

(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

Executive Masters for Sustainability Leadership (EMSL)

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 the Graduate College 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 College Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate College 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: NA

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: NA

Proposed Degree Name: Executive Masters for Sustainability Leadership (EMSL)

Master's Degree Type: Other

Doctoral Degree Type: NA

If Degree Type is "Other", provide proposed degree type: Executive Masters for Sustainability Leadership and proposed abbreviation: EMSL

Proposed title of major: Executive Masters for 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: * Please see note below and year: 2013

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

* Please note that the academic unit would like to start having students apply to the program in Spring 2013 and would like to officially launch the program in Spring 2014.

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: George Basile and Bruno Sarda

Title: Professor and Consultant

Phone: (480) 965-7094 and (602) 321-6037

email: George.Basile@asu.edu and
Bruno.Sarda@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: Sander van der Leeuw

College Dean Signature

Date:

12/21/12

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: Other

If Degree Type is "Other", provide proposed degree type: Executive Masters for Sustainability Leadership

Provide proposed abbreviation: EMSL

Proposed title of major: Sustainability Leadership

1. PURPOSE AND NATURE OF PROGRAM:

A. Brief program description –

The goal of the Executive Masters for Sustainability Leadership (EMSL) is to prepare experienced professionals to significantly 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 EMSL is an accelerated degree program for active, mid-career 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. Designed directly for the working professional, EMSL students will be able to complete the program in about one year through a combination of unique in-person experiences, online course content and a capstone-project.

The EMSL program is made up of three face-to-face, immersive intensives (two at ASU and one including an international experience, each no more than a week in length), two extended e-learning sessions and a cross-cutting capstone project. The curriculum includes four synergistic thematic areas: leadership for sustainability; sustainability and strategy; communications and change management; and global context of sustainability.

The proposed curriculum is uniquely powerful because it is backed by the extensive knowledge base of the Global Institute of Sustainability at ASU and its 260+ Sustainability Scientists and Scholars. Additional EMSL 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.

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

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

General Need: The ASU Global Institute of Sustainability (GIOS) has received a significant investment from the Rob and Melani Walton Fund of the Walton Family Foundation to specifically develop and deliver a world-class education program in sustainability at the executive level over the next five years. The investment is aimed at a clear 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.¹ 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.² Mid-career professionals 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—increasing at all levels from individual to global, it is critical that the needs for executive sustainability leadership be addressed.

Market and Target Audience Need: In addition to cross-institutional comparisons and general market research, we sought direct knowledge from the potential market for the proposed EMSL program: mid to senior-level executives, managers and other enterprise leaders with differing levels of experience in leading sustainability efforts at an institutional level. A nationwide survey was undertaken of ~400 new and existing professionals working within or related to the sustainability space (see Appendix 1 for a summary of relevant results; full survey results available upon request).

Key findings on student/audience need included:

- A majority felt that they had much of the knowledge needed to perform on *current* sustainability needs.
- However, over 80% also felt that *greater knowledge and skills* will be required for their *future success* as the bar for sustainability efforts and professional success is raised.
- The majority are meeting this need on their own, but are *interested in more cohesive mechanisms to meet and accelerate their learning*.

Critical programmatic aspects in meeting audience/participant need included:

- Programs and effort must meet the needs and realities of working professionals (e.g., able to continue at work; approximately one-year in length; hybrid of experiential and online learning).
- Public academic institutions were seen as appropriate partners for this.
- Critical to positive program differentiation and trust in the credential was that the institution has made a significant and ongoing commitment to sustainability.
- A mix of experienced academic sustainability faculty and external sustainability practitioners as program faculty and educators is essential.

Overall, survey results and additional research provides a design guide for a successful executive-level educational program in sustainability and leadership. The program must:

- Provide an exceptional experience for participants. Potential students are not looking for a traditional in-house or completely online program. They seek a program that brings exceptional value to their current efforts and builds from the challenges of the senior professional.
- Be delivered via a cross-cutting curriculum that includes both academic and professional leaders in sustainability and leadership.
- Be supplied by a trusted institution with a leadership position in sustainability

¹ G. Basile. 2011. What is the worth of a degree in sustainability? Sustainability, the Journal of Record, 4(3): 95-97.

² A. Faruk and A. Hoffman. 2012. Sustainability and leadership competencies for business leaders. BSR Research Paper. Available at https://www.bsr.org/reports/BSR_Sustainability_Leadership_Competencies.pdf. Last accessed 11/10/2012

Current Institutional Response and Gap: Given the need for enhanced institutional leadership in sustainability, there has been an emergence of programs and educational efforts at various academic institutions. However, the vast majority are either modifications of existing programs (e.g., a “green” or “green” management MBA, with the vast majority of growth in green MBAs) or are associated with small, specialty colleges or one-off programs. Thus, many of these efforts do not directly address and prioritize the development and delivery of knowledge and practical tools for the emerging and evolving institutional sustainability landscape. They often focus more on “green” (i.e. only environmental aspects and improvements) versus the broader arena of sustainability (which includes the integration of environmental, social and economic challenges as a whole). Additionally, many of the programs are not designed with the needs of the working seasoned professional in mind, for example extending over an extensive length of time or requiring significant periods away from work. The majority of programs aimed explicitly at experienced professionals (i.e., executive degree programs) often remain entrenched in more traditional learning arenas and outcomes (see Appendix 2). The final conclusion is that there remains a significant and unmet need for an executive education program that melds sustainability and leadership and is aimed directly at those tasked with leading institutional transitions and transformations to sustainability.

