



MEMORANDUM

To: Julio Frenk, President

From: Tomás A. Salerno
Chair, Faculty Senate

Date: April 1, 2019

Subject: Faculty Senate Legislation #2018-58(B) – Create a New Undergraduate Major in Organizational Leadership in the Department of Management in its Bachelor of Business Administration (BBA) and Bachelor of Science in Business Administration (BSBA) Degree Programs, Business School

The Faculty Senate, at its March 27, 2019 meeting, voted to unanimously approve the proposal from the School of Business to create a new undergraduate major in Organizational Leadership in the Department of Management in its Bachelor of Business Administration (BBA) and Bachelor of Science in Business Administration (BSBA) Degree Programs. This new major will require successful completion of 21-credit hours in required courses. It is being offered to take advantage of the expertise of the department faculty and meet market demand in this area.

The Faculty Senate does not approve budget concepts, therefore no budget information is included here.

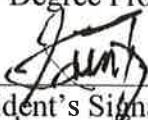
This legislation is now forwarded to you for your action.

TAS/rh

Enclosure

cc: Jeffrey Duerk, Provost and Executive Vice President for Academic Affairs
John Quelch, Dean, Business School
Chester Schriesheim, Professor, Department of Management, Business School

CAPSULE: Legislation #2018-58(B) – Create a New Undergraduate Major in Organizational Leadership in the Department of Management in its Bachelor of Business Administration (BBA) and Bachelor of Science in Business Administration (BSBA) Degree Programs, Business School

APPROVED:  DATE: 4/24/19
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean John Quelch

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(pending any additional approval by the Board of Trustees)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

FORM INSTRUCTIONS:

1. Save/download the form as a pdf.
2. After completing the information below, print and scan the form.
3. Insert it with the background materials that are specified, in the order listed, and submit to facsen@miami.edu.

Please note: only scanned versions can be accepted.

Include this checklist at the beginning of each proposal.

KEY CONTACT PERSONNEL INFORMATION

First Name

Chester

Last Name

Schriesheim

Proponent's Title

Professor

Department, if applicable

Department of Management/MGT

School/College

Miami Business School/MBS

E-mail

chet@miami.edu

Phone

8-3758

Title of Proposal

New undergraduate major in Organizational Leadership

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

not applicable

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

All relevant information is included.

End form.

Introduction/'Explanation' for Proposed Undergraduate Major in Organizational Leadership within the Department of Management University of Miami School of Business

Introduction/Overview

The proposed undergraduate major in Organizational Leadership is designed to give students an understanding of the skills necessary to effectively work and influence as well as motivate others within organizational settings. Soft skill sets such as leading effectively are essential in every job position and industry today. Students who enroll in the BBA or BSBA degrees with a major in Organizational Leadership will be exposed to an understanding of leadership as an academic discipline; coursework that helps to broaden their understanding of how to effectively influence others towards meeting organizational goals; and hands-on experiences that explore actually leading and working effectively in teams. The **mission** of the University of Miami Business School (MBS) is, in fact, "to develop ... principled leaders that transform global business and society." Thus, this major directly supports the MBS mission to develop principled leaders. In addition, the department currently offers an MS in Leadership which has doubled in enrollment over the past two years (from 24 students in 2017 to 52 students in 2018). Given the expertise of the department faculty, and market interest, it seems particularly timely to offer such a concentration for the MBS undergraduate students.

Market Analysis

A number of colleges and universities offer minors or majors in leadership studies. The credit hours for the concentrations vary from 15 credit hours at the University of Massachusetts (Boston) and Case Western to 24 credit hours at the University of Southern California and Temple, the latter of which offers an Organizational Leadership Minor requiring exposure to all functional areas of business. Most of the current programs (Purdue's which is located within the Department of Organizational Leadership in Engineering; Penn State; Illinois State; William and Mary; Arizona State University; University of Cincinnati) require 18 credit hours for completion.

The proposed undergraduate major entails 21 required credit hours in addition to the University General Education and Miami School of Business required classes. Given the department's strong group of leadership faculty, the program is designed to mirror the popular MS in Leadership program, now in its' fifth year.. Two new courses (see Appendix A) were, however, developed specifically for the undergraduate major (MGT481 and MGT423). One of these classes, MGT481, Leadership Practicum, is a capstone course that will expose students to actual leaders in the trenches as part of a shadowing experience. It is envisioned that this opportunity will allow students to more adeptly assess the practicality of the leadership concepts and tools they were exposed to during the program. The second new class (MGT423), Leading with Emotional Intelligence, is specifically designed to help undergraduates learn to influence others in a more effective way through understanding how to regulate their own emotions and empathize with as well as understand the emotions of others.

The employment market for undergraduates with a Leadership major is essentially the same as what currently exists for Management majors. Specifically, students (depending on their other areas of specialization, minors, and interests) are candidates for entry level positions across a variety of industries in the nonprofit, retail, biotech, financial, telecommunications industries as well as the education and healthcare fields. In the past, a number of students have gone on to start their own businesses, and others, have entered graduate degree programs pursuing a Ph.D. or in law.

Budget/Library/Other Resources

No additional budgetary resources are required.

