FOR APPROVAL

TO: Arts & Science Council

SPONSOR: Dwayne Benjamin, Vice-Dean, Graduate Education

CONTACT INFO: vicedeangraduate.artsci@utoronto.ca

DATE: April 10, 2019 for April 17, 2019

AGENDA ITEM: 6

ITEM OF BUSINESS:
Major Modification – Approval of Dual Degree Program for Master of Global Affairs (MGA), University of Toronto, Munk School of Global Affairs and Public Policy, and Master of International Affairs (MIA), Hertie School of Governance.

JURISDICTIONAL INFORMATION:
The Arts & Science Council has delegated authority to approve modifications to existing degree programs that are defined in the University of Toronto Quality Assurance Process (UTQAP) as major modifications, such as new dual degree programs with international peer institutions.

GOVERNANCE PATH:
1. Graduate Curriculum Committee – March 7, 2019 (for approval)
2. Arts & Science Council – April 17, 2019 (final approval)
3. Office of the Vice-Provost, Academic Programs (for information), in turn reported to the Committee on Academic Policy & Programs (for information) – May 8, 2019

The Office of the Vice-Provost, Academic Programs will also report this major modification to the Ontario Universities Council on Quality Assurance in the summer of 2019.

HIGHLIGHTS:
The proposed dual degree between the Munk School of Global Affairs and Public Policy and the Hertie School of Governance will allow students to gain two distinct and complementary degrees – a Master of Global Affairs (MGA) from Toronto and a Master of International Affairs (MIA) from Hertie, in Berlin, in two calendar years (24 months), rather than the four years otherwise required to complete these degrees consecutively.

Students enrolled in the dual degree will benefit from the unique academic strengths of each institution, the depth of the networks centred in their geographic regions, and their distinct professional training.
The Hertie School MIA will immerse students in international affairs from a German, European and international perspective, with a particular focus on challenges in security and sustainability, and finance and trade. The MGA at the Munk School will complement this approach with an emphasis on the global system and its stakeholders, with emphases in development, innovation policy, justice, markets and security. This array, as well as the immersion in international and global problems across continents, powerfully combines the expertise and experience of these two prestigious institutions.

Both programs emphasize the importance of immersion and practical experience in rapidly changing global affairs. Thanks to distinctive tools from each program, dual degree students will gain a unique framework for analyzing and working in the global system, and acquire robust international networks. A compulsory Capstone course and internship as part of the MGA will provide professional competencies through high-impact work-integrated learning pedagogies, and a Master’s thesis – reflecting the German tradition and requirement for all German graduate programs – will conclude the two-year program with a demonstration of the student’s understanding and analysis of a global issue. This combination of academic and professional approaches will encourage students’ intellectual risk-taking and build their capacity to deal with global complexity. The MIA/MGA will uniquely position its graduates to enter globally-minded careers worldwide.

Students in this proposed dual degree program spend Year One at the Hertie School of Governance in Berlin, completing courses in global governance, international economics, international law and security policy. In the summer of Year One, they complete a global internship of a minimum 12 week duration, to be recognized by both institutions. Year Two is spent at the Munk School of Global Affairs and Public Policy, completing required courses and a series of electives grouped as emphases for students who wish to gain specialization in specific areas in global affairs: development, innovation policy, justice, markets, and security. Students also complete the MGA Capstone, a team-based course in which students tackle current global issues for the benefit of real clients, as well as a Master’s thesis, in which they will apply the theoretical and methodological knowledge acquired in their studies to a practical policy program in global affairs.

It is anticipated that five students will be admitted into the program’s first cohort, in September 2020, rising to a steady state of 12 within five years. Through this unique dual degree program, students will get a global experience that is scholarly, professional and contextual.

**MOTION:**

a) THAT the proposed Dual Degree Program, leading to a Master of Global Affairs (MGA) from the University of Toronto and Master of International Affairs (MIA) from the Hertie School of Governance, as described in the attached proposal dated April 10, 2019, be approved effective September 1, 2019.
University of Toronto, Major Modification Proposal: Dual Degree Program

This is a proposal for a dual degree program between the University of Toronto’s Munk School of Global Affairs and Public Policy, Master of Global Affairs (MGA) program with the Hertie School of Governance, Master of International Affairs (MIA) program. This proposed dual degree would allow students to complete both degrees over a 24-month time span. The goal is to provide students with the core educational benefits of both degree programs, a unique educational complement that integrates the approaches of both degrees, along with unique student and alumni opportunities in two exceptional institutions.
### University of Toronto Major Modification Proposal: International Dual Degree Programs

This template should be used to bring forward proposals for Dual Degree Programs with international peer institutions for governance approval under the University of Toronto’s Quality Assurance Process. Dual Degree Programs are always founded on an MOA between the parties. The Office of the Vice-Provost, Academic Programs will provide an MOA template which includes all relevant issues to be addressed.

#### Dual Degree Programs Proposed:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate Program Option (Spec. in ..., Maj. In ...)</th>
<th>Undergrad Degree</th>
<th>Second Entry Undergraduate Degree Program</th>
<th>Graduate Degree and Program (#1)</th>
<th>Graduate Degree and Program (#2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University of Toronto, Munk School of Global Affairs &amp; Public Policy</td>
<td>Master of Global Affairs (MGA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Hertie School of Governance</td>
<td></td>
<td></td>
<td></td>
<td>Master of International Affairs (MIA)</td>
<td></td>
</tr>
</tbody>
</table>

#### Institution:

<table>
<thead>
<tr>
<th>University of Toronto</th>
<th>Hertie School of Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty(s):</td>
<td></td>
</tr>
<tr>
<td>Munk School of Global Affairs and Public Policy, Faculty of Arts and Science</td>
<td>Hertie School of Governance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean’s Office Contact (U of T) / Institutional Contact (Peer Institution):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Dwayne Benjamin, Vice-Dean, Graduate Education, Faculty of Arts and Science</td>
<td>Professor Christine Reh, Dean of Graduate Programmes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department(s) / Unit(s) (if applicable):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Global Affairs (MGA)</td>
<td>Master of International Affairs (MIA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proponent in each Department / Unit:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Ron Levi, Director, Global Strategy, Munk School of Global Affairs &amp; Public Policy</td>
<td>Professor Christine Reh, Dean of Graduate Programmes</td>
</tr>
</tbody>
</table>
1 Summary

Please provide a brief overview of the proposed Dual Degree Program(s) listed in the cover chart, highlighting the critical points including:

- the academic rationale for the Dual Degree Program(s)
- the impetus for its development (including student interest and demand) and how it fits with the Unit/Division’s academic plans, any important or distinctive elements

### University of Toronto and the Hertie School of Governance

The dual degree between University of Toronto’s Munk School of Global Affairs and Public Policy and the Hertie School of Governance will allow students to gain two distinct and complementary degrees – a Master of Global Affairs (MGA) from Toronto and a Master of International Affairs (MIA) from the Hertie School of Governance in Berlin — in two calendar years (24 months), rather than the four years otherwise required to complete these degrees consecutively. Students enrolled in the dual degree will benefit from the unique academic strengths of each institution, the depth of the networks centred in their geographic regions, and their distinct professional training. By studying at institutions based in Berlin and Toronto, they will benefit from studying global affairs from two different contexts (European and North American) thus ensuring a cross-cultural and global experience. Moreover, by combining a Master of International Affairs and a Master of Global Affairs, students will benefit from two complementary perspectives on the pressing global challenges of the 21st century.
The Hertie School MIA will benefit students through an immersion in international affairs from a German, European and international perspective, with a particular focus on challenges in security and sustainability, and finance and trade. The MGA at the Munk School will complement this approach with an emphasis on the global system and its stakeholders, with emphases in innovation policy, justice, development, markets and security. This array, as well as the immersion in international and global problems across continents, powerfully combines the expertise and experience of these two prestigious institutions.

