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10/15/18

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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.

- New Academic Program
- New Area of Concentration
- New Degree Level Approval
- New Stand-Alone Certificate
- Off Campus Program
- Substantial Change to a Degree Program
- Substantial Change to an Area of Concentration
- Substantial Change to a Certificate Program
- Cooperative Degree Program
- Offer Program at Regional Higher Education Center

Payment Submitted:  Yes  No  
Payment Type:  R\*STARS  Check  
Date Submitted: 10/12/18

Department Proposing Program	Advanced Academic Programs
Degree Level and Degree Type	Master's / Master of Arts
Title of Proposed Program	Non-Governmental Organization Management
Total Number of Credits	30
Suggested Codes	HEGIS: CIP: 52.0206
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (fully online) <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 type="radio"/> Spring <input type="radio"/> Summer Year:
Provide Link to Most Recent Academic Catalog	URL: advanced.jhu.edu/current-students/academic-catalog/

Preferred Contact for this Proposal	Name: Natalie Lopez
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President/Chief Executive	Type Name: Sunil Kumar
	Signature:  Date: 10/12/18
	Date of Approval/Endorsement by Governing Board: N/A

Revised 6/13/18

**The Johns Hopkins University  
Krieger School of Arts and Sciences  
Proposal for a New Academic Program  
Master of Arts in Nongovernmental Organization (NGO) Management**

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**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 Krieger School of Arts and Sciences is pleased to submit a proposal for a new Master of Arts in Nongovernmental Organization (NGO) Management program for online delivery.

Offered by the Krieger School's division of Advanced Academic Programs (JHU-AAP), the online degree option for the M.A. in NGO Management will provide students the opportunity to earn an advanced degree in the specialized field of NGO management with a special emphasis on analysis, critical evaluation, problem solving, and most importantly, professional application. After completing the core courses, students will tailor their studies by selecting a specialization track depending on their academic and professional goals. Each track is designed to "groom" students for professional development in the following areas: international organizations (e.g., humanitarian aid, emergency relief, and foreign assistance); project management (e.g., monitoring and evaluation, proposal development, and leadership); social enterprise (e.g., hybrid organizations and mission-based entrepreneurship); and governance and civic engagement (e.g., election monitoring, digital political participation, and advocacy).

The M.A. will build on the certificate in Nonprofit Management (NPM) that was established in 2012 and provides students with an overview on nonprofit management as well as applicable technical skills for implementation through the workforce.<sup>1</sup> Increasingly, students in the NPM certificate program express an interest in a full master's degree and are especially interested in acquiring skills relevant to managing international rather than domestic organizations. This is why the proposed degree is focused on NGO management rather than non-profit management. The NPM certificate will continue to be available for those with a more domestic orientation.

International nonprofit management requires that students be familiar with risks and opportunities different from those they normally encounter in the domestic arena. These can include maintaining relations with rival governments, dealing with threats of violence, understanding the varied political environments of a host of different nations

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<sup>1</sup> Nonprofits are generally considered domestic organizations that constitute a subset of non-governmental organizations. The term not-for-profit is a U.S. Internal Revenue Service (IRS) tax code designation for domestic groups incorporated under sections 501(c) of the tax code (there are 29 types of nonprofit organizations which are exempt from the federal income taxes).

and understanding why the nominal beneficiaries of their efforts sometimes resent what they see as external interference even as they need the aid that NGOs can provide.

The mission of The Johns Hopkins University 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 the JHU Advanced Academic Programs (AAP) is to offer high quality graduate courses, certificates and degree programs containing a mixture of theory and practice that serve the current and long term needs of today's adult learners. Finally, the mission of the Center for Advanced Governmental Studies is to provide a strong foundation of knowledge upon which innovative policy programs and promising leaders can develop. The new M.A. will complement existing Hopkins management degrees in two sectors, business and public management. The M.A. in NGO Management will enable students to gain a practical and a theoretical perspective about nonprofit and non-governmental institutions, leadership, and operations. The degree will also be aimed at creating a professional network of students, alumni, professors, nonprofit/NGO practitioners and others in the field who may serve as resources for the program and students. The degree will distinguish itself from other M.A. programs in comparable fields because it will be the first online NGO Management degree which will be accessible to students worldwide.

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

The proposed online M.A. in NGO Management degree option fits well within the JHU-AAP Center for Advanced Governmental Studies mission of marrying theory and practice. JHU-AAP is noted for its high-quality graduate programs for working professionals that educate them in various disciplines to be tomorrow's most promising leaders.

The proposed degree for the M.A. in NGO Management is well aligned with the primary strategic goals of the Center for Advanced Governmental Studies to: 1) provide an academic setting for the practical application of scholarship on all aspects of government, politics, policy and governance; 2) enhance the Center's position as a leader in education for working professionals that is innovative and distinctive; and 3) educate future leaders by providing students with the highest quality of instruction in a diverse and inclusive environment.

**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.**

Please see Tables 1 and 2 for detailed financial information and narrative.

**4. Provide a description of the institution's commitment to:**

- a) ongoing administrative, financial, and technical support of the proposed program.**

Hopkins has a dedicated team of full-time administrators, financial managers, and technical support that will work with the Program Director to ensure ongoing support of the new degree.

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

The new program will be an integral part of the master's degree programs overseen by the Center for Advanced Governmental Studies at Hopkins and will therefore have ongoing support that will enable enough time for all enrolled students to complete their studies in the program.

**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**

Nonprofits/NGOs around the world are shaping public policy, delivering services, mobilizing for collective impact, contributing to our economies, and in general, facilitating the citizen participation and influence that creates free and effective societies. Over the past thirty years, as an integral part of multilateralism, the world has witnessed a fast-rising number of Non-Governmental Organizations (NGOs) as well. Today, there are about 10 million NGOs worldwide and in the U.S. there are somewhere between 1.5 to 2.3 million NGOs operating. Significantly, over 25,000 NGOs are located in the Washington, D.C. metropolitan region and the largest concentration of them is in the Dupont Circle area (estimated to be just under 1,600 NGOs). There is both a global reach for the proposed degree as well as a strong local market. Meeting new management challenges particularly those encountered in international settings requires developing and teaching new techniques and understanding. This new program will help meet the need for both the advancement and further evolution of knowledge in this burgeoning field.

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

At Johns Hopkins, 10 percent of students in the 2017 entering cohort were first generation and 15 percent were from lower socioeconomic backgrounds. Approximately 5 percent of the students in this cohort were both. For AAP specifically, 31.2 percent of the student body identifies as minority.

This fall, the university is launching the FLI (first-generation and students from families with limited income) Network to increase the visibility of faculty who were also first generation and/or limited income college students. Members of the Network will share their undergraduate experience on the Network's digital community directory. In addition, the online nature of the proposed program provides accessibility to all persons with access to online facilities across the country and on a global scale.