Why Now and Why ASU: Even within an often confusing educational space created by numerous emerging green programs, there is clearly a need for a program aimed directly at sustainability and leadership at the executive and experienced-manager level. Given the findings from audience surveys, market analysis and institutional comparison it is clear that ASU has an advantage and the appropriate ingredients for developing an audience-tailored and educationally-effective EMSL:

- ASU has been awarded resources specifically dedicated to developing a novel and targeted master-level program for executive education in sustainability and leadership.
- No other institution in the US has ASU’s credibility or long-term investment in sustainability via the Global Institute of Sustainability (GIOS), the School of Sustainability (SOS) and ASU’s extensive on-the-ground operational and research efforts in sustainability solutions.
- GIOS brings to bear over 260 ASU sustainability scientists and scholars
- Resources from the Rob and Melani Walton Family Fund will provide resource capacity to seek out and engage with world leaders in professional sustainability practice.
- Finally, ASU’s diverse and university-wide School of Sustainability faculty over the last five years has developed unique knowledge and educational standards in the area of sustainability education with an emphasis on sustainable solutions.

Initial Marketing Focus: Overall, the EMSL program is designed to be welcoming to students of any geography, with only two AZ-based sessions and one international trip required, thereby minimizing large travel and housing barriers. The program is currently aimed at a primarily English-speaking market, including both domestic and international executives/students. Recruitment efforts will likely focus on the domestic market initially in order to facilitate success. However, efforts are currently underway to introduce the program to professionals in Europe and Asia aimed at attracting international executives early on. The EMSL’s thread of global context also creates a direct pathway for multiple international perspectives within the current curriculum. Future plans include tailoring to specific international markets and needs. The EMSL effort is currently working with other Walton Sustainability Solutions Initiative (WSSI) international programs and GIOS to both explore and develop executive educational opportunities at the international level.

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

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

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format.	1 st Year	2 nd Year (Yr 1 continuing +	3 rd Year (Yr 1 & 2 continuing +	4 th Year (Yrs 1, 2, 3 continuing +	5 th Year (Yrs 1, 2, 3, 4 continuing +

		new entering)	new entering)	new entering)	new entering)
Number of Students Majoring (Headcount)	20	30	40	40	40

4. 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 Executive Sustainability Leadership: The EMSL is aimed at developing and delivering highly skilled executive-level 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 EMSL 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 EMSL 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 Capstone project will provide a specific vehicle for development, feedback and assessment of student competency in institutional change efforts toward sustainability with 80% completing the final capstone project successfully.
4. Across the EMSL, students will be required to demonstrate and will be assessed by EMSL faculty on their ability to effectively communicate sustainability challenges, opportunities and recommendations for change.
5. Within the Global Context thread, EMSL 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 EMSL curriculum will be built using four integrated thematic areas all linked together by sustainability as a primary end goal: leadership; strategy; communications and change management; and global context. In addition, each student will undertake a capstone project, including a final presentation of project outcomes. EMSL students will be supported in their overall success and their capstone effort via access to EMSL mentor who will be assigned to them. Given a student pool of seasoned professionals, we expect mentoring needs to focus mostly on content clarification and context-tailoring issues, versus deeper and more time-consuming engagement. Faculty mentors will come from EMSL teaching faculty and select practitioners and partners associated with the EMSL.

program. Given that initial EMSL cohorts are relatively small, it is expected that teaching faculty of the EMSL can mentor the majority of the students.

The EMSL program is structured in direct response to the needs of the professional audience the EMSL 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 a hybrid platform that integrates into professional schedules. Utilizing real-world contexts and an appropriate educational platform will decrease conflict between educational requirements and professional needs. At any given time students will be required to undertake eight online units, with the remainder of the units coming via in-depth immersive sessions and capstone project activities. While the EMSL will represent a significant commitment by EMSL students, we project that students will be able to complete the program via approximately additional ten hours per week of online/formal educational activity, plus another ten hours per week of overlapping educational/high-value professional exercises and activities.

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
Strategic Sustainability & Decision Making	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.	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.	<ul style="list-style-type: none"> Students will understand key sustainability concepts, sustainability principles & approaches Students will understand sustainability from a decision-making perspective and be able to integrate multiple approaches, tools and perspectives. Know how to map systems and identify key context dependencies for better decision making, risk mitigation and more sustainable programs Understand critical economic concepts and be able to translate between classical economic perspectives and those emerging from sustainability Develop specific know-how and familiarity with approaches, tools and techniques for using sustainability as a planning guide
Leadership for Sustainability & Enterprise Transformation	Students will acquire the leadership knowledge and skills required to develop and ensure progress of sustainability efforts in a variety of institutional	Sustainability efforts often demand significant—even transformational—change. Facts alone are not enough for generating and maintaining effective action.	<ul style="list-style-type: none"> Students will understand and develop leadership knowledge and pragmatic skills for sustainable institutional success Students will be able to

	contexts.	Students must be able to bring together and effectively manage cross-cutting teams of individuals and organizations and provide inspiring and effective leadership.	<p>apply leadership and management methods to move organizations from current context to desired outcomes</p> <ul style="list-style-type: none"> • Students will understand key concepts, requirements and implementation of institutional change efforts and the development of adaptive, organizations • Students will understand how to develop motivational and effective measurement efforts that support change toward sustainability
Communication for Sustainability	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.	Sustainability is all about the decisions we make (or don't make). As such, it is also about the framing, dialogues & 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.	<ul style="list-style-type: none"> • 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 • 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 • Students will learn how to build effective and engaging communications and reporting efforts for sustainability leadership • 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
Global Context	Students will become familiar with an evolving array of timely topics that are required for professional standing and success in sustainability	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,	<ul style="list-style-type: none"> • Throughout the curricula students will be exposed to key topics in sustainability • Students will understand key aspects of policy, and