Most of the courses with the exception of two new electives (MGT421 and 481) are already offered within the department so no new staffing is anticipated. One of the new courses (MGT421) will be taught in-load by an Associate Professor whose area of expertise is leadership and emotional intelligence. The other course, MGT481, will be handled as service to the department by several of the leadership faculty (depending on the number of students who take the class). The department has a small endowment account and also, houses the Johnson A. Edosomwan Leadership Institute which support enhancement activities (guest speakers, events) for students specifically in the Leadership area. Such enhancements and events are already scheduled for the department's MS Leadership students, and would be open to undergraduate Organizational Leadership majors, as well. No additional library resources are required.

Program oversight and advising is done through the MBS Undergraduate Business Office, although faculty within the Department of Management will also be involved in advising students for the program. Curriculum oversight is under the purview of the Department Chair of the Department of Management, and for this particular program, Dr. Chester Schriesheim (curriculum vitae attached, see Appendix C).

Curriculum

The proposed undergraduate major entails 21 required credit hours in addition to the University General Education and Miami School of Business required classes. Given the department's strong group of leadership faculty, the program is designed to mirror the popular MS in Leadership program, now in its' fifth year. Two new courses (see Appendix A) were, however, developed specifically for the undergraduate major (MGT481 and MGT423). One of these classes, MGT481, Leadership Practicum, is a capstone course that will expose students to actual leaders in the trenches as part of a shadowing experience. It is envisioned that this opportunity will allow students to more adeptly assess the practicality of the leadership concepts and tools they were exposed to during the program. The second new class (MGT423), Leading with Emotional Intelligence, is specifically designed to help undergraduates learn to influence others in a more effective way through understanding how to regulate their own emotions and empathize with, as well as understand the emotions of others.

The specific curriculum requirements are listed below:

Code	Title	Credit Hours
University General Education Requirements		
ENG 105	English Composition I	3
ENG 106	English Composition II	3
UMX 100	The University of Miami Experience	0
Arts and Humanities Cognate Courses		9
STEM Cognate Courses		9
Electives		30
BBA Business Core Requirements		

Code	Title	Credit Hours
ACC 211	Principles of Financial Accounting	3
ACC 212	Managerial Accounting	3
BSL 212	Introduction to Business Law	3
BTE 210	Fundamentals of Business Technology and Innovation	3
BUS 101	First Step: Freshman Integrity, Responsibility, and Success through Teamwork	3
BUS 150	Business Analytics	3
BUS 300	Critical Thinking and Persuasion for Business	3
ECO 211	Principles of Microeconomics (Microeconomics)	3
ECO 212	Principles of Macroeconomics (Macroeconomics)	3
FIN 302	Fundamentals of Finance	3
MAS 110	Quantitative Applications in Business (Minimum grade of C-required)	3
or MTH 161	Calculus I	
MAS 201	Introduction to Business Statistics (Minimum grade of C-required)	3
MAS 202	Intermediate Business Statistics	3
MGT 303	Operations Management	3
MGT 304	Organizational Behavior	3
MGT 401	Strategic Management (must be taken in the final semester)	3
MKT 201	Foundations of Marketing	3
or MKT 301	Marketing Foundations	
Proposed Major in Leadership (21 credits):		
MGT 302	Human Resource Management	3
MGT 360	Effective Leadership	3
MGT 422	Leading Teams	3
MGT 423	Leading With Emotional Intelligence	3
MGT 324	Negotiation Strategies	3
MGT 480	Leading Change	3
MGT 481	Leadership Practicum (capstone class – taken last term)	3
Total Credit Hours		120

University General Education Requirements ¹

ENG 105	English Composition I	3
ENG 106	English Composition II	3
UMX 100	The University of Miami Experience	0
Arts and Humanities Cognate Courses		9
STEM Cognate Courses		9
Electives ²		13

BSBA Business Core Requirements ¹

ACC 221	Accelerated Principles of Financial Accounting	3
or ACC 211	Principles of Financial Accounting	
ACC 222	Accelerated Managerial Accounting	3
or ACC 212	Managerial Accounting	
BSL 212	Introduction to Business Law	3
BTE 210	Fundamentals of Business Technology and Innovation	3
BTE 320	Introduction to Programming	3
BUS 101	First Step: Freshman Integrity, Responsibility, and Success through Teamwork	3
BUS 150	Business Analytics	3
BUS 300	Critical Thinking and Persuasion for Business ³	3
ECO 211	Principles of Microeconomics	3
ECO 212	Principles of Macroeconomics	3
FIN 302	Fundamentals of Finance	3
MAS 311	Applied Probability and Statistics (minimum grade of C- required)	3
MAS 312	Statistical Methods and Quality Control	3
MTH 161	Calculus I (minimum grade of C- required)	4
MTH 162	Calculus II	4
MGT 303	Operations Management	3
MGT 304	Organizational Behavior	3
MGT 401	Strategic Management (must be taken in the final semester)	3
MKT 201	Foundations of Marketing	3
or MKT 301	Marketing Foundations	

Quantitative Choice - Select one of these suggested courses approved by the academic advisor - check pre-requisites: 3

