**NEW GRADUATE CONCENTRATION PROPOSALS**
ARIZONA STATE UNIVERSITY
**GRADUATE EDUCATION**

**This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.**

A concentration is a subspecialty within a degree and major. It indicates the fulfillment of a designated, specialized course of study, which qualifies the student with skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are distinguished from more informal academic distinctions such as "emphases," "tracks," "foci," "options," etc.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs**, mail code 1003 and electronic copies to eric.wertheimer@asu.edu or amanda.morales-calderon@asu.edu.

**Please type.**

| | |
|---|---|
| **Contact Name(s):**<br>**Karen Mossberger** | **Contact Phone(s):**<br>**602-496-0450** |
| **College/School/Division Name:**<br>**College of Public Programs (COPP)** | |
| **Academic Unit Name: School of Public Affairs**<br>(or proposing faculty group for interdisciplinary proposals) | |
| **Existing Graduate Degree and Major under which this concentration will be established:**<br>**Master of Public Administration (MPA) in Public Administration** | |
| **Proposed Concentration Name:**<br>**Emergency Management** | |
| **Requested Effective Term and Year:**<br>(*e.g. Fall 2014*) Fall 2014 | |
| **Do Not Fill in this information: <u>Office Use Only</u>**<br><br>**Plan Code:** | **CIP Code:** |

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**1. Overview**

**A.** Provide a brief description (*not to exceed 150 words*) of the new concentration (including the focus of the new concentration, relationship to other concentrations within this degree program, etc).

The graduate concentration in Emergency Management as part of the Master of Public Administration (MPA) in Public Administration program provides motivated students with the skills and knowledge to manage and assume positions of leadership within the field of emergency management. More specifically, an all hazards/all-threats orientation provides the student with a generalist perspective which is critically important for today's and tomorrow's disaster managers.

**2. Impact Assessment**

**A.** Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc.?

Many factors have conspired to change the importance and general social salience of emergency management during the past few years. The most profound event that drastically altered the paradigm for safety and security within the U.S. was 9/11. This watershed event resulted in a massive reorganization of our Federal government as well as highlighting the nexus of public administration and the fields of emergency management. Many changes in our political and social environment demanded new and innovative approaches to population protection, prevention, and overall preparedness for disasters. Recently, Hurricane Katrina underscored the profound overlap of public administration and emergency management. Events such as active shooters in our schools as well as terrorist attacks carried out in public forums such as the Boston Marathon Bombing underscore the need for future managers and leaders who can aid in the development of needed safety and security of our social space.

The window of opportunity is open for ASU COPP to become the national leader in educating the future leaders and managers within the overlapping fields of emergency management and homeland security and ensuring an optimal and effective dynamic within the nexus of these programs. There are an extremely small number of schools within the U.S.

that offer a technically oriented program in emergency management and through intra-university coordination, COPP can be the helmsman who steers this educational imperative.

**B.** Please identify other **related** ASU programs and describe how the new concentration will complement these existing ASU programs? **(If applicable, statements of support from affected academic unit administrators should be included with this proposal submission.)**

We do not anticipate that the MPA, concentration in Emergency Management will have any impact on existing programs at ASU. The unique nature of the program with a directed focus on emergency management means it will be appealing in ways no other program offered at the University will be. Student recruitment will be through advertising in academic and trade journals and magazines, Department of Defense education program, Federal Emergency Management Agency web-page, as well as through email groups that include related agencies and practitioners. We will primarily be targeting emergency management professionals globally who are interested in professional development to enhance their careers. Because the main market is those who have an undergraduate degree in a related field, we anticipate no negative effect on other units at ASU.

Because the intended degree is the MPA this should not be in conflict or direct competition with either the proposed graduate certificate in Emergency Management program or the MA in Emergency Management and Homeland Security. Students interested in the certificate will likely be students enrolled in other graduate programs at ASU looking to complement their existing degree program. In addition, non-degree students can choose to enroll and complete the certificate courses as a stand-alone option. Indeed, the graduate certificate is expected to be a feeder program for the MPA. As non-degree students enroll and complete classes towards the certificate, it is anticipated that some may choose to ultimately enroll in the MPA program. Up to12 non-degree pre-admission hours may be transferrable upon admission to the MPA program as long as the credit hours have not be used towards a previously awarded degree program at ASU, with grades of "B" or better, and have been taken within three years of admission to the MPA degree program.