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

JHU-AAP master's programs are accessible to minority and educationally disadvantaged students and welcomes applications from qualified graduates of historically black institutions. Please see also E.1. and F. 1. below.

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

The proposed program is well aligned with Maryland Ready, the 2013–2017 Maryland State Plan for Postsecondary Education. The innovative M.A. in NGO Management is intended to meet the growing need for skilled professionals in the nonprofit in the state, across the country, and around the globe. This is consistent with the Goal 1 of the State Plan, “Quality and Effectiveness,” which asserts that Maryland will enhance its array of postsecondary education programs to more effectively fulfill the evolving educational needs of its students, the state, and the nation. Similarly, the proposed program is consistent with Goal 4, “Innovation,” which articulates Maryland’s aspiration to be “a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes...” Goal 5, “Economic Growth and Vitality,” is centered on supporting a knowledge-based economy through increased education and training; this, too, is aligned with the goals of the proposed program.

**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.**

The significant growth in the nonprofit sector is reflected in increasing employment in this sector while it continues to decline overall in the for-profit sector. The nonprofit sector now employs over 10 percent of the domestic workforce in the U.S. The U.S. Bureau of Labor Statistics estimates a 10 percent increase in NGO management positions. NGOs are more involved than ever in global policy making. Beyond humanitarian needs, NGOs serve several roles in advancing modern societies: they facilitate communication, both for the people and for governments; they are often “first responders” as they have access to a suite of specialized information and areas that other sectors lack; they strengthen accountability and transparency; and they fill gaps where governmental organizations do not by creating opportunities, providing skills, and information.

Although many nonprofit practitioners have advanced degrees, frequently they do not have specific training in the areas of NGO management they need to most effectively manage and lead their organizations. The need for management and leadership development is recognized by 70 percent of the current NGO leaders surveyed who find that entry level and new directors are not prepared for NGO management demands. The lack of capacity and expertise is further outpaced by the growing number of NGOs. For example, in Sudan, the humanitarian needs for 2017 were estimated by the United Nations to be \$1.2 billion and yet, out of the 56 local NGOs eligible to receive funds, 52 failed to reach acceptable organizational standards to carry out their mandate, address the most immediate needs, and be eligible for funding. As a result, only \$400 million in funds have been disbursed. In this case, it is a lack of capacity compounded by a lack of credibility that negatively impacts NGO effectiveness. Given the high degree of interconnectedness in the modern global economy, many of these types of challenges call for a collective response. As noted in C. 3. below, based on the high number of job postings for mid-level management positions in nonprofit organizations and the projection for further growth in this sector, there will be sufficient newly created jobs to employ our graduates.

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

Today, there are about 10 million NGOs worldwide according to the U.S Department of State and the National Center for Charitable Statistics (NCCS) estimates that there are more than 1.5 million nonprofit organizations registered in the U.S. These include public charities, private foundations, and other types of nonprofit organizations, including chambers of commerce, fraternal organizations and civic leagues.

In 2012, the Urban Institute reported that the District of Columbia is home to more than 12,700 tax-exempt organizations, while other estimates give an apparently much more inclusive number totaling more than double that. The Dupont Circle area alone contains the highest number of registered nonprofits in the region (with a total of 1,580 groups (12 percent of the total in D.C.)).

These figures demonstrate the relevancy of an advanced degree being taught in NGO Management from a location that is strategically entrenched in a network of NGO experts. In addition, the structure of the program allows students who already work in nonprofits/NGOs, or related fields to strengthen their knowledge and skills without interrupting their careers to become full-time students. As an exclusively online degree, the M.A. will also be accessible to those beyond the Washington metropolitan area.

Since its inception in 2012, the AAP Graduate Certificate in Nonprofit Management has attracted hundreds of students. Currently, there are about 140 students in the program, over 80 of whom are dual degree students pursuing the Certificate while also pursuing their M.A. in either Public Management, Museum Studies, or Communications. It is one of the most successful AAP certificate programs and enjoys a strong reputation in the field. The substantial number of students pursuing a M.A. with the Certificate indicates the demand for a master's degree in this area. Most of the dual degree students indicate that they would pursue a M.A. in NGO Management if it were offered. There is high demand for the NPM courses currently offered and they are taken by students from many different AAP master's programs. In AAP programs, the class limit for online classes is 15 and NPM courses typically fill to capacity. Frequently, additional sections need to be opened to meet the high demand and accommodate those on deep waitlists.

**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.**

A marketing report done last year by the UPCEA Center for Research and Strategy reports that "more than one-quarter of people employed in Washington, D.C. (26.6%) work in the nonprofit sector, while nonprofits account for 13.3% of employment in Maryland and 8.7% in Virginia." The JHU Region may employ 242,978 NGO management professionals with a projected average annual growth percentage of 0.8% over the next 10 years.

In Fall 2017 there were 317,544 job postings by 63,500 employers across 24 occupations nationwide, and 14,612 job postings by 5,100 employers across 24 occupations in the JHU region for a defined set of NGO-relevant management occupations. The average annual salary for an individual working as an NGO-relevant management professional is \$141,900 in the JHU region. This is \$18,100 more than the national average for these types of occupations, and \$81,700 more than the national average for all occupations. In the JHU region, the NGO-relevant management occupation with the most employees is general and operations managers, at 39%, followed by all other managers at 27%. The U.S. Department of Labor (as noted above in C. 1.), projects a 10% increase in NGO management positions.

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

We expect to enroll 15 students in year 1, 20 in year 2, and by year 3 we estimate we will begin graduating classes on an average of 15, growing the number each year until 40 by year 5.

**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.**

There are some existing programs offering a M.A. or M.S. in Nonprofit Management, but they are primarily domestically oriented, do not provide an online option, and focus primarily on leadership development. Although there are some online degrees with a nonprofit/NGO piece, it is typically included as an option (e.g., as a concentration, emphasis, specialization or track) as part of a different M.A. program. The online M.A. in NGO Management will be a distinctive program in that its focus is on all aspects of NGOs and is international in scope.

**Universities offering an online M.A. or M.S. in nonprofit management include:**

Notre Dame of Maryland University's School of Arts, Sciences, and Business offers a M.A. in Nonprofit Management. This 36-credit hour program is domestically focused and has an online option.

**Universities offering an on-site M.A. or M.S. in nonprofit management include:**

JHU School of Advanced International Studies (SAIS) offers a M.A. in International Law and Organizations, however, its focus is primarily to prepare students for diplomatic service and is an on-site program. None of the major universities in the D.C. metropolitan area (including University of Maryland, George Washington University, and American University) have a master's degree level offering in NPM or NGO management although they have NPM certificate, concentrations or other offerings in this area of study.

The proposed online M.A. in NGO Management differs significantly from any of the existing nonprofit master's programs given its focus on broader issues such as international organizations, project management, and social enterprise. In addition, there are no programs that offer an online MA in NGO Management.