- BTE 324** Object-Oriented Programming
- BTE 423** Database Management Systems
- ECO 430** Applied Econometrics
- ECO 510** Mathematical Economics and Applications
- MAS 342** Introduction to Optimization and Decision Making
- MAS 442** Stochastic Models in Operations Research
- MAS 547** Computer Simulation Systems
- MGT 445** Supply Chain Modeling and Analysis (may not double count as both the Quantitative Choice and a major choice unless Management is an additional major)
- MGT 446** Supply Chain Strategy (may not double count as both the Quantitative Choice and a major choice unless Management is an additional major)

Proposed Major in Organizational Leadership (21 credit hours):

- MGT 302** Human Resource Management 3
- MGT 324** Negotiation Strategies 3
- MGT 360** Effective Leadership 3
- MGT 422** Leading Teams 3
- MGT 423** Leading with Emotional Intelligence 3
- MGT 480** Leading Change 3
- MGT 481** Leadership Practicum (capstone class – taken last term) 3
- Total Credit Hours** 120

All specific coursework for the major area of specialization in Organizational Leadership must be completed with a grade of “C” or higher. A minimum cumulative GPA of 2.5 is required for all courses taken in the major area of specialization.

No one course may be applied toward more than one major and/or minor area of specialization in the Department of Management.

Assessment of Learning Objectives (SACS and AACSB)

In accordance with the latest requirements of SACS, each major needs to have an assessment learning plan. The learning outcomes associated with this major are noted below.

Student Learning Outcome 1: Demonstrate an understanding of leadership theories and their applications

Assessment Method: Rubric evaluating each student's ability to apply leadership theories to case scenarios discussed in class (MGT360 assessment course). Rubric designed as a five point Likert scale ranging from 1 = inability to apply conceptual models and theories; to 5 = outstanding ability to apply conceptual models and theories to various case contexts

Student Learning Outcome 2: Work effectively within and leading teams

Assessment Method: Rubric based on professor observations of group dynamics during Team exercises in MGT422. Rubric designed as a five point Likert scale where 1 = inability to work well within a team context; and 5 = successfully influences and works collaboratively with others

Student Learning Outcome 3: Demonstrates interpersonal skill sets necessary to influence and engage others in the pursuit of goals

Assessment Method: Rubric based on evaluating each student's emotional intelligence as developed through group exercises in the class, Leading with Emotional Intelligence, MGT423. Rubric designed as a five point Likert scale in which 1 = unable to manage own emotions and understand the emotions of others; and 5 = interpersonally adept showing ability to anticipate emotive reactions to situations by others, and the ability to control one's own emotions

Student Learning Outcome 4: Effectively identify own leadership strengths and areas for continuous improvement

Assessment Method: Analysis of individual portfolios from capstone course, Leadership Practicum, MGT481, using an assessment scale ranging from 0-100 indicating the degree of understanding mastered by the student throughout the program in terms of identifying her/his own personal leadership strengths, weaknesses, and areas of improvement

Appendix A

Department of Management/MGT
Miami Business School
University of Miami

Course Syllabus (new class) MGT423 Leading with Emotional Intelligence Spring/Fall 201X

Faculty: Dr. Marie Dasborough

Office: 414F Jenkins Building/5250 University Drive
Coral Gables, FL 33146

E-Mail: m.dasborough@miami.edu
Email is best way to contact me - please put "MGT423" in subject line, and indicate in the body of the email what you would like to discuss with me in the meeting.

Office Hours: By email appointment only. Please don't hesitate to contact me to set up a meeting!

Classes: TDB

Course Web Site: <http://www.courses.miami.edu>

Required Textbook

There is no textbook required for this class. Instead, students will utilize scholarly journal articles, cases, or simulation activities that are emailed to them, or posted in Blackboard.

Course Description

Emotional Intelligence is one of the keys to high performance leadership, as well as and promoting sustainable wellbeing of people in organizations. Emotional intelligence provides a framework for understanding how people's emotions contribute to optional functioning at work. Accurately recognizing a person's emotions facilitates the prediction and understanding of that person's subsequent actions. Understanding the significance of emotional states guides attention, decision-making, and behavioral responses. Labeling emotions allows for optimal communication. Expressing emotions accurately makes ensures that emotions are communicated in socially appropriate ways. Regulating emotions enables one to express socially appropriate emotions and to behave in socially acceptable ways. Intelligent processing and effective management of emotional information are necessary, therefore, to be an effective leader in the workplace and beyond in the broader community.

Course Website

All students officially registered for the course can access the course Blackboard (BB) website (www.miami.edu/blackboard). Your BB User Name is your UM email alias (you can find your UM email alias on MyUM at www.miami.edu/myum), your initial password is your birth date. The BB

site includes a course syllabus, class announcements, assignments, PowerPoint slides, and other relevant course information.

Learning Objectives

Upon successful mastery of this course, students will be able to:

1. Understand how emotions work at all levels, individually and collectively within organizational settings
2. Define emotional intelligence concepts and understand the various emotional intelligence frameworks
3. Identify personal emotional intelligence skills through self-assessments and self-reflection activities
4. Describe the connection between emotional intelligence and individual and organizational performance
5. Understand how emotional intelligence helps to promote leadership effectiveness
6. Explore strategies for building emotional intelligence into strengths to improve leadership performance
7. Devise an action plan to integrate practices that increase emotional intelligence within work teams and to promote leadership emergence within team contexts

MBS Mission and Core Values

The mission of the Miami Business School is to develop principled leaders who will transform society and who will make a positive difference in communities, companies, and nations everywhere. Respect is a core value that guides our daily interactions and classroom discussions, and there is no room for prejudice, discrimination, or generalizations that oversimplify or are not based on solid scientific evidence.

