

**(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: School of Sustainability

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

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's of Sustainability Leadership

Master's Degree Type: Other

If Degree Type is "Other", provide proposed degree type: Master's of Sustainability Leadership and proposed abbreviation: MSL

Proposed title of major: Sustainability Leadership

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: 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: Caroline J. Harrison

Title: Curriculum Developer

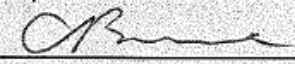
Phone: 480-965-8645

email: caroline.harrison@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: Christopher G. Boone

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 [mailto:[curriculumplanning@asu.edu](mailto: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:** Other

**If Degree Type is "Other", provide proposed degree type:** Master's of Sustainability Leadership  
**Provide proposed abbreviation:** MSL

**Proposed title of major:** Sustainability Leadership

---

**1. PURPOSE AND NATURE OF PROGRAM:**

**A. Brief program description –**

The goal of the Master's of Sustainability Leadership (MSL) is to prepare professionals to advance sustainability practices in the workplace and to lead the institutional and cultural change that transforms sustainability into the gold standard for best institutional practices.

The MSL is an accelerated degree program for active professionals working in or near sustainability roles or other, related arenas. The program will equip graduates to drive high-impact transformative results for their companies, organizations, communities and their own careers.

The MSL program is derived from the successful Executive Masters of Sustainability Leadership (EMSL) that is open to active, mid-career professionals who significantly advance sustainability practices in the workplace. However, the MSL will be offered only through ASUOnline and will include opportunities for all students who meet the minimum application requirements to apply to the program and include electives that are related to their specific area of interest. The curriculum will include the four synergistic thematic areas: leadership for sustainability; sustainability and strategy; communications and change management; and global context of sustainability that have distinguished the EMSL curriculum, as possible focus areas for the MSL.

The proposed curriculum is uniquely powerful because it is backed by the extensive knowledge base of the Julie Ann Wrigley Global Institute of Sustainability at ASU and its 260+ Sustainability Scientists and Scholars. Additional MSL teaching faculty for this degree program are being recruited from among the finest minds and practitioners in sustainability science, business, governance and mission-driven organizations, offering a perspective available nowhere else.

With an overarching goal of enabling leadership for sustainability by producing the world's most effective sustainability leaders, the true success of this program will be measured in the outcomes it generates through its graduates and their resulting positive impacts.

The MSL will differ from the EMSL program in a number of ways. It will be offered only through ASUOnline and therefore will not include the face-to-face immersive experiences, particularly the international immersive, that provides the students in that program with unique learning opportunities. The MSL will also include a new Introduction to Sustainability course (SOS 501 Foundations in Sustainability). Students will also be required to take at least 6 credits of electives in an area of focus that aligns with their own goals.

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

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

**General Need:** A sustainable future requires institutional leaders who are well versed in the both the knowledge-base and skill-set required to integrate sustainability into existing institutions and new enterprises. Unfortunately, given the newness of the field of sustainability and the lack of programs addressing this challenge directly, those in leadership roles often find themselves lacking the needed knowledge and pragmatic skills necessary to drive transformational change for sustainability. Professionals who are interested in this emerging field have often migrated into sustainability roles without formal training and education in sustainability practice. They may have depth of experience and academic training in a particular area such as engineering, accounting, operations, or communications yet lack the skills and knowledge to advance their work and their careers. With sustainability challenges and opportunities to improve ecological integrity, human well-being, and social justice for present and future generations increasing at all levels from individual to global, it is critical that the needs for sustainability leadership be addressed.

The EMSL has begun to fill this need. However, because of its use of face to face components, its high program cost (the estimated cost of tuition and fees is expected to be between \$48,000 and \$63,000 depending on state of residency and eligibility for financial aid), and because it is geared towards active, mid-career professionals, it is not available to some individuals that would like to enter this field. The MSL will provide an alternative that will be available fully online for students from any background who seek to a master's level degree in sustainability leadership and will be available at a lower cost to complete. In addition, it will allow students to include courses that focus on an area of interest or need through electives that may not currently available as part of the EMSL program.

ASU founded the first School of Sustainability in 2006 and the first to offer graduate degrees in the field in 2007. Other institutions have begun to offer graduate programs that include sustainability concepts (see <http://www.aashe.org/resources/academic-programs/type/masters/>). However, there are still very few that focus on sustainability as a transdisciplinary program. While there are also many degrees that feature a leadership component most are associated with a business degree such as an MBA. As of now, the only other degree that features Sustainability and Leadership is through Edgewood College in Madison Wisconsin. The proposed MSL degree differs from this degree in several major areas. Most importantly it will be available entirely online through ASU Online while the Edgewood program is on campus.