	leadership, developing a suite of skills and knowledge built from direct experience of “in the field” sustainability experts.	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.	<p>be familiar with an emerging set of policies in areas such as material and resource management, energy and climate, and exemplary institutional policy issues</p> <ul style="list-style-type: none"> • Students will master a set of skills that will enable them to enhance their own knowledge and to support institutional and individual knowledge development
Capstone Project	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 EMSL	As described in “real world” above, sustainability requires experiential knowledge in order to develop the capabilities needed for sustainability leadership. The capstone project provides students with a platform to engage with the materials each week in a hands-on fashion.	<ul style="list-style-type: none"> • Beginning with the first immersive, students will begin to develop and execute on their individual project. • Students will be exposed to specific tools for project selection • Students will work with program mentors throughout their tenure in the program

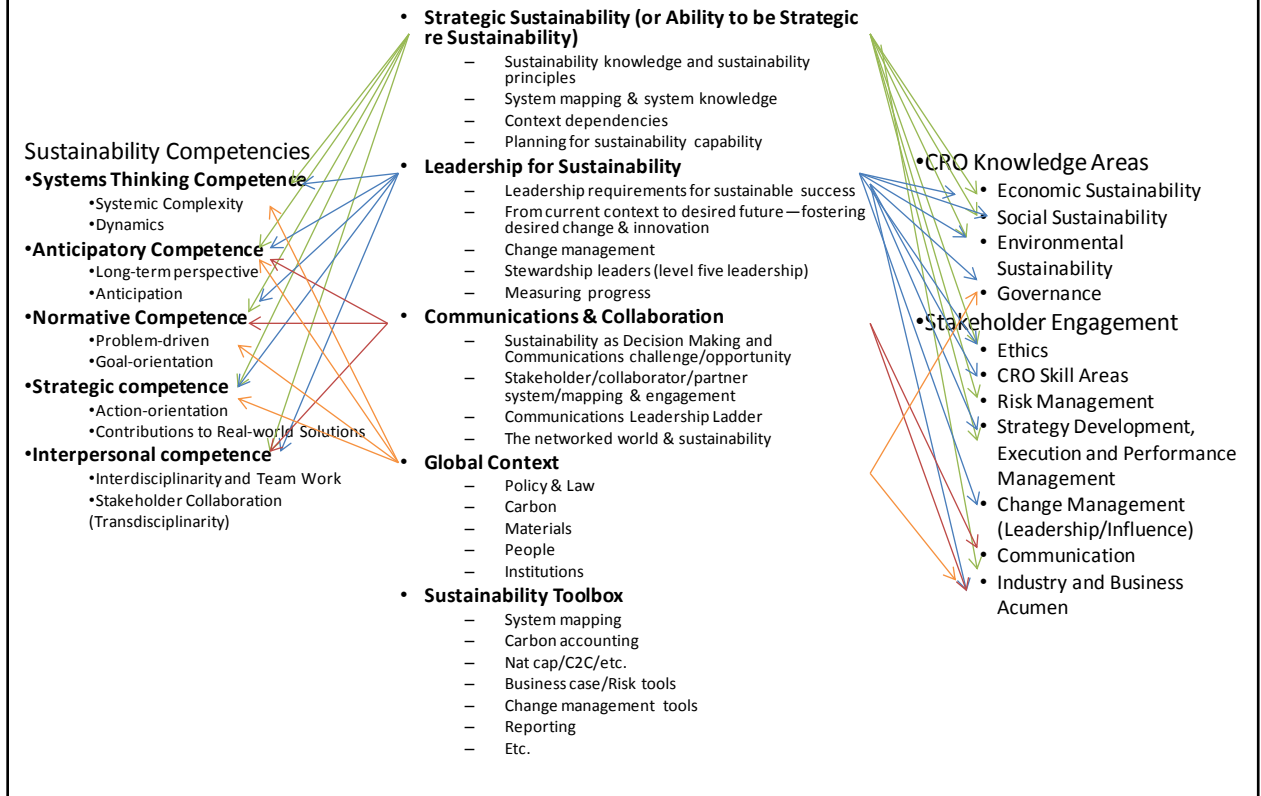
Critical Sustainability Leadership Competencies: With an eye to meeting both academically-identified educational needs in sustainability, as well as professional needs, the thematic areas and learning objectives have been mapped to sustainability competencies, as developed and defined by the Faculty of the School of Sustainability at ASU^{3,4} and the leading professional organization in the corporate responsibility arena.⁵ The following figure shows the mapping between critical sustainability competencies as identified by SOS Faculty, proposed EMSL thematic areas and CRO leadership needs:

³ Wiek, A., Withycombe, L., & Redman, C.L. (2011). Key competencies in sustainability – A reference framework for academic program development. *Sustainability Science*, vol. 6, no. 2, pp. 203-218.

⁴ Basile, G. 2011. Sustainability success today & tomorrow for sustainability graduates. *SOS-Faculty Curriculum Working Group White Paper*. Available upon request.

⁵ CRO. 2012. Corporate Responsibility Officer Knowledge, Skills & Attributes. *CRO Organizational White Paper*. Available upon request.