Both programs emphasize the importance of immersion and practical experience in rapidly changing global affairs. Thanks to distinctive tools from each program, students will gain a unique framework for analyzing and working in the global system, and acquire robust international networks. A compulsory Capstone course and internship as part of the MGA will provide professional competencies through high-impact work-integrated learning pedagogies, and a Master’s thesis – reflecting the German tradition and requirement for all German graduate programs – will conclude the two-year program with a demonstration of the student’s understanding and analysis of a global issue. This combination of academic and professional approaches will encourage students’ intellectual risk-taking and build their capacity to deal with global complexity. The MIA/MGA will uniquely position its graduates to enter globally-minded careers worldwide.

We propose that the first cohort of students could start the program in September 2020. Given the international prestige of the two institutions, we expect students worldwide to be interested in this dual degree. Students are thus expected to come from Europe (1/3), North America (1/3) and beyond (1/3). As the program grows and becomes more visible, applications are also expected to grow, both in terms of quantity and quality. This will lead to even greater interest from recruiters, and it will further enhance students’ networks, experiences and opportunities. Our early experience with our dual degree with Sciences Po (Paris) has already been successful, with a broad array of highly qualified students applying in its inaugural year, with minimal recruitment effort. We expect the same from a dual degree with the Hertie School of Governance.

Other international opportunities will likely arise from this collaboration, such as joint courses (e.g., through video-conferencing), faculty exchange (indeed, there are existing connections between faculty members at the Munk School and the Hertie School), joint workshops and conferences, and research partnerships. The international profile of this dual degree will also contribute to the visibility and intellectual scope of the Munk School of Global Affairs & Public Policy and the University of Toronto.

In the material below, we provide additional context about the Hertie School of Governance, the Munk School of Global Affairs & Public Policy, and the two degree programs being drawn together in this dual degree proposal.
2 Effective Date

<table>
<thead>
<tr>
<th>First date students will apply to the Dual Degree Program: October 2019.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The date the first cohort will be registered in the Dual Degree Program: September 2020.</td>
</tr>
</tbody>
</table>

3 Academic Rationale

What are the academic reasons for the Dual Degree Program(s) and how does this fit with the unit’s and Division’s academic plans

Context

- Provide an academic rationale for combining the two degrees: what synergies exist between the two; how will this support student learning
- Describe the consistency of the Dual Degree Program(s) with the University’s mission and unit/divisional academic plans and priorities

Expected benefits of the proposed Dual Degree Program(s)
Describe any distinctive elements

Introduction

This dual degree builds on the unique academic perspectives and intellectual resources available at the Munk School of Global Affairs and Public Policy and the Hertie School of Governance.

The history of the Hertie School is crucial for understanding the European approach to global challenges that it provides. The Hertie School was founded in 2003, intended as the reunified Germany’s single institution for combining research excellence, policy-oriented teaching, knowledge transfer and engaging public debate. Since its inception, the Hertie School has drawn on a broadly international student body, with over 600 students enrolled in 2018. During that time, the Hertie School developed a highly successful Master of Public Policy degree with academic partners worldwide, as well as an Executive Master of Public Administration. It introduced a Master of International Affairs degree program in 2016; this degree focuses on global challenges, taking an interdisciplinary approach to combine theory and practice in this field. The Hertie School’s Master of International Affairs degree currently has two dual degree partners: Columbia University’s School of International and Public Affairs, through which students obtain the MIA from the Hertie School and an MIA from Columbia University, and the Maxwell School of Citizenship and Public Affairs at Syracuse University, through which students obtain a Master of International Relations or Master of Public Administration from Maxwell and the MIA from Hertie.
For the Munk School, this dual degree is an expansion of our global strategy. Our programs aim to bring more diversity to the Munk School: we include here intellectual content and the geographic origin of our students, but also in terms of networks, alumni connections, and job opportunities across a range of sectors and geographies. In addition, the differentiation of the Hertie dual degree from our existing collaboration with Sciences Po – the dual degree with the Hertie School will provide students with a Master of International Affairs, while our existing dual degree with Sciences Po is with their Master of Public Policy – will allow us to provide students with first-class and diverse intellectual opportunities, in either Berlin or Paris, offering curricula that reach across the fields of expertise in the newly expanded Munk School of Global Affairs and Public Policy. The new strategic developments at the Hertie School of Governance, that gave rise to the Hertie MIA program, creates an opportunity for this dual degree to enhance the global strategy and international outreach of the Munk School.

Pedagogical approach

We have developed a pedagogical approach with the Hertie School that will allow students to obtain the core benefits of each degree, while gaining new and unique perspectives by pursuing them together. In addition to maintaining the core curriculum of each program (as discussed below), and allowing for a wider range and depth of coursework, the unique features of both degrees are preserved in this proposal.

By studying in Toronto and Berlin, students benefit from intellectual perspectives rooted in different cultural contexts. This multidimensional approach will provide students with the tools and perspectives they require for analyzing, engaging, and addressing current challenges and opportunities worldwide. This embeds a global affairs perspective into the very design of the dual degree curriculum: students will gain the agility and ability to adapt to the multiple and unpredictable situations of the global context, and the capacity to work within the fast pace of worldwide change.

The MIA at the Hertie School of Governance seeks to prepare outstanding young professionals for positions requiring a profound understanding of today’s global policy challenges in government, diplomacy and international organizations, as well as in the private and civil society sectors. The practice-oriented curriculum gives students a firm understanding of the international and transnational dimension of policy-making with an emphasis on security and sustainability on the one hand, and on trade and finance on the other.

MIA students choose one of two key concentrations. Those interested in developing a solid understanding of international economic policy choose the Finance and Trade concentration. Electives in this concentration deal with the interaction between national and international economic institutions and the impact of their interventions on growth, competition, trade, or other factors such as energy supply. Students seeking to deepen their knowledge of security issues select the Security and Sustainability concentration. This concentration is based on a comprehensive notion of security that includes issues such as poverty, human rights and
climate change, as well as old and new geopolitical and military challenges. Special emphasis is given to institutions that are needed for sustainable solutions to security problems.

The MGA program, in comparison, offers five emphases (1.5 FCE each); students may choose to complete one of these emphases during their degree. These emphases are: Development; Innovation Policy; Justice; Markets; and Security (students may also take courses within and across these emphases regardless of their area of focus). The MIA and MGA degrees, as a result, complement each other in rich ways. To give just two examples: While the MGA allows exposure to a wide range of fields, the Hertie School’s explication of Finance and Trade deepens that of the Munk School’s by providing a European focus on these issues; and the Hertie School’s explication of Security and Sustainability broadens the Munk School’s emphasis on how security is defined and operationalized, whether in policy engagement, private firms, non-governmental action, or individual needs and aspirations for everyday security.

The sequence between the two institutions is thus designed for students to enjoy the unique pedagogical combination of the dual degree.

In Year One, spent in Berlin, students attend courses in global governance, international economics, international law and security policy. They are equipped with the analytical toolkit to evaluate international policies and to manage international organizations. A practice course in international conflict management supplements the core curriculum. Between the first and second year of study, students gain professional experience in a full-time, 12-16 week summer global internship.

In Year Two, spent in Toronto, the MGA curriculum is structured around a small number of required courses, and a series of electives that are grouped as emphases for students who wish to gain specialization in specific areas in global affairs: development, innovation policy, justice, markets, and security. These emphases map on to existing research strengths and labs in the Munk School, and are thus designed to build students’ expertise in targeted areas of global affairs, along with an understanding of the professional fields in which these issues are embedded.

The internship (completed in the summer of Year 1) and the Capstone course (Year 2) then provide critical work-integrated learning opportunities for students to develop and hone their professional competencies, while the Master’s thesis (Year 2) will reinforce their capacity to deal with intellectual complexity.