**2. Provide justification for the proposed program.**

The proposed M.A. in NGO Management to be offered fully online is consistent with a commitment to online learning at JHU-AAP where 55 percent of enrollments are via distance education. Online learning furthers the Nonprofit Management Program's mission of developing analytical and management skills for nonprofit leaders wherever they are located. Alumni of the Certificate are founding their own nonprofits, leading



existing nonprofits, serving on Board of Directors, or working elsewhere in the NPM sector. The proposed MA in NGO Management would fulfill the same mission and extend it to more comprehensive preparation for students to be leaders in the NGO sector.

Each semester an increasing number of inquiries come from prospective students who are interested in pursuing a master's in nonprofit management rather than a certificate. There is clearly strong demand for a full master's degree in this area and the proposed MA in NGO Management will meet this demand.

**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.**

Any student meeting the admissions requirements after attending and completing a baccalaureate degree at any undergraduate institution, including any HBIs, could apply to the program. The program could serve as an extension of the opportunities provided by HBIs because the students could improve their competitiveness and reach their professional goals by enrolling in and completing the degree program.

**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 M.A. in NGO Management would apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would 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.**

This proposal for an online Master of Arts in Nongovernmental Organization (NGO) Management is being submitted by the Center for Advanced Governmental Studies in Johns Hopkins's Advanced Academic Programs (JHU-AAP), which already has well-established online courses in the existing M.A. in Government, M.A. in Public Management, M.A. in Government Analytics, the M.A. in Global Security programs, and an online nonprofit management certificate program with highly-regarded faculty. Many of the faculty teaching in the existing degree program will also serve as instructors in the online program. Any new instructors recruited to teach in the online M.A. program would be required to meet the same qualifications as those teaching in the master's degree program and other programs in JHU-AAP.

As with all JHU-AAP programs, the use of part-time adjunct faculty is both intentional and important. JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspiring professionals in the NGO Management space. Therefore, this program uses a significant portion of adjunct faculty are nonprofit practitioners, with years of experience in working in both international and domestic organizations.

See Appendix A for a representative list of faculty who will teach in the proposed program.

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

The educational goals of the proposed online degree of the M.A. in NGO Management are: to provide students the analytical tools and technical skills needed to found, lead, manage, and/or work with nongovernmental agencies and social institutions in our society and internationally; to build or strengthen management and leadership skills; to build effective and ethical leadership for the public and nonprofit sector; to demonstrate how the field fits and collaborates with other sectors; to provide experts knowledge of excellence, effectiveness, and merging trends in the sector; to improve the ability to collaborate and/or build strategic partnerships; and to make policy recommendations for change.

Students completing the online M.A. in the NGO Management program will be able to:

- Apply history, facts, trends and lessons learned to interpret situations that arise every day for nonprofit and non-governmental organizations;
- Identify and use data about the nonprofit sector, assess the need for a new US-based nonprofit, and gain familiarity on the necessary steps to start a nonprofit or NGO;
- Learn the necessary tools to lead, manage, or found a NGO;
- Demonstrate proficiency in NGO management and exhibit critical thinking skills in important academic or public and global policy areas through the completion of the capstone project;
- Critically analyze and evaluate existing and proposed public policy, from a variety of sources, both academic and nonacademic;
- Develop oral and written communication skills that will enhance career objectives in non-profit, multilateral and non-governmental organizations;
- Identify the various roles that international and national non-governmental organizations (NGOs) and civil society organizations (CSOs) play in local, national and international development, humanitarian action, and policy processes;
- Analyze the legal and institutional frameworks within which CSOs and NGOs operate and identify how they might that aid or hinder promote or hinder development and accountability;
- Prepare them for managerial and analytical careers by strengthening their ability to serve as ethical, effective and globally engaged leaders of nonprofits and nongovernmental organizations; and

- Acquire expertise through coursework and the capstone process in one or more areas of NGO management.

**3. Explain how the institution will:**

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

JHU-AAP has an online student course evaluation process that is completed at the midterm of each semester and after the offering of each course. This process will be applied to the proposed M.A. in NGO Management online program. This evaluation also includes student reviews of the faculty for each course offered. Each semester the director for the program evaluates the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum will be reviewed by the chair, program director, faculty, and administrators as appropriate to determine if new topics need to be covered or other changes made following JHU-AAP procedures for such review.

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

As part of the online course design process in JHU-AAP, course assessments are required to be aligned with stated course learning outcomes. The new online program option for the M.A. in NGO Management proposed here will incorporate authentic-based learning assessments that demonstrate student's application of learned concepts.

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

The M.A. in NGO Management will be fully online and will build on the existing nonprofit management courses for the graduate certificate in Nonprofit Management. The Certificate curriculum was developed for working professionals, allowing them to take courses at either a full- or part-time pace.

For the proposed M.A. degree, students will complete 10 courses, including a capstone project that will provide them with a practical, hands-on experience to showcase the skills and knowledge they have gained throughout their studies. The Certificate requires students to take six online courses from among nine course options. There will be 6 core courses for the proposed M.A. degree, in addition to the capstone which is the seventh required course.

Students will also choose a specialization by selecting one of four tracks to take three elective courses in. The proposed elective tracks are: International Organizations; Project Management, Evaluation and Leadership; Social Enterprise; and Governance and Civil Engagement. Students who would like to create a hybrid track may combine courses with the approval of their advisor.

## **Overview of Proposed Curriculum**

NOTE: An asterisk (\*) indicates courses already developed (existing course titles may change to incorporate a greater NGO focus); Courses noted as “to be developed” have working titles.

**Please see Appendix B for all course descriptions.**

### **Core Requirements (7)**

470.728 Fundamentals of Nonprofits and NGO Management\*

470.798 Financial Management and Analysis in Nonprofits and NGOs\*

470.625 Resource Development and Marketing in Nonprofits (Domestic and International) \*

470.666 Institutional Fundraising: Raising Maximum Dollars from Government Agencies, Corporations & Foundations\*

470.774 Nonprofit/NGO Governance and Executive Leadership\*

470.XXX Ethics in NGO Management & Leadership (*To be developed*)

470.XXX NGO Management Capstone Seminar (*To be developed*)

### **Tracks**

#### **1. International Mission-Based Organizations (3)**

470.XXX Emergency Preparedness & Crisis Management (*To be developed*)

470.XXX Strategic Partnering & Corporate Social Responsibility Capacity (*To be developed*)

470.XXX Grant writing for Foreign Assistance (*To be developed*)

#### **2. Project Management, Evaluation and Leadership (3)**

470.623 Nonprofit Program Development and Evaluation\*

470.609 Leadership Skills of the 21st Century\*

470.XXX Monitoring & Evaluation for Nonprofits/NGOs (*To be developed*)

470.XXX Strategic Management and Nonprofit Leadership (*To be developed*)

470.XXX Project Management for NGOs (*To be developed*)

#### **3. Social Enterprise (3)**

470.XXX Funding and Resource Development for Social Enterprises (*To be developed*)

470.XXX Social Enterprise: Operational Models (*To be developed*)

470.XXX Advanced Topics in Social Enterprise: Technology, Innovation, & Emerging Trends (*To be developed*)

#### **4. Governance and Civic Engagement (3)**

470.621 Implementing Democracy: Public Action, Policy Tools, and Outcomes\*

470.637 Lobbying and Influence\*

470.651 Corruption and Democratic Governance\*

470.691 Digital Citizenship\*

470.693 Comparative Democracy

A full course listing of the existing courses for the M.A. in NGO Management with course titles and descriptions is provided in Appendix B.

