

(NEW GRADUATE INITIATIVES)**PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: courses@asu.edu

Prepare the applicable proposal template and operational appendix for the proposed initiative.

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

Obtain letters or memos of support or collaboration. (if applicable)

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

Obtain the internal reviews/approvals of the academic unit.

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

Set-up a Graduate Faculty Roster for new PhD Programs – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to http://graduate.asu.edu/graduate_faculty_initiative.

Establish Satisfactory Academic Progress Policies, Processes and Guidelines – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

Establish a Graduate Student Handbook for the New Degree Program – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate Policies and Procedures.

Check Box Directions – To place an “X” in the check box, place the cursor on the left-side of the box, right click to open the drop down menu, select **Properties**, under **Default value**, select **Checked** and then select **Ok**.



ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

This template is to be used only by programs that have received specific written approval from the University Provost's Office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Public Service and Community Solutions

Unit(s) within college/school responsible for program: School of Public Affairs

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: Not a joint degree program

Proposed Degree Name: Executive Masters for Public Administration

Master's Degree Type: Other

If Degree Type is "Other", provide proposed degree type and proposed abbreviation: Executive Masters for Public Administration and proposed abbreviation: EMPA

Proposed title of major: Public Administration

Is a program fee required? Yes No

Is the unit willing and able to implement the program if the fee is denied? Yes No

Requested effective term: Fall and year: 2016
(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION
(Person to contact regarding this proposal)

Name: Hector Zelaya

Title: Director, Bob Ramsey Executive Education

Phone: 602-496-1308

email: hector.zelaya@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean name: Kathleen Andereck

College Dean Signature _____

Date: 7/28/15

College Dean name:
(if more than one college involved)

College Dean Signature _____

Date: _____

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's Type: EMPA
(E.g. MS, MA, MAS, PSM, or other)

If Degree Type is "Other", provide proposed degree type: Executive Masters for Public Administration

Provide proposed abbreviation: EMPA

Proposed title of major: Public Administration

1. PURPOSE AND NATURE OF PROGRAM:

A. Brief program description –

Public sector managers face an increasingly complex political and economic environment. With fiscal resources dwindling and public demands rising, managers must use evidence-based research to craft efficient and effective solutions to pressing needs. At the same time, an increasing number of stakeholders, often adept at using technology and social media, are involved in debates over public policy, each seeking to influence policy outcomes. Further, managers must be cognizant of how global economic, political, and social forces are shaping their environment, such as issues in immigration, pollution, and economic crises are all border-crossing.

The Executive Masters for Public Administration (EMPA) degree in the School of Public Affairs and in association with the McCain Institute of International Leadership, is designed to provide public sector managers at all levels of government, and those in the non-profit and private sectors who deal extensively with government officials, with the tools they need to succeed in delivering effective solutions to the challenges they face. This blended program, which combines courses with on-campus learning at ASU and its Washington, DC-based think tank, the McCain Institute for International Leadership, enables managers to interact with and learn from senior officials at the local, state, and federal levels of government. The program's faculty similarly brings both academic and "real world" experience to the classroom. Participants will make extensive use of ASU's exclusive "Decision Theaters" which enable managers to experience the consequences of their decisions in "real time." Students will be required to spend three days in Washington, DC and three days in Phoenix for non-credit, executive education classes that will prepare them for the courses in the following semesters and that will give them an opportunity to develop relationships with the other executives in their cohort. PAF 593 will end with a period of up to three days in either Phoenix or Washington, DC, for the presentation of applied projects and wrap-up. The executive experiences in Phoenix and Washington, DC, will be advertised as a unique feature of the program.

- B. Will concentrations be established under this degree program?** Yes No
(Please provide additional concentration information in the operational appendix – number 5A.)

2. **PROGRAM NEED** - Explain why the university should offer this program (include data and discussion of the target audience and market).

In the most recent *U.S. News & World Report* rankings, the ASU School of Public Affairs ranked 16th. Six of the top fifteen ranked schools offer an Executive MPA program, but none of them offer an Executive MPA program that is delivered largely through icourses. By leveraging its recent partnership with the Thunderbird School of Global Management and its partnership with the McCain Institute for International Leadership, Arizona State University has an opportunity to attract executive MPA students throughout the world.