The structures of the two programs have many similarities, making a dual degree a strong coherent program. Notably, both programs require students to complete an internship between Year 1 and Year 2. The Hertie MIA program requires 6-weeks of internship work. The MGA internship is a minimum of 10-weeks and is structured upon a rubric-based set of learning outcomes, and academic credit is evaluated based on a final critical reflection paper submitted at the end of the internship. In addition, all students will pursue the two core opportunities of each program, each of which reflects a core element of their approach to
The MGA Capstone is required of all students in their final semester. It functions as a studio course that places students in consulting teams to work on current global problems for the benefit of real clients. In consultation with a faculty advisor, the student teams produce deliverables requested by the client. There are multiple pedagogical goals associated with this exercise, including learning how to successfully work in teams and with external partners, the problem definition and design, and the translation of research into a variety of deliverables (e.g., memos, presentations and reports), in addition to the substantive expertise the students gain within the related issue areas.

The Master’s thesis (GLA 2889Y; see Appendix E) will build on the Capstone as an independent research project in which students apply the theoretical and methodological knowledge acquired in their studies to a practical policy problem in global affairs. The Master’s thesis will fully conform to U of T’s standards as an independent research project under the supervision of a Munk School faculty member with relevant expertise. To prepare students for this undertaking as the culmination of a policy-focused degree, we will offer a 0.5 FCE required thesis preparation course, exclusively for these dual degree students, in the second term of the second year, giving students the necessary support in identifying a suitable topic, developing a proposal, exploring relevant data sources and crafting an appropriate research design. Frequently, though by no means always, such theses will either systematically evaluate policy outcomes or propose new policy options in response to emerging challenges.

This combination of degree requirements will provide a globally-oriented education that is important to our ambitions for our dual degree students. Indeed, this reflects the Munk School’s approach to globalization more broadly, which is to preserve distinctiveness while also fostering interconnections. The Capstone course allows students to put to practical use the skills and knowledge that they have gained throughout their program. By combining this with the Master’s thesis, students will learn to “code-shift” between working as a team to problem-solving for organizations facing global challenges, and a more individually-oriented research combining practical and theoretical approaches. For students in global affairs, this combination provides them with the skills to shift between (and integrate) two pedagogical and cultural traditions, while further providing a combination of substantive academic and professional skills.

Through this unique dual degree and innovative combination, students will get a global experience that is scholarly, professional and contextual.

Last, but not least, both the Munk School of Global Affairs and Public Policy and the Hertie School of Governance are members of the Association of Professional Schools of
International Affairs (APSIA), and the Hertie School, also a member of the Global Public Policy Network (GPPN), has collaborative agreements with top institutions in the field of global and international affairs. This will open up new academic, research and other networks to the Munk School, its students and its alumni.

4 Need and Demand

Provide a brief description of the projected interest in and demand for the proposed Dual Degree Program(s) focusing on how the it provides a benefit to students beyond what would result from completing the two degree programs separately
Provide details regarding the anticipated yearly in-take

The MGA program has seen an increase in applications each year since the program began in 2010. Most recently in 2018 the program saw a 10% increase in applications compared to the previous year. This continuous increase has made admission to the program increasingly competitive every year, with continual increase in academic credentials annually. In 2016-2017 the average admission GPA was 3.7, in 2017-2018 the average GPA was 3.8. Students enter the MGA from leading institutions in Canada and abroad.

The MGA program has also seen a growing number of its students pursuing joint professional degrees. A growing number of students in the entering class are also studying Law or Business Administration through combined degree programs with the Faculty of Law and the Rotman School of Management.

Alumni from both the Munk School and the Hertie School benefit from great opportunities. While the MIA is a new program, it already benefits from a strong international appeal due to Hertie’s reputation in Europe and globally. MGA alumni to date have found employment mainly in North America, while MIA students coming mainly from Germany (almost 50%) and Europe (almost 25%), are primarily in Europe. These placement trends make the programs complementary, and underscore their ideal collaboration. Students will be in a position to benefit from ever wider and globally-oriented alumni networks, with a range of career paths open to them.

At present, nearly half of MGA graduates work in the private sector, 35% in the public sector or at international organizations, and the remainder at NGOs.

Very similar to MGA graduates, the majority of the MIA alumni (around 45%) work in the private sector, many have found positions in the public sector (around 25%), and some have joined international organisations or think tanks (around 15% each).

Brought together, dual degree students will benefit from this deepening expansion of opportunities geographically and across sectors. This dual degree is likely to attract new international applicants, in addition to applicants from Canada and Germany. We anticipate new sets of students will be interested in the Munk School and the Hertie School as a result.
Given that we will broaden the range of interested students, we cannot yet anticipate yearly intake. Nonetheless, we currently anticipate this would be approximately 15% of the entering class (see tables below). Indeed, the current Munk-Sciences Po dual degree has expanded the number of applicants and opened doors to new pools of students internationally. In 2017-2018 there were 41 applicants to the dual degree, with 13 applicants admitted. It is expected that this dual degree will follow the same trends.

Depending on demand, we may choose to cap our admission to this dual degree program.

Below are tentative projections of yearly enrolment.

### Table 1: DDP Enrolment Projections in the MGA (Year 2 only)

<table>
<thead>
<tr>
<th>Year MGA</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MGA Total #</td>
<td># in DDP</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>1</td>
<td>90</td>
<td>0</td>
<td>90</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>0</td>
<td>90</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>0</td>
<td>180</td>
<td>5</td>
<td>180</td>
</tr>
</tbody>
</table>

*Steady State projected in (2023-2024)

### Table 2: DDP Enrolment Projections in the DDP

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2020-21</th>
<th>21-22</th>
<th>22-23</th>
<th>23-24</th>
<th>24-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 MIA</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2 MGA</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

*Steady State projected in (2023-2024)

Along with these numbers, we plan to have approximately 8 international students out of the 12.

### 5 Program Requirements

*Describe the academic requirements of the Dual Degree Program(s) with particular attention to how the Dual Degree Program(s) will satisfy the requirements of the two original programs. (Proponents may find it helpful to use the table below in 5.1 to compare the requirements of the two original programs and the requirements of the Dual Degree Program). Please be very explicit in identifying and explaining any double counting.*
Clarify the time to completion and describe specifically which degree program students will be registered in, and when

<table>
<thead>
<tr>
<th>Program requirements at a glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year (months)</strong></td>
</tr>
</tbody>
</table>
| 1 (Sept-April) | Hertie, Berlin | Global Governance (6 ECTS)  
International Law (6 ECTS)  
International Security (6 ECTS)  
Statistics (6 ECTS)  
International Organisations (6 ECTS)  
Economics I (6 ECTS)  
Economics II (6 ECTS)  
International Conflict Management (6 ECTS)  
Professional Skills Workshop (1 ECTS)  
Professional Skills Workshop (1 ECTS) |
| Summer 1 (May-August) | International | **GLA1007H: MGA** Internship (0.5 FCE): 12 weeks plus critical reflection paper to be submitted in September of year 2. |
| 2 (Sept-April) | U of T, Toronto | GLA1014H Global Development (0.5 FCE)  
GLA1011H Global Innovation Policy (0.5 FCE)  
GLA1009H Financial Management for Global Organizations (0.5 FCE)  
GLA2887H Thesis Preparation Course (0.5 FCE)  
GLA2000H Capstone Seminar (0.5 FCE)  
Five Electives (2.5 FCE) |
| Summer 2 (May-August) | U of T, Toronto | Master’s Thesis (1.0 FCE) |

The timeline will be as follows:

**Year 1 (September to April):**
- Hertie School coursework, Berlin [registered at Hertie]

**Year 1 Summer (May to August):**
- Munk & Hertie School required internship, worldwide [registration to be determined]

**Year 2 (September to April):**
- Munk School of Global Affairs and Public Policy coursework, Toronto [registered at UofT]  
- Munk School Capstone course [registered at UofT]

**Year 2 Summer (May to August):**
Preparation for and passing of the Master’s Thesis [registered at UofT].

Both degrees would then be completed in a total of 24 months.
The language of instruction will be English at both institutions.