Competency and Skills Mapping



The figure above shows a mapping of proposed EMSL curriculum against five key competency areas identified by ASU SOS teaching faculty and against key knowledge areas and engagement capabilities as per Corporate Responsibility Organization (CRO)

- 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 capstone providers to assess learning outcomes displayed in students' capstone experience.

Capstone Evaluation: We envision the capstone project to be drawn directly from challenges and opportunities that are within the working realms of these executive students. As such, the capstone 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. A process for identifying, developing, managing and assessing capstones will be developed, including ideation, capstone proposal and feedback, application of program methods to capstone effort, and delivery of a final presentation of project and outcomes.

Students will be assessed both during the capstone effort via standard methods tied to tasks linking capstone efforts and course knowledge and methods.

5. **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

6. **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.

The EMSL faculty will be led by George Basile, PhD, Professor of Practice, teaching faculty, School of Sustainability, Senior Sustainability Scientist, GIOS and Affiliate Faculty, School of Public Affairs, ASU. Bruno Sarda, adjunct teaching faculty and consultant, School of Sustainability, ASU and senior sustainability executive, Dell Corporation, will serve as senior advisor and consultant. 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. 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 EMSL will also draw on expertise and content input from other School of Sustainability teaching faculty and will work with other departments 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 EMSL will identify and work with SOS and GIOS faculty, scientists and scholars as content experts in the development of course modules (one-off efforts, not as ongoing instructors), 2) potentially providing area experts for students who may have capstone projects and questions that fall within a relevant area of expertise, and 3) for those interested, opportunities to engage more extensively via teaching, supporting capstones 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 three new non-tenure track EMSL faculty instructors to help develop and lead thematic areas of sustainability & leadership, sustainability & communications and Global Context, respectively. The faculty will also play key roles in face-to-face immersive sessions. In addition, the EMSL will seek out and resource a wide array of experts and partners for content development and delivery support, including internal expertise at ASU and external professional sustainability-solutions leaders. Additional delivery and support staff will be added in line with program growth. Required developmental resources will be drawn from existing support for the new EMSL program as provided by the Rob and Melani Walton Family Foundation Sustainability Solutions grant. The hiring process is currently underway within ASU/GIOS HR for immediate action upon approval of EMSL program.

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

The EMSL program is a fully supported effort of the ASU School of Sustainability and SOS administration. The EMSL is also a key program in a synergistic group of sustainability-solutions focused efforts developed and funded as part of the new Walton Sustainability

Solutions Initiative program (WSSI). As such, the EMSL will be administered through both the School of Sustainability and the growing administrative structure of the WSSI, including support from existing administrative assets at the Global Institute of Sustainability. Via the WSSI and the School of Sustainability, the EMSL will have dedicated administrative support for program development and ongoing program management, marketing and communications, and student support, as well as program-focused academic leadership and oversight for admissions, student advising and curriculum delivery. Student advisors will be drawn from a mix of EMSL faculty and partners engaged in the EMSL and in other related WSSI programs. EMSL faculty and program staff will develop a dedicated admissions and advising committee and processes aligned with the rules of the ASU Graduate College and the School of Sustainability.

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

The EMSL is a fully-funded program of the WSSI with the EMSL backed by five years of dedicated support from the Rob and Melani Walton Family Fund. Other significant new resource requirements are not expected. The program aims to be self-supporting within the five-year development period. New administrative capacity and program support is being developed both as part of the WSSI general plan and with directed resources and personnel support for the EMSL. The WSSI currently has dedicated administrative facilities for program administration. Long-term administrative support will be provided via School of Sustainability administration and supported by overall program fees. As a hybrid/majority on-line program, new class room facility requirements are not expected. Short-term immersive sessions will be funded via program fee income and students will be housed in suitable external housing with any modest class room activities taking place in existing facilities or via participating partner facilities. Technology resources will be provided by EMSL technology partners and supported by both existing GIOS/SOS and new EMSL personnel.

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.

The EMSL is a new program at ASU and will require new course and content development. The proposed structure and units are presented below:

Curricula Unit	Description	Units
<i>EMSL Immersive I</i>	3-5 day in-place session at ASU	2 Credit Hours
<i>On-line Session I</i>	4 courses	4X2 Credit Hours (8 credit hours total)
<i>EMSL International Immersive</i>	7 days, international experience	3 Credit Hours
<i>On-line Session II</i>	4 courses	4X2 Credit Hours (8 credit hours total)
<i>On-line Session III</i>	4 courses	4X2 Credit Hours (8 credit hours total)

<i>EMSL Immersive III</i>	3-5 day in-place session at ASU	2 Credit Hours
<i>Capstone Project</i>	2 courses across entire program	6 Credit Hours (3 credit hours per session)
TOTAL		37 Credit Hours

Courses to be developed and delivered are described in the table below:

Series & Course Title	Description
Leadership & Sustainability Series 1, 2 & 3: EMS501, EMS505 & EMS509: <i>Imperatives of sustainable leadership / Foundations of leadership and Sustainability to Supporting change and leading transformations / Leading Transformative Change</i>	<p>Students will explore key concepts of both theory and practice for leadership within a sustainability context. Critical aspects at levels from personal to institutional leadership and beyond will be explored. Arenas such as leading within a “wicked-problem” space, team building for continual learning and adaptive change, critical thinking for sustainability, and supporting innovation for sustainable success will be explored. Students will work with both conceptual and pragmatic knowledge to enable constructive experimentation and application within their current personal and professional contexts. As the series progresses, students will increasingly focus on developing and experimenting with their growing toolbox of hands-on leadership skills, methods and tools. The course will focus on real-world challenges at the level of organizational change—including understanding and integrating individual and critical global contexts. The course will provide students with the means and opportunity for their personal transformation to an effective sustainability leader.</p>
Strategic Sustainability Series 1, 2 & 3 EMS502, EMS506 & EMS510: <i>Strategy, Decision Making and Sustainability / Making the case for sustainability to Sustainability strategy in action / Strategic Sustainability Action</i>	<p>Students will explore critical concepts and apply action-oriented tools at the interface of strategy, decision making and sustainability. Students will develop pragmatic skills in areas such as emerging strategic sustainability frameworks, planning from success, sustainability as a decision challenge, system mapping and assessment, and prioritization for driving sustainable success. Key historic, economic and enterprise concepts will be explored comparing business-as-usual and emerging requirements from a strategic sustainability perspective. Students will develop advanced knowledge and capability to make effective cases for strategic sustainability leadership. As the series progresses, students will directly apply their growing set of concepts, methods and tools for strategy and sustainability both to iconic challenges and issues drawn from their own personal and professional contexts. Students will create systems, decision and knowledge maps; develop integrated suites of actions and success metrics; and develop the skills to transform the ongoing sustainability discussion from a debate over costly trade-offs to a dialogue on investments and strategic options.</p>
Sustainability Communications Series 1, 2 & 3: EMS503, EMS507 & EMS511 <i>Sustainability, communication and change management / Crafting your organization's sustainability story to</i>	<p>Students will explore the theories and hand-on practice of effectively communicating all aspects of sustainability within a context of personal and organizational change. Students will explore concepts and tools that create the basis for delivering effective cases for sustainability and skills for developing capacity and managing ongoing adaptive-change efforts. As the series progresses, students will develop</p>

<p><i>Telling your organization's sustainability story / Communicating for Sustainability Success</i></p>	<p>personal skills and practice with a hands-on toolbox for creating and delivering robust and compelling reports, narratives and critical know-how across multiple audiences. Students will apply an audience-centric approach to communicating and explore how to leverage new communications arenas such as the emerging universe of social media. Through real-world challenges—many selected from their own personal and professional context—students will develop the skills to create a robust communications platform and compelling case for sustainability leadership and ongoing change.</p>
<p>EMS 504 Global Context Series 1, 2 &3:</p> <p>EMS504, EMS508 & EMS512</p> <p><i>The Global Context for Sustainability / Developing your Global Context to Global Context for Sustainability Action / Harnessing external factors and actors to drive internal outcomes</i></p>	<p>Students will be exposed to and explore critical global issues for sustainability leadership. Knowledge and skills for identifying key and emerging issues, as well as continual-learning and learning-as-a-community, will be developed. Students will explore evolving ideas and methods to bring the global context into individual, local and regional contexts, including implications at each level. Over the course series, students will use the lens of global sustainability as a platform for transformative change and action-oriented strategic efforts. Students will delve deeply into a suite of iconic sustainability issues as vehicles to create tangible efforts and actions that generate high-value outcomes. Tools from studies in leadership, strategy and communication will all be brought to bear through experimentation and application within each student's personal and professional contexts.</p>
<p>EMS 513 & 514 Capstone Project (across program tenure)</p>	<p>Working across the entire year of the program, each student will be supported in developing a Capstone project. The hands-on and personally and professionally-relevant project will provide a vehicle for students to apply lessons and tools from every aspect of their journey in leadership for sustainability. The capstone will culminate in a final presentation to fellow students and a select group of leaders.</p>
<p>EMS 500, 515 & 516 Immersives at ASU and International Immersive: Sustainability Leadership Experience & International Sustainability Leadership Experience**</p>	<p>Immersive sessions will provide educational vehicles for students to be introduced to the EMSL program, build cohort identity, and dive deeply into material as a group. Through a combination of hands-on workshops, leadership-presentation and participation experience, and unique regional field trips, students will be exposed to key concepts applied within the EMSL program and throughout their journey toward effective leadership for sustainability. During their international immersive, students will travel to an international location where sustainable development challenges are highly visible and relevant, such as Brazil or China. Students will spend a minimum of 7 days engaging in high-value exchanges with regional policy makers, business leaders, scholars, NGOs and local populations, as well engaging directly with the natural environment that is at stake. They will gain a higher sensitivity to the challenges of working internationally in globally connected societies and supply chains, and learn how to adapt global thinking and methods to drive desired outcomes locally and regionally. The final immersive session will provide a capping event for students, including the</p>

	presentation of their capstone projects, as well as a chance for graduates to interact with incoming cohorts.
--	---

****Alternative to International Immersive:** While students will be required to undertake the International Immersive as a core element of completing the EMSL in general, the EMSL program recognizes that in rare cases this may not be possible. In these cases, the EMSL student will work with EMSL faculty leading the International Immersive and Global Context thread to develop a replacement learning experience and project. The replacement effort will aim to provide similar conceptual and experiential knowledge as the international immersive. Project outputs may take various forms (including outputs such as a written paper or student-generated film or multi-media presentation), and will include some form of hands-on experience that contains elements of the international immersive in ways that are accessible to the student.

