

(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*.

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: Thunderbird School of Global Management

Unit(s) within college/school responsible for program: Thunderbird School of Global Management

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: N/A

Proposed Degree Name: Master of Arts in Global Affairs and Management

Master's Degree Type: MA

Proposed title of major: Global Affairs and Management

Is a program fee required? Yes

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

Requested effective term: Fall 2015

(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Amy Hillman

Title: Dean, W. P. Carey School of Business

Phone: 480-965-3402

email: Amy.Hillman@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:

College Dean Signature _____ **Date:** _____

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

College Dean Signature _____ **Date:** _____



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: MA
(E.g. MS, MA, MAS, PSM, or other)

Proposed title of major: Global Affairs and Management

1. PURPOSE AND NATURE OF PROGRAM:

A. Brief program description –

This degree program was previously offered by the Thunderbird School of Global Management and will be offered as part of the Thunderbird School of Global Management (TSGM) at Arizona State University starting Fall 2015.

The Master of Arts (MA) in Global Affairs & Management is an interdisciplinary degree that covers all aspects of global affairs and management, including global relations, political economy, and cross-cultural communications, while supplementing this valuable international affairs curriculum with core courses in accounting, finance, management and marketing. The degree prepares students with the tools and insight to address complex issues in diplomacy, business and society, and to bring an increased focus on social responsibility to their corporate employers.

B. Will concentrations be established under this degree program? No

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

Offering this degree as part of ASU’s Thunderbird School of Global Management will retain Thunderbird’s outstanding reputation in global management, loyal alumni base, and strong relationships with employers. This degree will also complement other ASU degrees and can be later proposed to be offered as a concurrent degree with the W. P. Carey MBA, other ASU graduate degrees (e.g. Law or Public Programs), and with partner schools around the world.

The target market for this degree are prospective students who are interested in an advanced degree in international business and global affairs. The target audience is expected to be heavily international and draw students from around the world who want an interdisciplinary degree from a top-notch American University, but with a global focus.

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

Minimal. The closest program to this is a proposed M.A. in Global Studies by the College of Liberal Arts & Sciences. We have cooperated and the curriculum you see here was built collaboratively with them so as not to create a competing program. The program also shares some courses with the Master of Global Management that will be offered by the Thunderbird School of Global Management at ASU. However, the Master of Global Management is a more general business leadership/management degree while the MA in Global Affairs and Management has more public affairs and global policy content.

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 <small>(Yr 1 continuing + new entering)</small>	3rd Year <small>(Yr 1 & 2 continuing + new entering)</small>	4th Year <small>(Yrs 1, 2, 3 continuing + new entering)</small>	5th Year <small>(Yrs 1, 2, 3, 4 continuing + new entering)</small>
Number of Students Majoring (Headcount)	25	35	40	45	45

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>).

Thunderbird School of Global Management at ASU will be committed to achieving the learning goals that correspond to the school’s mission and values. It will be the goal for Thunderbird to directly measure student learning in four areas:

Objective 1: Students will be able to demonstrate competence in global leadership.

Objective 2: Students will be able to demonstrate competence in global entrepreneurship.

Objective 3: Students will be able to demonstrate a global mindset.

Objective 4: Students will be able to demonstrate fluency in a second language.

The purpose of the assurance of learning is to support and improve student learning by developing methods to: articulate the goals of each academic program, gain feedback on each unit’s progress toward achieving those goals, and use the feedback to modify the academic programs to ensure that the goals are effectively achieved.



ARIZONA STATE UNIVERSITY

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>).

Assessment of student learning includes direct and indirect measures of student learning. Learning outcomes are assessed at both the course and program level, as summarized below:

Objective	Measure	Frequency of Assessment
Objective 1: Students will demonstrate competence in global leadership.	Rubrics created by full-time faculty assessing leadership competencies as “exceeding faculty expectations,” “meeting faculty expectations,” and “not meeting faculty expectations.”	Throughout the program
Objective 2: Students will demonstrate competence global entrepreneurship.	Rubrics created by full-time faculty assessing competence in global entrepreneurship as “exceeding faculty expectations,” “meeting faculty expectations,” and “not meeting faculty expectations”.	Throughout the program
Objective 3: Students will demonstrate a global mindset.	The Global Mindset Instrument (GMI) is used as a direct measures assessment tool to determine an individual’s ability “to better influence individuals, groups, and organizations unlike themselves.” The GMI is a scientifically validated instrument which assesses three factors – Intellectual Capital, Psychological Capital, and Social Capital. Intellectual Capital measures serve as a proxy for the Global Mindset direct measure and Social Capital as the proxy for the Global Connections direct measure.	At the beginning and end of the program
Objective 4: Students will demonstrate fluency in a second language.	The Oral Proficiency Language Exam (OPI) is used to assess whether students have met the objective of becoming fluent in a foreign language. The OPI utilizes third party experts in telephone interviews to assess the level of language skill in the target language.	At end of program

The assurance of learning (AOL) committee reviews learning outcomes data that have been collected by course, faculty, and program. Membership of the AOL committee includes the members of the Curriculum and Programs Committee and is expanded to also include program directors, institutional research, and Dean of Faculty. Program revisions informed by the AOL committee are directed to the area coordinators for consideration in conjunction with the program directors and Dean of Faculty.

