(Master of Applied Leadership and Management)

(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. Please see the academic strategic plan website at: https://provost.asu.edu/curriculum-development.**

☐ **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.**

☐ **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 or degree programs may be impacted by the proposed request
  ▪ if the program will have an online campus option support will be required from the Provost's office and ASU Online. (*Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this 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 or their designee (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 College strongly recommends that academic units establish after the program is approved for implementation.

☐ **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. To be included in the handbook are the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and a link to the Graduate Policies and Procedures website: http://graduate.asu.edu/faculty_staff/policies.

PROPOSAL TO ESTABLISH A NEW MASTER'S DEGREE PROGRAM

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: Thunderbird School of Global Management

Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.

Department/Division/School: Thunderbird School of Global Management

Proposing faculty group (if applicable)**:** N/A

Name of proposed degree program:	Master of Applied Leadership and Management
Proposed title of major:	Applied Leadership and Management
Master's degree type:	Other
If Degree Type is "Other", provide degree type and proposed abbreviation:	Master of Applied Leadership and Management (MALM)
Is a program fee required?	Yes

Note: for more information about program fee requests, visit https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees

Is the unit willing and able to implement the program if the fee is denied?	Yes, we are able to implement the program.
Requested effective term and year: Spring	2018

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

PROPOSAL CONTACT

Name:	James V. Scott	**Title:**	Executive Director, Academic Operations
Phone number:	602 978 7784	**Email:**	james.v.scott@thunderbird.asu.edu

DEAN APPROVAL(S)

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/School/Division Dean name: Joseph Carter

Signature: _____ Date: 02/10/17

College/School/Division Dean name: Allen Morrison
(if more than one college involved)

Signature: _____ Date: 02/10/17

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.

1. PURPOSE AND NATURE OF PROGRAM

A. Provide a brief program description

Emerging markets continue to be major players in shaping world economic conditions. In fact, emerging and developing economies make up almost 80% of the world's GDP and have seen significant increases in purchasing power (Euro Monitor; Legarde). Along with increased purchasing power has come a greater demand for business education. However, access to quality graduate education at an appropriate price point is not widely available. As a leader in global management education, Thunderbird has developed a new program that will provide wider access to qualified students at a price that makes sense in an emerging market context.

Thunderbird's new degree program, the Master of Applied Leadership and Management Program (MALM), will develop the next generation of business leaders by bringing the hallmarks of a Thunderbird education to underserved populations through a course design focused on business management, leadership, and entrepreneurship. The MALM program will not only enhance the global footprint of Thunderbird, but will also support Thunderbird's mission of creating global leaders who change the world. By developing students' professional and leadership skills, the MALM program will advance our aspiration to positively impact the economic development and social welfare in challenging regions of the world.

The MALM degree is a 30-credit program to be offered to students in primarily emerging and frontier markets. Students will first complete the four courses offered by Thunderbird (designated by the TGM prefix) for a total of 8 credits. The remaining 22 credits will be the designated as TAM courses. The degree culminates with a capstone course focused on business plan development. This course can be completed online or as an optional 9-day Business Plan Accelerator experience. The Accelerator experience, whether taken online, or in the face-to-face setting in local cities, is designed to facilitate students' development of business plans, assisted by Thunderbird faculty, alumni, and experts. It is in the intensive business plan course that MALM students interact closely with each other and with a team of Thunderbird faculty and alumni. Students who are unable to present the business plan in-person during the final week should contact the Program Director and make arrangements to present their business plan through Adobe Connect or another electronic means during the final week.

Although this is an online program, students in emerging markets will have the option to complete their courses in a classroom experience in their home country if desired. Facilitated classroom sessions under the direction of the faculty teaching the online courses are expected to be offered in major cities in various countries or regions. Candidates who choose the classroom setting will gather each week to watch course videos prepared by Thunderbird faculty, and discuss course materials. All classes will be managed by a local facilitator under the direction of the Thunderbird faculty teaching online.

Thunderbird faculty will develop all courses in this program including preparing and designing syllabi, reading lists, video lectures, discussion questions, assignments and exams, and grading rubrics. Facilitation of the online courses will be conducted by facilitators from local universities or Thunderbird alumni under the direction of the Thunderbird faculty.