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 Executive Masters for Sustainability Leadership (EMSL) prepares experienced professionals to significantly advance sustainability practices in the workplace by leading institutional and cultural change that drives organizational success and transforms sustainability into the gold standard for best institutional practices. The EMSL will equip graduates to lead high-impact transformative results for their companies, organizations, communities and their own careers. The EMSL is an accelerated degree program designed directly for the working professional. EMSL students will be able to complete the program in about one year through a combination of unique in-person experiences, online course content and a capstone-project. The degree program—which includes focus areas in leadership, strategy, communications and global context—is uniquely powerful because it is backed by the extensive knowledge base of the Global Institute of Sustainability at ASU and its 260+ Sustainability Scientists and Scholars and a host of world-class sustainability and leadership professionals.

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

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

☐ **ASU Online only** (all courses online)

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

☐ Downtown ☐ Polytechnic
☒ Tempe ☐ West

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

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

3. Admission Requirements:

Degree: Minimum of a Bachelor's or master's degree in 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 seasoned professionals applying to the EMSL program. Students will be

required to submit a "statement of purpose" and, where appropriate given background experience described, students may be asked to provide a portfolio exemplary of their work.

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. Applicants must meet minimum Graduate College admissions requirements.

Given that this is an Executive Masters for experienced professionals, work and life experience may be taken into account in lieu of a higher (academic unit required) minimum GPA or other aspects of past bachelor degree program experience.

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

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

Foreign Language Exam:

Foreign Language Examination(s) required? ☐ Yes ☒ No

If yes, list all foreign languages required:

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

Letters of Recommendation: ☒ Yes* ☐ No

*Letters of recommendation or sponsorship may be requested as well as other input in various forms and formats from peers, professional colleagues and other relevant and knowledgeable sources.

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:

<input type="checkbox"/> Fall (regular)	Deadline (month/year):
<input type="checkbox"/> Session B	Deadline (month/year):
<input checked="" type="checkbox"/> Spring (regular)	Deadline (month/year): Sept./2013
<input type="checkbox"/> Session B	Deadline (month/year):
<input type="checkbox"/> Summer I	Deadline (month/year):
<input type="checkbox"/> Summer II	Deadline (month/year):

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)
			24

EMS 501	Sustainability Leadership I	Yes	2
EMS 502	Strategic Sustainability I	Yes	2
EMS 503	Communications and Sustainability I	Yes	2
EMS 504	Global Context I	Yes	2
EMS 505	Sustainability Leadership II	Yes	2
EMS 506	Strategic Sustainability II	Yes	2
EMS 507	Communications and Sustainability II	Yes	2
EMS 508	Global Context II	Yes	2
EMS 509	Sustainability Leadership III	Yes	2
EMS 510	Strategic Sustainability III	Yes	2
EMS 511	Communications and Sustainability III	Yes	2
EMS 512	Global Context III	Yes	2
<u>Culminating Experience</u> <i>E.g. - Capstone course, applied project, thesis (masters only – 6 credit hours) or dissertation (doctoral only – 12 credit hours) as applicable</i>			<u>Credit Hours</u> (Insert Section Sub-total) 6
EMS 513: Capstone I			3
EMS 514: Capstone II			3
<u>Other Requirements</u> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			<u>Credit Hours</u> (Insert Section Sub-total) 7
EMS 500: Immersive I			2
EMS 515 Immersive II			2
EMS 516: International Immersive (Immersive III)			3
Total required credit hours			37

- 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: Not Applicable

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

(Written comprehensive exam is required)

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

Doctoral Comprehensive Exam (required), please select the appropriate box.

(Written comprehensive exam is required)

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

7. **For Doctoral Degrees that require a dissertation, submission of a written dissertation prospectus and its oral defense are required. (Please include any required timelines for defense of the prospectus.) It is expected that the submission of a written dissertation prospectus and its oral defense will take place no later than the end of the fourth year.**
8. **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.)
9. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): Not Applicable
10. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

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

11. Area(s) of Interest

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- | | |
|---|---|
| <input type="checkbox"/> Architecture, Construction & Design | <input type="checkbox"/> Engineering & Technology |
| <input type="checkbox"/> Artistic Expression & Performance | <input checked="" type="checkbox"/> Environmental Issues & Physical Sci |
| <input type="checkbox"/> Biological Sciences, Health & Wellness | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Business, Management & Economics | <input type="checkbox"/> Languages & Cultures |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> Social Science, Policies & Issues |
| <input type="checkbox"/> Education & Teaching | |

B. Select any additional Areas of Interest that apply to this program from the list below.

- | |
|--|
| <input type="checkbox"/> Architecture, Construction & Design |
| <input type="checkbox"/> Artistic Expression & Performance |
| <input checked="" type="checkbox"/> Biological Sciences, Health & Wellness |
| <input checked="" type="checkbox"/> Business, Management & Economics |
| <input type="checkbox"/> Communication & Media |
| <input type="checkbox"/> Computing & Mathematics |
| <input type="checkbox"/> Education & Teaching |
| <input checked="" type="checkbox"/> Engineering & Technology |
| <input checked="" type="checkbox"/> Environmental Issues & Physical Sci |
| <input checked="" type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Languages & Cultures |
| <input type="checkbox"/> Law & Justice |
| <input checked="" type="checkbox"/> Social Science, Policies & Issues |

