term climate change; industrial policy; extreme poverty; public health and infectious disease in a global economy (e.g. SARS, AIDS, etc.); science, technology, and education policy; global demographic change (aging, population growth in poor countries, urbanization, global migration); gender and development; urban growth; the threat of massive species extinction; ecosystem functions (e.g. extreme water stress in the Middle East, or the arsenic in the groundwater of South Asia). Of the 66 faculty members involved, 30 are specific to the degree. The average number of students per academic year totals 19.

**Master of Science in Global Affairs**  
(***New York University, NY*)  
The M.S in Global Affairs provides an indispensable context for understanding critical issues in international politics, economics, dispute settlement, law, human rights, energy, the environment, and related areas. Knowledge and familiarity in these areas is critical for those preparing for careers in virtually every arena: international or nongovernmental organizations (NGOs), the United Nations and its affiliated agencies, diplomatic missions, foreign offices, government agencies, international business, press and media, law firms, foundations, and a host of allied institutions and professions. With 43 faculty members, the average number of students enrolled per academic year is 25.

**Master of Science in International and Development Economics**  
(***Yale University*)
The M.S. in International and Development Economics is offered through the Economic Growth Center (EGC). The program offers an option of a joint program of study with the School of Forestry & Environmental Studies, whose concentrations span fields such as 
biodiversity conservation, ecosystems ecology, ecosystems management, environmental ethics or governance, environmental health risk assessment or law and politics, environmental and resource policy, to resource economics, energy and the environment, social ecology, environmental management and social ecology in developing countries.
Since its inception in 1955, approximately 700 have graduated. A total of 17 new students are admitted each academic year. There are four faculty members in the EGC and there is a wide support group from the other disciplines.

In summary, all of the above programs are characterized by an extremely targeted approach. Some emphasize in their core the economic aspect of development, such as Fordham and Yale. Others, for example Columbia, favor a basic economic approach, combined with courses in natural sciences, while NYU stresses the political implications throughout its core offerings. None of the programs offer a comprehensive degree such as ours that exposes the student to all different aspects of development, and none include any core courses related to Social Justice which is the foundation of our program, and permeates the entire master’s degree.

Thus, our MA GDSJ distinguishes itself for the following reasons:

* Its approach is rooted in fundamental Catholic Social Thought on integral and authentic development that calls for respect and dignity of all human beings, necessary to build a just social order where all receive a share of the world’s common good.

* Its Vincentian nature inspired by the Founder’s compassion and his zeal for service as it is reflected in the program’s organizational structure based on intra-church collaboration for mission

* An innovative multidisciplinary curriculum with a clearly articulated value system that combines classroom instruction with online methodology supported by the impressive information technology resources of St. John’s University

* A committed faculty of high individual performance engaged in personal and communal formation sessions. Faculty, recruited from various countries, include renowned experts in the international arena, including embassies, government offices, NGOs, peer educational institutions, and multinational corporations.

* A diverse student population living around the world in developing countries that makes up for 85% of the students’ body in the program. Global interaction is provided with students networking from many different cultures and countries addressing cultural issues, different community needs, and a wide variety of business and management activities.
* An international sponsorship and leadership that allow us to educate future leaders of developing countries at no cost to them.

* An optional internship program with government agencies, NGOs, nonprofits, research institutes, as well as in the private sector. Our students benefit from our strong affiliations with the global community and can choose to work at a site in the world related to their capstone projects.

* The Rome site gives the students the opportunity to interact with one another and capitalize on the European exposure it affords, by way of field trips to FAO, government organization related to Global Development, and NGOs related to issues of social justice such as Caritas of Rome and St. Egidio.

**Standard 1. The purpose of the program reflects and supports the strategic vision and mission of St. John’s University and of its School/College.** *(When responding to this standard, please see Items for Reflection under this Standard.)*

1a. Narrative: *(Suggested limit 1 page)*

When the articulation agreement was signed to create this program, St. John’s University specifically stated that it entered into an agreement with Unicaritas to create the MA GDSJ program in order to embrace the Vision Statement’s goal that “As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.” For their part, Unicaritas entered the agreement with an equally strong commitment to the actualization of the teaching of the Catholic Church in matters of Global Development and Social Justice, with special concern for women, young people, and all those who are socially, politically, and economically marginalized. Together they intended, by the implementation of this initiative, to present “the face of the Church that cherishes a feeling of deep solidarity with the human race and its history” *(Compendium of the Social Doctrine of the Church)*. Furthermore, the strategic goals of the program include:

1. Understand and identify the phenomenon of underdevelopment, its elements and its causes, from a global standpoint
2. Demonstrate the ability to articulate a normative vision of human development that is deeply rooted in Catholic Social Thought, and to situate that perspective in relation to other paradigms of development.
3. Identify appropriate resources and assess best practices toward authentic human development.
4. Construct effective strategies to address emerging forms of poverty, marginalization, and exclusion.