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

(Please provide additional concentration information in the curricular structure section – number 7.)

2. PROGRAM NEED

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

The MALM degree has the potential to meet the market demand for a flexible Thunderbird master degree at a reasonable prince. Currently, Thunderbird offers several masters degrees, but all of them are priced at $39,000 or higher. Even the online Master of Global Management (MGM) program is not scalable to a broader global audience due to its price point ($39,000) and to a certain extent due to the perception of 100% online degrees in some countries. For potential students in emerging and frontier markets, especially when considering exchange rates, a Thunderbird education is out of reach. According to our market research (see Appendix III), there is a gap in the market for a high

quality, reasonably priced master degree delivered in a flexible modality with content focused on management, leadership, and entrepreneurship. While the MALM degree will have a list price of roughly $30,000, it will be offered via scholarships at $15,000 (tuition and fees) to students located in emerging/frontier market countries. The flexible online format with optional in-person experiences will add needed credibility in the market place.

The MALM program will serve a younger audience who wants to advance their career professionally or set up their own business in their respective countries. The target market for this program is expected to be working professionals with limited need for career services. Students in the emerging and frontier markets can access the program at a much lower price point than the online MGM. The availability of the optional in-classroom experience for MALM will also attract those who are skeptical about online courses.

The program will reflect the vision and mission of the Thunderbird, and is complementary to Thunderbird's existing programs. The MALM program will grow the potential market for ASU/Thunderbird, expanding globally to emerging markets where affordable western business education is scarce. The program will not only enhance the global footprint of ASU/Thunderbird, but will also enhance Thunderbird's mission of sustaining prosperity worldwide.

The MALM program is designed for working professionals in underserved markets that have not been able, or have not chosen, to pursue a graduate management education, primarily due to:

• high cost of attending a western graduate program;

• Geographical restrictions;

• Insufficient supply of quality graduate management and leadership education programs in some countries.

The MALM program has the potential to engage other government and non-government constituents as well as the Thunderbird Alumni network in these dynamic and attractive Foreign Direct Investment (FDI) environments.

3. IMPACT ON OTHER PROGRAMS

Attach any letters of collaboration or support from impacted programs (see checklist coversheet). Please submit as a separate document.

See attached Impact Statements from W.P. Carey, The College of Public Programs and Community Solutions, and EdPlus. The School of Sustainability was contacted but has not responded.

4. PROJECTED ENROLLMENT

How many new students do you anticipate enrolling in this program each year for the next five years?

Note: The Arizona Board of Regents (ABOR) requires that nine master's degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)	4th Year (Yrs. 1, 2, 3 continuing + new entering)	5th Year (Yrs. 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	50	175	375	650	1,250

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.

Higher Learning Commission - North Central Association - the business programs at Thunderbird have been rigorously reviewed and accredited by HLC NCA with the most recent accreditations coming in 2012.

AACSB International - The Association to Advance Collegiate Schools of Business. As stated in the Accreditation Standards, "Any new business programs begun at the institution will have sufficient resources to satisfy accreditation standards and will result from strategic planning processes of the school and institution. AACSB should be informed

whenever new business degree programs are begun. New business programs in the institution will be placed on the list of accredited programs of the institution until they have been reviewed. We believe that the program is consistent with the mission and vision of the school, and foresee no negative outcomes to accreditation of such a program.

Host Nation/Government education policies, procedures or license for offering educational programs. Each location may require host nation approval and licensure. This program may require partnerships with institutions and or potential permission to offer courses depending on host nation laws/regulations. For example, to teach the SABIC program in Kingdom of Saudi Arabia, Thunderbird received permission from the Ministry of Education of the KSA.

Thunderbird will use existing General Collaboration Agreements (GCA) to secure locations in various emerging market locations followed by developing GCAs as our primary choice before and then apply for appropriate permission. Thunderbird will hire a Program Director to establish the appropriate permissions in each location to offer a degree. The initial start will likely be in India and Nigeria where there are established General Collaboration agreements.