Graduating students also take the Educational Benchmarking Instrument (EBI) which is similar to the exit survey in content, but the EBI allows Thunderbird to benchmark its scores with key institutions. In addition to the EBI, Thunderbird uses databases available from Graduate Management Admission Council (GMAC) and AACSB *Datadirect* to compare ourselves with other institutions.

Arizona State University will continue the process of addressing additional improvements that were recommended at the last site visit for Thunderbird during fall 2012. The site team cited Thunderbird’s significant progress in achieving a “culture of assessment” during the years since the 2005 visit and noted the broad-based data collection and curricular changes. It also observed that more progress was needed in the development of data systems to house and report, the need to share more widely outcomes assessment data, the need to engage non-academic units actively in assessment and the need for an evaluation of all assessment efforts along the need to use assessment processes and outcomes to inform the institution’s overall effectiveness.

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.

Arizona State University has been accredited by the HLC (Higher Learning Commissions) continuously since 1931. ASU underwent a comprehensive site review in spring 2013 by a 14-member team from the HLC, becoming the first large public research university to undergo review using the then-newly revised Criteria for Accreditation. The extensive and thorough self-study document developed for that review is available publicly (see <http://hlc2013.asu.edu>). As a result of that review and subsequent reports and actions, HLC reaffirmed ASU's accreditation last October – less than a year ago – for the next 10-year period, concluding that ASU met all criteria, components, and subcomponents with no issues identified and no requirements for follow up visits or interim reports. This places ASU in a particularly strong position to transfer the Thunderbird programs into an environment that fully meets the new Criteria for Accreditation without concerns. Further to this particular transaction, the business programs at both ASU and Thunderbird have been rigorously reviewed and accredited by AACSB, with the most recent accreditations coming in 2014 and 2011, respectively.

AACSB International - The Association to Advance Collegiate Schools of Business. As stated in the Accreditation Standards, “Any new business programs begun at the institution will have sufficient resources to satisfy accreditation standards and will result from strategic planning processes of the school and institution. AACSB should be informed whenever new business degree programs are begun. New business programs in the institution will be placed on the list of accredited programs of the institution until they have been reviewed.” We believe that the program is consistent with the mission and vision of the school, and foresee no negative outcomes to accreditation of such a program.

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.

Auh, Seigyoung, PhD.	Associate Professor, Global Marketing	20%
Booth, Lena PhD.	Associate Professor, Global Finance	20%
Bowen, David PhD.	Professor, Global Management	20%
Ettenson, Richard PhD.	Professor, Global Business	10%
Finney, Michael	Clinical Associate professor	10%
Gonzales, Gabriel PhD.	Clinical Associate professor, Global Acct.	10%
Inkpen, Andrew PhD.	Professor, Global Business	10%
Javidan, Mansour PhD.	Professor, Global Management	10%
LeClerc, Denis PhD.	Clinical Professor, Cross Culture Commun.	10%
Moffett, Michael PhD	Associate Professor, Global Business	20%
Nelson, Roy PhD.	Associate Professor, Latin American Studies	10%
Pearson, Christine PhD.	Professor, Global Management	20%
Ramaswamy, K. PhD.	Professor, Global Business	10%
Rankine, Graeme PhD.	Associate Professor, Global Acct.	20%
Samuels, Janet PhD	Clinical Associate, Global Acct.	10%
Siehl, Caren PhD.	Clinical Professor, Global Management	20%
Stringfellow, Anne PhD	Associate Professor, Global Marketing	20%
Sully de Luque, M. PhD	Associate Professor, Global Management	20%
Teagarden, Mary PhD	Professor, Global Management	20%
Washburn, Nathan PhD	Associate Professor, Global Business	20%
Youngdahl, Wllm. PhD.	Associate Professor, Global Finance	20%

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 additional hiring will be required for the degree.