These goals reflect our University mission in so far:

- as they exemplify best “commitment to research, rigorous teaching standards, and innovative application of knowledge,”
• as they provide at no cost to the majority of the students “excellent education for all people, especially those lacking economic, physical, or social advantages,”
• and embody and enhance the spirit of the mission as its curriculum aims to “devote intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete.”

Grounded in Catholic Social Teaching, the program seeks “to foster a worldview and to further efforts toward global harmony and development, by creating an atmosphere in which all may understand and embody the spirit of compassionate concern for others - so characteristic of Vincent.”

The program goals are also consistent with the University’s strategic direction and priorities as follows:

Goal 1: Promote graduate program of distinction, targeting focus areas through online methodology based on state of the art information technology.
Goal 2: Prioritize resource allocation to help “especially those lacking economic, physical, or social advantages.”
Goal 3: Aim at building “leadership, training and development.”
Goal 4: Embody fully the University mission as reflected in the nature of curricula.

1b. What activities provide evidence that the program furthers the Catholic identity of St. John’s University? (Suggested limit 1/3 page)

This program was conceptualized in the framework of Catholic Social Teaching as the venue through which Development should be understood. The specific Catholic Social Teaching course, offered at the beginning of the program, allows students to:

• Appreciate the understanding of the human person and of the common good that inform Catholic social teaching and its perspectives on development.
• Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.
• Define key principles of Catholic Social Teaching and employ those principles as analytical tools in analyzing specific issues and cases.

Furthermore, the sponsorship of Unicaritas (Composed of Caritas of Rome, Idente Missionaries and Istituti Santa Maria in Acquiro) and its presence on the Steering Committee with other members of St. John’s University corroborates the Catholic identity of the program.

1c. What activities has the program undertaken to provide evidence of support for the Vincentian tradition and values? (Suggested limit 1/3 page)
The entire program is based on Vincentian values and traditions as it prepares students in careers whose purpose is to serve others. Its Vincentian nature is inspired by the Founder’s compassion and his zeal for service as is reflected in the program’s organizational structure based on intra-church collaboration for mission.

The best activities are exemplified in the Vincentian orientation given in Rome by the Director of the Vincentian Center for Church and Society to students that come from all over the world. The Vincentian component is also reflected in the course MDG 130, *Catholic Social Teaching and the Vincentian Tradition*. Finally, the Vincentian component is evident in students’ capstone projects that focus on issues of social justice. In most cases, the students are working with people who are underprivileged, poor, or victims of society.

1d. What activities provide evidence that the program promotes the metropolitan character of the University? *(Suggested limit 1/3 page)*

As the word metropolitan relates to diversity, there is no program more diverse than ours. Students with different religious background, come from all over the world, to Rome to take the first three courses. In Rome, we provide orientations and workshops on cultural diversity where all have an opportunity to share their stories and their culture, thus learning from one another. Students also meet with their professors as they begin to work together and build a support system which becomes their other global family.

Standard 2. The program engages in ongoing, systematic planning that is reflective of the University and School/College strategic direction and priorities. *(When responding to this Standard, please see Items for Reflection under this Standard.)*

The ongoing systematic planning is reflected in the role of the Steering Committee which oversees the program. The Committee is composed of members from the University and our sponsor, Unicaritas, (Caritas of Rome, Idente Missionaries and Istituti S. Maria in Acquiro). Unicaritas sought to form a partnership with us, and develop a program like ours, in light of our strong foundation in Catholic Social Thought and our Vincentian mission. The Committee meets twice a year, or more if it is necessary, and is responsible for shaping the curriculum and promoting a dialogue with the faculty. During the summer month in Rome, the Committee works on strategies for the implementation and the assessment of the goals and objectives of the MA GDSJ.
2b. How does your program's strategic goals/objectives link to your School/College plan and the University’s 2008-2013 Strategic Plan, specifically related to Mission, Student Engagement, and Globalization. *(Suggested limit 1 page)*

The goals of the MA GDSJ program reflect our university mission as it prepares the students to:

1. Understand and identify the phenomenon of underdevelopment, its elements and its causes, from a global standpoint
   a. Articulate key principles and models of development from a variety of disciplinary and interdisciplinary perspectives (including economics and political science)
   b. Critically examine existing models of development for their achievements and shortcomings in reducing poverty, hunger, human inequality, raising the quality of choices available for human flourishing, and in conserving the environment.