Students enrolled in the MSL program will develop knowledge and skills including fundamental concepts of sustainability, global context and issues, strategic planning using a sustainability focus, leadership and systems thinking, and communication and planning sustainable change.

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

N/A

**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.

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
<b>Please utilize the following tabular format.</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr 1 & 2 continuing + new entering)	<b>4<sup>th</sup> Year</b> (Yrs 1, 2, 3 continuing + new entering)	<b>5<sup>th</sup> Year</b> (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	20	50	80	110	140

## 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>).

**Knowledge and Skills for Sustainability Leadership:** The MSL is aimed at developing and delivering highly skilled leaders in sustainability.

### **Program-level learning outcomes include:**

1. Understand critical knowledge, approaches and tools at the interface of sustainability and leadership;
2. Be proficient in applying solution-based knowledge and tools for institutional development and change for sustainability;
3. Be able to successfully lead institutional change and development toward sustainability;
4. Be proficient in building and communicating cases for sustainability, including opportunities and challenges;
5. Understand the emerging global sustainability context and develop proficiency in life-long learning in this rapidly evolving arena.

### **Assessment measures include:**

1. In MSL courses, all students will be assessed against knowledge and skills in sustainability and leadership using a variety of standard testing tools (written work, quizzes, exams, course participation, etc.) available to online programs and in-place (during immersive sessions) courses with 80% averaging a B or better.
2. Students will actively engage and apply MSL course lessons and specified activities within their professional settings and provide feedback on their efforts via monitored discussion boards, graded written assignments, and input to their peers with 80% averaging a B or better.
3. The Applied project culminating experience will provide a specific vehicle for development, feedback and assessment of student competency in institutional change efforts toward sustainability with 80% completing the final applied project successfully.
4. Across the MSL, through assignments, projects, discussions, and an e-portfolio, students will be required to demonstrate and will be assessed by MSL faculty on their ability to effectively communicate sustainability challenges, opportunities and recommendations for change.
5. Within the Global Context thread, MSL students will be asked to research and describe from a sustainability perspective emerging global issues and to demonstrate their ability for self-education in these areas.

The MSL program is structured in direct response to the needs of the professional audience the MSL degree is being built for and is, therefore, a core design element of the program itself. Two primary components of this are to: 1) utilize students existing professional contexts as part of the educational experience and 2) to deliver the program via an online platform that integrates into professional schedules. Utilizing real-world contexts and an appropriate educational platform will decrease conflict between educational requirements and professional needs.

The table below provides a description of thematic areas, including: theme-level outcomes; overall learning purpose for each thematic area; and learning objectives for each thematic area.

Thematic Area	Theme-Level Outcomes	Learning Purpose	Learning Objectives
<p><b>Strategic Sustainability &amp; Decision Making</b></p>	<p>Students will be able to use sustainability as a strategic lens for exploring, analyzing, integrating, developing and supporting effective planning, decision making, risk management and innovation towards sustainability.</p>	<p>Sustainability provides a more complete view of the world. Students need to be able to generate cohesive plans and a strong case for more sustainable strategies and actions. As such, it is critical that leaders at all levels understand how to use sustainability not as an “add on” to traditional efforts, but as general means to plan more effectively and support more effective decision making and actions.</p>	<ul style="list-style-type: none"> <li>• Students will understand key sustainability concepts, sustainability principles &amp; approaches</li> <li>• Students will understand sustainability from a decision-making perspective and be able to integrate multiple approaches, tools and perspectives.</li> <li>• Know how to map systems and identify key context dependencies for better decision making, risk mitigation and more sustainable programs</li> <li>• Understand critical economic concepts and be able to translate between classical economic perspectives and those emerging from sustainability</li> <li>• Develop specific know-how and familiarity with approaches, tools and techniques for using sustainability as a planning guide</li> </ul>
<p><b>Leadership for Sustainability &amp; Enterprise Transformation</b></p>	<p>Students will acquire the leadership knowledge and skills required to develop and ensure progress of sustainability efforts in a variety of institutional contexts.</p>	<p>Sustainability efforts often demand significant—even transformational—change. Facts alone are not enough for generating and maintaining effective action. Students must be able to bring together and effectively manage cross-cutting teams of individuals and organizations and provide inspiring and effective leadership.</p>	<ul style="list-style-type: none"> <li>• Students will understand and develop leadership knowledge and pragmatic skills for sustainable institutional success</li> <li>• Students will be able to apply leadership and management methods to move organizations from current context to desired outcomes</li> <li>• Students will understand key concepts, requirements and implementation of</li> </ul>