It is anticipated that most students interested in the MPA will apply for the concentration in Emergency Management rather than the proposed certificate in Emergency Management. In fact, students pursuing the proposed MPA in Emergency Management are not eligible for admission to the proposed graduate certificate in Emergency Management. However, there may be situations where an MPA student pursing the concentration in Urban Management or Nonprofit Administration may be interested in adding the graduate certificate as a supplement to their existing degree. In that case, they may not wish to transfer to a new degree plan.

The target audience for the MA in Emergency Management and Homeland Security is expected to be different from the MPA. Both the format and content structure will be different and appeal to a different type of student. The MA is expected to be offered entirely online through ASU Online. In addition, the MA will allow students to specialize more fully on emergency management and homeland security topics. The proposed concentration in Emergency Management is still part of the MPA program, a nationally recognized professional degree for public administrators. This allows students to focus on a larger, broader array of public administration, policy, and management topics than what would be available through the MA in EMHS. This concentration allows those students interested in the MPA, and public management and administration in general, a more formalized way to structure their electives within the program to capitalize on their interests in Emergency Management.

School staff and faculty meet with prospective and admitted students on a regular basis. This provides an opportunity to assess each student's career and personal interests and to allow for any distinctions between different programs and concentrations to be made clear.

**C.** Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in those degree programs. **(Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)**

This is not an interdisciplinary concentration. All courses are offered by the School of Public Affairs. In addition, only students admitted to the Master of Public Administration (MPA) program are eligible to pursue the concentration.

## 3. Academic Requirements and Curriculum

**A.** What are the total minimum hours required for the major and degree under which the proposed concentration will be established?

Master of Public Administration (MPA): 42 credit hours which is the same number of credits as the existing master's degrees within the School of Public Affairs and comparable with other MPA programs nationwide.

**B.** Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear on the departmental website, or other source (please indicate source).

Please also list all undergraduate and graduate degrees and/or related disciplines that are required for admission to this concentration program.

Applicants to the concentration will be accepted year-round. Students may be granted admission for Fall, Spring, or Summer semesters. Students must meet all Graduate Education admissions requirements.  Potential applicants who hold a bachelor's degree from a regionally accredited institution in a related field are eligible to apply to the program. Related fields include political science, criminology, planning, business, urban and metropolitan studies, as well as other social science degrees. Although the target students for the graduate concentration would most likely come from the aforementioned degree fields, the department may accept applicants with undergraduate degrees from all educational backgrounds provide they meet the minimum requirements for the degree program.

The following entry level competencies are needed for admission the program: an undergraduate social statistics course (such as **PAF 301 Applied Statistics**) along with undergraduate course work in American National Government (such as **POS 310 American National Government**). Students may also satisfy the American National Government competency by taking the College-Level Examination Program (CLEP) exam in American Government and receiving a passing score. Regular admission may be granted to applicants who have achieved a grade point average of 3.0 (on a 4.0 scale) or better in the last two years of work leading to a bachelor's degree. GRE verbal, quantitative, and analytical scores will be used as one of the indicators to see how competitive an applicant is within the applicant pool. Applicants will be required to submit an official ASU graduate application, official GRE scores, official transcripts of all undergraduate and graduate course work, a statement of career and educational goals, and three letters of recommendation (two of which should be academic recommendations).

**Degree(s):** See paragraph above.

**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.

**English Proficiency Requirement for International Applicants:**  (See Graduate Education policies and procedures) (http://graduate.asu.edu/admissions/international/english_proficiency):   Same as Graduate Education policy.

**Required Admission Examinations:** ☒GRE        ☐GMAT        ☐Millers Analogies        ☐ None required

**C.** If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies. As applicable, please also address the courses that must be taken to remedy any relevant deficiencies for incoming students.