3. **IMPACT ON OTHER PROGRAMS** - Attach any letters of collaboration/support from impacted programs. (see Checklist coversheet)

No programs will be affected by this degree. Although the School of Public Affairs currently offers a Master of Public Administration that is delivered partly through icourses, the target market for the Executive MPA will be a more experienced professional with a minimum of 3-7 years of management experience. The curriculum will be differentiated by having more of a policy focus than an urban management focus.

4. **PROJECTED ENROLLMENT** - How many new students do you anticipate enrolling in this program each year for the next five years? Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format.	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	20	45	50	50	50

5. **STUDENT LEARNING OUTCOMES AND ASSESMENT:**

- A. **List the knowledge, competencies, and skills** students should have attained by graduation from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>).

Students will demonstrate an understanding of the dominant theories and practices in public management and public policy. They will acquire the tools they need for executive leadership and to succeed in making and implementing effective decisions. Each course will have its own level of assessment through a combination of examinations, class projects and essays to demonstrate the student's comprehension of material. As this is a graduate degree, students will not only need to understand but be able to apply what they have learned in real world settings. This skill will be tested and assessed in a final applied project. Each student will have a faculty member assigned to the approval, support, and assessment of final projects. As enrollment increases, revenues will enable us to add faculty support to maintain a high level of individual attention and feedback.

- B. Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html>)).

Outcome 1: Students will be able to integrate and apply the skills and values they acquire during the program toward creating public value, researching public problems, examining options, applying data and evidence, and choosing solutions for more effective, efficient, or equitable programs or policies.

Measure 1.1: In PAF 593, Applied Project, students develop a plan or project relevant to their policy-making environment and organizations.

Performance Criteria 1.1: Students will need to demonstrate that they can apply the relevant academic literature on their selected public issue and that they have carefully considered available data or evidence, as well as feasible options and potential drawbacks. While the applied projects will concern different topics, student projects will be expected to demonstrate how their plans or solutions create or enhance public value, improving the status quo. All students will be proficient, receiving a score of at least 80% for the accuracy and comprehensiveness of their analysis.

Outcome 2: Students will develop an understanding of their own leadership styles and skills, and how to become more effective leaders.

Measure 2.1: Students taking PAF 583, Leadership in Public Organizations, will take a survey about their own leadership knowledge and skills at the beginning of the course. During PAF 593, Applied Project, they will take a follow-up survey about their perceptions of how their knowledge and skills have changed during the program.

Performance Criteria 2.1: Ninety-five percent of students will perceive a positive and meaningful change during the semester in their leadership knowledge and skills. Qualitative data on what was most useful and meaningful will be used for continuous improvement of leadership development in the program.

Outcome 3: Students will develop a broad understanding of federal budgeting and tax policy issues.

Measure 3.1: In the PAF 587 Federal Budgeting & Tax Policy course, each student will prepare two short (6 to 10 pages) policy papers (budget and tax) from a list of approved topics and will lead a brief class discussion on each policy paper with the aid of a briefing document that they will distribute to the class in advance.

Performance Criteria 3.1: All students that have entered the program have met admission standards and accordingly will be able to meet the expected performance measures. Of course this being the real world, some small percentage of students will fall victim to unanticipated circumstances and not meet one or more measures. Thus, 90% of students who enroll can reasonably be expected to meet both performance measures (3.1 and 3.2).

Measure 3.2: In the PAF 587 Federal Budgeting & Tax Policy course, each student will take a comprehensive final exam to demonstrate basic competence across the range of budget and tax policy issues covered and a basic understanding of the processes used to create budget and tax policies.

Performance Criteria 3.2: All students that have entered the program have met admission standards and accordingly will be able to meet the expected performance measures. Of course this being the real world, some small percentage of students will fall victim to unanticipated circumstances and not meet one or more measures. Thus, 90% of students who enroll can reasonably be expected to meet both performance measures (3.1 and 3.2).

Outcome 4: Students will develop a higher level of ethical functioning as a current and future organizational decision maker, manager, and leader. One set of course objectives is about developing as an individual ethical actor. The other set is about developing as a manager and leader of ethics in the organizational context.