			<p>institutional change efforts and the development of adaptive, organizations</p> <ul style="list-style-type: none"> <li>• Students will understand how to develop motivational and effective measurement efforts that support change toward sustainability</li> </ul>
<p><b>Communication for Sustainability</b></p>	<p>Students will become persuasive communicators, able to convey complex concepts to diverse audiences and with knowledge on how to develop, frame and deliver successful communications efforts at multiple scales.</p>	<p>Sustainability is all about the decisions we make (or don't make). As such, it is also about the framing, dialogues &amp; narratives, and communication modes and platforms people use and share every day. Effective sustainability leaders are exceptional users, innovators and translators of these communication dimensions.</p>	<ul style="list-style-type: none"> <li>• Students will explore sustainability as a decision and communications challenge. They will be able to identify key gaps, blind-spots and opportunities created by primary narratives, frames and perspectives used today</li> <li>• Students will be able to map key constituencies and audiences and understand how to best engage with partners across the spectrum required for sustainability efforts</li> <li>• Students will learn how to build effective and engaging communications and reporting efforts for sustainability leadership</li> <li>• Students will be explore the rapidly changing communications-techno space and develop skills within social media and the means to "keep up" with this rapidly changing sphere of influence</li> </ul>



<b>Global Context</b>	Students will become familiar with an evolving array of timely topics that are required for professional standing and success in sustainability leadership, developing a suite of skills and knowledge built from direct experience of “in the field” sustainability experts.	Sustainability is a “real world” effort. Experiential knowledge is a critical dimension of success. At any given time there are a number of key topics, challenges, policy and institutional activities, and other contexts that sustainability leaders must be knowledgeable in. Students will be exposed to many of these AND will develop the skills to continuously update their knowledge and skills given this changing landscape.	<ul style="list-style-type: none"> <li>• Throughout the curricula students will be exposed to key topics in sustainability</li> <li>• Students will understand key aspects of policy, and be familiar with an emerging set of policies in areas such as material and resource management, energy and climate, and exemplary institutional policy issues</li> <li>• Students will master a set of skills that will enable them to enhance their own knowledge and to support institutional and individual knowledge development</li> </ul>
<b>Applied Project</b>	Students will undertake a “meaningful” project that allows them to accomplish three things: i) explore and apply “hands on” the content and lessons from the program “as they proceed”, ii) acquire ongoing value to them individually and/or their home organization and iii) create a vehicle for them to share with external audiences that they have mastered the required outcomes for the MSL	As described in “real world” above, sustainability requires experiential knowledge in order to develop the capabilities needed for sustainability leadership. The applied project provides students with a platform to engage with the materials each week in a hands-on fashion.	<ul style="list-style-type: none"> <li>• Beginning with the first course, students will begin to develop and execute on their individual project.</li> <li>• Students will be exposed to specific tools for project selection</li> <li>• Students will work with program mentors throughout their tenure in the program</li> </ul>

**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>)).

**Overall Evaluation:** The School of Sustainability works with the University Office of Evaluation and Educational Effectiveness to document program effectiveness and will use multiple methods to assess the program and learning outcomes, including:

- Regularly reviewing course evaluations each semester;
- Utilizing survey results conducted by departments with the university (e.g., Graduate Student Report Card);
- Working with instructors to analyze work and assignments completed in class; and
- Working with faculty and applied project providers to assess learning outcomes displayed in students’ applied project experience.



**Applied Project Evaluation:** The applied project will be drawn directly from challenges and opportunities that are within the working realms of these students. As such, the applied project fills three primary rolls: 1) provides a useful and relevant problem space for the individual student, 2) provides one real-world context for the students to apply their new knowledge, skills and tools and 3) creates a vehicle for the culminating experience where students will be asked to present their efforts and outcomes to both their peer students and select faculty and experts. Students will be assessed both during the applied project effort via standard methods tied to tasks linking applied project efforts and course knowledge and methods.

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.

NA

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.