**Year One:** Dual degree students complete their first year at the Hertie School, taking all coursework required by the MIA program. This is an intensive year of coursework in which students must pursue all required course work of the MIA first year curriculum.

The structure of Year One at Hertie is as follows:

Module I: Foundations of International Affairs, consisting of the following three core courses:

1. Global Governance
2. International Law
3. International Security

The module introduces students to the historical, conceptual and legal foundations of International Affairs. International Affairs deals with analyzing and influencing decisions in a global multi-level system. It is conceptualized as being linked to normative goals and taking place in an institutional context with goal-seeking actors.

The objective of this module is to introduce students to this view of international affairs and to qualify them to understand the major challenges global policy-makers face.

The module includes three units. **Global Governance** focuses on the conceptual foundations of international policy-making from a political science perspective. **International Law** conveys the institutional, normative and specifically legal foundations of the global multi-level system of governance. **International Security** enhances students’ knowledge of these foundations by applying them to an important international policy field and its challenges.

Module II: Tools of International Policy-Making, consisting of the following two core courses:

1. Statistics
2. International Organizations

The objective of this module is to equip students with the analytical tools they need to engage in the process of evaluating international policies and understand and manage international organizations.

Policy-makers are increasingly required to process, evaluate, and critique the findings from quantitative research in order to make informed policy decisions. Policy makers also have to understand and manage organizations and the relations between organizations, such as intergovernmental or non-governmental international bodies. All MIA students are therefore required to attend Statistics and International Organizations in their first semester.
Module III: International Economics, with the following two core courses:

1. Economics I
2. Economics II

MIA students are unlikely to become professional economists, but most of them will have to interact with economists. Economics I therefore introduces students to the core topics of micro- and macro-economics. Theories and models are introduced, discussed, and understood. Applications will mainly be used as illustrations. In the second semester, Economics II builds on these foundations to enhance students’ grasp of micro- or macro-economic concepts and their relevance for economic governance at the national as well as global level.

The objective of this module is to qualify students to understand professional economists’ way of thinking by providing a complete overview of the most important topics and approaches in micro- and macro-economics, a passive knowledge of the most relevant models and concepts for the understanding of economic issues in policy-making, and a hands-on approach to the application of state of the art research in economics.

Module IV: Professional Development, with the following required elements:

1) International Conflict Management (practice course)
2) Professional Skills Workshop I
3) Professional Skills Workshop II
4) MIA 6-week Internship

The professional development module provides students with pertinent insights in the day-to-day work of an organization in the international arena and the practical relevance of international affairs tools. It also provides professional training on policy relevant professional skills such as team building, negotiation, or conflict management.

The objective of this module is to prepare students for their successful entry in the job market.

**Year One Summer**: Dual degree students in the summer after Year One pursue a global internship. Students must complete a full-time, work-based placement for a minimum of 12-weeks, plus a critical reflection paper for the Munk MGA program (GLA1007H). Hertie will recognize this work placement as satisfying the MIA internship requirement. While in Berlin, dual degree students are provided with the career and internship placement support from both Hertie and Munk School staff. Academic deliverables for the internship requirement are to be submitted by September of Year Two to the MGA program.

A representative of the Munk School’s Professional Development and Career Strategies office will go to Berlin annually to assist Year One students with their internship applications. At the Hertie School, career services workshops, access to online internship postings and other support will also be made available to dual degree students.
Year Two: In Year Two, dual degree students register at the University of Toronto in the MGA program. Here, they are expected to (1) pursue all required MGA coursework for which they have not taken a similar course at Hertie; (2) take a slightly higher number of course credits than students registered in the standard MGA program; and (3) pursue their Capstone course, as specified above. Specific MGA core course requirements are listed below.

Of the eight required courses completed in the first year at Hertie, the following six courses will satisfy equivalent, required Munk School MGA courses:

1. Statistics (Hertie) satisfies the requirement for Statistics for Global Affairs GLA1012 – 0.5FCE (Munk)
2. International Law (Hertie) satisfies the requirement for International Legal Challenges GLA1006 – 0.5FCE (Munk)
3. International Security (Hertie) satisfies the requirement for Global Security GLA1003 – 0.5FCE (Munk)
4. International Conflict Management (Hertie) satisfies the requirement for Decision Making and Strategic Thinking GLA1005 – 0.5FCE (Munk)
5. Economics I (Hertie) satisfies the requirement for Microeconomics for Global Affairs GLA1010 – 0.5FCE (Munk)
6. Economics II (Hertie) satisfies the requirement for Macroeconomics: Markets, Institutions, and Growth GLA1001 – 0.5FCE (Munk)

These are the courses which are least context-dependent (i.e. based on more theoretical knowledge and behavioral / institutional approaches, rather than courses where the European or North American context are critical to the content).

Accordingly, in their second year, dual degree students must take five required courses at the Munk School of Global Affairs and Public Policy (2.5 FCE; see Appendix E for more detailed descriptions), which will complete an MGA student’s full course load. Students will also take five additional elective courses (2.5 FCE), which will also allow them to pursue courses in one of the program’s five emphases, if desired: Justice, Markets, Security, Innovation Policy, and Development.

The result is 5.0 FCE, as follows, for Year Two dual degree students:

1. Global Development GLA1014H
2. Global Innovation Policy GLA1011H
3. Financial Management for Global Organizations GLA1009H
4. Capstone Seminar GLA2000H
5. Thesis Preparation Course GLA 2887H (See Appendix D for new course proposal)
6. Elective course
7. Elective course
8. Elective course
9. Elective course
10. Elective course
If, among the elective courses taken at Hertie in Year One, a student takes a course similar to the MGA Year Two core curriculum, the student will be precluded from taking the same course in the MGA. The decision will be made by the Director of the MGA Program at the Munk School of Global Affairs and Public Policy.

In Year Two, students must also ensure that they complete the requirements of the 2nd year Hertie MIA curriculum: students must complete three courses that can be recognized by the Hertie School as “concentration electives” in either the concentration “Security & Sustainability” or in the concentration “Finance & Trade.” Each course must have the equivalent of 0.5 FCE (6 ECTS). Furthermore, students must complete three “portfolio electives.” These courses must also have the equivalent of 0.5 FCE (6 ECTS) each and can come from any field of International Relations.

**Year Two Summer**: Following all Year Two courses and the required Capstone course, students will spend the summer months registered at the University of Toronto (Munk School), completing their *Master’s Thesis*. The thesis, approximately 15,000 words in length, will be supervised by a Munk School faculty member, with supervision assignments agreed on with the Director of the MGA program, and will be graded Honours/Pass/Fail and weighted as 1.0 FCE.

### How the Dual Degree Compares to the Single MGA Degree

In this dual degree proposal, the number of credits taken at the University of Toronto comes to 6.5 FCE, as follows:

- **Year One summer**: 0.5 FCE
- **Year Two**: 5.0 FCE
- **Year Two summer**: 1.0 FCE

When pursued alone, the MGA degree requires 8.5 FCE. In this dual degree, students are pursuing 75% of these credits through the MGA program (6.5 FCE / 8.5 FCE), with 25% of the remaining FCE requirements credited through the first year of the Hertie School curriculum.

### 5.1 Comparison of Curricular Path

In order to receive two degrees in 24 months, students will take eight core courses and two skills courses at the Hertie School. They will complete 10 courses (core courses, electives, and Capstone) at the Munk School, plus a thesis. An internship of a minimum of 12 weeks, with a final report, is required and recognized by both institutions. Students will be taking a higher course load over the two years than students in the single degree programs, and the courses will be granted credits as follows: the 4.0 FCE taken at Hertie will be counted as 2.0 FCE Munk School credits (i.e., 2.0/8.5 normally required for the MGA).
Table 3: MIA courses that will be counted towards completion of MGA requirements

Students in the dual degree will receive the equivalent of 2.0 FCE credits towards the completion of MGA requirements for coursework completed in the MIA. Normally credit will be assigned for completion of the courses listed below. Students who are excluded from taking any of the courses below (e.g., due to completion of previous coursework) will be advised on the selection of another elective that can count towards completion of both MIA and MGA requirements.