6. **STUDENT LEARNING OUTCOMES AND ASSESMENT**

   A. **List the knowledge, competencies and skills** students should have attained by graduation from the proposed degree program. (Examples of program Learning Outcomes can be found at https://uoeee.asu.edu/. Go to the Assessment accordion dropdown and select Assessment Plan to view sample outcomes.)

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

   Objective 1: Students will learn about responsible leadership in business management.
   Objective 2: Students will develop, present, and defend an actionable entrepreneurial business plan.
   Objective 3: Students will assess and critique the various leadership attributes and develop a detailed personal leadership development plan.

   B. **Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes listed above. Please list measures and scales for each outcome. (You can find examples of assessment methods at https://uoeee.asu.edu/. Go to the Assessment accordion dropdown and select Assessment Plan to view sample measures.)

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

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

Objective	Measure	Frequency of Assessment
Objective 1: Students will learn about responsible leadership in business management.	Students will analyze various case studies and justify their decision on a course of action.	Throughout the program by cases and assignments embedded in the courses.
Objective 2: Students will develop, present, and defend an actionable entrepreneurial business plan.	Presentation and defense of the business plan to established business executives during the capstone course. Executives will evaluate and critique the plan based on a rubric for potential investment.	Students will take TAM 534 (Entrepreneurship course) and develop an actionable business plan. At the end of the program through Capstone TAM 597 Integrated project and presentation.
Objective 3: Students will assess and critique the	Rubrics created by full-time faculty assessing leadership competencies	Throughout the program through case studies,

various leadership attributes and develop a detailed personal leadership development plan.	as "exceeding faculty expectations," "meeting faculty expectations," and "not meeting faculty expectations."	discussion boards, and written assignments. At the end with the Professional Development Plan (see below).

Sample: Leadership and Personal Development Rubric

Instrument	Criteria	Specific Description	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Personal Leadership Development Plan	Level at which the course is content / "learning" reflective	What are your most important leadership strengths (minimum of 4), and how do you know that you have these strengths?			
	Utility of steps for improvement	What are your most important areas in need of improvement (minimum of 3), and why do you believe you need to improve?			
	Degree to which steps are "actionable"	What steps will you take to improve your leadership competencies?			
	Practicality of measurements	How will you measure your improvement?			
Overall					

7. Curricular Structure

A. Curriculum Listing

Required Core Courses for the Degree			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
TGM 505	States and Markets in a Global Economy	No	2
TGM 540	Managing People from a Global Perspective	No	2
TGM 551	Global Marketing Strategy	No	2
TGM 579	Communicating in a Global Context	No	2
TAM 541	Strategy in a Competitive World	Yes	3
TAM 511	Accounting for Business Leaders	Yes	3
TAM 521	Financial Analysis and Management	Yes	3

TAM 534	Entrepreneurship and Business Plan Development	Yes	3
TAM 531	Project and Operations Leadership	Yes	3
TAM 530	Data Analytics and Decision Making	Yes	3
TAM 542	Leadership and Personal Development	Yes	3
		Section sub-total:	29

Elective or Research Courses			
(as deemed necessary by supervisory committee)			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
	NONE	(Select Yes/No)	
		Section sub-total:	0

Culminating Experience(s)	**Credit Hours**
E.g. – Capstone course, portfolio, written comprehensive exam, applied project,	
thesis (must be 6 credit hours with oral defense)	
Capstone Course: TAM 597 Integrative Project	1
Section sub-total:	1

Other Requirements	**Credit Hours**
E.g. – internships, clinical requirements, field studies, foreign language exam as applicable	
N/A	
Section sub-total:	

Total required credit hours	**30**

1. List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.)**.**
2. Omnibus numbered courses cannot be used as core courses.
3. 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).

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

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, credit hours and description for any new courses required for this degree program.