The following entry level competencies are needed for admission the program: an undergraduate social statistics course (such as **PAF 301 Applied Statistics**) along with undergraduate course work in American National Government (such as **POS 310 American National Government**). Regular admission may be granted to applicants who have achieved a grade point average of 3.0 (on a 4.0 scale) or better in the last two years of work leading to a bachelor's degree. GRE verbal, quantitative, and analytical scores will be used as one of the indicators to see how competitive an applicant is within the applicant pool. Applicants will be required to submit an official ASU graduate application, official GRE scores,

official transcripts of all undergraduate and graduate course work, a statement of career and educational goals, and three letters of recommendation (two of which should be academic recommendations).

**D.** What knowledge, competencies, and skills (learning outcomes) should graduates have when they complete this proposed concentration program? Examples of program learning outcomes can be found at (https://uoeee.asu.edu/program-outcomes).

| | |
|---|---|
| **OUTCOME 1** | Students will demonstrate their ability to create public value and enhance democratic governance. |
| **Measure 1.1** | Student capability will be assessed through performance in PAF 509 Public Affairs Capstone. |
| **Performance Criterion 1.1** | A minimum of 85 percent of the students will achieve a grade of 80 percent or better on their capstone projects. |
| **Measure 1.2** | Understanding will be assessed through a self-assessment instrument (which ranges from 1-5, with 1 signifying "very poor" and 5 signifying "very good") in which students evaluate their understanding of democratic values. |
| **Performance Criterion 1.2** | Students completing the program, taking the self-assessment in PAF 509, will have a mean score of at least 4. |

| | |
|---|---|
| **OUTCOME 2** | Demonstrate application of the dominant theories and practices in contingency planning and continuity of operations for infrastructure protection. |
| **Measure 2.1** | Students taking PAF 520 Public Management will be able to analyze and identify appropriate responses to disaster relief by various governmental agencies and how public management is impacted by natural and man-made disasters. |
| **Performance Criterion 2.1** | A minimum of 80 percent of the students will achieve a score of 80 percent or better on a paper or case study as evaluated by the instructor. |
| **Measure 2.2** | Students taking PAF 520 Public Management will be able to identify different types of government organizations and how policy development and implementation impact, and are impacted by, natural and man-made disasters. |
| **Performance Criterion 2.2** | A minimum of 80 percent of the students will achieve a score of 80 percent or better on an exam as evaluated by the instructor. |

**E.** How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above?

Examples of assessment methods can be found at (http://www.asu.edu/oue/assessment.html).

A master's committee that consists of department faculty is responsible for the assessment and evaluation of the program. The School of Public Affairs measures students' learning at the start and conclusion of the MPA program. SPA faculty involved in teaching in overlapping/complementary areas of the MPA core curriculum meet twice annually to discuss the core agreements in each topical area and to provide guidance to faculty associates and adjuncts on syllabus construction and textbook selection. These core agreement groups are also involved in generating feedback on the extent to which the core agreements are appropriately tied to student assessments later in the program and how these ties can be strengthened. Students complete a self-assessment survey at the start of the program in which they indicate their level of knowledge for several key learning objectives. Students also complete the same survey at the conclusion of the program. In addition, the school uses course evaluations as a measurement tool to help steer content and learning outcomes for each required core course in the program. A successful student must earn a minimum of 3.0 or better over

the courses eligible to be counted toward completion of the concentration. In addition, students will be expected to achieve a mastery level or above (3.0 GPA or higher) in outcomes outlined for each of the required classes.