Appendix 1: Summary Results of EMSL Audience Survey

Strong and diverse respondent pool	<ul style="list-style-type: none">• Good mix of titles from staff to C-suite• Age of respondents reflects opinions of more experienced and well-educated work force
Knowledgeable yet seeking greater knowledge	<ul style="list-style-type: none">• While many claim to be very knowledgeable (68%) and that sustainability is part of current job (64%), almost half (45%) are interested in expanding their knowledge of sustainability
More than 80% believe formal education could help in current job or future career	<ul style="list-style-type: none">• Most pronounced in those with <5 years or between 11–25 years of experience and no advanced degree• Not as strong in respondents with 5-10 years of experience and/or advanced degrees already
Institution recognized for leadership in sustainability key for prospective students	<ul style="list-style-type: none">• ASU/GIOS reputation and recognition will be a key driver in student and guest faculty recruitment• Public university favored (34%) over private (29%) or specialized (20%)
Professionals see value in applied sustainability from universities	<ul style="list-style-type: none">• 76% of respondents believe universities can help organizations achieve their sustainability goals
Convenience and compatibility with current employment are critical	<ul style="list-style-type: none">• 70% looking for program designed for full-time workers• 85% want program lasting less than 18 months and part/all instruction to be online• 2-4 immersive sessions w/ rest online most popular
Quality of faculty & content critical to attracting professionals	<ul style="list-style-type: none">• Faculty mix of thought leaders (81%) and university instructors with sustainability expertise (73%) preferred over all others

Appendix 2: Green Program Comparables

Programs	Description	Duration	Structure	Cost	Key Selling Points	Website
Columbia's M.S. Sustainability Management	The Columbia University Sustainability Management graduate program utilizes environmental and sustainable development research to provide practical training to a new generation of professionals who will address sustainability and conservation issues critical to any organization.	max 3 years (1.5 years if carry 12 pts/sem, 3 years if carry 6 pts/sem)	like a regular, 36 point MS - lots of reading, papers, etc. Mix of reg and core courses	\$1578 per point x36 = \$56,808 + ~\$400/sem in fees)	The program melds academic leadership, scientific rigor, and professional practice to form a unique interdisciplinary community dedicated to making lasting advances in global sustainability practice.	http://ce.columbia.edu/Sustainability-Management
Dominican Green MBA	The inspiring nature of Dominican's GreenMBA program draws talented students from the greater Bay Area, across the nation, and around the world. Students have the opportunity to develop their professional skills in an innovative and collaborative environment by engaging with forward thinking curriculum and participating in experiential class projects. Community events for students, alumni, faculty, and guests promote cross-pollination of ideas and the expansion of personal and organizational networks. Small classes, transparent communication, faculty-mentors, and collaborative, project-oriented learning create a supportive, challenging environment for all. We have a cultural and academic venue in which people are encouraged to explore their beliefs, purpose, passion, and the way they think from the inside out, and then translate this to meaningful and applied opportunities for growth.	2 years FT (1 weekend 2x/mo year round, +33hrs/wk hw) or 3 years PT (1 Sat/mo AY,+ 22hrs/wk hw)	Weekend classes/48 credits	\$900 per credit x48 = \$43,200 plus \$400/sem fees)	Nation's first MBA of Sustainable Enterprise (hence the name, dated name 'Green MBA') "Transform Yourself. Transform Business. Transform The World."	http://greenmba.com/
Presidio MBA	This intensive program provides senior-level professionals with the skills, concepts and connections to successfully lead sustainability initiatives within any organization. At Presidio Graduate School, we measure our success by the success of our graduates. Alumni of the Executive Certificate program have guided sustainability innovation at some of the world's top companies including Alcatel-Lucent, Akamai, Sabre Holdings and salesforce.com. Our executive program has three distinctive qualities that set it apart from the competition: A systems-based approach emphasizing the comprehensive integration of course content and providing a framework for managing risk across the value chain; a focus on applied learning that enables professionals to advance their careers and create new business strategies through real world practice and rapid prototyping; A deep and dynamic network of students, faculty and professionals to exchange best practices and discover quality career and business opportunities.	The full-time program spans two years and the part-time program four years.	60 credit MBA or MPA- each semester, 4-day residency (part-time for 2 days). residencies occur Thurs- Sun 1x month for 5 months. As much in-class time as traditional MBS + 'robust online component' w/virtual collab among students.	\$29,400 per year for incoming, newly enrolled full-time students \$14,700 per year for incoming, newly enrolled part-time + books/fees Also, Executive Leadership in Sustainability Certificate program \$9K	experiential learning, unique setting (SF presidio), student community bldg events (mentorship, clubs, events, continuing ed, business plan competition, etc.), state-of-the-art online instructional platform, webinars -- classes more than lectures - also breakout sessions, collaborations, etc. -- networking	http://www.presidioedu.org/programs/executive-education
Bard MBA in sustainability	Bard offers a unique MBA, one of a handful of programs globally that fully integrate the study of business and sustainability. Our curriculum ensures that students master the business case for sustainability, understanding how to align profit with ecological and social mission. Students in the MBA program take a series of 19 classes over two years of study. The curriculum is organized around weekend-intensive residencies supplemented by regular online instruction. Each residency has a theme, and the four courses offered each semester are woven around that theme.	2 year program	19 courses; core business fundamentals thru sustainability lens; modular curriculum; low residency "4-day weekend intensives" Fri am - Mon afternoon - 5x per term	\$30,899 (AY2013) includes \$29,924 tuition, room/board \$700 + fees	cohort of <50 students; contact hours comparable to traditional MBA	http://www.bard.edu/mba/
Bainbridge Graduate Institute (BGI) Green MBA	Offer Hybrid MBA in Sustainable Systems, Evening MBA in Sustainable Business and Sustainable Certificates--business courses through sustainability lens. This MBA degree gives you all the tools of a traditional MBA, with the added advantage of sustainable thinking. You could take on any job which a leadership-focused MBA is qualified for--and bring sustainability with you.	3-year program and 2-year program options	60 credits; Hybrid: 3 quarters/yr; weekly distance learning sessions + 3 weekend intensives/qtr; 18-20 hw commitment	\$866-891/credit for MBA; \$750/credit for certificate + \$2255 lodging/meals per quarter; + 1200 orientation fee + fees for everything under the sun	The first business school to offer an MBA in Sustainable Business. Ranked No. 1 by Net Impact Student Guide for preparation for ethical and socially responsible leadership. Huffington Post ranked in top five sustainable business schools in US.	http://www.bgi.edu/
Green Mountain Sustainability MBA online	Our online MBA degree program in Sustainable Business offers an in-depth exploration and application of sustainable business concepts and practices for today's business climate. We weave sustainability throughout our entire MBA curriculum and emphasize the development of skills and knowledge needed to achieve and maintain a sustainable competitive advantage in the workplace.	21 months (2 academic years + 1 summer)	13 courses; 37 credits	The tuition for online Sustainable MBA program is \$725 per credit hour. The program is comprised of 37 credit hours, and the total tuition is \$26,825. This does not include the cost of textbooks, which average around \$150 per course	less than 20 students/class; #1 rated by Sierra Magazine; "The Greenest Green MBA";	http://greenmba.greenmntn.edu/mba-a