      TAM 511 Accounting for Business Leaders (3): This course will focus on external financial reporting to financial statement users outside the enterprise in both the United States and internationally. Topics will include the history and role of financial accounting standards and financial statements in an economy, the preparation of financial accounting records and statements, and the financial accounting standards that govern the measurement of the underlying financial activity in an enterprise. Our study of the methods and measures mandated in financial accounting standards will include both US Generally Accepted Accounting Principles (GAAP) and International

Financial Reporting Standards (IFRS). The course will also cover an analysis of costs and cost behavior, which naturally leads to our being able to estimate future costs of products or activities, and then to cost planning at different levels of activity and cost inputs. The course introduces the basic principles of decision making using accounting data, identifying the costs that are relevant in making various types of decisions, and then moves onto budgeting as tools of cost planning and as the basis for performance evaluation.

TAM 521 Financial Analysis and Management (3): This course covers fundamental theories and practices of modern financial management within a market-oriented framework. The course is designed to develop analytical skills for sound decision-making and management. It emphasizes practical applications and equips learners with tools necessary for making investment and financing decisions, and corporate valuation. Learning is achieved via problem solving, lectures, case analysis and discussions

TAM 530 Data Analytics and Decision Making (3): This course covers concepts, techniques and applications of commonly applied quantitative tools to large datasets that are now ubiquitous in everyday business. The goal of the class is to understand and apply statistical techniques in order to improve the quality of managerial decisions. The course starts with elementary statistics (measures of dispersion, location, random variables etc.) and moves on to cover frequently used managerial models (Regression, ANOVA etc.). The emphasis of the course will be on the application of these techniques in a wide variety of data sets across industries – to that extent you will be using Excel (still the language of office math) and SPSS (more advanced software) to help pick the needles in the haystack. Once you transform mere data into information you will evaluate its adequacy and glean insights for decision-making.

TAM 531 Project and Operations Leadership (3): This course will expose you to the strategies and challenges associated with leading projects and designing and improving service and manufacturing processes. Topics include project management, value-chain structures, supplier partnerships, logistics, risk management, and value-stream mapping.

TAM 534 Entrepreneurship and Business Plan Development (3): The emphasis of this course is on the development, process and tools required to create a business or acquire a business in an emerging market. We will build a business plan utilizing the Business Model Canvass as well as the Startup Map. We will also dive into Term Sheets, Letters of Intent, etc.

TAM 541 Strategy in a Competitive World (3): The Strategy in a Competitive World course focuses on choices that have an impact on the performance of the entire organization or business start up. This includes the problems faced by, and the decisions made by, executive leaders who have to balance the needs and expectations of stakeholders including customers, shareholders and employees with the requirements of local country practices and government regulations. We analyze problems and decisions from the point of view of the founder, general manager or chief executive who has responsibility for the welfare of the entire organization. By focusing on policy decisions, we will be concerned with the choice of goals as well as the organization, management and deployment of scarce resources to pursue these goals within the context of an imperfect, changing, and competitive world. The approach we will use requires the identification and focus of the distinctive strengths of a company on market opportunities through application of an internally consistent and coordinated set of functional policies expressed in a robust business plan.

TAM 542 Leadership and Personal Development (3): Personal leadership development is optimized by grounded reflection, self-knowledge, and continuous learning as we interact with others. Therefore, as the personal development part of this course we will be cultivating introspective and skill-building competencies that include conceptual grounding that is based in an experiential learning focus. We will discuss self-and other-awareness and engage in group/team interaction, as well as conduct individual self-assessments and individual feedback. In addition to developing ourselves at the personal level, developing ourselves as leaders at the organizational level is imperative to sustainability of the company. Rather than attempt to narrowly focus our attention on definitions, leadership styles, and supposedly "definitive" theories of leadership, we will focus on many demands. Among these, four demands of leadership are mentioned in our first session: setting and communicating direction, aligning people behind the direction, developing and expressing values, and managing their own and the personal growth of others. Extensive research suggests that all leaders are not alike, but they are all confronted with multiple demands. We will read cases and journal articles that provide us with perspective regarding the way

actual leaders have responded to these and other demands discussed this module.

TAM 597 Integrative Project (1): This course integrates business subjects covered in the program online. It helps the student fine tune their business plans and prepares presentation for potential fund raising. The course will provide students tools for effective presentation, preparing pitch deck for fund raising, and successful negotiation of the term sheets. Learning is achieved via lectures, discussions, presentations, and role play as negotiators.