**F.   Please provide the curricular structure for the proposed concentration.**

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

| Required Core Courses for the Degree | | | Credit Hours |
|---|---|---|---|
| (Prefix & Number) | (Course Title) | (New Course?) Yes or No? | 24 |
| PAF 501 | Public Service Research I | N | 3 |
| PAF 502 | Public Service Research II | N | 3 |
| PAF 503 | Public Affairs | N | 3 |
| PAF 504 | Public Affairs Economics | N | 3 |
| PAF 505 | Public Policy Analysis | N | 3 |
| PAF 506 | Public Budgeting & Finance | N | 3 |
| PAF 507 | Public Human Resource Management | N | 3 |
| PAF 508 | Organization Behavior | N | 3 |

| Required Concentration Courses | | | Credit Hours |
|---|---|---|---|
| (Prefix & Number) | (Course Title) | (New Course?) Yes or No? | 9 |
| PAF 520 | Public Management | N | 3 |
| PAF 552 | Integrated Emergency Management | N | 3 |
| PAF 555 | Information Technology in Emergency Management | N | 3 |
| | | | |

| Elective or Research Courses (Students choose 6 credit hours from either the list below or an approved substitute course.) | | | Credit Hours |
|---|---|---|---|
| (Prefix & Number) | (Course Title) | (New Course?) Yes or No? | 6 |
| PAF 525 | Public Entrepreneurship | N | 3 |
| PAF 531 | Community Conflict Resolution | N | 3 |
| PAF 534 | Urban Infrastructure | N | 3 |
| PAF 541 | Program Evaluation | N | 3 |
| PAF 560 | Community Resilience* | Y | 3 |
| PAF 562 | Intergovernmental Relations | N | 3 |
| PAF 571 | Geographic Information Systems (GIS) & Analysis | N | 3 |
| PAF 584 | Internship | N | 3 |
| PAF 591 | Topic: Introduction to Policy Informatics | N | 3 |

| PAF 591 | Topic: E-Public Administration | N | 3 |
|---|---|---|---|
| | Other electives may be substituted with approval by the School of Public Affairs | | |
| **Culminating Experience**<br>***E.g.** - Capstone project, applied project, **thesis** (**masters only** – 6 credit hours) or **dissertation** (**doctoral only** – 12 credit hours) as applicable* | | **Credit Hours**<br>**3** | |
| PAF 509 Public Affairs Capstone **or** PAF 579 Public Policy Capstone | | 3 | |
| | | | |
| **Other Requirements**<br>***E.g. -** Internships, clinical requirements, field studies as applicable* | | **Credit Hours**<br>**(Insert Section**<br>**Sub-total)** | |
| | | | |
| | | | |
| ***For doctoral programs** – as approved by the student's supervisory committee, the program can allow 30 credit hours from a previously awarded master's degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.* | | | |
| **Total required credit hours** | | **42** | |

\*Approved 2/7/2014

**G.** Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). **Please note:** If this proposed initiative will be offered **completely** online, clearly state that in this section, and fill out the applicable section in the Operational Appendix.

The concentration will be delivered in person, although individual courses may be offered in as iCourses.

**H.** Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).

The MPA degree requires students to demonstrate competency for public service by synthesizing and applying core knowledge, skills, and abilities to public service problems. Students demonstrate their public service competency by earning an **A** or a **B** in the required capstone course, **PAF 509 Public Affairs Capstone or PAF 579 Public Policy Capstone**. Either PAF 509 or PAF 579 is taken after completion of all required courses. The purpose of this course is to serve as the culminating experience for students enrolled in the program. The expectation is that students will integrate and apply core knowledge, skills, and values of public administration and learn the following:

- Create public value. Learn to identify and enhance public value in communities and organizations.
- Act ethically and professionally. Learn to address ethical issues; understand and apply professional codes of conduct; demonstrate fairness, honesty, integrity, and ethical and legal awareness; and inspire public trust and confidence in public administration.
- Enhance democratic governance. Learn to understand and value differences among individuals, democratic and representative principles, and active citizen involvement in governance.
- Improve leadership skills. Enhance ability to speak, listen, write, analyze, think creatively and strategically, collaborate, take risks, and make and implement decisions.
- Conduct research on public problems. Enhance ability to investigate, analyze, and address public policy and administration problems.