<table>
<thead>
<tr>
<th>MGA Requirement</th>
<th>MIA Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics for Global Affairs</td>
<td>Statistics</td>
</tr>
<tr>
<td>Decision Making and Strategic Thinking</td>
<td>International Conflict Management</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Economics I</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Economics II</td>
</tr>
<tr>
<td>International Legal Challenges</td>
<td>International Law</td>
</tr>
<tr>
<td>Global Security</td>
<td>International Security</td>
</tr>
</tbody>
</table>

6 Admission Process

When do students normally apply to the Dual Degree Program(s) and what is the pattern of registration (i.e. conditional and full admissions to the graduate program in the case if undergrad/grad)

In consultation with the Hertie School, this proposal is based on a joint admission process from the outset. The Hertie School will host the admission process, providing the MGA Program with access to all the admission materials submitted by the applicants. The admission criteria have been set jointly, based on the most selective criteria for each of the two partners (see below). In this way, students must meet the application requirements of both programs to be admitted to the dual degree. In short, applicants must be acceptable to both the MGA and the MIA Programs to gain admission to the dual degree program.

Students interested in the dual degree will apply from the outset to this specific dual degree program. They will do so through the Hertie School online admissions application (which will be made available through both the Hertie School website as well as the Master of Global Affairs website), by a deadline which will be mutually agreed upon each year, usually by the end of January. Applying to the dual degree does not preclude an applicant from applying separately to the MGA or to the MIA programs. Applicants will provide supporting documents for admissions review. After the deadline has passed, the Hertie School will provide the MGA Program with all applicant admission materials. The Hertie School and the MGA Program will select which applicants they would like to admit into the program and will combine a list of all dual degree applicants who were admitted by both Hertie and the MGA Program. Only admitted students will then be contacted to complete the SGS Online Admissions Application (OAA) system.
Students will be admitted, from the outset, to the dual degree program, and must remain in the dual degree throughout. Because dual degree students are registered at the Hertie School in Year One, in exceptional cases (e.g., health concerns), if a student wishes to withdraw from the dual degree and to remain at the Hertie School for a single MIA, they will have to make a respective request to both institutions. The withdrawal must be discussed by the Dean of Graduate Programmes at Hertie and the Director of the MGA Program at the Munk School of Global Affairs & Public Policy. It is then up to the Hertie School to decide if they will allow the student to continue only the MIA programme.

7 Admission Requirements

What are the admission requirements of the Dual Degree Program(s)? (note that the admission requirements may be more strenuous through the Dual Degree than if the programs are applied to separately.)

- Please consider any specific courses that students must complete in the first program(s) to be eligible for the Dual Degree Program(s), and any requirements unique to the combination
- Are there any conditions on admissions to the second program(s) that must be met?

Please ensure you complete the specific questions in the box.

Since applications will be centralized on the Hertie School Admission website, admission requirements from the Hertie School and the MGA Program will be combined. The more competitive requirements of the two institutions will apply.

Requirements:
- BA or equivalent.
- A minimum CGPA of a mid-B and a minimum final year GPA of a B+ (3.3/4.0 GPA).

Application Documents
- Official Transcripts
- Resume or CV
- 2 Academic Letters of Reference
- Statement of Intent
- Proof of English Language Proficiency
  - TOEFL 100
  - IELTS 7 no subscore under 6

8 Calendar Copy

Please see Appendix A for SGS Calendar copy.
9 Consultation

Outline the discussions that have taken place between the partners which underpin this proposal. Attach as an Appendix an MOU outlining the basis on which the program will be offered including registration, BIUs, tuition, and any resource requirements with implications for the units/Faculties. The Vice-Provost, Academic Programs Office will assist with Planning & Budget and International, Government & Institutional Relations in financial modeling and inter-institutional agreements.

Consultation with the full leadership team at the Hertie School of Governance has been completed.

Because this proposal is for a dual degree with an international affairs program, we identified the Department of Political Science as the unit outside the Munk School for consultation. The interim Director of the Munk School has consulted with the Chair of the Department of Political Science, and she has expressed her support for this dual degree.

10 Governance Process

<table>
<thead>
<tr>
<th>Steps</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation with Department Chair/Director and Dean to determine feasibility and desirability of concept</td>
<td></td>
</tr>
<tr>
<td>Consultation with Provost’s Office to determine whether the proposed relationship is compatible with the goals and principles of the University (determined in consultation with International, Government and Institutional Relations).</td>
<td></td>
</tr>
<tr>
<td>Development of proposal in close consultation between Dean’s Offices</td>
<td></td>
</tr>
<tr>
<td>Development of MOA in close consultation between Dean’s Offices, and with Provost’s Office (PO coordinates with P&amp;B and IGIR)</td>
<td>MOA: Provost’s Office approval</td>
</tr>
<tr>
<td></td>
<td>Proposal: Unit level approval as appropriate*</td>
</tr>
<tr>
<td></td>
<td>Proposal: Faculty/Divisional Councils – [DATE]?</td>
</tr>
<tr>
<td>MOA: Signing (including Provost and Dean for U of T)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Submission to Provost’s Office</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Report to AP&amp;P (by P.O.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Report to Ontario Quality Council (by P.O.)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A: SGS Calendar Copy

Published 2018-19 SGS Calendar for editing purposes only

Global Affairs: Introduction

Faculty Affiliation

Arts and Science

Degree Programs Offered

Global Affairs

MGA

Combined Degree Programs

Law, JD / MGA
Management, MBA / MGA

Dual Degree Programs

MGA (University of Toronto) / Master of Public Policy (Sciences Po, Paris)

MGA (University of Toronto) / Master in International Affairs (the Hertie School of Governance, Berlin)

Collaborative Programs

The following collaborative programs are available to students in participating degree programs as listed below:

1. Asia-Pacific Studies
   ○ Global Affairs, MGA
2. Environmental Studies
   ○ Global Affairs, MGA
3. Ethnic and Pluralism Studies
• Global Affairs, MGA

• Overview

The Master of Global Affairs (MGA) is a two-year professional program, consisting of four sessions of coursework and a compulsory summer internship. The purpose of this program is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business. The MGA will equip students with a sophisticated understanding of the larger political, economic, and social contexts of global affairs and with the skills necessary to work strategically and effectively within the evolving global system. The MGA reflects and connects with the research expertise of the Munk School in five emphases: development, innovation policy, justice, markets, and security. In offering a curriculum that provides both breadth and depth, the MGA draws on the scholarly strength of faculty from a range of disciplines and subject areas.

The Munk School also offers Combined Degree Programs (JD/MGA, MBA/MGA), Collaborative Programs, and a Dual Degree Program (with Sciences Po, Paris).

Contact and Address

Web: www.munkschool.utoronto.ca/mga/
Email: mga@utoronto.ca
Telephone: (416) 946-8917
Fax: (416) 946-8915

Munk School of Global Affairs & Public Policy
University of Toronto
315 Bloor Street West
Toronto, Ontario M5S 0A7
Canada

Global Affairs: Global Affairs MGA

Master of Global Affairs

Minimum Admission Requirements

• Applicants are required to meet the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Munk School's additional admission requirements stated below.
• An appropriate bachelor's degree with a minimum standing in the final year equivalent to at least a University of Toronto B+. 
• Open to all disciplinary backgrounds.