9. FACULTY, STAFF, AND RESOURCE REQUIREMENTS

A. Faculty

i. Current Faculty – Complete the table below for all current faculty members who will teach in the program.

Name	Rank	Highest Degree	Area of Specialization/Expertise	Estimated Level of Involvement
Booth, Lena	Associate Professor	Ph.D	Finance	10.3%
Pree Sainam	Assistant Professor	Ph.D	Marketing	10%
Nelson, Roy	Associate Professor	Ph.D	Global Studies	6.7%
Javidan, Mansour	Professor	Ph.D	Global Management	6.7%
Auh, Seigyoung,	Associate Professor	Ph.D	Global Marketing	6.7%
Teagarden, Mary	Professor	Ph.D	Global Management	10%
Youngdahl, William	Associate Professor	Ph.D	Global Supply Chain	10%
Davison, Dale	Clinical Associate Professor	Ph.D	Global Accounting	10%
Pearson, Christine	Professor	Ph.D	Global Management	6.7%
Sully de Luque, Mary	Associate Professor	Ph.D	Global Management	10%

The teaching model will use Thunderbird faculty as the instructor of record with the assistance of qualified (master prepared) facilitators (teaching/graduate assistants). In this way, Thunderbird faculty will deliver course content, interact with students, control content, final grades etc. Course facilitators will answer student questions, lead virtual or in-person break-out sessions to review/ practice course content, and help with grading assignments under the direction of the faculty member. (Please note that facilitators will likely spend most of their time working in the online classrooms).

In the past, Thunderbird used a similar teaching model which employed facilitators in the Global MBA program (Latin America). This model was approved by HLC and follows the teaching conventions found at well respected universities such as the AACSB accredited Open University's online MBA program (http://business-school.open.ac.uk/study/postgraduate-qualifications/mba/teaching). We hope to provide a high quality instructional experience utilizing Thunderbird faculty along with the support of teaching/graduate assistants that is needed for student success in digital programs.

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 instructional model that we propose utilizes Thunderbird faculty to teach the classes supported by teaching/graduate assistants, will allow us to achieve some economies of scale. For example, even at a large total enrollment (new and continuing students) of 1,200, 10 faculty members teaching 2 courses of 50 students each per semester would cover almost all needed sections. However, we do recognize that additional faculty, above and beyond the ones listed in this application will likely be necessary to carry a robust student enrollment and keep faculty work loads reasonable. As needed, other faculty members from Thunderbird will be asked to participate in teaching in the MALM program, either as part of their teaching load or as optional over-load courses. Below is a table summarizing the approximate number of faculty in key teaching areas that could be called on to staff the MALM program. In addition, a full list of Thunderbird faculty can be found here (https://thunderbird.asu.edu/faculty-

and-research/faculty).

Area	Approximate Number of Faculty Members
Management	8
Finance	4
Accounting	2 (one additional hire Fall 2017)
Marketing	4
Entrepreneurship	1
Data Analytics	3

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 Associate Director General, Thunderbird School of Global Management, will oversee the degree, with operational support provided by the Academic Director of the program and a program coordinator. Additional support will be provided by Academic Operations. Admissions decisions will be made by the Academic Director. Course offerings, curriculum development, program and AOL review will be vetted by the Thunderbird Curriculum Committee and ASU Graduate College. Academic Advising will be provided by the facilitator on location but, students will have access by electronic means to the program coordinator for advising as well as other student services (i.e., matriculation, course registration, graduation coordination, approval of plans of study).

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.

Current technology and library resources will support this program.