The Capstone course is a forum in which students have the opportunity to bring together the skills and knowledge acquired in the MPA program, polish their skills, and further develop their sense of professional personal identity. Capstone instructors use a combination of a wide variety of projects and tasks, aimed at practice in skills targeted in the

objectives above. Instructors use speakers, research projects, role playing, oral presentations, case analyses, class participation, and team taskforce work to address these skills. Topics for class coverage might include:

| | |
|---|---|
| Public management | Professional development |
| Ethics in public leadership | Program evaluation |
| Policy analysis | Strategic management |
| Managerial decision-making | Public value |
| Organizational effectiveness | Administrative management |
| Case analysis | Political management |
| Reengineering | Organizational design |
| | Leadership development |

**I.** Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).

Many of our students are currently working in local government management, so an internship is not required for the concentration. However, a public service internship is recommended for those students without previous administrative experience in government. The purpose of the internship is to provide students with practical and professional experience in a specific career area. Students work in and for public organizations applying the knowledge, skills, and abilities acquired in their plan of study. During the internship experience, students can develop a professional network that will aid them in their pursuit of a career in local government organizations. Students can apply three credit hours of internship credit (PAF 584) to the degree program as an elective.

The School of Public Affairs serves as a link between ASU and governmental agencies. The School is active in developing governmental internships and placing graduates, and already have an established internship program with many local governments, including City of Phoenix, Tempe, Avondale, Maricopa, and Scottsdale. The internship program operates on a year-round basis. This enables the School of Public Affairs to be responsive to the needs of various agencies whenever they experience heavy workload periods, demands for special projects, and needs for additional personnel. It also allows students to schedule an internship at a time most convenient to them during their academic program. The internship is coordinated by participating concentration faculty and professional staff within the department.

**J.** **For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).

We expect a limited number of students to take electives outside the School of Public Affairs, so the impact on other departments is negligible**.**

## 4. Administration and Resources

**A.** How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary initiative. How will the graduate support staffing needs for this proposed concentration program be met?

The concentration will be administered by the School of Public Affairs' graduate director who, along with the Master's Committee, is responsible for the overseeing and implementing all masters-level programs in the department.

The graduate director is responsible for evaluating all admission applications and any issues relating to the curriculum. Any exceptions to program policy and curriculum are at the discretion of the director. Curriculum changes to core course requirements, as well as the culminating experience course must be submitted to and approved by Graduate Education. The program advisor is responsible for any initial advising on the program, electives, and career information.

In addition, the department's full-time administrative staff will be responsible for monitoring student progress, providing information regarding internship/job placement opportunities, processing petitions, plans of study, graduation applications, and other relevant graduate forms and procedures.

**B.** How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?

For Fall 2013, there were 162 students enrolled in master's programs in the School of Public Affairs. Since so many MPA students work in local government, it is likely that many would be interested in this concentration. In addition, since the other two MPA concentrations represent 12-15% of the total master's enrollment, it would be reasonable to expect as many (if not more) to be interested in the Emergency Management concentration

Anticipated enrollment in the MPA in Emergency Management concentration is 25 students by Year 3.

| 3-YEAR PROJECTED ANNUAL ENROLLMENT | | | |
|---|---|---|---|
| | 1$^{st}$ Year | 2$^{nd}$ Year. | 3$^{rd}$ Year. |
| # Students | 5 | 12 | 25 |

**C.** What are the resource implications for the proposed concentration, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

**Current Library Relevant Holdings**: Current library resources are sufficient to support this program.
**Additional Library Acquisitions Needed**: None. Current library resources are sufficient to support this program.
**Existing Physical Facilities**: Current classroom facilities on the Downtown Phoenix campus are adequate to support this program.
**Additional Facilities Required or Anticipated**: Current classroom facilities on the Downtown Phoenix campus are adequate to support this program for the first three years.
**Other Support Now Available**: The School's support staff includes an Executive Assistant, Administrative Assistant, two Academic Support Specialists, Program Manager, and Career Services Manager.
**Other Support Needed, Next Three Year**s: Current department staff is sufficient to support the faculty and student service resources required for this program.

We expect a limited number of students to take electives outside the School of Public Affairs, so the impact on other departments is negligible.