Important Course Policies

- ♦ **Academic Integrity:** Academic dishonesty in any form is not tolerated. This policy is required to encourage consistent ethical behavior among students, and to foster a climate of fair competition. Personal integrity is a quality that is expected and respected at the University of Miami. Consequently, the Undergraduate Student Honor Code is in force at all times. Students are responsible for reading, understanding, and upholding the Honor Code (available through Dean of Students). I reserve the right to discipline students for academic dishonesty in conformity with the general rules of the School and the University, including lowering grades, or failing affected individuals on cases, projects, or the course as a whole.
- ♦ **Attendance:** Your presence in class is essential to your ability to understand and apply the material covered in this course. Treat this class as you would any other professional obligation. By accepting a job you are making an implicit commitment to attend work regularly. By registering for this class, you make a similar commitment. Note that you will not be able to do well on assessment items without attending class regularly, since much additional material is presented during the lectures and does not appear in the readings. If you miss class, it is your responsibility to contact classmates (not me) to obtain any materials/information from the missed class session(s).
- ♦ **Religious Holidays:** The University of Miami acknowledges and accommodates students who wish to observe religious holy days. In order to be considered an excused absence, a student has the obligation to notify the professor within the first three meetings of the class. Upon notification of the faculty member, each student shall be excused from class to observe a religious holy day of his/her faith. The observance of a religious holy day for which timely notice has been given is a University-approved reason for absence. While the student is

responsible for the material covered while absent, each student shall be permitted a reasonable amount of time to make up any work missed, and faculty members are asked to facilitate that process. Faculty members and University administrators shall in no way penalize students who are absent from academic or social activities because of religious observances. For further information, please consult the full UM Policy on Religious Holy Days.

- ◆ **General Behavior:** Students are expected to conduct themselves with respect and professionalism toward faculty, students, and others present in class, and will follow the rules prescribed by the instructor for classroom behavior. Students who do not comport themselves appropriately may be asked to leave the classroom (possibly with a grade penalty), or may be dropped from the course by the instructor.
- ◆ **Cell Phones and Laptops:** Before you enter the classroom, please turn off and put away your cell phone (and anything else that may ring/beep). Laptops, smartphones, and other electronic devices (such as recording equipment) may not be used during class discussions (unless permission is obtained from the professor). If electronic devices are used by students during class discussions or activities that do not specifically require the use of the device, this will result in negative participation points for that class session, as they are a distraction to learning.
- ◆ **Dropping the Course:** The policy for withdrawing from a course is dictated by the University. Any student who has not dropped by the official drop date will receive a grade for the course. If you wish to withdraw from the course, you must officially drop the course; if you just stop attending the class, you will receive a failing grade.
- ◆ **Incomplete Grades:** The Incomplete (I) grade will be recorded only when a student is unable to complete the course for a verifiable non-academic reason (such as accident/illness requiring hospital confinement). An Incomplete grade will not be assigned when a student is not in passing status, or when a student wishes to repeat the course. Both the professor and the Department Chair must approve all incomplete grades in advance.
- ◆ **Extra Credit:** The University of Miami has a strict policy prohibiting extra credit assignments offered to individual students. If extra credit assignments are made available to one student, they must be made available to all students in a class, and all students so informed. Consequently, there will be no extra credit assignments in this course.
- ◆ **Grade Appeals:** I will be happy to discuss your grades with you at any time during the semester. However, if you decide to appeal a certain grade, I require you to submit something in writing. My official policy is that if you would like to appeal a grade you must do so in writing within two weeks of receiving the grade (including the final course grade). Please attach any grade appeal as a word document to an email and send it to me electronically. Also, place any other necessary documentation in my mailbox or drop it by my office during office hours. I will then respond to your inquiry in writing. After this process is completed, if you or I believe that a meeting is still necessary regarding the grade, one will be scheduled. I will not discuss any grade appeals until the written appeal process has been completed.
- ◆ **Accessibility Resources:** Reasonable accommodations will be provided through Accessibility Resources (AR), or by the instructor, for students who have a documented disability and are registered with AR. Accommodations will not be made for students who are not registered or who do not present the required letter. The accommodations letter must be presented to the instructor at the beginning of the semester, and a minimum of two weeks prior to the desired use of the accommodation. The instructor will coordinate with AR to determine the best way to accommodate the student for the course. Students should not assume that they would be accommodated in exactly the same manner for every course. It is the responsibility of the student to contact the instructor to request the details of all accommodations. Students may

Speak with the instructor and/or contact AR at 305/284-2374 for more information regarding classroom accommodations.