Classroom facilities for optional attendance sessions will be provided, as needed, by an agreement with a higher education institution in select cities as discussed in paragraph 5 above. We recognize our aggressive timeline and understand that it will not be possible to set up partnerships with multiple organizations in various countries in year 1 of the program. As such, we plan to start with a single site and leverage existing partnerships Thunderbird/ASU already has established. We will base our selection of locations and partners on the enrollments in the first run of our TGM courses, which are currently enrolling students. For example, the first TGM class produced 71 students that paid for the course. The largest share of emerging market students in this group came from countries such as Brazil, Ethiopia, and Peru. Thunderbird has strong relationships with institutions in Brazil (Coppead) and Peru (Centrum) as well as connections with Tech de Monterrey which has locations throughout Central and South America. Most of these institutions have campuses in multiple locations. The University has a GCA with ESAN in Peru, multiple schools in India and Turkey. A current agreement is in process with Asian Institute of Management in the Philippines. These relationships can be used to set up initial partnerships. These markets will form the starting point as Thunderbird its global footprint.

The program will initially require a Program Director located at the Thunderbird Campus, which has been approved by the CEO and Director General. Classroom facilitators (faculty from local colleges) will be added to the program as overseas demand in these locations grow.

APPENDIX I
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS
(This information is used to populate the Graduate Programs Search/catalog website.)

1. **Proposed title of major:** Applied Leadership and Management

2. **Provide a brief program description** (catalog type (i.e. will appear in Degree Search) – no more than 150 words)**:**

The Master of Applied Leadership and Management (MALM) program will develop the next generation of local leaders within their respective countries. The program will serve those who want to build intrapreneurial skills or run their own businesses through a course design focused on business leadership, management, and entrepreneurship. By bringing the hallmarks of a Thunderbird education to underserved populations, the MALM program will positively impact the economic development and social welfare in challenging regions of the world.

3. **Campus(es) where program will be offered:**
   ASU Online curriculum consists of courses that have no face-to-face content. Onlines are online courses for students in on-campus programs. Onlines may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content.
   Note: Office of the Provost approval is needed for ASU Online campus options.

   ☒   ASU Online only (<u>all</u> courses online and managed by ASU Online)

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

   | ☐ Downtown Phoenix | ☐ Polytechnic | ☐ Tempe | ☐ West | ☐ Other: _____ |

   ☐   **Both** on-campus **and** ☐ ASU Online* **-** (check applicable campus(es) from options listed above)

   *Note: Once students elect a campus or Online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

4. **Admission Requirements:**
   An applicant must fulfill the requirements of both the Graduate College and the Thunderbird School of Global Management.

   Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree, in any field, from a regionally accredited institution.

   Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

   Applicants are required to submit:
   1. graduate admission application and application fee
   2. official transcripts
   3. proof of English proficiency
   4. professional resume

   Additional Application Information

   Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency. The English proficiency requirements are the same as Graduate College requirements.

   Candidates for this program will come from markets such as Nigeria, Kenya, S. Africa, India, Egypt, Indonesia,

Colombia, Peru and Brazil.

2-year work experience preferred, not required

5. **Application Review Terms (if applicable session):**

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.
Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
☒ Fall (regular)	(year): 2018	July 1st
☐ Session B	(year):	October 1st
☒ Spring (regular)	(year): 2018	December 1st
☐ Session B	(year):	February 8th
☒ Summer (regular)	(year): 2018	May 14th
☐ Summer B	(year):	May 14th
Note: Session B is only available for approved online programs.		

Program admission deadlines website address: www.thunderbird.asu.edu

6. **Curricular Requirements:**

Curricular Structure Breakdown for the Academic Catalog:
(To be completed by Graduate Education)

30 credit hours including the required capstone course (TAM 597)

Required Core (29 credit hours)
TAM 511 Accounting for Business Leaders (3)
TAM 521 Financial Analysis and Management (3)
TAM 530 Data Analytics and Decision Making (3)
TAM 531 Project and Operations Leadership (3)
TAM 534 Entrepreneurship and Business Plan Development (3)
TAM 541 Strategy in a Competitive World (3)
TAM 542 Leadership and Personal Development (3)
TGM 505 States and Markets in a Global Economy (2)
TGM 540 Managing People from a Global Perspective (2)
TGM 551 Global Marketing Strategy (2)
TGM 579 Communicating in a Global Context (2)

Culminating Experience (1 credit hour)
TAM 597 Integrative Project (1)

7. **Comprehensive Exams:**

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

N/A

8. **Allow 400-level courses:**   ☐ **Yes**   ☒ **No**

Note: No more than 6 credit hours of 400-level coursework may be included on a graduate student plan of study.