**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.**

JHU-AAP maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the JHU-AAP website at <http://advanced.jhu.edu> and the JHU-AAP online catalog, which includes detailed programmatic information, academic support services, financial aid, costs, policies, and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on how to create their JHU log-in account for the course management systems, technical requirements, available academic support services and new online student orientation course.

**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.**

All relevant program information is kept up to date on the JHU-AAP web site.

**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).**

See Appendix A for a representative list of faculty who will teach in the proposed program.

As with all JHU-AAP programs, the use of part-time adjunct faculty is both intentional and important. JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspiring professionals in the NGO Management space. Therefore, this program uses a significant portion of adjunct faculty are nonprofit practitioners, with years of experience in working in both international and domestic organizations.

- 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**

Faculty in this online program are supported by JHU-AAP's Instructional Resource Center (IRC), as well as the program director, assistant director and program coordinators. The IRC provides oversight for all online course developments, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are required to complete three Blackboard training sessions and a course in the use of Adobe Connect. These trainings provide an overview of online learning pedagogy and introduce the faculty to some of the technologies they will be using to develop their online courses. Faculty may also sign up for one-on-one training sessions with staff of the IRC and consult with the Governmental Studies leadership for additional pedagogical or technical support. A third-party help desk also assists in faculty technical support.

The IRC, which offers instructional design and faculty support staff, continually participates in professional development activities to keep abreast of evidence-based approaches to online teaching practices. These online teaching practices are then incorporated into the new online instructor training sessions.

- b) The learning management system**

The IRC provides a wide range of faculty support services for faculty engaged in online instruction. Faculty have access to multimedia specialists, instructional designers, technical trainers, and a 24/7 technical help desk to provide the necessary support required to effectively deliver distance education programs. In

addition, JHU-AAP offers faculty development training opportunities in online pedagogy and new instructional technologies throughout the year specifically designed for online instructors.

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

The IRC offers training on how to be an effective online instructor based on best practices from research and other related sources. All new online instructors are required to participate in this training prior to teaching their first online course.

**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.**

The students will have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. Its collection of 4.2 million bound volumes, 154,000+ print and e-journals, and 1.6 million+ e-books support the university's academic and research enterprise. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians help students electronically and the library maintains an extensive web site to take 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.**

All courses in the proposed program will be offered online. The program will have no discernible impact on the use of existing facilities and equipment beyond the standard requirements already in place; primarily, faculty office space in an existing university facility location.

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

All enrolled students and teaching faculty in online JHU-AAP courses have access to the university electronic mailing system and learning management platforms in use for distance education. Currently, Blackboard is the platform used for online courses and other distance learning. The Instructional Resource Center (IRC) ensures that all students and faculty receive adequate technological support for distance learning in online courses.

**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.**
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. Also provide a narrative rationale for each expenditure category.**

**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.**

JHU-AAP has an online student course evaluation process that is completed at the midterm of each semester and after the offering of each course. This process will be applied to the proposed M.A. in NGO Management online program. This evaluation also includes student reviews of the faculty for each course offered. Each semester the director for the program evaluates the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum will be reviewed by the chair, program director, faculty, and administrators as appropriate to determine if new topics need to be covered or other changes made following JHU-AAP procedures for such review.



- 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.**

As part of the online course design process in JHU-AAP, course assessments are required to be aligned with stated course learning outcomes. The new online program option for the M.A. in NGO Management proposed here will incorporate authentic-based learning assessments that demonstrate student's application of learned concepts.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

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

Johns Hopkins is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Specific outreach to HBIs is planned to help ensure students at these schools are aware of this new program and its potential to improve their competitiveness in the job market and reach their professional goals if they are admitted to it and successfully complete the degree program.

**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.**

Johns Hopkins University is authorized by MSCHE and MHEC to offer distance education programs. JHU-AAP has years of experience administering successful online graduate programs. The new NGO program will be supported in the same way as the other online master's degree programs in JHU-AAP.

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

- a) Online learning is appropriate to the institution's mission and purposes.**

Johns Hopkins University (JHU) adheres to the Council of Regional Accrediting Commissions (C-RAC's) Interregional Guidelines for Distance Education. JHU's mission 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 the Advanced Academic Programs (AAP) is to offer high quality graduate courses, certificates and degree programs containing a mixture of theory and practice that serve the current and long term needs of today's adult learners. All courses for the MA in NGO Management will be offered online, with the exception of any study abroad programs which will be offered face-to-face. The online format of the program is essential to fulfilling the mission of both JHU and AAP, by delivering quality education to all students, regardless of their geographic location. The online coursework for the proposed program will be delivered asynchronously by utilizing the tools in the learning management system, BlackBoard. The department will take special care to address course environment issues such as student participation, communication, and ease of navigation in the learning management system. These courses will make use of a broad set of tools and approaches with support from faculty and the Instructional Resource Center (IRC).

- b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

JHU-AAP recognized the potential of distance education, and therefore was an early adopter of the online education model. AAP offers 20 online Master's degrees and 16 online graduate Certificates, amounting to over 50% of our course offerings. The majority of AAP's programmatic offerings have an online component, several are offered solely online, and all new programs are designed to include an online modality. The Associate Dean for AAP reports directly to the Dean of the Krieger School of Arts and Sciences, and AAP is recognized a vital component of the Krieger School. The Krieger School anticipates that enrollment in online education will continue to grow and has allocated funds and resources for AAP accordingly.

- c) Online learning is incorporated into the institution's systems of governance and academic oversight.**

Johns Hopkins University reviews new online program proposals using the same system of governance and academic oversight as that for new on-site programs. Before being shared with the deans of all JHU academic divisions, all proposals must first undergo a review by internal academic bodies, including discussions of fit with School mission, program viability, program rigor, instructor quality, and redundancy with existing programs.