2. Demonstrate the ability to articulate a normative vision of human development that is deeply rooted in Catholic Social Thought, and to situate that perspective in relation to other paradigms of development.
   b. Appreciate the understanding of the human person and of the common good that inform Catholic social teaching and its perspectives on development.
   c. Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.
   d. Define key principles of Catholic Social Teaching and employ those principles as analytical tools in examining specific issues and cases.
   e. Articulate a well-informed and clear empirical understanding of the concrete issue(s) of development that they plan to analyze ethically and theologically.

3. Identify appropriate resources and assess best practices toward authentic human development.
   b. Identify and critically evaluate relevant information resources for investigating issues in development (including, but not restricted to migration, employment, education, communication, and health care)
   c. Employ the principles and values of Catholic Social Thought to effectively analyze and assess current efforts (by governments, nongovernmental organizations, and international organizations) that address issues in economic, political, and social development

4. Construct effective strategies to address emerging forms of poverty, marginalization, and exclusion.
   a. Engage in critical interdisciplinary thinking about complex interrelationships involved in development by linking concerns considered by ethicists, social
scientists, demographers, economists, policy makers, human rights activists, and development practitioners.

b. Examine the status of women worldwide in regard to finance, health, violence, the environment, education, family, and decision making, and articulate an understanding of the structural forces involved.

c. Prepare and present position papers, research studies, and other written and oral presentations that identify and propose solutions regarding specific instances of poverty, marginalization, and exclusion.

2c. How does your program’s strategic goals/objectives link to the University’s institutional focus to “transform the institutional culture to one in which the quality of how we serve our students both in and out of the classroom is exceptional.” (Suggested limit ½ page)

The MA GDSJ degree was developed with the University’s institutional focus in mind, “to transform the institutional culture to one in which the quality of how we serve our students both in and out of the classroom is exceptional.” The program uses the best Distance Learning pedagogy and Information Technology support that a university can provide. Students receive a laptop computer and a digital camera while in Rome and two faculty members provide training and assistance during the month in Italy. In addition, the program focuses on faculty training and offers monthly workshops for the professors. Guest speakers from different fields related to Development participate in the monthly sessions. The aim is to achieve a better prepared team who in turn can profoundly affect students’ learning. The program is also truly interdisciplinary, whereby students are exposed to all the possible aspects of Development by faculty from different departments specialized in specific fields. Best testimonials of the high quality of the program can be viewed on our web site. For example, Father John Fitzgerald, CM, a recent graduate, commented that after completing our master’s program, he viewed his work in Central America in a very different and more constructive perspective.

2d. Describe the process for implementing program goals/objectives. (Suggested limit ½ page)

The implementation of the goals and objectives is conducted within the courses, particularly through the Introductory Seminar (MDG100), the Integrating Seminar (MDG 200), and the final capstone project. While the first class introduces and summarizes all goals and objectives, the final seminar synthesizes what the students have learned in each of the courses within the light of each student’s own experiences as well as the shared experiences of the entire class. During the Integrating Seminar, students have the opportunity to present and discuss their capstone projects.

The capstone project, prepared in consultation with a professor/mentor, investigates a development issue focused on one or more relevant disciplines (e.g., anthropology, economics, education, media studies, politics, the law), and uses relevant approaches to
address the issue identified. The goal of the capstone project is to achieve an in-depth understanding of the development issue, taking into account the available data and the results of prior studies and research. Students are also expected to identify strategic/structural solutions or approaches to addressing the development issue identified. Students may also choose to research in depth and analyze one (or more) strategies that a nation, an international organization, or NGO has developed to address the development issue and priority, to assess that strategy and to propose (an) alternate approach(es).

Finally, the implementation of the goals and objectives is carefully monitored by the faculty and the Steering Committee. The Director regularly consults with the faculty and serves as a liaison between the Steering Committee and the professors. Participating faculty provide feedback on such issues as course content, participation of students in the distance learning dialogue, and student progress.

2e. What activities undertaken by the program provide evidence of monitoring the external and internal environment, specifically, what are the strengths, weaknesses, opportunities and threats facing this program? How were these identified? What actions have been taken in response to these findings? What characteristics of the program suggest a competitive edge against other programs regionally and nationally? (Suggested limit ½ page)

The strengths of the Master of Arts in Global Development and Social Justice are:

* An innovative multidisciplinary curriculum with a clearly articulated value system that combines classroom instruction with online methodology supported by the impressive information technology resources of St. John’s University.

* A committed faculty of high individual performance engaged in personal and communal formation sessions. Faculty includes renowned experts in the international arena, such as embassies, government offices, NGOs, peer educational institutions, and multinational corporations, recruited from various countries.