- 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 Director of the Thunderbird School of Global Management will oversee the degree, with operational support provided by the W. P. Carey School of Business. Admissions decisions will be made by a committee appointed by the Director. Course offerings and curriculum development and review will be handled by the Director and the Senior Associate Dean for the W. P. Carey Graduate Programs. Career advising will be managed by the W.P. Carey School of Business, Graduate Career Center (GCC) in collaboration with Sun Devil Career services. Student services (i.e., matriculation, course registration, graduation coordination, approval of plans of study) will be supported by the W. P. Carey Graduate Programs' student services team.

- 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

Arizona State University will maintain the infrastructure to support this program through a mix of existing Thunderbird employees and integration of support services and development provided by ASU.

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.

Course prefix form has been submitted.

- 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.

Note: A new course prefix (TGM) and course numbers are currently being developed for this program. Once the permanent (non-omnibus) courses have been assigned, the Thunderbird School of Global Management will submit an addendum to Graduate Education for updating the degree files and iPOS.

SGS 501	Global Theory	Y	3
SGS 502	Global Institutions & Actors	Y	3
SGS 503	Global Decision Making under Uncertainty	Y	3
SGS 504	The Individual as Decision Maker in Global Contexts	Y	3
SGS 505	Preparation for the Global Field Project	Y	3
SGS 594	The Global Field Project	Y	6
TGM 5XX	Managing People from a Global Perspective	Y	3
TGM 5XX	Global Accounting	Y	3
TGM 5XX	Global Marketing	Y	3
TGM 5XX	Global Strategy	Y	3
TGM 5XX	Global Finance	Y	3
TGM 5XX	Cross Cultural Communications	Y	3



ARIZONA STATE UNIVERSITY

TGM 5XX	Global Strategy (Capstone)	Y	3
---------	----------------------------	---	---

Course descriptions provided in a subsequent section.

**APPENDIX
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 Master of Arts (MA) in Global Affairs & Management is an interdisciplinary degree that covers all aspects of global affairs and management, including global relations, political economy, and cross-cultural communications, while supplementing this valuable international affairs curriculum with core courses in accounting, finance, management and marketing. The degree prepares students with the tools and insight to address complex issues in diplomacy, business and society, and to bring an increased focus on social responsibility to their corporate employers.

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.)

- Thunderbird Campus

(*) 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:

Students must complete the online application form to apply to Graduate Education for admission to the program and supply the following:

- Official transcripts of all coursework completed at institutions other than ASU.
- GMAT or GRE test scores.
- One letter of recommendation.

Degree: Minimum of a bachelor's degree from a regionally accredited College or University. The program is open to candidates from any undergraduate major. Students must complete the online application form to apply to Graduate Education for admission to the program.

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. Modify or expand if applicable.

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 (month/year): 6/15

Spring (regular) Deadline (month/year): 11/15

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)
			30
SGS 501	Global Theory	Yes	3
SGS 502	Global Institutions & Actors	Yes	3
SGS 503	Global Decision Making under Uncertainty	Yes	3
SGS 504	The Individual as Decision Maker in Global Contexts	Yes	3
POS 591	Global Political Economy	No	3
TGM 5XX	Managing People from a Global Perspective	Yes	3
TGM 5XX	Global Accounting	Yes	3
TGM 5XX	Global Marketing	Yes	3
TGM 5XX	Global Finance	Yes	3
TGM 5XX	Cross Cultural Communications	Yes	3
Elective or Research Courses <i>(as deemed necessary by supervisory committee)</i> <i>Students choose 12 credit hours from the list below. Other courses may be allowed as approved by the academic advisor.</i>			Credit Hours
(Prefix & Number)	(Course Title)	(New Course ?) Yes or No?	(Insert Section Sub-total)
			12
NLM 562	Social Entrepreneurship	No	3
NLM 572	Community and Social Innovations	No	3
NLM 570	International Nongovernmental Organizations	No	3
PAF 574	Diversity, Ethics & Leading Public Change	No	3
SGS 505	Preparation for the Global Field Project	Yes	3



ARIZONA STATE UNIVERSITY

SGS 594:	The Global Field Project	Yes	6
<p align="center"><u>Culminating Experience</u> <i>E.g. - Capstone course, applied project, thesis (masters only – 6 credit hours) or dissertation (doctoral only – 12 credit hours) as applicable</i></p>			<p align="center"><u>Credit Hours</u> (Insert Section Sub-total)</p>
TGM 5XX Global Strategy (Capstone Course)			3
<p align="center"><u>Other Requirements</u> <i>E.g. - Internships, clinical requirements, field studies as applicable</i></p>			<p align="center"><u>Credit Hours</u> (Insert Section Sub-total)</p>
<p><i>Proficiency in a second language is required for graduation from the MA degree. Nonnative English speakers who meet the admission requirements for the MA Program satisfy the language requirement.</i></p> <p><i>Native English speakers must satisfy the graduation requirement for language by waiving this requirement through an Oral Proficiency Interview (OPI) administered by a 3rd party vendor within the first 60 days of starting classes OR successfully complete 6 credit hours of 400 level or higher of foreign language coursework.*</i></p> <p><i>*If students opt to take the 6 credit hours of 400 level coursework to fulfill this requirement, they may use these credits towards their elective coursework.</i></p>			<p align="center"><u>Credit Hours</u> Up to 6</p>
Total required credit hours			45

- 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).

