

**(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](mailto: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](mailto: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](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](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](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: 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 Global Management
Master's Degree Type: MGM

Proposed title of major: Global Management

Is a program fee required? Yes [X] No [ ]

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

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: \_\_\_\_\_



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: MGM

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

If Degree Type is “Other”, provide proposed degree type: Master of Global Management

Provide proposed abbreviation: MGM

Proposed title of major: Global 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 proposed degree will re-establish Thunderbird’s legacy degree in international management. This degree was originally called the Master of International Management (MiM). In 2001, Thunderbird started an MBA in International Management and the MiM degree was conferred to dual-degree students completing both the MBA and MiM. In 2006, the title of the MiM degree was changed to Master of Global Management (MGM), and was offered primarily as an “add-on” to an MBA degree rather than a stand-alone degree.

Under the new partnership between Thunderbird and ASU, Thunderbird will no longer offer an MBA degree. ASU will re-establish the legacy degree in international management, which will be offered under the more current title of Master of Global Management.

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 business degree with a global focus. The target audience is expected to be heavily international and draw students from around the world who want a business degree from a top-notch American University, but with a global focus.



ARIZONA STATE UNIVERSITY

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

Minimal. The closest program to this is the Master of Science in Management offered by the W. P. Carey School of Business. However, the target audience for the programs is quite different, with the W. P. Carey program targeted at domestic students who recently graduated with a non-business undergraduate degree. The Master of Global Management will draw from an international student audience and will appeal to individuals with or without business degrees and with or without work experience. See letter of support from the W. P. Carey School of Business.

- 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.

Table with 6 columns: 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). Row 2: Number of Students Majoring (Headcount), 50, 100, 100, 150, 200.

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
<b>Objective 1:</b> 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
<b>Objective 2:</b> 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
<b>Objective 3:</b> 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
<b>Objective 4:</b> 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.



ARIZONA STATE UNIVERSITY

- 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 Association to Advance Collegiate Schools of Business (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.

Table with 3 columns: Name, Rank/Title, and Percentage. Lists 25 faculty members and their respective roles and involvement percentages.



ARIZONA STATE UNIVERSITY

- 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 [X] 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.

Table with 4 columns: Course Prefix, Title, Y/N, and Credit Hours. Rows include TGM 5XX for Global Leadership and Change, Global Enterprise, Cross Cultural Communications, Global Negotiations, and Global Strategy (Capstone).

More detailed course descriptions provided in a subsequent section.



ARIZONA STATE UNIVERSITY

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 Global Management (MGM) is an in-depth global business education professional degree that combines general management coursework, cross-cultural insight, regional studies and foreign language components to educate global business leaders.

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.

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.





**ARIZONA STATE UNIVERSITY**

**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:**

<b>Required Core Courses for the Degree</b>			<b>Credit Hours</b>
<b>(Prefix &amp; Number)</b>	<b>(Course Title)</b>	<b>(New Course?) Yes or No?</b>	<b>(Insert Section Sub-total)</b>
			15
POS 591	Global Political Economy	No	3
TGM 5XX	Global Leadership and Change	Yes	3
TGM 5XX	Global Enterprise	Yes	3
TGM 5XX	Cross Cultural Communications	Yes	3
TGM 5XX	Global Negotiations	Yes	3
<b>Elective or Research Courses</b> <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>			<b>Credit Hours</b>
			12
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
SGS 505	Preparation for the Global Field Project	Yes	3
SGS 594:	The Global Field Project	Yes	6



ARIZONA STATE UNIVERSITY

<b><u>Culminating Experience</u></b> <i>E.g. - Capstone course, applied project, <b>thesis (masters only – 6 credit hours)</b> or <b>dissertation (doctoral only – 12 credit hours)</b> as applicable</i>	<b><u>Credit Hours</u></b> (Insert Section Sub-total) <u>3</u>
TGM 5XX Global Strategy (Capstone Course)	3
<b><u>Other Requirements</u></b> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>	<b><u>Credit Hours</u></b> (Insert Section Sub-total)
Proficiency in a second language is required for graduation from the MGM degree. Nonnative English speakers who meet the admission requirements for the MGM Program satisfy the language requirement.  Native English speakers must satisfy the graduation requirement for language by waiving this requirement through an Oral Proficiency Interview (OPI) administered by a 3 <sup>rd</sup> party vendor within the first 60 days of starting classes <b>OR</b> successfully complete 6 hours of 400 level or higher of foreign language coursework.*  <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>	Up to 6
<b>Total required credit hours</b>	<b>30</b>

- 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).

Specific course descriptions below:

**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 examine a variety of current empirical research programs in the subfield.

**TGM 5XX: Global Leadership and Change**

This course provides practical insights into those factors, both external and internal, which impact leadership effectiveness. Topics covered include the achievements of leaders, characteristics of leaders, leading across cultures, leading change, and the relationship between leaders and followers.

**TGM 5XX: Global Enterprise**

This course covers the personal characteristics and qualities of the entrepreneur, innovation, creativity, the business plan, opportunity assessment and the role of entrepreneurship in developed and developing economies as well as enterprise planning in a corporate context (corporate entrepreneurship). Aspects of family business planning, an important part of every economy, are also covered.

**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.



## ARIZONA STATE UNIVERSITY

### **TGM 5XX: Global Negotiations**

The course will provide students with knowledge, skills, insights, and experience necessary to be a communicatively competent international manager and negotiator. Upon completion of this course, students should be able to understand theories of cross-cultural negotiation and how these impact business interactions; gain insight into personal and cultural "baggage" that influences your cognitive, affective, and negotiation behavioral processes; and expand skills in achieving communication and negotiating competence through the understanding and practice of increased appropriateness, flexibility, and adaptability.

### **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.

### **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.



ARIZONA STATE UNIVERSITY

**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.

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

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

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



ARIZONA STATE UNIVERSITY

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](mailto:amy.hillman@asu.edu)  
\*\*\*\*\*

College of Liberal Arts and Sciences – Impact Statement

**From:** Patrick Kenney <[pkenney@asu.edu](mailto:pkenney@asu.edu)>

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

**To:** [wpcarey](mailto:wpcarey@asu.edu) <[amy.hillman@asu.edu](mailto: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](mailto:koppell@asu.edu)>  
**Date:** August 14, 2014 at 2:44:21 PM MST  
**To:** Amy Hillman <[AMY.HILLMAN@asu.edu](mailto:AMY.HILLMAN@asu.edu)>, Patrick Kenney <[pkenney@asu.edu](mailto: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

---