Measure 4.1: In LES 582 Ethical Issues for Managers, students will take a final exam that will cover all of the learning in the course. The exam is designed to be fair but challenging with an expected normal distribution of scores and a median score of approximately 86.

Performance Criteria 4.1:

The student's final exam score is the student's course score, with possible downward adjustments made for participation problems and with a possible upward adjustment made for homework quality. Thus the median grade for the course should be approximately 86 as well. A+ (97 to 100); A (94 to 96); A- (90 to 93); B+ (87 to 89); B (84 to 86); B- (80 to 83); C+ (77 to 79); C (73 to 76); E (72 or lower).

- 6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable):** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

No accreditation is required, but we plan to pursue subsequent accreditation from the National Association of Schools of Public Affairs and Administration. Accreditation requires that students gain competency in creating public value, democratic governance, ethics, leadership, and in skills such as budgeting and human resource management. While Executive degree programs may be operated by member schools without accreditation, we have used these criteria in designing the program and believe that accreditation will make the program more attractive to students and their employers.

7. FACULTY, STAFF, AND RESOURCE REQUIREMENTS:

A. Faculty

- i. Current Faculty** - List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty members who will teach in the program.
- Ethan Kapstein, PhD, Professor; international economics, national security, economic development – 2 courses
 - Kevin Desouza, PhD, Professor; policy informatics, strategic information systems, networks, knowledge transfer, innovation policy, globalization, organizational design – 1 course
 - Erik Johnston, PhD, Associate Professor; policy informatics, collaborative, management processes, complex systems methodology and theory – 1 course
 - Denis LeClerc, PhD, Professor; Cross-cultural communication and management, Global negotiations, Leading with a global mindset – 1 course
 - Shawn Novak, PhD, Professor; federal budgeting and tax policy – 1 course
 - Timothy Dahlstrom, PhD, Faculty Associate, strategic leadership – 1 course
 - Adriana Sanford, Clinical Associate Professor, ethical leadership – 1 course
 - Jim Thompson, PhD, Faculty Associate, organization behavior – 1 course
- ii. New Faculty** - Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

No new faculty will be needed during the first year. If enrollment grows as anticipated, program fees from increased enrollments should enable the School of Public Affairs to hire more faculty to support the program.

- iii. **Administration of the program** - Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The EMPA program will have a Faculty Director responsible for coordination of faculty, curriculum, and courses. The Director of the Bob Ramsey Executive Education program will be responsible for other issues of program implementation, including marketing, recruiting, admissions, and advising, in coordination with the faculty director. A Program Manager will be hired to work exclusively on the EMPA program, under the supervision of the Director of the Bob Ramsey Executive Education program. Admission decisions will be made by a faculty committee of at least three SPA faculty members, including the Faculty Director, who will serve as chair of the committee

- B. Resource requirements needed to launch and sustain the program:** Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

A new program manager will be hired and icourses will be developed through the Office of Education Innovation in the College of Public Service & Community Solutions.

8. COURSES:

- A. Course Prefix(es):** Provide the following information for the proposed graduate program.

- i. Will a new course prefix(es) be required for this degree program?
Yes No

- ii. If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it as part of this proposal submission.

- B. New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

PAF 583 Leadership in Public Organizations, 3 credits

This course provides the foundation of theory and practice of leadership in public organizations. While students will learn about all the major theoretical frameworks, they will focus on an applied action research model that is useful in analyzing and developing oneself and others in organizational settings.

PAF 585 Strategic Planning for Public Sector Leaders, 3 credits

In an age of diminishing resources, the tools of strategic planning have become crucial for every public sector and non-profit manager. How can a public sector agency (or non-governmental organization) achieve its goals and advance its mission? How can it motivate its people given the absence of the sorts of incentives often found in the private sector? How can these organizations respond to a rapidly changing political, economic, and social environment? These are among the questions that will be addressed in this class.