* A diverse student population living around the world in developing countries that makes up for 85% of the students’ body in the program. Global interaction is provided with students networking from many different cultures and countries addressing cultural issues, different community needs, and a wide variety of business and management activities.

* An international sponsorship and leadership that allow us to educate future leaders of developing countries at no cost to them.

* An optional internship program with government agencies, NGOs, nonprofits, research institutes, as well as in the private sector. Our students benefit from our strong affiliations
Academic Program Review Self-Study Template
AY 2009 - 2010

with the global community and choose to work at a site in the world related to their capstone project.

* The Rome site gives the students the opportunity to interact with one another and capitalize on the European exposure it affords, by way of field trips to FAO, government organization related to Global Development, and NGOs related to issues of social justice such as Caritas of Rome and St. Egidio.

The weaknesses of the program are:

* Relying on sponsorship for scholarships weakens the program as it should grow independent in case the sponsor decides to withdraw.

* Distance Learning policy sets a cap of 25 students per course which limits our ability to grow the program unless we offer the program on-campus.

The opportunities of the MA GDSJ program are:

* This is a very attractive master’s degree for people working in the field of development and so far it is the only one that provides an in-depth knowledge in various fields and prepares students for careers in the next millennium.

* The market growth potential reflects today’s need for Global Development & Social Justice careers that are critical in virtually every field: academic; national and international organizations; governmental and non-governmental organizations; agencies of the UN such as: UNIFEM, UNICEF, the IMF, and the World Bank; multinational corporations; media; law firms; foundations; emergency relief; and diplomatic missions).

* This program offers the University the opportunity to become a serious player in the field of Development and opens up future partnerships at the national and international level.

2f. What is the market growth potential for the program? What internal and/or external sources support your response? (Suggested limit ½ page)

The market growth potential for the degree is stellar. In late summer 2009, we greatly increased our promotional and outreach efforts. In a short period of time, we received 75 applications for the degree program. Many prospective applicants missed the February 1st deadline and could not be considered for this year’s cohort. In comparison to Summer 2008 where we received 35 applications, it is a new record for the program. As the program grows, the only solution, in order to not turn away so many qualified candidates, is to offer the master’s degree in the traditional format on-campus. Currently, we must cap the number of students at 25 for each new cohort to comply with Distance Learning policies.
The market growth potential reflects today’s need for Global Development & Social Justice careers that are critical in virtually every field: academic; national and international organizations; governmental and non-governmental organizations; agencies of the UN such as: UNIFEM, UNICEF, the IMF, and the World Bank; multinational corporations; media; law firms; foundations; emergency relief; and diplomatic missions). In fact, according to the latest projections of the Bureau of Labor Statistics, employment in these fields and in service occupations are expected to increase the fastest and add more jobs.

The creation of an undergraduate program in Global Development would automatically reinforce the graduate program as many would decide to continue their studies in the same field.

**Standard 3. The program provides a high quality curriculum that emphasizes and assesses student learning and engagement.** *(When responding to this Standard, please see Items for Reflection under this Standard.)*

3a. Please indicate how the program curriculum is in alignment with the following three items: *(Suggested limit 1 page)*

1. Disciplinary standards
2. The 2008-2013 Strategic Plan areas of focus (Mission, Engagement, Globalization)
3. The University Core competencies

The curriculum of the Master of Arts in Global Development and Social Justice was developed and revised by the Steering Committee, which includes members of St John’s faculty and members of Unicaritas. There was extensive consultation with faculty during the development of the program. The curricular offerings to adhere to the highest disciplinary standards of the university.

**Mission:**
The curriculum best exemplify “commitment to research, rigorous teaching standards, and innovative application of knowledge,” and embodies and enhances the spirit of the mission as it aims to “devote intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete.”

Grounded in Catholic Social Teaching, the curriculum seeks “to foster a worldview and to further efforts toward global harmony and development, by creating an atmosphere in which all may understand and embody the spirit of compassionate concern for others-so characteristic of Vincent.”

**Engagement:**
Engagement begins very early in the program and continues throughout the process. As the students arrive in Rome, they experience engagement through intensive orientations
and a workshop on cultural diversity. Next, they learn how to engage with their professors, with whom they spend a week and finally they begin to engage with each other while sharing their engagement in the country of origin. Many of our students are already professionals in the field of Development (some have worked in the United Nations, others are involved in NGOs or governmental agencies, some are missionaries, and others are religious and clergy) and the MA GDSJ curriculum helps redirect their engagement in a more constructive way while, simultaneously, their prior experiences become a source of inspiration their peers.