For AAP, this entails a review by the academic program chairs, a faculty body made up of tenured faculty from the Krieger School of Arts and Sciences. If approved, the proposal is then forwarded to the Homewood Academic Council for review by faculty from both the Krieger School and the Whiting School of Engineering. Once a program is launched, its courses are subject to the established evaluation system: students are asked to complete a course evaluation at the midterm of each semester and after the offering of each course. In those evaluations, students assess the course content, delivery methods, and faculty performance. Each semester, the academic program directors evaluate course offerings, as well as faculty performances, based on student reviews. On an annual basis, program chairs, directors, faculty, and administrators will review the curriculum to determine if new topics need to be covered or other changes need to be made following JHU-AAP procedures for such review. Lastly, AAP undergoes a review by the Homewood Academic Council every five years.

- d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

The curriculum for the online program has been designed in consultation with experts in the field to ensure its coherence and cohesiveness. All the courses in the online program will be as rigorous as any course offered in JHU-AAP in traditional instructional formats. The courses will follow the same rigor that has been applied to the online courses of the other highly successful online JHU-AAP degree programs. A formal online course development process is used to support the course online course development. The online course development process incorporates the Quality Matters™ research-based set of eight standards for quality online course design to ensure the academic rigor of the online course is comparable or better to the traditionally offered course.

- e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

All the courses in the program are designed with the support of an instructional designer and multimedia specialists. The instructional designer and multimedia specialists serve as instructional technologist consultants to assist in identifying and recommending the most effective learning technologies for accomplishing the course learning objectives. The course instructor and instructional designer identify all the learning components of the course, and how the course will be facilitated to achieve the most optimal learning outcome for the students. This is an iterative process that goes through several levels of review prior to the course actually being

developed. Once the courses launch, the design team continually monitors the courses, and consults with the instructors to make adjustments to the course, if needed. All new online courses participate in a mid-term and end-of-term course evaluation process. The mid-term feedback is used to determine if any mid-point term corrections are needed. And the end-of-term is used to assess whether further course refinements are needed prior to the next time the course is offered.

**f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

Faculty in this online program are supported by JHU-AAP's Instructional Resource Center (IRC), as well as the program director, assistant director and program coordinators. The IRC provides oversight for all online course developments, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are required to complete three Blackboard training sessions and a course in the use of Adobe Connect. These trainings provide an overview of online learning pedagogy and introduce the faculty to some of the technologies they will be using to develop their online courses. Faculty may also sign up for one-on-one training sessions with staff of the IRC and consult with the Governmental Studies leadership for additional pedagogical or technical support. A third-party help desk also assists in faculty technical support, which is available to faculty 24/7.

**g) The institution provides effective student and academic services to support students enrolled in online learning offerings.**

JHU-AAP classes are offered as asynchronous learning experiences, allowing maximum flexibility in a student's schedule. Course content is delivered mainly via text notes, voice-over PowerPoints, streaming video, and threaded discussions to provide a connection between students and faculty through visual, auditory, and text-driven interactions. Classes are kept small to encourage active community building among fellow students and students and faculty. Prearranged real-time online meetings allow for direct access to faculty. To address student concerns or questions about an online learning environment, an orientation course, offered by Johns Hopkins University, introduces the students to the online learning tools, and is required before taking the first online class.

JHU-AAP online students have access to the following academic support services:

- Academic advising. Students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor contacts all the students each semester to check on progress and answer

questions. Courses that deviate from the program plan and have not been approved by an advisor may not count toward degree requirements.

- Library services. Students have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.
- Services for students with disabilities. The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the AAP Disability Services Administrator.
- Transcript access. Official transcripts will be mailed upon written request of the student at no charge.
- Student ID JCard. The JCard serves as the student's university identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card and provides access to student software discounts where available.

**h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.**

The JHU-AAP program prepares a five-year budget every year that includes sufficient resources to maintain all online programs and expand offerings, if desired. The budget contains funding for marketing, outreach, and recruitment for all programs as well as staff, admissions, student and faculty support services, finance and administration, and instructional design and technology support. The budget also provides funding for a new program viability analyses, new program marketing launches, and new course development costs. Faculty and staff development costs are included in greater detail in *Table 1: Resources and Narrative Rationale* and *Table 2: Program Expenditures and Narrative Rationale*.

AAP's in-house Instructional Resource Center (IRC), in collaboration with the centralized Johns Hopkins University IT department, works effectively to provide a robust, scalable, and innovative technical infrastructure to faculty, staff, and students. AAP's academic programs are delivered via this infrastructure, which utilizes a variety of programs to create an immersive and effective online environment – programs such as the Blackboard course management system, Adobe Connect, and the Zoom and VoiceThread applications. Using these programs, and

others, AAP creates unique courses that allow for both synchronous and asynchronous learning.

**i) The institution assures the integrity of its online offerings.**

AAP takes exceptional care to ensure that the student who registers for a course and who completes that course are one and the same. Once a student is accepted into an academic program by the admissions committee, that student is assigned a unique ID and password. These credentials are the student's identifier, and allows them to log in to AAP's secure network, manage their course registrations, and participate in their online courses. As an additional security measure, students are required to verify their identity prior to the start date of their first online course. They do this by logging in to AAP's website using their assigned credentials and completing a questionnaire that includes personal identifying information. The form is then compared to the information provided in the student's application. Once verified by AAP staff, the student is granted access to their registered courses.

AAP takes the protection of its students' privacy very seriously, and adhere to strict guidelines as security. All FERPA privacy regulations are followed and access to the student information system is limited only to staff who are permitted by law to view it. There are no additional fees levied against students by AAP for providing these security measures or verifying student identity.

Other measures are taken as well to assure the integrity of AAP's online programs. All students are subject to The Advanced Academic Program's Graduate Academic Misconduct Policy. This misconduct policy applies to both online and on-ground students, and it describes a wide variety of academic misconduct. Additionally, all new students are automatically enrolled in Avoiding Plagiarism, a non-credit academic integrity course that aims to help students understand the different types of infractions such as plagiarism and cheating, and encourage them to avoid such behavior. Students are not charged for this course. Finally, while it is ultimately the responsibility of the instructor to evaluate the quality and authenticity of student work, the department will be using a tool to help in that effort. *Turnitin* is not only an originality checker but also has robust commenting and rubric features.

## Appendix A

### Faculty

No.	Faculty Name	Credential	Status	Courses*
1	Kathy Wagner Hill	Ph.D.	FT	470.621 Implementing Democracy: Public Action, Policy Tools, and Outcomes; *470.691 Digital Citizenship
2	Sarah O'Byrne	Ph.D.	FT	470.766 Economic Growth: The Politics of Development in Asia, Africa and Beyond; 470.651 Corruption and Democratic Governance; 470.693 Comparative Democracy
3	Karin Orr	M.A.	FT	470.728 Fundamentals of Nonprofits and Nonprofit Management; *470.774 Nonprofit Governance and Executive Leadership; 470.789 INGO/NGOs and Civil Society in Conflict Zones; *470.689 NGOs in Development and Global Policy-Making
4	Dorothea Israel Wolfson	Ph.D.	FT	470.609 Leadership Skills of the 21st Century
5	Jennifer Bachner	Ph.D.	FT	*470.691 Digital Citizenship

\*Please note some courses are taught by more than one instructor.