SGS 501: Global Theory

This course examines theoretical and analytical frameworks employed by institutions to frame action related to increased global uncertainty including economic, sociological, psychological, decision theory, gaming, and institutional behavior frameworks. The course will be taught utilizing case studies in key global issue areas such as climate change / natural hazards, energy security, urbanization, food security, failed states, etc.

SGS 502: Global Institutions & Actors

This course examines key types of global institutions, (i) Multi-national Businesses, e.g., Toyota, (ii) International Governance Organizations, including International Development organizations, e.g., Bretton Woods organizations such as the World Bank, and (iii) Voluntary Organizations, e.g., the Red Cross/Crescent, in terms of the roles that they play in shaping localized decisions and outcomes. Utilizing case studies, the impact of international actors will be explored in terms of power and influence that they exert through international treaties, standards, information diffusion, influence on local governments, communities, and other organizations, dissemination of international "best practice", etc. Students will be expected to examine the operations of a real world globally oriented organization in detail.

SGS 503: Global Decision Making under Uncertainty

The course examines and critically assesses approaches and methods utilized in decision-making and planning under uncertainty in global contexts, e.g., scenarios, SWOT, risk analysis, contingency planning, gaming, economic forecasting, anticipation-foresight techniques, decision-making under complex conditions, and rapid assessment techniques. The course will explore the strengths and weaknesses of different approaches under varying conditions, synergies achievable through application of multiple methodologies, and normative assumptions underlying various methodologies. Students will gain "hands-on" experience in the use of a variety of techniques through assignments based on real-world situations.



SGS 504: The Individual as Decision Maker in Global Contexts

This course focuses on the role of the Individual decision-maker in cross-cultural contexts, acting in the context of globally engaged institutions. The individual is virtually always embedded in an institutional environment whether as manager, planner, advocate, etc., frequently acting as part of a team. It is recognized that the various agents / stakeholders involved in addressing an issue, negotiating a deal, etc., in a global context, almost invariably hold significantly different worldviews, cultural norms, and decision-making styles. The course deals with the individual decision maker in both public and private decision making milieus. Modes of intervention and initiative will be discussed. Issues of leadership, reconciliation of different decision making modes, and acting effectively in cross-cultural environments will be addressed. Decision-making under high uncertainty will be emphasized, utilizing case studies, e.g., pending nationalizations or privatization; abrupt change of government, e.g., coups; natural disasters; economic shocks.

POS 591: Global Political Economy

This course focuses on the relationship between the pursuit of wealth and power during the development and evolution of the global political economy. It draws on methods and theories developed in political science, economics, history, and sociology. In addition to an overview of the methods and theories employed in the study of IPE, it also examines a variety of current empirical research programs in the subfield.

TGM 5XX: Managing People from a Global Perspective

This course explores the mix of organizational practices and people that can be the basis of sustainable competitive advantage in the contemporary global business environment. Topics covered include cross-cultural issues in managing people; traditional and emerging models of organizations; organizational culture; leadership; employee skills and motivation; reward systems; and change management.

TGM 5XX: Global Accounting

This course covers the application of accounting models to the measurement of assets, liabilities and stockholders' equity. Topics covered include marketable securities, receivable and inventory valuation, fixed and intangible assets, bonds, leases, dividends, stock buybacks, stock splits and foreign currency translation. The emphasis of the course is on the evaluation of corporate financial reporting policy and the usefulness of financial reports for decision making. U.S. and global accounting standards are covered.

TGM 5XX: Global Finance

This course will focus on the building blocks and basic theories of Finance. Topics will include: Present value (and Net Present Value) concepts; the basics of stock and bond valuation (including the NPVGO model); capital budgeting (various tools of capital budgeting, and derivation of cash flows for capital budgeting); working capital management.