PAF 586 Data Analytics for the Public Good, 3 credits

Today, public agencies and non-profit organizations are exploiting open, mobile, and big data by harnessing advanced computational tools. Public agencies are increasingly interested in unlocking the potential of large-scale data to improve service delivery and inform policy efforts. Computational tools capable of making productive use of big data have proliferated in recent years, drastically decreasing the barriers to entry for interested parties. This course will explore techniques used for data extraction, analysis, and visualization. In particular, students will engage with social media data, devise solutions to address data-poor scenarios, and explore the potential of sentiment analyses to elucidate opinion trends and predict future attitude shifts. Moreover, data visualization techniques will be discussed, and students will engage with Tableau software. In this course, students will also explore the social, political, and ethical considerations associated with building and managing data analytics programs in the public sphere. Students will explore issues critical dilemmas when it comes to issues such as data privacy, data protection, predictive

analytics, personalized service delivery and resource provision, algorithmic regulation, and large-scale data analytics for administrative efficiencies and resource management optimization, among others. In addition to reviewing case studies on current data analytics programs, students will be expected to debate socio-economic policy considerations, write position papers and develop policy guidance frameworks on data analytics programs. Upon course completion, students will a) understand how public agencies harness large-scale data to inform policy design, increase stakeholder engagement, and improve service delivery, and b) intelligently consider the social, political, and ethical considerations when building data analytics programs for the public good.

PAF 587 Federal Budgeting and Tax Policy, 3 credits

This course seeks to provide students with a broad understanding of federal budget and tax policy issues. The knowledge acquired in this class will enable students to act as competent parties in the formulation of public policy within the federal budget and tax policy domains. Approximately one half of the class is devoted to federal budget processes and concepts including purposes, coverage, scoring, performance evaluation, and proposed options for reform. The second half of the course will cover tax policy issues. Throughout the course there will be focus on those budget and tax policy issues that are the current subject of political attention.

PAF 588 Global Public Policy, 3 credits

The study of public policy has traditionally focused on the operations of government agencies within national borders. Increasingly, however, public officials at all levels of government must confront challenges and opportunities that exist across borders. Whether the issue is immigration, national security, trade and finance, or the environment, public managers must be aware of global pressures and, in many cases, respond to them. The purpose of this course is to give managers the analytical tools to understand how global issues are currently being managed and what they might do to make the most of global opportunities.

PAF 582 E-Public Administration, 3 credits

The use of Information for PA Professionals is a course to explore how new techniques and technologies for using, processing and managing information are changing how we interact, work, and serve. As an example of this very concept, this course is being offered exclusively online. During the semester students will explore current trends, use a wide variety of information and communication tools, and have student created content consistent with new trends of online participation. By the end of the course, students should have experience with tools (including Wikis, Blogs, search engines, collaboration tools, reputation systems, social networks, virtual worlds, etc.), be familiar with current information issues (transparency, privacy, equal access, governance, etc.) and explore how they are relevant to a variety of contexts (local government, non-profits, public service, etc.).

APPENDIX I
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

1. Provide a brief (catalog type - no more than 150 words) **program description.**

The Executive Masters for Public Administration (EMPA) degree is designed to provide public sector managers at all levels of government, and those in the non-profit and private sectors who deal extensively with government officials, with the tools they need to succeed in delivering effective solutions to the challenges they face. This blended program, which combines icourses with on-campus learning through intensives held at ASU and its Washington, DC-based think tank, the McCain Institute for International Leadership, enables managers to interact with and learn from senior officials at the local, state, and federal levels of government. The program's faculty similarly brings both academic and "real world" experience to the classroom.

Breakdown of requirements:

core (27)

LES 582	Ethical Issues for Managers (3)
PAF 583	Leadership in Public Organizations (3)
TGM 581	Global Negotiations (3)
PAF 585	Strategic Planning for Public Sector Leaders (3)
PAF 586	Data Analytics for the Public Good (3)
PAF 582	E-Public Administration (3)
PAF 587	Federal Budgeting and Tax Policy (3)
PAF 588	Global Public Policy (3)
PAF 508	Organization Behavior (3)

culminating experience: three credit hours of PAF 593 Applied Project

total credit hours required for the program: 30

2. Campus(es) where program will be offered:

(Please note that Office of the Provost approval is needed for ASU Online campus options.)

ASU Online only (all courses online)

All other campus options (please select all that apply):

Downtown Polytechnic

Tempe West

Both on-campus **and** ASU Online (*) - (Check applicable campus from options listed.)