- ◆ **Personal Assistance:** If you experience significant difficulty managing your emotional, physical, and/or psychological well being this semester, please see the professor and your academic advisor in Merrick 104. Additionally, the University of Miami offers an array of campus resources and services (e.g., Counseling Services, Dean of Students, etc.) that can help to address these concerns. They are free and confidential for students:

Camner Center for Academic Resources:	(305) 284-2800
Cane Success Center:	(305) 284-1807
Counseling Center:	(305) 284-5511
Dean of Students Office:	(305) 284-5353
Math Lab:	(305) 284-2575
Student Health Service:	(305) 284-9100
University Ombudsperson:	(305) 284-4922
Writing Center:	(305) 284-2956

Evaluation Criteria

Emotional Intelligence (EI) Assessments and Action Plan	50 Points
Self-Reflection Papers	20 Points
Individual Attendance and Contribution	20 points
Individual Research Participation	10 points

Emotional Intelligence (EI) Development Team Project	40 Points
Peer Evaluation: Demonstration of EI as a Team Member	10 Points

TOTAL	150 points
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Emotional Intelligent Assessments and Self-Development Plan. Students are required to engage in a formal EI evaluation using the MSCEIT. If desired, students may also elect to be evaluated using the 360-degree ESCI.

MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) - The MSCEIT is an EI ability test that is taken in one sitting online.

ESCI (Emotional Social Competency Inventory) - The ESCI is an online competency test that involves two stages. First the student takes the online assessment. Next, selected workplace representatives or network connections engage in a 360 evaluation. The ESCI scores involve not only the student's self-rating but also the evaluation by others who know them professionally. Choosing the ESCI requires students to choose and engage at least 2 supervisors, coworkers, or general colleagues in the evaluation process.

Part 1: Complete your MSCEIT (and ESCI) by _____. Results will be sent via email.

Part 2: Write a paper (3-4 pages) about your EI based on your results. The key to good analysis of your results is self-awareness and a willingness to be honest about your thoughts and emotions. So consider this paper a chance to talk to yourself about your scores. Include:

1. Copy of your EI report.
2. A reaction to your scores: REFLECT about what you learned about yourself by answering questions such as: What are your emotional reactions to your EI results (e.g. Surprised? Pleased? Frustrated? Confused?)? Which areas did you score higher on than expected? Lower? You are not limited to these questions; rather they are listed to help guide your reflection.
3. Take 1-2 of your higher scores and reflect about why these areas are strengths for you. Likewise, take 1-2 of your lower scores and reflect about why these are relative weaknesses for you. What experiences have shaped your EI strengths and weaknesses?
4. Improvement Plan: Target 2 EI scales for improvement. Use the action plan form provided to you on Blackboard. Describe 3 specific behaviors you can engage in that will increase your EI in this area. Don't say, "I'll become more empathic or I won't get so stressed out." Instead, describe specific behaviors you can engage in that someone else could observe that would improve your EI in the targeted area.


Self-Reflection Papers: During the semester, students will write 5 one-page reflection papers, based on classroom discussion and assigned readings

Individual Attendance and Contribution: To receive participation points, you will need to be present and actively contribute in all classes. Points are not given for simply being present in the room, or being enrolled. The student needs to be an active member of class discussion and join class activities to receive points (being present is required to do this!). Absenteeism is detrimental to your course grade. As in the workplace; dedication, motivation & reliability are highly regarded characteristics in this class and will be rewarded. Students who disrupt the participation of other students, by arriving to class late, having private side-discussions, leaving during class time, etc... will be penalized participation points. Note: Participation points are awarded SOLELY at the discretion of the instructor, and are NOT NEGOTIABLE.

Individual Research Participation: Students will become active members of the research community and participate in studies that involve surveys and laboratory experiments. The goal is to teach students about research methodologies involving emotions and emotional intelligence. (Note: participation in specific research studies is optional, and if students prefer an alternative activity, one will be organized for that student).

Emotional Intelligence Development Team Project and Peer Evaluation: Details will be posted on Blackboard and will be discussed in class.

Week	Dates	Topic	Assignments and Readings
1	Jan 15, 17 PART 1: Why do we Need Emotional Intelligence?	Introduction	Ashkanasy, N. M., & Daus, S. D. (2002). Emotion in the Workplace: The New Challenge for Managers. <i>Academy of Management Executive</i> , 16 (1), 76-86. Rafaeli, A., & Sutton, R. I. (1987). Expression of emotion as part of the work role. <i>Academy of Management Review</i> , 12, 23-37. Jordan, P. J., Dasborough, M. T., Daus, C. S., & Ashkanasy, N. M. (2010). A call to context: Responding to Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. <i>Industrial and Organizational Psychology</i> , 3(2), 145-148. Explore the CREIO website: Center for Research on Emotional Intelligence in Organizations http://www.eiconsortium.org/
2	Jan 22, 24	Level 1. What are emotions? The within-person level of analysis Neurobiological mechanisms Affect as Information Model	Ashkanasy, N. M. (2003a). Emotions in organizations: A multilevel perspective. In F. Dansereau and F. J. Yammarino (Eds.), <i>Research in multi-level issues</i> , vol. 2: Multi-level issues in organizational behavior and strategy (pp. 9-54). Oxford, UK: Elsevier Science. LeDoux, J. (2000). Emotion circuits in the brain. <i>Annual Review of Neuroscience</i> , 23, 155-184 Fisher, C. D., & Noble, C. S. (2004). A Within-Person Examination of Correlates of Performance and Emotions While Working. <i>Human Performance</i> , 17, 145-0168. Forgas, J. P. (1995). Mood and judgment: The Affect Infusion Model (AIM). <i>Psychological Bulletin</i> : 117, 39-66.
3	Jan 29, 31	Level 2. Individual differences in emotion at the between-persons level of analysis	Self-Assessments: Trait Affect Emotional Stability Susceptibility to Emotional Contagion
4	Feb 5, 7	Level 3. Communication of emotion at the dyadic (relationships) level of analysis; Affective Events Theory Leader-Member Affective Events Theory	Fitness, J. (2000). Anger in the workplace: An emotion script approach to anger episodes between workers and their superiors, co-workers, and subordinates. <i>Journal of Organizational Behavior</i> , 21, 147-162. Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. <i>Research in Organizational Behavior</i> , 18, 1-74. Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017). Affective events and the development of leader-member exchange. <i>Academy of Management Review</i> , 42(2), 233-258. Dasborough, M. T. (2006). Cognitive asymmetry in employee emotional reactions to leadership behaviors. <i>The Leadership Quarterly</i> , 17(2), 163-178.
5	Feb 12, 14	Level 4. Promulgation of emotion at the group level of analysis Emotional Contagion	Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. <i>Administrative Science Quarterly</i> , 47, 644-675. Dasborough, M. T., Ashkanasy, N. M., Tee, E. Y., & Herman, H. M. (2009). What goes around comes around: How meso-level negative emotional contagion can ultimately determine organizational