TGM 5XX: Global Strategy (Capstone)

This course serves as the culminating experience of the program and focuses on how global firms create value, and covers topics ranging from country specific competitive advantage and the notion of distance, to alternative global strategy archetypes, and sources of competitive advantage for emerging market multinationals. The approach applies multiple decision-making tools and frameworks to untangle the complexities of managing in a global corporation. Students will work on a project that requires them to integrate the various global theories and topics they have learned throughout the program and will present their results in a written and/or presentation format.

TGM 5XX: Cross Cultural Communications

This course presents a framework of models and skills for building communication performance in competitive global business settings. This course assists in implementing strategies for mastering interpersonal encounters, including conflict resolution, in multicultural environments. Using cases, self-assessment questionnaires, multicultural team exercises and simulations, this course equips the global manager with the ability to solve problems and take advantage of opportunities in a multi-cultural world.

SGS 505: Preparation for the Global Field Project

This course prepares students for the Global Field Project. In addition to scheduled classes, each student will meet with her/his advisor at regular intervals during the semester to prepare for the Global Field Project. During the semester, students will identify a project for their Global Field Project, prepare a work plan which including objectives, decision making frameworks, specifications of the case study deliverable, etc.

SGS 594: The Global Field Project

The Global Field Project will be undertaken outside the U.S. (or optionally, in a globally oriented U.S. institution for foreign students) and will culminate in a case study report addressing decision making under uncertainty within the context of the student's Global Field Project posting. Students will work in a globally engaged institution from May – August on a daily basis. By the end of the course, the student will develop a case study from the experience, suitable for learning by others, documenting decision-making under uncertainty based on a major issue observed by, or participated in by, the student in the globally engaged host workplace.

NLM 562: Social Entrepreneurship

This course introduces social entrepreneurship, including how ideas are formulated, constructed, and implemented; experiential learning in developing a social enterprise plan.

NLM 572: Community and Social Innovation

This course considers community innovation and development from the perspective of achieving balance among economic, environmental, social, physical and political realms as a framework of sustainability.

NLM 570: International Nongovernmental Organizations

This course increases knowledge and understanding of international non-governmental organizations by examining what these organizations do and how they operate within the complex management issues they face. Students determine their own skills and development needs regarding potential future employment.

PAF 574: Diversity, Ethics & Leading Public Change

This course focuses on leadership, ethics, and benefits and tensions of the multicultural city to develop leadership and multicultural competence.

6. **Comprehensive Exams:** Not Required
7. **Allow 400-level courses:** - Yes - No
(No more that 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 member, the minimum required for capstone
9. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.) International, Global, Management, Business,



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

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

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

W. P. Carey School of Business – Support Statement

Impact statement/support for Thunderbird@ASU degrees

Amy Hillman

Sent: Tuesday, August 12, 2014 11:45 AM

To: [Stacey Whitecotton](#); [Mark Searle](#)

Hello,

The W. P. Carey School of Business has no objections to and will support the implementation of (provide courses for) the Masters of Global Management and M.A. In Global Affairs & Management being proposed by the Thunderbird School of Global Management at ASU.

Amy

Amy Hillman
Rusty Lyon Chair of Strategy
Dean, W. P. Carey School of Business
Arizona State University
Twitter: @WPCDean
amy.hillman@asu.edu

College of Liberal Arts and Sciences – Impact Statement

From: Patrick Kenney <pkenney@asu.edu>

Date: Tuesday, August 12, 2014 1:43 PM

To: wpcarey <amy.hillman@asu.edu>

Subject: Impact statement/support for Thunderbird@ASU degrees

The College of Liberal Arts and Sciences has no objections to and will support the implementation of the Masters of Global Management and M.A. In Global Affairs & Management being proposed by the Thunderbird School of Global Management at ASU.

Pat

*Patrick J. Kenney
Vice Provost and Dean, College of Liberal Arts and Sciences
Dean, Social Sciences
Director, Institute for Social Science Research
Arizona State University
Tempe, AZ 85287-6505
Phone: 480-965-4222*



ARIZONA STATE UNIVERSITY

College of Public Programs – Impact Statement

From: Jonathan Koppell <koppell@asu.edu>

Date: August 14, 2014 at 2:44:21 PM MST

To: Amy Hillman <AMY.HILLMAN@asu.edu>, Patrick Kenney <pkenney@asu.edu>

Subject: RE: Impact statement/support for Thunderbird@ASU degrees

Hello,

The College of Public Programs has no objections to and will support the implementation of (provide courses for) the Masters of Global Management, M.A. In Global Affairs & Management, and Certificates of Global Management, Global Affairs and Global Development being proposed by the Thunderbird School of Global Management at ASU.

Jonathan Koppell

Jonathan GS Koppell

Dean, ASU College of Public Programs