9. **Committee:**

    Required number of thesis committee members (must be at least 3 including chair or co-chairs): None

    Required number of non-thesis option committee members (must be a minimum of one): 1

10. **Keywords:** List all keywords that could be used to search for this program.   Keywords should be specific to the proposed program – limit 10 keywords.

    leadership, management, business, entrepreneurship

11. **Area(s) of Interest**

    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	☐ Interdisciplinary Studies
☐ Arts	☐ Law & Justice
☐ Business	☐ Mathematics
☐ Communications & Media	☐ Psychology
☐ Education & Teaching	☐ STEM
☐ Engineering & Technology	☐ Science
☒ Entrepreneurship	☐ Social and Behavioral Sciences
☐ Health & Wellness	☐ Sustainability
☐ Humanities	

12. **Contact and Support Information:**

Office Location (Building Code & Room):	Herberger Bldg, Global Business Office # 38 Thunderbird School of Global Management 1 Global Place Glendale, AZ, 85306
Campus Telephone Number: (may not be an individual's number)	602 978 7000
Program Email Address: (may not be an individual's email)	N/A
Program Website Address: (if one is not yet created, use unit website until one can be established)	www.thunderbird.asu.edu
Program Director (Name):	Lena Booth, Ph.D.
Program Director (ASURITE):	lchua1
Program Support Staff (Name):	Ted Cross
Program Support Staff (ASURITE):	tmcross
Admissions Contact (Name):	Amber Stenbeck

Admissions Contact (ASURITE):	astenbec

13. **Application and iPOS Recommendations:** List the Faculty and Staff who will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

NAME	ASURITE	ADMSN	POS
Amber Stenbeck	astembec	Y	
Ted Cross	tmcross	Y	Y

ARIZONA STATE UNIVERSITY

APPENDIX II

Support Letters

Thunderbird School of Global Management – Official Submission

From: James Scott [mailto:James.V.Scott@thunderbird.asu.edu]
Sent: Friday, February 10, 2017 10:59 AM
To: curriculumplanning@asu.edu
Cc: Joseph Carter <Joseph.Carter@thunderbird.asu.edu>
Subject: Request for New Program

Good Morning,

Please accept the following request for a new program – Masters in Applied Leadership and Management.

I've included both word documents and PDF. Signatures are on the PDF.

Regards,

James

James V. Scott
Executive Director, Academic Operations
Thunderbird School of Global Management
Arizona State University
1 Global Place
Glendale, AZ 85306
(602) 978 7784
james.v.scott@thunderbird.asu.edu

THUNDERBIRD
SCHOOL OF GLOBAL MANAGEMENT

A unit of the Arizona State University Knowledge Enterprise

W. P. Carey School of Business – Impact Statement

ASU W. P. Carey
School of Business
Arizona State University

February 17, 2017

TO: James Scott, Executive Director of Operations

FROM: Kay Faris, Senior Associate Dean

SUBJECT: Impact Statement for Masters of Applied Leadership and Management

The W. P. Carey School of Business has reviewed the proposal from the Thunderbird School of Global Management for the Masters of Applied Leadership and Management and supports this proposal. As this program is designed specifically for students in developing countries, we see no negative impact on our degrees.

If you have any questions, please let us know. Best wishes on this program!

Dean's Office
PO Box 873506, Tempe, AZ 85287-3506
p: 480-965-5516 **f:** 480-965-5539 **email:** wpcarey.deans.office@asu.edu **web:** www.wpcarey.asu.edu

ASU Online/EdPlus - Support Statement

MEMORANDUM

To: Dr. Ted Cross
From: Casey Evans
Date: March 23, 2017
Subject: Master of Applied Leadership and Management

Dear Ted,

Congratulations!

The Master of Applied Leadership and Management program has received support from Dean Phil Regier to be offered as a Thunderbird program through ASU Online. This program must complete university governance reviews for formal approval. Please include this support memo along with your proposal submission when it is submitted formally to the university (to curriculumplanning@asu.edu) by your dean or their designee.