**Marty Anderies**, PhD, Professor, School of Sustainability, Senior Sustainability Scientist, Graduate Director, School of Sustainability. Prof. Anderies research interests include Collective Action and Decision Making for Sustainability, and Rules, Games, and Society.

**George Basile**, PhD, Professor of Practice, teaching faculty, School of Sustainability, Senior Sustainability Scientist, Julie Ann Wrigley Global Institute of Sustainability and Affiliate Faculty, School of Public Affairs, ASU. Prof. Basile specializes in strategic sustainability and is internationally recognized with a focus on enterprise transformation for sustainability. He also has direct experience in sustainability and communications and working with senior leadership in Fortune 100 businesses, business start-ups, and across diverse communities, as well as sustainability graduate-program development and delivery.

**Christopher Boone**, Dean, School of Sustainability, Professor, School of Sustainability. Dr. Boone studies the nature of cities, urban life, and the relationship between cities and the natural environment. He is particularly interested in the processes responsible for changes in the urban landscape, and the consequences of those changes for human beings and the environment.

**Bruno Sarda**, adjunct teaching faculty and consultant, School of Sustainability, ASU and senior sustainability executive, Dell Corporation, will serve as senior advisor and consultant. Mr. Sarda specializes in sustainability solutions and leadership in commercial contexts. He is a leader in global commercial development and implementation of sustainability solutions and currently teaches courses in SOS.

The MSL will also draw on expertise and content input from other School of Sustainability teaching faculty and will work with other departments that have partnerships with the School to draw from the expertise of GIOS Sustainability Scientists and Scholars for course content and development.

Specifically with respect to GIOS sustainability scientists and scholars, the proposed primary roles for SOS and GIOS faculty, scholar and scientist resources fall into three areas: 1) the MSL will identify and work with SOS and GIOS faculty, scientists and scholars as content experts in the continuing development of course modules (one-off efforts, not as ongoing instructors), 2) potentially providing area experts for students who may have applied projects and questions that fall within a relevant area of expertise, and 3) for those interested, opportunities to engage more extensively via teaching, supporting applied projects directly, and student mentorship will all be made available.

- 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.

The School will hire MSL faculty facilitators/instructors to help lead thematic course areas of sustainability & leadership, sustainability & communications and Global Context, respectively. Along with the EMSL, the MSL program will seek out and resource a wide array of experts and partners for delivery support, including internal expertise at ASU and external professional sustainability-solutions leaders. Additional delivery and support staff will be added in line with the growth of both programs.

- 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 administration of this program will be provided by current staff members in the School of Sustainability with support from the staff of the EMSL program (as needed). The graduate admissions advisor will help provide support with admissions for this program and the current graduate academic success coordinator will provide the day to day support for the program chair and students in the program. Faculty members will provide advising on the electives for the program, and the graduate coordinator will provide guidance and support with registration for the required core courses.

- 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

No new resources will be required.

## 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.

**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 Master's of Sustainability Leadership program will equip graduates to drive high-impact transformative results for their companies, organizations, communities and their own careers. The curriculum includes four synergistic thematic areas: leadership for sustainability; sustainability and strategy; communications and change management; and global context of sustainability. The program also includes opportunities for students to include electives that are related to their specific area of interest.

Breakdown of requirements for the academic catalog:

Core (25)

- SOS 501 Foundations of Sustainability (1)
- EMS 502 Global Context (2)
- EMS 503 Strategic Sustainability I (2)
- EMS 504 Communications and Sustainability I (2)
- EMS 505 Sustainability Leadership I (2)
- EMS 506 Global Context II (2)
- EMS 507 Strategic Sustainability II (2)
- EMS 509 Communications and Sustainability II (2)
- EMS 510 Leadership II (2)
- EMS 511 Global Context III (2)
- EMS 512 Strategic Sustainability III (2)
- EMS 513 Communications and Sustainability III (2)
- EMS 514 Leadership III (2)

Focus Area Electives (6)\*

Culminating Experience (4) credit hours of SOS 593 Applied Project

Total credit hours (35)

\* Students select six credit hours of elective courses in a focus area of their own choosing with approval of the academic unit. Examples of possible focus areas are leadership for sustainability; sustainability and strategy; communications and change management; military sustainability; and global context of sustainability.

**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)

**Note:** ASU Online approval on file with Graduate Education.

**3. Admission Requirements:**

**Degree:** Minimum of a bachelor's or master's degree in what fields, or a closely related field from a regionally accredited College or University.