**D.** Please list the primary faculty participants in this proposed concentration.

| Name | Title | Area(s) of Specialization as they relate to proposed concentration |
|------|-------|----------------------------------------------------------|
| Barry Bozeman | Arizona Centennial Professor of Technology Policy and Public Management | Organization behavior, public management |
| Thomas Catlaw | Frank and June Sackton Professor of Public Administration | Public administration, Community building and participation |
| Kevin Desouza | Associate Professor | Policy informatics, information systems, innovation policy |
| Erik Johnston | Associate Professor | Policy informatics, governance |
| Yushim Kim | Associate Professor | Policy and planning, program evaluation |
| Zhiyong Lan | Professor | Public administration, management, information technology |
| Spiro Maroulis | Assistant Professor | Policy informatics, innovation implementation |
| Karen Mossberger | Director | Governance, urban policy, e-government |
| Danny Peterson | Professor of Practice | Emergency management |
| David Swindell | Associate Professor | Governance, program evaluation |

**E.** Is there a graduate faculty structure for this concentration program that will differ from the original degree program graduate faculty structure (*for PhD programs only*)? If yes, please include the name of the graduate faculty group and whether they will participate in offering this concentration.

Not applicable.

**5. Additional Material —** Please attach any additional information that you feel relates to the proposed concentration.
**(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)**

See Appendix II for sample plan of study for students in MPA – Emergency Management concentration.

**Approvals** *(if the proposal submission involves multiple units, please include letters of support from those units)*

| DEPARTMENT CHAIR or SCHOOL DIRECTOR | Karen Mossberger | |
| --- | --- | --- |
| SIGNATURE | | DATE |
| DEAN (Please print or type) | Kathleen Andereck | |
| SIGNATURE | | 1/30/14 DATE |

**The following section will be completed by Graduate Education following the recommendations of faculty governance bodies.**

| VICE PROVOST FOR GRADUATE EDUCATION | |
| --- | --- |
| SIGNATURE | DATE |

**Please note:** Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**

GF1112E-92

## 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 graduate concentration in emergency management as part of the Master of Public Administration (MPA) degree program provides motivated students with the skills and knowledge to manage and assume positions of leadership within the field of emergency management. More specifically, an all hazards/all-threats orientation provides the student with a generalist perspective which is critically important for today's and tomorrow's disaster managers. In addition, this program examines community resilience from a systems perspective, embracing governments, private, nonprofit, and civic roles. The program also provides an understanding of how community members respond to the need to prepare for, endure, and recover from disasters; and the ability to utilize multiple communication methods to help community members before, during, and after these emergencies.

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

    \* **To select desired box**, place cursor on the left side of the box, right click mouse, select *Properties*, under *Default Value* select *Checked*, press *OK* and the desired box will be checked.

    ☐     **ASU Online only (all courses online)** – (Office of the Provost and ASU Online approval is needed)

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

    ☒     Downtown          ☐     Polytechnic

    ☐     Tempe             ☐     West

    ☐     **Both** on-campus **and** ☐ ASU Online **(\*)** – Office of the Provost and ASU Online approval is needed for this option. (Check applicable campus from options listed).

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

    Emergency Management, Disaster Management, Disaster, Terrorism, Federal Emergency Management Agency, Emergency Operations Center

4.  **Area(s) of Interest:**

    \* **To select desired box**, place cursor on the left side of the box, right click mouse, select *Properties*, under *Default Value* select *Checked*, press *OK* and the desired box will be checked

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

    | | | | |
    |---|---|---|---|
    | ☐ | **Architecture & Construction** | ☐ | **Interdisciplinary Studies** |
    | ☐ | **Arts** | ☐ | **Law & Justice** |
    | ☐ | **Business** | ☐ | **Mathematics** |
    | ☐ | **Communication & Media** | ☐ | **Psychology** |
    | ☐ | **Education & Teaching** | ☐ | **STEM** |
    | ☐ | **Engineering & Technology** | ☐ | **Science** |
    | ☐ | **Entrepreneurship** | ☒ | **Social and Behavioral Sciences** |
    | ☐ | **Health & Wellness** | ☐ | **Sustainability** |
    | ☐ | **Humanities** | | |