		Leadership Emergence in Teams	attitudes toward leaders. <i>The Leadership Quarterly</i> , 20(4), 571-585. Tse, H. H., & Dasborough, M. T. (2008). A study of exchange and emotions in team member relationships. <i>Group & Organization Management</i> , 33(2), 194-215.
6	Feb 19, 21	Level 5. Creation of an emotional climate at the organizational level of analysis. Climate of Fear	Parke, M. R., & Seo, M. G. (2017). The role of affect climate in organizational effectiveness. <i>Academy of Management Review</i> , 42(2), 334-360. De Rivera, J. (1992). Emotional climate: Social structure and emotional dynamics. <i>International Review of Studies of Emotion</i> , 2, 197-218. Ashkanasy, N. M., & Nicholson, G. J. (2003). Climate of fear in organizational settings: Construct definition, measurement, and a test of theory. <i>Australian Journal of Psychology</i> , 55, 24-29.
7	Feb 26, 28 Part 2: What is Emotional Intelligence?	What is EI? History of Development The War over Definitions	Fox, S., & Spector, P. (2000). Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: It's not all just 'G'. <i>Journal of Organizational Behavior</i> , 21, 203-220. Mayer, J. D., & Salovey, P. (1997). What is Emotional Intelligence? In P. Salovey & D. J. Sluyter (Eds.) <i>Emotional Development and Emotional Intelligence: Educational Implications</i> (pp. 3-31). New York: Basic Books. Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. <i>Emotion Review</i> , 8(4), 290-300.
8	Mar 5, 7	EI Measurement	Conte, J. M. (2005). A review and critique of emotional intelligence measures. <i>Journal of Organizational Behavior</i> , 26(4), 433-440. Cho, S., Drasgow, F., & Cao, M. (2015). An investigation of emotional intelligence measures using item response theory. <i>Psychological assessment</i> , 27(4), 1241. Miners, C. T., Côté, S., & Lievens, F. (2018). Assessing the validity of emotional intelligence measures. <i>Emotion Review</i> , 10(1), 87-95. Schlegel, K., & Mortillaro, M. (2018). The Geneva Emotional Competence Test (GECe): An ability measure of workplace emotional intelligence. <i>Journal of Applied Psychology</i> . Webwork: Consortium for Research on Emotional Intelligence in Organizations, Measurements Section: MSCEIT, ESCI, EQ-I Self-Assessments – MSCEIT, etc...
	SPRING BREAK! (9-17 March) Mar 15-17 = World Happiness Summit	 BE HAPPY	EI Assessments and Self Reflection Paper Due After the Break Optional Activity: https://happinesssummit.world/world-happiness-summit-2/
9	Mar 19, 21	Evidence for EI Impact at Work	Joseph, D. L., Jin, J., Newman, D. A., & O'boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. <i>Journal of Applied Psychology</i> , 100(2), 298.