Program Requirements

• This is a two-year program taken on a full-time basis over 20 consecutive months.
• 8.5 full-course equivalents (FCEs), as follows:
  o 4.5 FCE core courses in Year 1 (nine half-course equivalents)
  o 0.5 FCE GLA 1007H Global Internship in the Summer session between Years 1 and 2
  o 0.5 FCE GLA 2000H Capstone Seminar core course in Year 2
  o additional 3.0 FCEs in Year 2 (six half courses) at the 2000 level from the Munk School of Global Affairs & Public Policy

Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W)

Time Limit

3 years full-time

Dual Degree: Master of Global Affairs (University of Toronto) / Master in International Affairs (Hertie School of Governance)

Application Process

• Applicants must apply through the Hertie School admission website. Applicants are then jointly selected and admitted by the MGA at the University of Toronto and the MIA at the Hertie School. All applicants must complete the Hertie School online admissions application. All applicants who are admitted to the Dual Degree Program must then also complete an application on the University of Toronto’s School of Graduate Studies Admissions Application system.

Minimum Admission Requirements

• Please note the requirements below apply to the Dual Degree Program.
• Applicants are required to meet the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Dual Degree Program’s additional admission requirements, as stated below.
- An appropriate bachelor's degree with a standing in the final year equivalent to at least a University of Toronto B+, and a cumulative standing equivalent to at least a University of Toronto mid-B.

- Applicants whose primary language is not English and who have graduated from a university where the primary language of instruction is not English must provide Proof of English Language Proficiency
  - TOEFL 100
  - IELTS 7 no subscore under 6

**Program Requirements**

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hertie, Berlin</td>
<td>o 1. Global Governance (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 2. International Law (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 3. International Security (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 4. Statistics (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 5. International Organisations (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 6. Economics I (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 7. Economics II (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 8. International Conflict Management (6 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 9. Professional Skills Workshop (1 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 10. Professional Skills Workshop (1 ECTS)</td>
</tr>
<tr>
<td>Summer 1</td>
<td>International</td>
<td>• GLA1007H: MGA Internship (0.5 FCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 12 weeks plus critical reflection paper to be submitted in September</td>
</tr>
<tr>
<td>2</td>
<td>U of T, Toronto</td>
<td>• GLA1014H Global Development (0.5 FCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GLA1011H Global Innovation Policy (0.5 FCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GLA1009H Financial Management for Global Organizations (0.5 FCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GLA2887H – Thesis Preparation Course (0.5 FCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GLA2000H Capstone Seminar (0.5 FCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Five Electives (2.5 FCE)</td>
</tr>
<tr>
<td>Summer 2</td>
<td>U of T, Toronto</td>
<td>• Master’s Thesis (1.0 FCE)</td>
</tr>
</tbody>
</table>
Program Length

6 sessions full-time (F/W/S/F/W/S)

Global Affairs: Global Affairs MGA Courses

Year 1

Core Courses (Required)

- GLA 1001H  Macroeconomics: Markets, Institutions and Growth
- GLA 1003H  Global Security
- GLA 1005H  Decision Making and Strategic Thinking in the Global System
- GLA 1006H  International Legal Challenges
- GLA 1010H  Microeconomics for Global Affairs
- GLA 1011H  Global Innovation Policy
- GLA 1012H  Statistics for Global Affairs
- GLA 1009H  Financial Management for Global Organizations
  (not required for students in the Combined Degree Program: Management, MBA / MGA)

Summer Course (Required)

- GLA 1007H  Global Internship

Year 2

Core Courses (Required)

- GLA 2000H  Capstone Seminar (CR/NCR)

Elective Courses (Subject to Change)

- GLA 2001H  Global Capital Markets and Global Strategies
- GLA 2002H  Issues in Development Policy and Practice: Tax and Development
- GLA 2003H  Global Governance
- GLA 2005H  Negotiating Internationally
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLA 2006H</td>
<td>The Global Political Economy of Finance and Investment</td>
</tr>
<tr>
<td>GLA 2007H</td>
<td>Global Affairs Externship (Credit/No Credit)</td>
</tr>
<tr>
<td>GLA 2009H</td>
<td>The Political Economy of Global Cities</td>
</tr>
<tr>
<td>GLA 2010H</td>
<td>Geopolitics of Cyberspace</td>
</tr>
<tr>
<td>GLA 2012H</td>
<td>The Global Political Economy of Trade</td>
</tr>
<tr>
<td>GLA 2013H</td>
<td>Topics in Global Violence</td>
</tr>
<tr>
<td>GLA 2014H</td>
<td>Innovation and Economic Development</td>
</tr>
<tr>
<td>GLA 2015H</td>
<td>Economic Competitiveness and Social Protection</td>
</tr>
<tr>
<td>GLA 2016H</td>
<td>Global Legal Strategy</td>
</tr>
<tr>
<td>GLA 2018H</td>
<td>Innovation and the City</td>
</tr>
<tr>
<td>GLA 2021H</td>
<td>Innovation, Institutions, Governments, and Growth</td>
</tr>
<tr>
<td>GLA 2022H</td>
<td>Global Institutions and Diplomacy</td>
</tr>
<tr>
<td>GLA 2024H</td>
<td>Intelligence and Covert Action</td>
</tr>
<tr>
<td>GLA 2025H</td>
<td>Global Affairs Lab</td>
</tr>
<tr>
<td>GLA 2026H</td>
<td>Global Affairs Lab II</td>
</tr>
<tr>
<td>GLA 2028H</td>
<td>Global Civil Society</td>
</tr>
<tr>
<td>GLA 2030H</td>
<td>Grand Strategy and Global Threats</td>
</tr>
<tr>
<td>GLA 2050H</td>
<td>Selected Topics in International Studies</td>
</tr>
<tr>
<td>GLA 2051H</td>
<td>Global Violence</td>
</tr>
<tr>
<td>GLA2060H</td>
<td>Topics in Development I</td>
</tr>
<tr>
<td>GLA2061H</td>
<td>Topics in Development II</td>
</tr>
<tr>
<td>GLA2062H</td>
<td>Topics in Development III</td>
</tr>
<tr>
<td>GLA2063H</td>
<td>Topics in Security I</td>
</tr>
<tr>
<td>GLA2064H</td>
<td>Topics in Security II</td>
</tr>
</tbody>
</table>
GLA2065H  Topics in Security III
GLA2066H  Topics in Justice I
GLA2067H  Topics in Justice II
GLA2068H  Topics in Justice III
GLA2069H  Topics in Markets I
GLA2096H  Topics in Markets II
GLA2097H  Topics in Markets III
GLA2080H  Topics in Global Innovation I
GLA2081H  Topics in Global Innovation II
GLA2082H  Topics in Global Innovation III
GLA 2080H  Topics in Global Innovation I
GLA 2090H  Topics in Global Affairs I
GLA 2091H  Topics in Global Affairs II
GLA 2092H  Topics in Global Affairs III
GLA 2093H  Topics in Global Affairs IV
GLA 2095H  MGA Reading Course
GLA 2096H  Topics in Global Affairs V
GLA 2097H  Topics in Global Affairs VI
GLA 2098H  Topics in Global Affairs VII
GLA 2555H  Intensive Course in Innovation Policy I
GLA 2556H  Intensive Course in Innovation Policy II
GLA 2557H  Intensive Course in Innovation Policy III
GLA 2888H  MGA Research Paper
GLA 2999H  Global Problem Solving: Laboratory Opportunities (exclusion: GLA 2999Y)
JCR 1000Y  An Interdisciplinary Approach to Addressing Global Challenges
JMG 2020H          Big Data
JSE 1708H          The Development of Sustainability Thought
Appendix B: Program Description of Hertie School MIA

The Hertie School's Master of International Affairs programme (MIA) seeks to prepare outstanding students and young professionals for positions requiring a profound understanding of today's global policy challenges in government, diplomacy and international organisations, as well as in the private and civil society sectors.

Policymakers and experts today are confronted with a wide array of global challenges. These range from a crisis-prone global economy and its repercussions, to security challenges such as new regional instabilities, nuclear proliferation, cyber warfare, and conflicts over limited resources. To meet such challenges successfully in a rapidly transforming context, knowing how to navigate the complex landscape of diverse actors and disciplines is crucial. The interdisciplinary programme equips successful graduates with policymaking tools to tackle global challenges and devise sound policy proposals in a global multilevel system.