## Appendix B

### Course Descriptions

#### Required Courses

##### **470.728 Fundamentals of Nonprofits and Nonprofit Management (3 credits)**

The goal of this course is to convey the history, size and impact of the nonprofit and philanthropic sector while providing the fundamentals of nonprofit management. In the United States, the flourishing of nonprofit initiative is intertwined with our country's legal and tax systems, the needs of the nation in wartime, interest groups addressing social and economic inequities, the federal role in social service delivery and foreign aid, rising wealth, and perceived threats to internal security. Successful nonprofits today must have strong management systems in place in order to assure quality programs for service and impact. These systems include management of finances, human resources, information technology, marketing, performance measures and other aspects of operations. The course will help the student understand the current thinking regarding "best practices" in managing and improving nonprofit organizations and appreciate the interplay of environmental and organizational factors that influence managerial decision-making. Throughout the course, there will be a comparative perspective that looks at the scope and status of nongovernmental organizations in other countries and the influences on those organizations by their own governments, foreign aid and international philanthropy. Many of the principles recommended as "best practice" can be applied to nongovernmental organizations in other countries as well.

##### **470.798 Financial Management and Analysis in Nonprofits (3 credits)**

This course surveys the basic tools for financial management and analysis through the lens of a nonprofit leader. Whether students are interested in a career in nonprofit organizations or in working with nonprofit organizations in other capacities, students will learn to be an informed consumer of financial information and an educated user of financial tools. Students will put themselves into the shoes of a nonprofit leader, understand how financial information and tools play an important role in evaluation and decision-making processes, and ask critical questions using the financial information and tools before making decisions and take actions. The course starts with an internal perspective before turning the focus externally. This course is not intended to make students financial experts. Rather, it will provide basic knowledge for students to ask the right questions, know where to get information and answers, and work effectively with financial experts in the field.

##### **470.625 Resource Development and Marketing in Nonprofits (3 credits)**

The goal of this course is to prepare future nonprofit leaders and board members with the international resource development and marketing fundamentals that help every nonprofit thrive. The course focuses on how to create and nurture an organizational culture where everyone on the staff and board understands, embraces and acts on his or her role in developing strategic relationships with funders, potential funders, and media professionals. You will gain an understanding of the process, the metrics that drive the process, and the milestone markers that lead to success. You will explore how to develop a board and/or cadre of volunteers who give generously, share expertise freely, connect you to the right government officials and media leaders, and invite others to join them. Data driven decision making and all aspects of fund development,



marketing and communications will be woven throughout the course. Led by an internationally recognized practitioner, consultant and master teacher, the course will use scenarios, discussion, social media, audio and video clips so that you will walk away with the knowledge you need to secure private and government funding, and social capital as a CEO, senior staff member, board chair or member, and the confidence to do it all well. Core course for the Certificate in Nonprofit Management Formerly Resource Development and Marketing in Nonprofits

**470.666 Institutional Fundraising: Raising Maximum Dollars from Government Agencies, Corporations & Foundations (3 credits)**

In this hands-on course, you learn the fundamentals of securing funds from institutional donors. As a staff or board leader of a non-profit, understanding the ins and outs of raising funds for priority projects and capacity building from government agencies, corporations and foundations will add to your toolkit for moving your organization forward. We'll cover how this aspect of fundraising fits into your overall fundraising strategy and plan. We'll help you identify the right potential funders for important projects, learn how to land capacity-building funds you can use to grow and sustain your organization, cover the basics of relationship-building with institutional decision-makers, help you use data to build credibility with funders, create pitch-perfect corporate presentations and dive into the process of writing winning proposals and applications. Finally, we'll cover fulfillment and stewardship. This course is an excellent follow-on to Resource Development and Marketing 470.625 but can stand-alone.

**470.774 Nonprofit Governance and Executive Leadership (3 credits)**

This course covers the basic responsibilities of nonprofit boards according to law and custom and includes ethical concepts, public attitudes, and contemporary legislative and regulatory issues. The course explores theories of effective governance and executive leadership that have had wide influence, and how ethical considerations relate to perceptions of excellence and shape the way staff and volunteer leaders manage people and money. There will be opportunities to compare the role of boards in US nonprofit groups with those in other countries, with a special emphasis on countries whose legal systems provide for significant state control of nongovernmental initiative. This is a required course for the Certificate in Nonprofit Management.

**470.XXX Ethics in NGO Management & Leadership (3 credits) *(To be developed)***

This course focuses on a wide scope of ethical issues relevant to nonprofit and nongovernmental work. NPOs/NGOs operate under strict ethical guidelines accountable to the public and multiple other stakeholders to varying degrees. NGOS are often situated to face ethical dilemmas when expectations are to be highly efficient with limited resources. International NGOs often operate within countries which pose unique internal challenges that may threaten rapid implementation of service-delivery, aid, and relief, raising ethical issues around operations. This course teaches the skills necessary for leaders to identify the scope of ethics within the field, mechanisms of public accountability, determine ethical standards, and resolve ethical dilemmas.

**470.XXX NGO Management Capstone Seminar (3 credits) *(To be developed)***

This is the final required course in the MA in NGO Management program, and students can only take the capstone course in their final semester and after having completed all the other core requirements. In the semester prior to taking the capstone course and conducting the project, students identify an "in-field" non-profit/NGO based project topic to focus on. Students will identify an organization relevant to their track to provide "consultancy" type support to through their final capstone. The adviser for the paper will be the faculty member teaching the course. To complete the course, students must compile and submit a capstone portfolio demonstrating their accumulative work that demonstrates knowledge and technical skills students have gained throughout the program (theory and practice).

### **Electives Courses (already developed)**

#### **470.689 NGOs in Development and Global Policy-Making (formerly Overview of Global Public and Nonprofit Relationship) (3 credits)**

This course provides an overview of the role of both national and international non-governmental organizations (NGOs) in processes of development, humanitarian response, and the promotion of human rights and active citizenship. The last decade has been one of rapid change in which NGO relationships with government, the private sector, and donors has been in a state of flux, with unprecedented challenges raised about the legitimacy and effectiveness of NGO actors. The course will look at how systemic changes the evolution of transnational advocacy, the aid effectiveness process, the emergence of new development actors from countries (such as India, China and Brazil) to the primacy of the private sector has influenced NGOs.

#### **470.789 INGO/NGOs and Civil Society in Conflict Zones (3 credits)**

Since the end of the Cold War the world has seen a scourge of civil conflicts emerging across the globe, such as in Bosnia, Rwanda, Darfur, DRC, South Sudan, and now Syria, global conflicts have put enormous pressure on intergovernmental bodies and governments. Often too slow to respond, or afflicted by political restraints or hindered by bureaucracy, the restrictions on international agencies and governments have consequently placed NGOs at the fore of response. Partnering with both national governments, military, and international agencies, NGOs have gained recognition for their role in diplomacy, conflict resolution, and peacebuilding. NGOs have gained a prominent role at helping to defuse, mitigate, and prevent conflicts strengthening their influence and recognition. This course will provide an overview on the role that international organizations and civil society (including community based organizations) can and have played in conflict or post-conflict torn countries. Elective course for the Certificate in Nonprofit Management.