			<p>Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2009). Does leadership need emotional intelligence? <i>The leadership quarterly</i>, 20(2), 247-261.</p> <p>Koman, E. S., & Wolff, S. B. (2008). Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance. <i>Journal of Management Development</i>, 27(1), 55-75.</p> <p>Koveshnikov, A., Wechtler, H., & Dejoux, C. (2014). Cross-cultural adjustment of expatriates: The role of emotional intelligence and gender. <i>Journal of World Business</i>, 49, 362-371.</p>
10	<p>Mar 26, 28</p> <p>Part 3: How do We Develop Emotional Intelligence?</p>	<p>El Development</p>	<p>Mattingly, V., & Kraiger, K. (2018). Can emotional intelligence be trained? A meta-analytical investigation. <i>Human Resource Management Review</i>.</p> <p>Lindebaum, D. (2009). Rhetoric or Remedy? A Critique on Developing Emotional Intelligence. <i>Academy of Management Learning & Education</i>, 8(2), 225-237.</p> <p>Kotsou, I., Nelis, D., Gregoire, J., & Mikolajczak, M. (2011). Emotional plasticity: Conditions and Effects of Improving Emotional Competence in Adulthood. <i>Journal of Applied Psychology</i>, 96(4), 827-839.</p>
11	<p>Apr 2, 4</p>	<p>Developing Emotion Perception</p>	<p>Ashkanasy, N. M., & Dasborough, M. T. (2003). Emotional awareness and emotional intelligence in leadership teaching. <i>Journal of Education for Business</i>, 79(1), 18-22.</p> <p>Momm, T., Blickle, G., Liu, Y., Wihler, A., Kholin, M., & Menges, J. I. (2015). It pays to have an eye for emotions: Emotion recognition ability indirectly predicts annual income. <i>Journal of Organizational Behavior</i>, 36, 147-163.</p> <p>Ekman, P. (1993). Facial expression and emotion. <i>American Psychologist</i>, 48(4), 384.</p> <p>Russell, J. A. (1994). Is there universal recognition of emotion from facial expression? A review of the cross-cultural studies. <i>Psychological Bulletin</i>, 115(1), 102.</p>
12	<p>Apr 9, 11</p>	<p>Developing Emotion Understanding</p>	<p>Pons, F., Harris, P. L., & Doudin, P. A. (2002). Teaching emotion understanding. <i>European Journal of Psychology of Education</i>, 17(3), 293.</p> <p>DeOliveira, C. A., Moran, G., & Pederson, D. R. (2005). Understanding the link between maternal adult attachment classifications and thoughts and feelings about emotions. <i>Attachment & Human Development</i>, 7(2), 153-170.</p>
13	<p>Apr 16, 18</p>	<p>Developing Emotional Regulation</p>	<p>Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. <i>Journal of Personality and Social Psychology</i>, 86, 320-333.</p> <p>Parke, M.R., Seo, M.G., & Sherf, E.N. (2015). Regulating and facilitating: The role of emotional intelligence in maintaining and using positive affect for creativity. <i>Journal of Applied Psychology</i>, 100(3), 917-934</p> <p>Rey, L., & Extremera, N. (2014). Positive psychological characteristics and interpersonal forgiveness:</p>

			Identifying the unique contribution of emotional intelligence abilities, Big Five traits, gratitude and optimism. <i>Personality and Individual Differences</i> , 68, 199-204.
14	Apr 23, 25 Apr 26 = CLASSES END!	Practicing the Emotional Skills – Empathy	Longmire, N. H., & Harrison, D. A. (2018). Seeing their side versus feeling their pain: Differential consequences of perspective taking and empathy at work. <i>Journal of Applied Psychology</i> , 103(8), 894. Eisenberg, N., & Miller, P. A. (1987). The relation of empathy to prosocial and related behaviors. <i>Psychological Bulletin</i> , 101(1), 91. Cornelis, I., Van Hiel, A., De Cremer, D., & Mayer, D. M. (2013). When leaders choose to be fair: Follower belongingness needs and leader empathy influences leaders' adherence to procedural fairness rules. <i>Journal of Experimental Social Psychology</i> , 49(4), 605-613.
	MAY 1-8	FINAL EXAMS	Team Project Due

Appendix A Continued: Second New Course

**Course Syllabus
MGT 481: Leadership Practicum**

Faculty: (various faculty in Department of Management)

Office: 414 Jenkins Building/5250 University Drive
Coral Gables, FL 33146

E-Mail: _____@miami.edu

Email is best way to contact me - please put "MGT 481" in subject line, and indicate in the body of the email what you would like to discuss with me in the meeting.

Office Hours: By email appointment only. Please do not hesitate to contact me to set up a meeting!

Classes: TDB

Course Web Site: <http://www.courses.miami.edu>

Course Overview:

Practicums are designed to go beyond the typical classroom learning process by giving participants the opportunity to actually observe in practice and apply concepts previously covered through more traditional coursework. The Leadership Practicum requires having students observe (shadow) actual leaders to learn more about the respective leader's actual daily behaviors within his/her unique organizational context. Students will keep detailed journals containing field notes which they will then analyze based on the conceptual frameworks learned within the required courses of the Leadership major.

The specific goals of the Leadership Practicum are, as follows:

- (1) To further develop critical and reflective analytical abilities in leadership
- (2) To learn how to apply and integrate course material on negotiation tactics, leading teams, and influencing others
- (3) To develop an understanding of their own leadership style particularly with respect to strengths and potential areas for development

Course Requirements:

I. Field Placement: IMPORTANT!

It is the responsibility of each student to find a manager, leader within the student's area of interest to shadow for this practicum. A Practicum Form must be completely filled out (see **Appendix A**, also on blackboard under course documents) and presented

filled out (see **Appendix A**, also on blackboard under course documents) and presented to the professor during the first week of classes. The Practicum professor must also approve the individual/organization you choose. Thus, you may wish to email the professor prior to the start of the course to ensure that the individual chosen is appropriate. Note that the professor WILL periodically contact whomever you are approved to work with, and you will be turning in reports about as well as photos of the work environment.

II. Practicum Hours Document:

Every two weeks, students must complete a record of the time spent with their chosen leader/manager. These forms should be kept in your journal, and will be randomly asked for by the professor. The appropriate form can be seen in Appendix B, which is also uploaded on blackboard under course documents.