Contact and Address

Hertie School of Governance
Friedrichstraße 180
10117 Berlin · Germany
Tel. +49 (0)30 259 219-114
grad-admissions@hertie-school.org
www.hertie-school.org/mia

Admission Requirements

Candidates with an excellent undergraduate degree and a strong motivation to study international affairs are invited to apply for the programme.

Application requirements
• Bachelor (or equivalent) from any disciplinary background
• Curriculum vitae
• Letter of motivation
• Academic transcripts
• Academic letters of reference
• English proficiency certificate (TOEFL or IELTS)

Programme requirements

• This is a two-year program taken on a full-time basis over 20 consecutive months.
• 120 ECTS:
  o 60 ECTS in year 1
  o 60 ECTS in year 2

Program Length

2 years full-time

Time Limit

3 years full-time

Curriculum

The practice-oriented curriculum gives students a firm understanding of the international and transnational dimension of policymaking.

Major Modification Proposal: Dual Degree
Program
In the first year, students attend courses in global governance, international economics, international law and security policy. They are equipped with the analytical toolkit to evaluate international policies and to manage international organisations. A practice course in international conflict management supplements the core curriculum.

Between the first and second year of study, students gain professional experience in a full-time internship in an international organisation or other relevant institutions.

In their second year, students choose a concentration in either finance and trade or security and sustainability which they complete with at least three electives from the respective field. Further, they deepen their knowledge with additional international affairs electives or complement their profile with electives from the Hertie School’s Master of Public Policy catalogue.

Students complete their degree requirements with a master thesis, which is typically part of a group project on a topic relevant to international affairs. The thesis is developed and carried out in cooperation with a practice partner and under the guidance of a supervising faculty member.

**Year 1 (60 ECTS)**

I. Foundations of International Affairs
   1. Global Governance (6 ECTS)
   2. International Law (6 ECTS)
   3. International Security (6 ECTS)

II. Tools of International Policy-Making
   1. Statistics (6 ECTS)
   2. International Organisations (6 ECTS)

III. International Economics
   1. Economics I (6 ECTS)
   2. Economics II (6 ECTS)

IV. Professional Development
   1. International Conflict Management (6 ECTS)
   2. Professional Skills Workshop (1 ECTS)
   3. Professional Skills Workshop (1 ECTS)
   4. Internship (10 ECTS)

**Year 2 (60 ECTS)**

V. Concentration
   1. Concentration Elective I (6 ECTS)
   2. Concentration Elective II (6 ECTS)
   3. Concentration Elective III (6 ECTS)

VI. Portfolio
   1. Portfolio Elective I (6 ECTS)
   2. Portfolio Elective II (6 ECTS)
   3. Portfolio Elective III (6 ECTS)

VII. Master Thesis (24 ECTS)
   1. Master Thesis Research
   2. Master Thesis Colloquium
Appendix C

Description of MGA core courses required for dual degree students

1. GLA1011H1: Global Innovation Policy
   Description: This course provides an introduction to cross-national study of the role of the state in industrial development, innovation, and business-government relations. The emphasis is on providing a broad base of the competing theoretical perspectives with particular attention to the different ways in which state and markets interact in rapid-innovation-based industries. Special consideration is given to the role of Science and Technology Industrial Policies, Innovation, and Economic Development. Centering our attention on politics the seminar examines the nature and extent of government in business and business in government.

2. GLA1014H: Global Development
   Description: This course introduces the key challenges that shape development policy at the international level. The course comprises three main components: first, an introduction to the main approaches to international development, covering economic (growth), political (governance) and social (civil society) perspectives; second, an overview of the primary international actors shaping development policy and outcomes, with a focus on the management and impact of foreign aid; and, third, detailed discussion of selected key issues, likely including economic liberalization, resource rents, conflict and post-conflict reconstruction, social development and participatory development. By the end of the course students will have a detailed knowledge of the most important contemporary debates in the field along with the analytical tools to engage with a broader range of development issues in practical work.

3. GLA1009H1: Financial Management for Global Organizations
   Description: An introduction to financial planning and budgeting, financial analysis, and financial management in the corporate and public sector from the perspective of the chief financial officer (CFO). The course first introduces basic principles of accounting for students without a background in Finance. It then considers topics in corporate finance such as working capital management and capital budgeting in the context of floating exchange rates, different regulatory environments and global capital markets. Special attention is given to the estimating cost of capital (and by extension, of valuing stocks and bonds) in global financial markets as it pertains to investment and budgeting decisions.

4. GLA2000H1: Capstone
   a. Description: The Capstone course will rely on clients, representing the private sector, an international organization, a non-governmental organization, or government. Students will work in teams to tackle a current issue confronting these clients and their organizations. Students will learn to analyze these problems across dimensions of global economy and markets, global institutions, and global civil society. Throughout the course, students will engage in activities designed to assist global problem-solvers, while also looking for opportunities to defend and advance their clients’ organizational interests.

Elective Courses by Topic:

- Innovation
  - Innovation and Economic Development
  - Innovation and the City
  - Innovation, Institutions, Governments and Growth
  - Innovation Systems
• Small States in Global Affairs: Seeing Taiwan
• Topics in Global Innovation I
• Topics in Global Innovation II
• Topics in Global Innovation III
• Intensive Course in Innovation Policy I
• Intensive Course in Innovation Policy II
• Intensive Course in Innovation Policy III

Development

• Issues in Development Policy Practice: Tax and Development
• Global Challenges
• Topics in Development I
• Topics in Development II
• Topics in Development III

Market/IPE courses

• The Global Political Economy of Finance and Investment
• Economic Competitiveness and Social Protection
• The Political Economy of Global Cities
• Global Economic Policy Lab
• The Global Political Economy of Trade
• Global Capital Markets
• Investment and Growth in Emerging Markets
• Global Affairs Internship
• Topics in Markets I
• Topics in Markets II
• Topics in Markets III

Security and Sustainability

• Intelligence and Covert Action
• Grand Strategy and Global Threats
• Geopolitics of Cyberspace
• Nuclear Weapons and International Politics
• Canadian Defense Policy Since the End of the Cold War
• Gender, Peace, and Security
• The Development of Sustainability Thought
• Topics in Security I
• Topics in Security II
• Topics in Security III

Justice

• Justice Reforms in Global Context
• Topics in Global Violence
• Global Justice Advocacy
• Global Legal Strategy
• Humanitarian Practice
• Topics in Justice I
• Topics in Justice II
• Topics in Justice III

Perspective courses

• Negotiating Internationally
• Government Relations
• Global Institutions and Diplomacy
• Global Journalism
• Global Risk and Risk Governance
• Global Governance
• Global Affairs Lab
• Global Affairs Lab II
• Topics in Global Affairs II
• Topics in Global Affairs III
• Topics in Global Affairs IV
• Topics in Global Affairs V
• Topics in Global Affairs VI
• Topics in Global Affairs VII
• MGA Reading Course
• MGA Research Paper Course
• Big Data
• Global Problem Solving: Laboratory Opportunities
Appendix D

University of Toronto
Minor Modification Proposal:
New Graduate Courses or Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

If you have questions while you are filling out this document, please contact your Dean’s Office.

Graduate Department/Unit/Centre/Institute  Munk School of Global Affairs and Public Policy
For courses offered by collaborative specializations, list supporting unit.
Faculty/academic division  Faculty of Arts and Science
Dean’s Office contact

Part 1: ROSI
Please complete this section. The data will be used to complete the ROSI record.