Globalization:
The master’s curriculum is focuses on global issues and the concept of globalization. Since 85% of the students hail from the world’s poorest countries, each course is a global classroom. Through an optional internship, students can choose to undertake service learning activities through the services provided by Caritas and the Idente Missionaries.

Core Competencies:
The Core competencies are reflected in the goals and objectives of the curriculum and the program. The goals of the MA GDSJ program reflect our university mission as it prepares the students to:

1. Understand and identify the phenomenon of underdevelopment, its elements and its causes, from a global standpoint
   c. Articulate key principles and models of development from a variety of disciplinary and interdisciplinary perspectives (including economics and political science)
   d. Critically examine existing models of development for their achievements and shortcomings in reducing poverty, hunger, human inequality, raising the quality of choices available for human flourishing, and in conserving the environment.

2. Demonstrate the ability to articulate a normative vision of human development that is deeply rooted in Catholic Social Thought, and to situate that perspective in relation to other paradigms of development.
   a. Appreciate the understanding of the human person and of the common good that inform Catholic social teaching and its perspectives on development.
   b. Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.
   c. Define key principles of Catholic Social Teaching and employ those principles as analytical tools in examining specific issues and cases.
   d. Articulate a well-informed and clear empirical understanding of the concrete issue(s) of development that they plan to analyze ethically and theologically.

3. Identify appropriate resources and assess best practices toward authentic human development.
a. Identify and critically evaluate relevant information resources for investigating issues in development (including, but not restricted to migration, employment, education, communication, and health care)
b. Employ the principles and values of Catholic Social Thought to effectively analyze and assess current efforts (by governments, nongovernmental organizations, and international organizations) that address issues in economic, political, and social development

4. Construct effective strategies to address emerging forms of poverty, marginalization, and exclusion.
   a. Engage in critical interdisciplinary thinking about complex interrelationships involved in development by linking concerns considered by ethicists, social scientists, demographers, economists, policy makers, human rights activists, and development practitioners.
   b. Examine the status of women worldwide in regard to finance, health, violence, the environment, education, family, and decision making, and articulate an understanding of the structural forces involved.
   c. Prepare and present position papers, research studies, and other written and oral presentations that identify and propose solutions regarding specific instances of poverty, marginalization, and exclusion.

3b. Please describe the comprehensive assessment model currently implemented for the 2009-2010 academic year for the program through WeaveOnline. Be sure to include how many objectives have been indicated for each program, the number of objectives being measured with findings and action plans for this assessment cycle, and the time it will take in this model to complete assessment of all objectives. *(Suggested limit ¼ page)*

**Goal 1: Understand Global Development Issues**

Understand Global Development Issues

Objective 1: Articulate key principles & models of development

Articulate key principles and models of development from a variety of disciplinary and interdisciplinary perspectives (including economics, political science)

Objective 2: Critically examine existing models of development

Critically examine existing models of development for their achievements and shortcomings in reducing poverty, hunger and human inequality, in raising the quality of choices available for human flourishing and in conserving the environment.

**Goal 2: Relate Development to Catholic Social Teaching**

Relate Development to Catholic Social Teaching

Objective 1: Understand perspective of Catholic social teaching

Demonstrate understanding of the human person and of the common good that inform Catholic social teaching and its perspectives on development.
Objective 2: Analyze the principles of Catholic Social Teaching
Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.

Objective 3: Define key principles of Catholic Social Teaching
Define key principles of Catholic Social Teaching and employ those principles as analytical tools in analyzing specific issues and cases.

Objective 4: Articulate a well-informed understanding of issues
Articulate a well-informed and clear empirical understanding of the concrete issue(s) of development that they plan to analyze ethically and theologically.

Goal 3: Identify Development Best Practices and Solutions
Identify Development Best Practices and Solutions
Objective 1: Evaluate information resources
Identify and critically evaluate relevant information resources for investigating issues in development (including, but not restricted to migration, employment, education, communication, and health care)

Objective 2: Employ principles of Catholic Social Thought
Employ the principles and values of Catholic Social Thought to effectively analyze and assess current efforts (by governments, nongovernmental organizations)

Related Measures:
- Identify Development Best Practices and Solutions
  - Student performance will be assessed by means of the capstone research project and performance in the Final Integrating Seminar (MGD 200).
    - Conduct original research, drawing on interdisciplinary perspective and using a wide variety of scholarly resources.
      - Gather, organize, and present information using appropriate academic style (e.g., APA, MLA)
      - Formulate research hypotheses and design appropriate strategies to test these hypotheses and investigate relevant evidence.
      - Identify and critically evaluate relevant resources in a variety of formats
      - Write essays, reviews, and research papers that focus on key foundational and/or current issues from an interdisciplinary perspective.