#### **470.766 Economic Growth: The Politics of Development in Asia, Africa and Beyond (3 credits)**

What makes some countries grow while others do not? What accounts for successful economic development versus stagnation? As these questions become ever more relevant in an increasingly globalized world, this course offers an introduction to the topic. The class will provide an overview of the main classic and current theories of economic development. It will then go on to explore specific current issues in development, including: development aid, role of international organizations, sustainable development, corruption, institution building and regime type. Specific

case studies will be examined including China and India, the East Asian ‘tigers’, development failures in Africa and mixed outcomes in Latin America.

#### **470.623 Nonprofit Program Development and Evaluation (3 credits)**

A major goal of this course is to help students become more proficient in recognizing, evaluating, and encouraging the kinds of benefits or outcomes intended by our society's variety of nonprofit and public programs. We will examine what needs and opportunities are addressed by four major types of programs: those serving individuals, those serving communities, those serving networks or systems, and those serving other organizations. Evaluating each requires different lenses and different tools; we will explore the role of culture and context in choosing particular approaches to evaluation. A view of programs as interconnected rather than isolated will be encouraged. A second goal is to help students become more proficient in managing an evaluation process: we will explore purposes and uses of evaluation, the essential elements of an evaluation inquiry, and ways to communicate and use evaluation results. We will explore the variety of quantitative and qualitative strategies useful for evaluating progress in an organization's attainment of its intended outcomes or benefits. Students can expect to become more proficient in discussing issues of nonprofit and public "program effectiveness" and strategies for improving nonprofit and public program designs. Core course for the Certificate in Nonprofit Management Formerly Program Development & Evaluation in Nonprofits

#### **470.609 Leadership Skills of the 21st Century (3 credits)**

This course will assist leaders in identifying their personal approach to leadership; provide tips on motivating staff by building trusting relationships and shoring up their credibility; suggest influence and persuasion strategies that leaders need to employ when working with bosses, colleagues, direct reports, and critical stakeholders, including funding agencies; develop strategies to build effective work teams; and consider approaches to monitor organizational performance in an ongoing fashion.

#### **470.682 Mission Meets Profit: An Exploration & Building of a Social Enterprise (3 credits)**

The goal of this course is a comprehensive examination of social enterprises- organizations that, broadly speaking, “apply commercial strategies to maximize improvements in human and environmental well-being”. Social enterprises are a relatively new, 21st century phenomenon, and are typically referred to as hybrids of nonprofits and for-profits. While they are similar to nonprofits in that their missions and social and/or environmental objectives drive their very existence, social enterprises can have different structures than traditional 501©3s- some much more complex, legally and otherwise. In the United States, a social enterprise can be structured as a nonprofit, a nonprofit with a for-profit LLC, an L3C, or a B-corporation, as some of the most common ones. The legal incorporation of a social enterprise dictates, among the key things, what type of funding the venture can pursue, how it can generate revenue, and to whom it is held accountable- this being critically important. Throughout the course we will learn about the various types of social enterprises that exist, comparing US models to models operating internationally, and analyze their pros and cons, challenges and opportunities. We will also explore how social enterprises challenge traditional business and nonprofit paradigms, what role social enterprises have come to play in international development, and finally, how to go about developing your own social enterprise.

**470.621 Implementing Democracy: Public Action, Policy Tools, and Outcomes  
(Formerly Public Policy and Participatory Government) (3 credits)**

This course will focus on the connection between democracy and public action and its impact on policymaking. The drive for more openness and transparency in government continues and is part of a set of relatively new policy tools primarily used as alternatives to regulation. Evaluating the choice and effectiveness of these policy instruments and others, such as disclosure, will allow students to identify and examine the criteria of good governance. The role of the public in the policymaking process and the new kinds of participation possible in the technological age are examined as well. Case studies of policy areas, such as health care, food safety, and environmental protection, help to assess what more public involvement means for the policy process.

**470.637 Lobbying and Influence (3 credits)**

This course will explore the role of interest groups and lobbyists in the American political process. We will discuss the basics of the policymaking process, with a particular focus on how policymakers respond to different outside pressures. We will examine the ways in which these outside pressures (the lobbyists) try to influence the policymaking process, and what determines whether or not they are successful. We will investigate whether the tens of thousands of lobbyists roaming the streets of Washington improve or detract from the quality of American democracy. Students should expect to come away from this class with a greater understanding of why we get the political outcomes we do, and some ideas about how they might be able to change those outcomes, should they want to get involved.

**470.651 Corruption and Democratic Governance (3 credits)**

Corruption is ubiquitous. It is a universal phenomenon that has always been around and that can be found almost anywhere. Recent years have seen much focus on the relationship between it and democratic governance. Indeed, corruption and politics more generally, are inextricably and universally entwined. In this seminar, we will take an in-depth look at the relationship between the two. We will ask: What is Corruption? Is it always the same thing everywhere, or does it vary depending on context or place? Do pork barrel politics and political clientelism count as corruption? What are the implications of corruption? Is it necessarily always a bad thing or can it be beneficial? Is the corruption experienced in developed countries qualitatively different from that in developing ones such that democracy suffers more in developing countries? We will seek to answer these and other questions by taking a critical look at the politics of corruption. We will look at the origins, extent, character and significance of corruption from both a developed and developing country perspective. We will cover various theories relating to corruption as well as look at a number of empirical cases.

**470.691 Digital Citizenship (3 credits)**

This course will explore the technological and political implications of digital identity, its relation to various models of national identity and the emerging forms of political participation based, in part, on the increasing importance of social software and related tools. We will examine the differences between digital identity and "conventional" identity (an aggregate model instead of a genealogical and geographical based model) and the transition into a digital environment (biometrics, etc.). Special emphasis will be given to the political and cultural factors shaping the conception of identity.

### **470.693 Comparative Democracy (3 credits)**

This course uses the comparative method to look at the varieties of democracies that exist today. In the course, we will ask what is democracy, how do we measure it, and how does it vary across space and time? We will look at how democracy manifests in different constitutional forms e.g. parliamentary versus presidential. We will examine how different electoral and party systems influence variation in outcome within the set of democracies, and how social cleavages interact with, and are molded by, these systems. Further, we will use the answers to these questions to explore the issue of democratic consolidation and to ask why some countries become and stay democratic, while others do not. Case studies will be drawn from Europe, Latin America and Asia.