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

☐ **Architecture & Construction**
☐ **Arts**
☐ **Business**
☐ **Communications & Media**
☐ **Education & Teaching**
☐ **Engineering & Technology**
☐ **Entrepreneurship**
☐ **Health & Wellness**
☐ **Humanities**

☐ **Interdisciplinary Studies**
☒ **Law & Justice**
☐ **Mathematics**
☐ **Psychology**
☐ **STEM**
☐ **Science**
☐ **Social and Behavioral Sciences**
☐ **Sustainability**

## APPENDIX II

**Sample Plan of Study – MPA (Emergency Management concentration)**

| Term 1 | Term 2 |
|---|---|
| PAF 501 Public Service Research I | PAF 502 Public Service Research II |
| PAF 503 Public Affairs | PAF 505 Public Policy Analysis |
| PAF 504 Public Affairs Economics | PAF 507 Public Human Resources Management |
| PAF 508 Organization Behavior | <mark>PAF 520 Public Management</mark> |
| **Term 3** | **Term 4** |
| PAF 506 Public Budgeting & Finance | PAF 509 Public Affairs Capstone |
| <mark>PAF 552 Integrated Emergency Management</mark> | Elective * |
| <mark>PAF 555 Information Technology in Emergency Management</mark> | Elective * |
| *Choose from: PAF 525, PAF 531, PAF 534, PAF 541, PAF 560, PAF 562, PAF 571, PAF 584, PAF 591 Topic: Introduction to Policy Informatics, PAF 591 Topic: E-Public Administration. Other electives may be substituted with approval by the School of Public Affairs <br><br> <mark>Highlighted courses</mark> – concentration courses | |

# (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.

# College of Public Programs

# Official Submission

**From:** Kathleen Andereck [mailto:kandereck@asu.edu]
**Sent:** Friday, January 31, 2014 4:17 PM
**To:** curriculumplanning@asu.edu
**Subject:** MPA concentration in Emergency Management

Julie,

Attached is a proposal from the School of Public Affairs for a concentration in Emergency Management within the Master of Public Administration. Also included is a signature page and the appropriate support letters.

Kathy

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**Kathleen Andereck**

**Associate Dean, College of Public Programs**

**Director and Professor, School of Community Resources and Development**
**Arizona State University**
Mail Code 4020, 411 North Central Avenue, Suite 550 Phoenix, Arizona 85004-0690

Phone: (602) 496-1056 | Fax: (602) 496-0953 | E-mail: kandereck@asu.edu

Date:   January 30, 2014

To:     University Curriculum Committee

From:   Kathleen Andereck, Associate Dean

Re:     Master of Public Administration (Emergency Management)


This memo is to confirm support from the College of Public Programs for the concentration in Emergency Management within the Master of Public Administration. Courses will be included from the School of Public Affairs. The College is pleased to be able to offer this concentration.

**ASU School of Public Affairs**

ARIZONA STATE UNIVERSITY

January 23, 2014

To:    Jonathan Koppell, Dean
       Kathleen Andereck, Associate Dean
       College of Public Programs

From:  Karen Mossberger, Director
       School of Public Affairs

Attached is the proposal to establish a graduate concentration in Emergency Management for the Master of Public Administration (M.P.A.) degree. The M.P.A. concentration in Emergency Management provides motivated students with skills and knowledge to manage and assume positions of leadership within the field of emergency management. More specifically, an all hazards/all-threats orientation provides the student with a generalist perspective which is critically important for today's and tomorrow's disaster managers.

The concentration has been reviewed and approved by the School of Public Affairs graduate committee and by the School's faculty as a whole.

The concentration relies on existing courses that are regularly offered as part of the graduate curriculum in the School of Public Affairs. Many of these courses are undersubscribed and therefore have the capacity for additional enrollment. No additional faculty or staff will be needed to implement this concentration.