Please note that in order to proceed with implementation, final approval must be supplied by the university provost.

Once again, congratulations! We are excited to work with you on your new program.
Thank you!

Casey Evans
Associate Director, Program and Project Management
EdPlus at ASU
Arizona State University
Phone: (480) 884-1631
Casey.l.evans@asu.edu

CC: Kim Naig

March 30, 2017

To: James Scott, Executive Director of Operations

From: Kathleen Andereck, Director of Curricular Initiatives

Subject: Impact Statement for Masters of Applied Leadership and Management

The College of Public Service & Community Solutions has reviewed the proposal for the Masters of Applied Leadership and Management in the Thunderbird School of Global Management and sees no negative impact to our degree programs. We offer our support for this proposed Master's program.

Office of the Dean
Mail code 3520, 411 N. Central Ave., Suite 750, Phoenix, AZ 85004-2163
(602) 496-0600   FAX (602) 496-0955
publicservice.asu.edu

APPEDNIX III (Initial Market Research)

SCHOOLS OUTSIDE US	PROGRAM OFFERED	TUITION	LOCATION	NOTES on PROGRAM
American University in Cairo	MBA and EMBA and Masters of Global Affairs	for 12 credits $14,556 USD	Cairo, Egypt	MGA is a 33 credit hour program
Centrum Graduate Business School Pontificia Universidad Catolica del Peru	Offers International Managerial MBA, MBA International Managerial MOOCplus***	$20,720 USD for MOOC-plus	Lima, Peru	***the MOOC-plus program: students have an intensive/flexible schedule; program is offered in
EmLyon Business School	MSc in Management	17,500 EUR ($18650 USD) per year	Lyon, France	2-3 year program
Gordon Institute of Business Science, University of Pretoria	Standard MBA programs	223,000ZAR ($17,115 USD)	Johannesburg, S Africa	MBA schedule can be part-time, full-time or in modular block releases; all face-to-
Graduate School of Business, University of Cape Town	Standard MBA and EMBA programs	380,000ZAR ($29,115 USD)	Cape Town, S. Africa	offer traditional MBA and EMBA programs in full-time and part-time schedules, all
INCAE Business School	Global MBA; Specialized MBA offerings	$73,300 (non-Latin American students) living costs included $64,007 for program alone	Costa Rica but programs are offered through Michigan, Yale and St. Gallen partnerships as well	Infographic
Indian Institute of Management Bangalore	They do not offer MBA programs but offer Post Graduate Diplomas in Management (PGDM)	Rs18,7000 ($27,850 USD)	Bangalore, India	2 year face-to-face program
INSEAD Business School	Global Executive MBA	€77,000 ($81,580 USD) tuition	France, Singapore, Abu Dhabi	3 campus opportunities: France, Singapore, Abu
Iranian Business School	EMBA program	?	Tehran, Iran	20 month program; 90 European credits; a mix of
Lagos Business School	Master of Diplomacy and Strategic Studies (MDSS) - approximately 60 students (450 applications)	$13,500	Lagos, Nigeria	full-time, face-to-face 18-21 months
London Business School	Global Masters in Management	£29,900 ($37,310 USD) 1st Year; RMB 100,000 ($14,600 USD) 2nd year	year 1 in London, year 2 in Shanghai	2 year program, full-time; year 1 in London, year 2 in Shanghai
SP Jain School of Global Management	programs offered in Mumbai, Dubai, Singapore, Sydney; MBA Global Business studies in Dubai,	$13 00 000INR ($19,360 USD)	Mumbai, Dubai, Singapore, Sydney	"One School, Four Countries" this program is designed for a weekend only course over a period of 18
Tel Aviv University	EMOH Emergency Disaster Management	$18,800 USD	Tel Aviv, Israel	10 month program (3 semesters)
The Management University of Africa	Masters of Management & Leadership	?	Nairobi, Kenya	MML program - Traditional Masters program 2 years,
University of Edinburgh Business School	MSc in International Business and Emerging Markets	£20,100 (Home/EU) £22,800 (Overseas) $28,400 USD	Edinburgh, UK	runs one academic year