### ***Recommended Electives to be Developed***

#### **Track 1: International Mission-Based Organizations**

### **470.XXX Emergency Preparedness & Crisis Management (3 credits)**

This course will focus on organizational, management, and logistical skills associated with humanitarian aspects of emergencies and disaster relief. Topics will include preparedness, response, and recovery.

### **470.XXX Strategic Partnering & Corporate Social Responsibility Capacity (3 credits)**

This course will teach students how to build strategic partnerships across sectors - from public and private to grassroots initiatives and community-based partners. This course will provide a comprehensive guide to organizing, designing, implementing and measuring the success of strategic partnerships. Students will analyze examples of case studies on strong and weak cross-sectoral partnerships. This course will give special focus on corporate partnerships to achieve business and environmental success, without NGOs compromising their mission-based values.

### **470.XXX Grant writing for Foreign Assistance (3 credits)**

This course will focus exclusively on the bidding process for competitive government grants through foreign assistance entities (such as USAID, DFID, UN Agencies, others). This course will provide an overview on the application process from proposal development to grants compliance to negotiating the terms of agreement. The course will break down the application process step-by-step in order to provide a streamlined approach to grant proposal development, including the development of timelines, reusable templates, budgetary formats, narratives, and liaising with grants officers.

#### **Track 2: Project Management, Evaluation and Leadership**

### **470.XXX Monitoring & Evaluation for Nonprofits/NGOs (3 credits)**

This course provides an overview on the tools, resources, and training needed to measure the impact of an organization's programs and projects. M&E plans help nonprofits to determine if they are meeting their intended results, goals and objectives towards their overall mission. Today, nearly all donor agencies require some level of accountability to indicate how funds are spent and what impact nonprofits work has in advancing the goals in their programs. Therefore, designing a strong M&E system is critical to identifying realistic indicators, tracking an organization's measurable results; providing programmatic progress; providing accountability to donors; and

determining opportunities for growth. The intended results of a strong M&E plan are to enable nonprofits to demonstrate that they are achieving their missions—thus increasing their credibility among beneficiaries and strengthening their appeal to donors. This course will teach students how to develop a strong M&E plan that meets donor, organizational, and/or programmatic needs. Based on M&E results, students will learn how to improve program implementation and achieve greater outcomes. Students will learn to design an M&E plan and the ability to effectively communicate programmatic data to their stakeholders.

**470.XXX Strategic Management and Nonprofit Leadership (3 credits)**

This course will focus on designing, implementing, overseeing, and measuring a successful and efficient strategic plan for NPO/NGOs. This course will help nonprofit leaders and practitioners to examine and make informed projections about the internal and external factors that influence the organizations ability to meet its projected goals and mission. Students will review tools relevant to theory of change. The course will include, managing the strategic planning process, collaborating with the board members, and others towards a unified vision, and designing measurable goals.

**470.XXX Project Management for NGOs (3 credits)**

This course will review the key competences needed to perform optimal project implementation and management for nonprofit and nongovernmental work specifically. The course will cover all aspects of the project cycle and provide guidance on directing and managing project teams through a management perspective.

**Track 3: Social Enterprise**

**470.XXX Funding and Resource Development for Social Enterprises (3 credits)**

This course surveys the basic tools for financial management and analysis for social enterprise models, with a specific focus on considerations needed to operate hybrid or otherwise complex models. The course will also delve into how to fund social enterprises and the various funding models and resources that should be considered, as well as how they need to be structured.

**470.XXX Social Enterprise: Operational Models (3 credits)**

This course will provide an overview of various operational models for a budding social enterprise to consider- from commercial models to social sector ones, to a combination of both. Case studies of existing social enterprises, in both domestic and international contexts, will be examined, as well as structures and opportunities that can add value to existing organizations.

**470.XXX Advanced Topics in Social Enterprise: Technology, Innovation, & Emerging Trends (3 credits)**

This case-study oriented course will provide an overview of how technology, innovation, and emerging trends in finance, operations, racial equity and inclusion, are changing both the business and philanthropic landscapes, as well as the impact they're having on the communities they serve. We will explore blended finance models, the role of cross sector partnerships, and the integration of equity into operations and program design, among others.

Maryland Higher Education Commission  
Academic Program Proposal Expenditures Guidelines

**PROGRAM EXPENDITURES**

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

**TABLE 2: PROGRAM EXPENDITURES**

1. **Faculty (# FTE, Salary, and Benefits):**  
This includes the salary for a program director (\$77,000) and 12 section salaries (@\$6834 each section taught by adjunct or FT faculty). Salary adjustments may be made, however, and the number of sections may need to be increased to meet enrollment demand.
2. **Administrative Staff (# FTE, Salary, and Benefits):** N/A
3. **Support Staff (# FTE, Salary, and Benefits):** N/A
4. **Equipment:** N/A
5. **Library:** N/A
6. **New and/or Renovated Space:** N/A
7. **Other Expenses:** \$5,000 to cover the following: \$2,500 to cover faculty development and travel; and \$2,500 to cover software or other instructional materials.
8. **Total Year:** See table for total expenditures for each year of operation.

Program Expenditures table on following page

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$172,289	\$172,289	\$172,289	\$205,751	\$205,751
a. Number of FTE	1	1	1	2	2
b. Total Salary	\$159,008	\$159,008	\$159,008	\$190,510	\$190,510
c. Total Benefits	\$13,281	\$13,281	\$13,281	\$15,241	\$15,241
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)	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
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	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>TOTAL (Add 1 – 7)</b>	<b>\$177,289</b>	<b>\$177,289</b>	<b>\$177,289</b>	<b>\$210,751</b>	<b>\$210,751</b>



Maryland Higher Education Commission  
Academic Program Proposal Resources Guidelines

**PROGRAM RESOURCES AND NARRATIVE RATIONALE**

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

**TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE**

1. **Reallocated Funds** N/A  
N/A
2. **Tuition and Fee Revenue** The estimate for 15 students the first year is based on the high level of interest among current students and recent graduates of the Nonprofit Management Certificate program in a master's level offering in this area of study. The projections for subsequent years are based on the overall strong demand for the degree as well as growth rates from other degree offerings in the Center for Advanced Governmental Studies at JHU-AAP.
3. **Grants and Contracts** N/A
4. **Other Sources** N/A
5. **Total Year**  
Please see chart, no additional explanation or comments needed.

*Program Resources and Narrative Rationale table on following page*

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$350,730	\$859,289	\$1,675,613	\$2,706,759	\$3,978,935
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	15	35	65	100	140
e. Credit Hour Rate	\$1,299	\$1,364	\$1,432	\$1,504	\$1,579
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	\$350,730	\$859,289	\$1,675,613	\$2,706,759	\$3,978,935
3. Grants, Contracts & Other External Sources	\$20,000	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$370,730</b>	<b>\$859,289</b>	<b>\$1,675,613</b>	<b>\$2,706,759</b>	<b>\$3,978,935</b>