(*) Please note: Once students elect a campus option, students will not be able to move back and forth between the on-campus (in-person) or hybrid options and the ASU Online campus option.

3. Admission Requirements:

Degree: Minimum of a bachelor's or master's degree in any field.

GPA: Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree. Exceptions to the GPA requirements may be considered based on the professional

achievements demonstrated by the applicant as determined by applicant's resume and other application materials. In addition to the GPA requirement, applicants will be expected to have 5-7 years of progressive leadership experience.

English Proficiency Requirement for International Applicants: The English proficiency requirements are the same as the Graduate Education requirement. (see Graduate Education requirement http://graduate.asu.edu/admissions/international/english_proficiency): Yes No

If applicable, list any English proficiency requirements that are supplementary to the Graduate Education requirement.

Foreign Language Exam:

Foreign Language Examination(s) required? Yes No

Required Admission Examinations: GRE GMAT Millers Analogies None required
(Select all that apply.)

Letters of Recommendation: Yes No

4. Application Review Terms (if applicable Session): Indicate all terms for which applications for Admissions are accepted and the corresponding application deadline dates, if any:

Fall (regular) Deadline (year): 2016

5. Curricular Requirements:

(Please expand tables as needed. Right click in white space of last cell. Select "Insert Rows Below")

5A. Will concentrations be established under this degree program? Yes No

5B. Curricular Structure:

Required Core Courses for the Degree			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 27
LES 582	Ethical Issues for Managers	no	3
PAF 583	Leadership in Public Organizations	Yes	3
TGM 581	Global Negotiations	No	3
PAF 585	Strategic Planning for Public Sector Leaders	Yes	3
PAF 586	Data Analytics for the Public Good	Yes	3
PAF 582	E-Public Administration	Yes	3
PAF 587	Federal Budgeting and Tax Policy	Yes	3
PAF 588	Global Public Policy	Yes	3
PAF 508	Organization Behavior	no	3

Culminating Experience <i>E.g. - Capstone course, applied project, thesis (masters only) – 6 credit hours) or dissertation (doctoral only) – 12 credit hours) as applicable</i>	Credit Hours (Insert Section Sub-total)
PAF 593 Applied Project	3
Total required credit hours	30

- List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.).
- Omnibus numbered courses cannot be used as core courses.
- Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval. Courses that are new, but do not yet have a new number can be designated with the prefix, level of the course and X's (e.g. ENG 5XX or ENG 6XX).

6. Comprehensive Exams:

Master's Comprehensive Exam (when applicable), please select the appropriate box.

(No Written comprehensive exam is required for the program)

- Oral comprehensive exam is required – in addition to written exam
- No oral comprehensive exam required - only written exam is required

7. Allow 400-level courses: Yes No (No more than 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)

8. Committee: Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 1 advisor for applied project; no thesis required

9. Keywords (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.) public administration, public policy

10. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input checked="" type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |

- [Engineering & Technology](#)
- [Entrepreneurship](#)
- [Health & Wellness](#)
- [Humanities](#)

- [Science](#)
- [Social and Behavioral Sciences](#)
- [Sustainability](#)

11. Contact and Support Information:

Office Location (Building & Room):	ASU Mercado, Suite C105	
Campus Telephone Number:	602-496-1300	
Program email address:	ramseyexecutive@asu.edu	
Program website address:	spa.asu.edu/programs	
Program Director (Name):	Dr. Ethan Kapstein	
Program Support Staff (Name):	Hector Zelaya	
Admissions Contact (Name):	Hector Zelaya	

12. Application and iPOS Recommendations: List the Faculty and Staff who will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

Name	ADMSN	POS
Nicole Boryczka	x	x
Hector Zelaya	x	
Ethan Kapstein	x	

**APPENDIX II
STATEMENTS OF SUPPORT**

College of Public Service and Community Solutions – Official Submission

From: Kathleen Andereck [<mailto:kandereck@asu.edu>]
Sent: Thursday, July 30, 2015 1:52 PM
To: curriculumplanning@asu.edu
Subject: EMPA proposal