<table>
<thead>
<tr>
<th>New Course—fill out all fields</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course designator and number</strong> (e.g., HIS 5XXXH)</td>
</tr>
<tr>
<td><strong>FCE weight</strong> (e.g., 0.5, 1.0)</td>
</tr>
<tr>
<td><strong>Full course title for transcript</strong> (max 60 characters)</td>
</tr>
<tr>
<td><strong>Abbreviated title</strong> (max 30 characters)</td>
</tr>
<tr>
<td><strong>Available via Student Web Services</strong> (yes or no)</td>
</tr>
<tr>
<td><strong>Course type</strong> (regular, modular, continuous or extended)</td>
</tr>
<tr>
<td><em><em>Evaluate</em> function in ROSI used by unit</em>* (yes or no)</td>
</tr>
<tr>
<td>*university’s online course evaluation system</td>
</tr>
<tr>
<td><strong>Online course</strong> (yes or no)</td>
</tr>
<tr>
<td><strong>Required course</strong> (yes or no)</td>
</tr>
<tr>
<td><strong>Grading scale</strong> (letter grades or CR/NCR)</td>
</tr>
<tr>
<td><strong>Course prerequisites; if yes, please list</strong> (e.g., HIS 5XXXH)</td>
</tr>
<tr>
<td><strong>Course credit exclusions; if yes, please list</strong> (e.g., HIS 5XXXH)</td>
</tr>
<tr>
<td><strong>Or Changes to an Existing Course fill out applicable fields</strong></td>
</tr>
<tr>
<td><strong>Current course designator and number (required)</strong> (e.g., HIS 5XXXH)</td>
</tr>
</tbody>
</table>
Deactivated course designator, number and weight (e.g., HIS 5XXXH)

Splitting or amalgamating courses
(list course designators, numbers and weights)

New designator and number (e.g., HIS 5XXXH)

New/renamed full course title for transcript
(max 60 characters)

New/renamed abbreviated title
(max 30 characters)

New FCE weight of an elective course (e.g., 0.5, 1.0)

Change to grading scale (from letter grades to CR/NCR or vice versa)

Change to course type (from regular to continuous, modular, extended, etc.)

**Effective Date**

Required Field—Effective date must be September 1, January 1 or May 1 and not retroactive.

September 2020

**Part 2: Other Changes to Existing Courses**

Optional Field—This section may be used to describe other types of changes to existing courses your Faculty/Division tracks. These changes are not posted to the GCT.

**Part 3: New Course Documentation**

For Faculty/Divisional approval of new courses, please append the approved course documentation, or complete the template below.

**Course Description**

The Master’s thesis, for specific dual degree MGA program students, will be an independent research project in which students apply the theoretical and methodological knowledge acquired in their studies to a policy problem or analytical question in global affairs. Dual degree students, for whom this is a requirement, must enroll in the thesis preparation course to receive the necessary support in identifying a suitable academic topic, developing a proposal, exploring relevant data sources and crafting an appropriate research design.

**Academic Rationale**

GLA2887H will be a 0.5 FCE core course reserved for MGA2 students in specific dual degree programs. To ensure that the Master’s thesis will fully conform to U of T’s standards as an independent research project, faculty supervision of the thesis development process will be provided by a Munk School faculty member with relevant expertise. Academic credit is based on the successful development, defense and submission of a thesis proposal.
Learning Outcomes (if applicable)
This section may be required by your Dean’s Office.

Similarity/Overlap With Other Courses & Consultation

Resource Requirements (if required)
N/A

Governance Approval

<table>
<thead>
<tr>
<th>Unit Sign-Off</th>
<th>Munk School Curriculum Committee, January 10, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Division Council (or delegated body) approval, if applicable</td>
<td>Graduate Curriculum Committee, March 7, 2019</td>
</tr>
</tbody>
</table>
Appendix E

University of Toronto
Minor Modification Proposal:
New Graduate Courses or Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

If you have questions while you are filling out this document, please contact your Dean’s Office.

<table>
<thead>
<tr>
<th>Graduate Department/Unit/Centre/Institute</th>
<th>Munk School of Global Affairs &amp; Public Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/academic division</td>
<td>Faculty of Arts and Science</td>
</tr>
<tr>
<td>Dean’s Office contact</td>
<td></td>
</tr>
</tbody>
</table>

Part 1: ROSI

Please complete this section. The data will be used to complete the ROSI record.

<table>
<thead>
<tr>
<th>New Course—fill out all fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course designator and number (e.g., HIS SXXXH)</td>
</tr>
<tr>
<td>FCE weight (e.g., 0.5, 1.0)</td>
</tr>
<tr>
<td>Full course title for transcript (max 60 characters)</td>
</tr>
<tr>
<td>Abbreviated title (max 30 characters)</td>
</tr>
<tr>
<td>Available via Student Web Services (yes or no)</td>
</tr>
<tr>
<td>Course type (regular, modular, continuous or extended)</td>
</tr>
<tr>
<td>Evaluate* function in ROSI used by unit (yes or no)</td>
</tr>
<tr>
<td>Online course (yes or no)</td>
</tr>
<tr>
<td>Required course (yes or no)</td>
</tr>
<tr>
<td>Grading scale (letter grades or CR/NCR)</td>
</tr>
<tr>
<td>Course prerequisites; if yes, please list (e.g., HIS SXXXH)</td>
</tr>
<tr>
<td>Course credit exclusions; if yes, please list (e.g., HIS SXXXH)</td>
</tr>
</tbody>
</table>

Or Changes to an Existing Course fill out applicable fields
Current course designator and number (required)  
(e.g., HIS 5XXXH)

Deactivated course designator, number and weight (e.g., HIS 5XXXH)

Splitting or amalgamating courses  
(list course designators, numbers and weights)

New designator and number (e.g., HIS 5XXXH)

New/renamed full course title for transcript  
(max 60 characters)

New/renamed abbreviated title  
(max 30 characters)

New FCE weight of an elective course (e.g., 0.5, 1.0)

Change to grading scale (from letter grades to CR/NCR or vice versa)

Change to course type (from regular to continuous, modular, extended, etc.)

Effective Date
Required Field—Effective date must be September 1, January 1 or May 1 and not retroactive.

September 2019

Part 2: Other Changes to Existing Courses
Optional Field—This section may be used to describe other types of changes to existing courses your Faculty/Division tracks. These changes are not posted to the GCT.

Part 3: New Course Documentation
For Faculty/Divisional approval of new courses, please append the approved course documentation, or complete the template below.

Course Description
The Dual Degree Master’s Thesis will be an independent research project in which students apply the theoretical and methodological knowledge acquired in their studies to a practical policy problem in global affairs. The Master’s thesis will fully conform to U of T’s standards as an independent research project under the supervision of a Munk School faculty member with relevant expertise.

Academic Rationale
Building upon the preparation in the GLA2887H Thesis Preparation Course, in which students have identified a suitable topic, developed a proposal, explored relevant data sources and crafted an appropriate research design, the thesis will be expected to be a major body of work. To enhance and reinforce the global nature of this dual degree, this thesis will reflect the German educational emphasis on an analytical work of 12,000 words, plus references.
Frequently, though by no means always, such theses will either systematically evaluate policy outcomes or propose new policy options in response to emerging challenges.

**Learning Outcomes (if applicable)**

By successfully completing the Dual Degree Master’s Thesis, the student will have had the opportunity to demonstrate their capacity to defend an argument, and to reflect on it in a critical discussion that touches on major themes in global affairs.

**Similarity/Overlap With Other Courses & Consultation**

As part of the broader dual degree proposal, consultation has involved the Office of the Dean of the Faculty of Arts & Science as well as the Office of the Provost and her designates.

**Resource Requirements (if required)**

No additional resources are needed, as faculty members at the Munk School will participate in the assessment on the basis of expertise.

**Governance Approval**

<table>
<thead>
<tr>
<th>Unit Sign-Off</th>
<th>Munk School Curriculum Committee – January 31, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Committee name and meeting date)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty/Division Council (or delegated body) approval, if applicable (name and date)</th>
<th>Graduate Curriculum Committee, March 7, 2019</th>
</tr>
</thead>
</table>