Appendix 2: Green Program Comparables (Continued)

Programs	Description	Duration	Structure	Cost	Key Selling Points	Website
Marylhurst online MBA in Sustainable Business	Private, not-for-profit, accredited NWCCU. Triple bottom line focuses - people, planet, profit. The goal of this program is to create green ambassadors that can not only implement green initiatives which help the global environment, but improve the long-term profitability of their business. A truly sustainable business.	graduate in as little as 18 months	100% online; have to request to be contacted for details; several MBA concentrations; certificate programs		specialized - choose from distinct green concentrations; No GMAT req.; personalized w/ dedicated advisor start to finish; completely online classes - no campus visit required; accelerated pace	http://onlinedegrees.marylhurst.edu/lpppc3-green/
Northeastern online MBA with Sustainability emphasis	100% online degree - sustainability is an option for major in MBA program.	24-27 months	online - 17 courses; 9 start times/yr; one course at a time; requires 5 yrs wrk exper & min. 3.0 ug GPA	\$1,345/credit x50 = \$67,250	max 20 students per class; diploma does not indicate "online"	http://onlineemba.neu.edu/mba-program-online/
Virginia Tech Exec Masters of Natural Resources	Graduate education and career development for working professionals in business, government and civil society. Focus on communication, teamwork, partnering, innovation, personal and cultural transformation.	18 months; 2 4-wk breaks (Jan & Aug); 10-day interntl.	15 weekends in Washington, DC. 10-day International Residency; capstone project.	\$42,000 for in-state (\$62,000 for out-of-state)		www.cnre.vt.edu/xmnr
Blekinge University Masters in Sustainability and Leadership						http://www.bth.se/ste/tmsl/m.nsf/pages/msls_home
Wharton Executive MBA	The Wharton MBA for Executives gives you an undiluted MBA — the same degree, same innovative curriculum, and same faculty as offered in the full-time Wharton MBA program.	2 year program	Fri/Sat on alternate weekends, five additional extended sessions + 1wk international Study Seminar Abroad; expect 15-25 hrs/wk external study time; classes taught by standing and assoc faculty; no formal major	SF: \$175,678; Philadelphia: \$171,360 (includes, housing, meals, books, tuition)	Collaborative learning, global network, personal leadership development. 88,000-member alumni network career counseling/wrkshops incl lifelong MBA alumni career services	http://www.wharton.upenn.edu/mbaexecutive/
Wharton Business Sustainability Leadership Program	Business Sustainability Leadership will help executives to move beyond a narrow view of sustainability toward an expansive one that includes bringing significant long-term value to the organization and its investors. Whether you are new to sustainable business practices or are charged with implementing or adjusting existing strategies, this program is designed to teach you to use sustainability for competitive advantage, actively plan for future risks and opportunities, and grow your sustainability leadership capacity.	3-day intensive - June 12-14, 2012	workshop	\$7500 (includes lodging and meals in San Francisco)		http://executiveeducation.wharton.upenn.edu/open-enrollment/leadership-development-programs/business-sustainability-leadership.cfm
Duquesne University - MBA in Sustainability				<p>TUITION AND FEE SCHEDULE:</p> <p>Fall 2011 Semester: \$14,947</p> <p>Spring 2012 Semester: \$14,947</p> <p>Summer 2012 Semester: \$14,947</p> <p>Total 12-month program: \$44,841*</p> <p>*NOTE: Students are responsible for airfare, meals and incidental costs for mandatory study trip and any optional trips.</p> <p>GLOBAL STUDY TRIP ESTIMATES</p> <p>Airfare, meals and incidentals: \$1500-\$2500 per trip</p> <p>PRE-MBA WORK, IF REQUIRED:</p> <p>Pre-MBA On-Line Modules: \$750</p> <p>Pre-MBA Fundamentals—5-day Classroom Experience (if required): \$2,000</p> <p>ESTIMATED 12-MONTH LIVING COSTS:</p> <p>Housing and Food: \$10,000</p> <p>Personal Expenses: \$2,400</p>		http://mba.sustainability.duq.edu/?qclid=CPTHi_ns7ACFQFeTAqd7IZhtA