Source of Evidence: Capstone course assignments measuring mastery.
Capstone project mentors will provide continual assessment feedback throughout the process. As a follow-up, the faculty member teaching the Final Integrating Seminar (MGD 200) will provide summative feedback during the summer course in Rome. The Director of the MA program and the Steering Committee will also provide an assessment of the final capstone project.

Inasmuch as the program began in Summer 2009, a comprehensive assessment will be necessary to review goals and objectives once a critical mass of students have been admitted and subsequently completed the program. We estimate that it will require a minimum of four years (2 cohorts) to achieve this goal.

3c. From the 2008-2009 Assessment Plan (WeaveOnline) indicate what action plans the program has implemented to meet indicated targets. (Suggested limit ½ page)

Not applicable to this new program since it was only approved in May 2009. (For prior years, please refer to the MALS - Concentration in Global Development and Social Justice program)

Standard 4. The program has the faculty resources required to meet its mission and goals. (When responding to this Standard, please see Items for Reflection under this Standard and complete the following chart(s).)

4a. Narrative: (Suggested limit 1 page)

The articulation agreement with Unicaritas stipulates that seven faculty members will be drawn from St. John’s University and four faculty will be selected Unicaritas with the approval of the University. The University faculty are drawn from St. John’s College, College of Professional Studies and The Tobin College of Business, while the Unicaritas faculty present an international flavor with professors from Japan, Italy, India and Venezuela. All faculty meet the students in Italy and are eligible to serve as mentors for the capstone projects.

4b. What is the student to full-time faculty ratio based on number of majors and minors in the program and the number of full-time faculty assigned to the program? For full-time faculty assigned to the program, please provide the most recent year and previous years if available.

The number of majors and minors can be found below.
Full-time faculty by program is only available through departmental records.

Please complete the table below and provide additional information in 4e if that may help to explain the pattern of this ratio.
### Majors/ FT Faculty

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Majors &amp; Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36*</td>
</tr>
</tbody>
</table>

# of FTE Students (Majors & Minors)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Majors &amp; Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

# of FTE Faculty assigned to the program

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Majors &amp; Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

FTE Student/FTE Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
<td>PT</td>
<td>Total</td>
<td>FT</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Majors &amp; Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

---

### # of FTE faculty assigned to the program

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>Total</td>
<td>P</td>
<td>Total</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAJORS</td>
<td>36</td>
<td>36</td>
<td>5</td>
<td>33</td>
</tr>
</tbody>
</table>

### FTE Student/FTE Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>Total</td>
<td>P</td>
<td>Total</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAJORS</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Total FTE MAJORS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>Total</td>
<td>P</td>
<td>Total</td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Important Notes:

FTE Students = Number of FT Students + (number of PT Students/3)
FTE Faculty = Number of FT Faculty + (number of PT Faculty/3)

This methodology is used by STJ for all external reporting.

* Includes 4 students from Cohort #1 and #2 who are currently completing requirements for the M.A. Liberal Studies (Global Development & Social Justice Concentration).

4c. How many credit hours has the department delivered by full-time faculty? How many credit hours has the department delivered by part-time faculty (including administrators)? What percent of the total credit hours consumed were by non-majors?

The MA in Global Development and Social Justice program does not have its own full-time or part-time faculty.
4d. How many courses has the department delivered by full-time faculty? How many courses has the department delivered by part-time faculty (including administrators)?

The following courses are offered:

MGD 100:  *Introductory Seminar* (Taught by two professors sponsored by Unicaritas).
MGD 110:  *Development and Role of Organizations* (Taught by a professor sponsored by Unicaritas and one from the Department of Government and Politics, St. John’s College of Liberal Arts and Sciences).
MGD 120:  *Information Resources for Development Professionals* (Taught by a full-time professor from the Division of Library and Information Science, St. John’s College of Liberal Arts and Sciences).
MGD 130:  *Catholic Social Thought and the Vincentian Tradition* (Taught by a full-time faculty member from the Department of Theology and Religious Studies, St. John’s College of Liberal Arts and Sciences).
MGD 140:  *Economics of Development* (Taught a full-time faculty from the Tobin College of Business).
MGD 150:  *Political Issues of Development* (Taught by a full-time faculty from the Department of Government and Politics, St. John’s College of Liberal Arts and Sciences).
MGD 160:  *GIS Applications for Integrated and Sustainable Development* (Taught by a full-time faculty from the Department of Sociology and Anthropology, St. John’s College of Liberal Arts and Sciences).
MGD 170:  *Gender and Social Justice in Development* taught by a full-time faculty member from the Department of Theology and Religious Studies, St. John’s College of Liberal Arts and Sciences).
MGD 180:  *Media in Global Development* (Taught by a full-time faculty from the College of Professional Studies).
MGD 190:  *Health Care Issues in Global Development* (Taught by a faculty member sponsored by Unicaritas).
MGD 200:  *Integrating Seminar & Capstone Project* (Taught by the CEO of Unicaritas, Dr. Riccardo Colasanti)

Thus, seven courses are delivered by tenured or tenure-track full-time faculty while four courses are delivered by part-time adjunct faculty sponsored by Unicaritas.