A wide array of academic backgrounds will be considered in combination with professional and life experience for those applying to the MSL program. Students should have a minimum of 3 years professional or organizational experience or the equivalent. Students will be required to submit a "statement of purpose", a CV or resume, and, where appropriate given background experience described, students may be asked to provide a portfolio exemplary of their work. This can include samples of writing, presentations, planning documents, and professional reports.

**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.

For applicants that have a GPA below a 3.00, professional experience and statement of intent may be submitted in order to be considered for admission provisionally.

**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](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): August, 2015

Spring (regular)                      Deadline (month/year): December, 2015

**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) 25
SOS 501	Foundations of Sustainability	N	1
EMS 502	Global Context I	N	2
EMS 503	Strategic Sustainability I	N	2
EMS 504	Communications and Sustainability I	N	2
EMS 505	Sustainability Leadership I	N	2
EMS 506	Global Context II	N	2
EMS 507	Strategic Sustainability II	N	2
EMS 509	Communications and Sustainability II	N	2
EMS 510	Leadership II	N	2
EMS 511	Global Context III	N	2
EMS 512	Strategic Sustainability III	N	2
EMS 513	Communications and Sustainability III	N	2
EMS 514	Leadership III	N	2

<b>Focus Area Elective Courses</b> <i>(as deemed necessary by supervisory committee)</i>			<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) 6</b>
Students select six credit hours of elective courses in a focus area of their own choosing. Sample courses are listed below. Other elective courses may be used with approval of the academic unit.  Examples of possible focus areas are leadership for sustainability; sustainability and strategy; communications and change management; military sustainability; and global context of sustainability.			<b>6</b>
SOS 503	Operationalizing Sustainability	N	<b>3</b>
SOS 504	Energy and the Built Environment	N	<b>3</b>
SOS 505	Sustainable Acquisition and Logistics	N	<b>3</b>
<b>Culminating Experience</b> <i>E.g. - Applied project course, applied project, <u>thesis (masters only)</u> – 6 credit hours) or <u>dissertation (doctoral only)</u> – 12 credit hours) as applicable</i>			<b>Credit Hours</b> <b>(Insert Section Sub-total)</b> <b>4</b>
SOS 593 Applied Project			<b>4</b>
<b>Other Requirements</b> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			<b>Credit Hours</b> <b>(Insert Section Sub-total)</b>
N/A			
<b>Total required credit hours</b>			<b>35</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).

**6. Comprehensive Exams:**

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

**N/A**

- 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.)

Up to six 400-level courses may be listed on the graduate plan of study. Courses must be approved by the academic unit.

8. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs):

1 committee member. The minimum Graduate Education requirement.

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

Sustainability, Sustainable, Leadership, Green, Business, Management, Professional, Strategy, Global Context, Environment, International, Society, Governance, Transformation, Institution, Nonprofit, Government

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 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 checked="" 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 checked="" 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 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>                      |   |

11. **Contact and Support Information:**

Office Location (Building & Room):	WGHL 108
Campus Telephone Number:	(480) 727-6963
Program email address:	schoolofsustainability@asu.edu
Program website address:	https://schoolofsustainability.asu.edu
Program Director (Name):	George Basile
Program Support Staff (Name):	Katie Kinast
Admissions Contact (Name):	Katie Kinast

- 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:

<b>Name</b>	<b>ADMSN</b>	<b>POS</b>
Katie Kinast	X	X
Lisa Murphy	X	X
Jennifer Griffin	X	X



## APPENDIX II

### SCHOOL OF SUSTAINABILITY OFFICIAL SUBMISSION

**From:** Caroline Harrison [<mailto:Caroline.Harrison@asu.edu>]  
**Sent:** Wednesday, March 18, 2015 4:29 PM  
**To:** [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)  
**Cc:** Brian Mattson; Kim Naig  
**Subject:** Proposal for Master's of Sustainability Leadership for ASU Online

Please see the attached proposal and approvals for implementing the School of Sustainability Master's of Sustainability Leadership to be offered through ASU Online.

Let me know if you have any questions.

Thanks.

**Caroline J. Harrison, PhD**

Curriculum Developer



P.O. Box 875502 | Tempe, Arizona | 85287-5502  
PH: 480-965-8645 | Main: 480-965-2975

**Stay connected!** [Website](#) | [Facebook](#) | [Twitter](#)