Attached is a proposal from the School of Public Affairs for an Executive Master of Public Administration and supporting documents. The request for a program fee is also attached. If the program fee proposal should go elsewhere please let me know. Thanks.
Kathy

Kathleen Andereck
Director of Curricular Initiatives, College of Public Service and Community Solutions
Director and Professor, [School of Community Resources and Development](#)
Arizona State University
Mail Code 4020, 411 North Central Avenue, Suite 550 Phoenix, Arizona 85004-0690
Phone: (602) 496-1056 | Fax: (602) 496-0953 | E-mail: kandereck@asu.edu

W. P. Carey School of Business – Support Statement

From: [Amy Hillman](#)
To: [Hector Zelaya](#)
Cc: [Trevis Certo](#); [Karen Mossberger](#); [Ethan Kapstein](#)
Subject: RE: Ethical Leadership in EMPA
Date: Tuesday, August 11, 2015 6:53:00 AM

Hello Hector,

Yes, Jonathan already emailed about the course number and the MGT department is working on this. Yes, this may be a required course in your program.

Amy

Amy Hillman, PhD
Dean | Rusty Lyon Chair of Strategy
Arizona State University | W. P. Carey School of Business
amy.hillman@asu.edu (480)965-3402
Office: BAC 600

From: Hector Zelaya
Sent: Monday, August 10, 2015 5:15 PM
To: Amy Hillman
Cc: Trevis Certo; Karen Mossberger; Ethan Kapstein
Subject: Ethical Leadership in EMPA

Hello, Amy.

I hope all is well. Graduate Education reviewed our proposal for a new Executive Master of Public Administration/Executive Masters for Public Administration and is requesting two revisions that would require your assistance.

- I believe Dean Koppell may have sent a note to you about the first revision – asking if MGT 591 Ethical Leadership can be assigned a permanent course number.
- We were advised to include in your email of support only information that will be published on the ASU website. We should not include text about specific faculty or compensation. Thus, may we use MGT 591 Ethical Leadership (permanent course number pending) as a core course in the Executive Master of Public Administration/Executive Masters for Public Administration?

Finally, may I request your response before noon tomorrow (August 11) so that we can get the proposal on the agenda for the September 1st University Graduate Council (UGC) meeting? I apologize for asking you to respond to this request a second time and on such short notice.

Thank you, Hector

Hector Zelaya

Director

Bob Ramsey Executive Education

School of Public Affairs

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Thunderbird School of Global Management – Support Statement

From: [Joseph Carter](#)
To: [Hector Zelaya](#)
Subject: RE: EMPA letter of support
Date: Monday, August 10, 2015 2:48:42 PM

Hector:

The College of Public Service and Community Solutions may use “TGM 581 Global Negotiations” as a core course in the proposed Executive Master of Public Administration/Executive Masters for Public Administration program. Also, the College of Public Service and Community Solutions may schedule [REDACTED] with the approval of the Associate Director General of Thunderbird School of Global Management.

Joseph R. Carter CPSM, C.P.M.

Avnet Professor of Supply Chain Management

Associate Director General, Thunderbird School of Global Management

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McCain Institute for International Leadership – Support Statement

From: [Ethan Kapstein](#)
To: [Hector Zelaya](#)
Subject: FW: EMPA
Date: Monday, August 10, 2015 11:31:46 AM

FYI...

Ethan B. Kapstein
Senior Director for Research and Decision Analysis, McCain Institute Arizona
Centennial Professor of International Affairs, School of Public Affairs Arizona State
University

From: Kurt Volker [kurt.volker@gmail.com]
Sent: Monday, August 10, 2015 2:26 PM
To: Karen Mossberger; Ethan Kapstein; chasta@asu.edu
Cc: Michael Polt
Subject: EMPA

Dear Karen

With this email I wish to indicate that the McCain Institute is fully supportive of the EMPA program and will work closely with SPA to ensure its success.

Do not hesitate to contact me or Prof. Ethan B. Kapstein, Senior Director for Research at the McCain Institute, who is also the Faculty Director of EMPA, for further information.

I hope that this program can bring significant benefit to both the McCain Institute and the School of Public Affairs.

Best wishes,

-- Kurt

Amb. Kurt Volker
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