4e. Narrative: Provide any additional information about the student (majors & minors)/full-time faculty ratio, credit hours delivered and courses taught by full-time and part-time faculty that may be helpful to understand the noted trends above. *(Suggested limit ½ page).*

_Not applicable._

4f. Explain the representative nature of faculty in terms of demographics, tenure and diversity? *(See departmental information on next page)*
4g. What evidence exists that the program’s faculty have engaged in research and scholarship on teaching or learning in the program’s field of study? *(Suggested limit ½ page)*

The curricular vitae of the faculty provide evidence of their scholarly research in the field. In addition, the annual AFARs of the SJU faculty will document new publications and projects, etc. in the field.

4h. What initiatives has the program initiated in the past five years to promote faculty development? *(Suggested limit ½ page)*

As of September 2009, we began a series of faculty training session with monthly lectures as well as a semester lecture series on key issues in development with guest lecturers from different fields. In addition, we have developed selected training session activities and a conference for the faculty when they are in Rome each July.

4i. The table below shows the amount of external funding received by the department.

<table>
<thead>
<tr>
<th>External Funding</th>
<th>Fiscal Year</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ Amount Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20,000.00*</td>
</tr>
<tr>
<td>$ Amount Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If available, please provide the dollar amount of externally funded research for full-time faculty supporting the program under review. (Program dollar amounts are only available through departmental records.)

Comments *(Suggested limit ½ page)*

* Stipend for Marketing Consultant.

**Standard 5: The program attracts, retains, and graduates high quality students.** *(When responding to this Standard, please see Items for Reflection under this Standard.)*

5a. Narrative: *(Suggested limit 1 page)*

With 85% of the students coming from different countries, this program best exemplifies diversity among student population. Since this program began in May 2009, it is premature to respond to this standard. After an intensive promotional campaign this fall, we experienced a significant increase in the number of applications from Summer 2009...
to Summer 2010. A brief review of the applications revealed that the program had attracted a pool of high quality applicants, many of whom had cumulative grade point averages ranging from 3.5 – 4.0. A cohort of 25 was selected from the pool of 75 applicants. The Summer 2010 cohort represents the first cohort selected for the new MA Global Development and Social Justice program. The Steering Committee plans to carefully monitor the academic progress of this cohort.

5b. Undergraduate SAT and High School Average

*Not applicable.*

5c. Undergraduate 1st Year Retention Rates

*Not applicable.*

5d. Undergraduate 6 Year Graduation Rate

*Not applicable.*

5e. Graduate Standardized Test Scores

The National Overall Average for verbal is 150.6 and a quantitative of 151.9, based on those tested between August 1, 2011 and April 30, 2013. However, the GRE is not a pre-requisite for admission to the MA Global Development & Social Justice program.

### New Graduate Students GRE Verbal Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School Arts</strong></td>
<td>Ir Grev Score</td>
<td>Ir Grev Score</td>
<td>Ir Grev Score</td>
<td>Ir Grev Score</td>
</tr>
<tr>
<td>old</td>
<td>491</td>
<td>500</td>
<td>497</td>
<td>532</td>
</tr>
<tr>
<td>&amp; Sci</td>
<td>new</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### New Graduate Students GRE Quantitative Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School Arts</strong></td>
<td>Ir Greq Score</td>
<td>Ir Greq Score</td>
<td>Ir Greq Score</td>
<td>Ir Greq Score</td>
</tr>
<tr>
<td>old</td>
<td>585</td>
<td>566</td>
<td>593</td>
<td>604</td>
</tr>
<tr>
<td>&amp; Sci</td>
<td>new</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As of August 1, 2011, ETS revised the GRE General Test with a new scoring scale. Prior to 8/1/11 on a scale of 200-800(old) and after 8/1/11 on a scale of 130-170(new).

General test percentage distribution of scores within intended graduate major field that is based on the performance of seniors and non-enrolled college graduates who were tested on the verbal and quantitative examination.
<table>
<thead>
<tr>
<th>Intended Graduate Major</th>
<th>Test-Takers</th>
<th>Mean Score (Verbal)</th>
<th>Mean Score (Quantitative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science*</td>
<td>11,323</td>
<td>156</td>
<td>151</td>
</tr>
<tr>
<td>Economic</td>
<td>7,973</td>
<td>154</td>
<td>159</td>
</tr>
</tbody>
</table>


5f. Narrative: Please describe how your program compares with your peer and aspirational institutions. *(Suggested limit ½ page)*

Inasmuch as the program began in May 2009, it is premature to respond to this question. The Steering Committee plans to continue benchmark studies at periodic intervals.

5g. If applicable, describe your program’s student performance over the past 5 years on licensure or professional certifications exams relative to regional and national standards. *(Suggested limit ¼ page)*

*Not applicable.*
5h. Number of majors and minors enrolled over the past five years? Please complete the table below.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Minors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>GDSJ</td>
<td>MA</td>
<td>36</td>
<td>38</td>
</tr>
</tbody>
</table>

5i. Number of degrees granted during the past five years. Please complete the table below.

Note: The program began in July 2009 and the first class of graduates is expected in July 2010 (Cohort #3 was transferred from the MALS GDSJ Concentration program to the new MA in Global Development and Social Justice program).

<table>
<thead>
<tr>
<th></th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferred</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|          | SJC-GR | GDSJ | Global Dev & Social Justice | MA | 14 | 11 | 18 |

5i (1). Below is comparison degrees conferred data for local and national institutions based on data retrieved from the IPEDS website. This is based on the Classification of Instructional Program (CIP) Code of 24-Liberal Arts and Sciences, General Studies and Humanities.

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>518</td>
<td>442</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>46,953</td>
<td>46,727</td>
<td>46,925</td>
</tr>
</tbody>
</table>

1Local institution include: Adelphi University, Columbia University, CUNY Queens College, Fordham University, Hofstra University, Iona College, C.W. Post University, Manhattan College, New York University, Pace University, Seton Hall University, Stony Brook University, and Wagner College.
5j. Narrative: How do these trends compare to institutional, regional and national patterns? *(Suggested limit ¼ page)*

It is premature to assess graduation trends at this time.

5k. What mechanisms are in place to monitor students’ progress toward degree? And, to what extent is there a collaborative effort to provide quality advising and support services to students. *(Suggested limit ¼ page)*

Monitoring students’ progress in the MA in Global Development and Social Justice program is a collaborative effort on the part of faculty and the Steering Committee which contributes to the success of the program. The following strategies are employed:

- Responsible for the administrative oversight of the program, the Director and the Coordinator regularly monitor students’ progress toward the completion of the MA degree. In addition, the Steering Committee receives progress reports from them on a periodic basis.

- At the monthly meetings, faculty feedback is solicited about various issues including student progress, distance learning topics, technology issues, etc.

- In consultation with the mentors, the Director of the program reviews and approves the capstone project outlines as well as the final capstone projects.

Also, monitoring occurs through:

- A systematic input regarding course level and quality as well as program effectiveness and satisfaction obtained from students through interviews at significant intervals during students' progress through the program and at the point of graduation.

- Data collected periodically to assess students' success in their work.

- Online Learning and Services conducts an annual review of distance learning programs to ensure that they satisfy the criteria stated in the University’s Distance Learning policy. Among other things, the evaluation includes a review of student course evaluations, a distance-learning student satisfaction survey, a review of course materials, a review of faculty preparation to teach online (mentoring, training and experience), and a review of information provided to students.

Due to the nature of this program, we have fostered a culture of support for our students. Throughout the duration of their studies, they are encouraged to contact faculty, members of the Steering Committee, and the Director and Coordinator if they need assistance or additional information, etc. In addition, an Instructional Services Librarian provides technology and research support and participates in training new students each July. Information Technology also provides support for all technical issues. We have developed a well-defined network, present 24/7, in every part of the world and students have written to us to express their appreciation for the efficiency of our network.
Standard 6. The program has adequate resources to meet its goals and objectives. (When responding to this Standard, please see Items for Reflection under this Standard.)

Financial data is not available at the program level. Departmental information is provided below for your reference.

Department Information - Earned Income/Direct Instruction Expense Ratio  
(FY 2009 data not yet available)

6a. Narrative: (Suggested limit 1 page)

The MA in Global Development and Social Justice is adequately supported at this time. To grow the program, additional resources will be needed.

6b. To what extent has the University funded major capital projects, e.g., renovations, which are linked directly to the program during the past five years? (Bulleted list.)

No capital projects have been linked directly to the MA GDSJ program.

Standard 7. The program has taken effective actions based on the findings of the last program review. (When responding to this Standard, please see Items for Reflection under this Standard.)

7a. Narrative: (Suggested limit 1 page)

Not Applicable