III. Portfolio Project (Journal) – 100 points

A major component of each student's grade for this practicum consists of developing and consistently keeping a journal or collected artifacts illustrating the learning, experience, and growth, which took place during the semester through shadowing a leader. A number of formats might be used from a hard copy diary or scrapbook to an online collection of essays/blogs/articles/various other media. Students who are not clear on what might constitute an appropriate portfolio should meet with their professor to discuss their ideas. At a minimum, students must keep track of their observations; reflections on these observations; and ultimately, provide an assessment of how concepts learned throughout their program can (or cannot) be applied in practice. Some of the obvious questions to explore when analyzing your observations are:

- What does a leader/manager actually do?
- What leadership perspectives and theories did you see in action? Explain using specific examples.
- What negotiation styles seemed to work best for the leader you observed? Why? Is negotiation context specific? Explain.
- What did the leader do to inspire and engage constituents? Give examples. What else might have been done? What motivational approaches does this bring to mind?
- How did the leader spark team creativity and performance? How did he/she lead teamwork?
- How did the leader handle conflict when it occurred? Was this effective?
- What sorts of changes did the leaders try to put into effect? How was resistance to change managed?

Breakdown of Points, Portfolio Project:

Week 7: Turn in your portfolio to the professor for a status review and for feedback (30 points). The exact due date will be posted on blackboard. **NOTE:** Late portfolios will be penalized 5 points for each day late.

Last Class Day: Completed portfolio (70 points)

IV. Presentation of Portfolio Project to Peers – 30 points

During the last week of classes and during the final exam class period, students will be required to share a brief overview of her/his **three main take-away points** with her/his peers. The professor will post specific guideline for these brief presentations. Note that attendance is required for both sessions.

V. Final Learning Assessment: 60 points

The Leadership Practicum is the essential capstone class for Leadership majors. As such, the final deliverable for this experience is to prepare a paper (8-10 pages) or video/PP presentation that entails a reflective summary of what was learned over the course of the semester. Students should cite conceptual frameworks they were exposed to in other classes required for the leadership major to discuss: how the experience influenced their current thoughts about effective/ineffective leadership practices; what they learned about what styles of influence, engagement, negotiation, etc. actually work in practice (and which ones do not...); what they now believe – based on their observations – will be some of the critical challenges they will personally face as they continue to develop their own leadership approaches in future years; etc.

This assessment is due on the day of the final examination. Late assessments will not be accepted.

Important Policies:

- ◆ **Academic Integrity:**

Academic dishonesty in any form is not tolerated. This policy is required to encourage consistent ethical behavior among students, and to foster a climate of fair competition. Personal integrity is a quality that is expected and respected at the University of Miami. Consequently, the Undergraduate Student Honor Code is in force at all times. Students are responsible for reading, understanding, and upholding the Honor Code (available through Dean of Students). I reserve the right to discipline students for academic dishonesty in conformity with the general rules of the School and the University, including lowering grades, or failing affected individuals on cases, projects, or the course as a whole

- ◆ **General Behavior Expectations:**

All students enrolled in courses offered within the Department of Management are expected to adhere to high standards of professionalism. Examples of these standards are:

- Being prepared for meetings, classes, appointments, presentations
- Adopting actions, demeanor, and dress that are appropriate for each situation. You will be representing the Miami Business School and the Department of Management when you engage in this practicum. Thus, it is expected that you represent your university community well.

- Arriving on time for all appointments, office hours, and meetings.
 - Expressing differences of opinion without personal attacks, aggression, verbal hostility towards others
 - Treating others as you expect to be treated yourself – fairly and with respect.
 - Adhering to all University of Miami rules, policies that are clearly articulated in the student handbook.
 - Accepting responsibility and consequences if class requirements are not met or deadlines are missed
 - Meeting your commitments
-
- ◆ **Dropping the Course:** The policy for withdrawing from a course is dictated by the University. Any student who has not dropped by the official drop date will receive a grade for the course. If you wish to withdraw from the course, you must officially drop the course; if you just stop attending the class, you will receive a failing grade.
 - ◆ **Incomplete Grades:** The Incomplete (I) grade will be recorded only when a student is unable to complete the course for a verifiable non-academic reason (such as accident/illness requiring hospital confinement). An Incomplete grade will not be assigned when a student is not in passing status, or when a student wishes to repeat the course. Both the professor and the Department Chair must approve all incomplete grades in advance.
 - ◆ **Grade Appeals:** If a student decides to appeal a grade, he/she must submit their appeal in writing within two weeks of receiving the grade (including the final course grade). Your appeal should be sent to the professor as a word attachment with all documents, and you will receive a reply within two workweeks. If a student still believes a grade is unjust, he/she may take their concerns to the next level (Department Chair)
 - ◆ **Accessibility Resources:** Documented accommodations will be provided through Accessibility Resources (AR), or by the instructor, for students who have provided the necessary paperwork and have registered with AR. Accommodations can not be made for students who are not registered or who do not present the required letter directly to AR. An accommodation note from AR must be presented to the instructor at the beginning of the semester, and a minimum of two weeks prior to the desired use of the accommodation. The professor will coordinate with AR to determine the best way to accommodate the student for the course. Students should not assume that they would be accommodated in exactly the same manner for every course. It is the responsibility of the student to contact the professor to request the details of all accommodations. Students may speak with the professor and/or contact AR at 305/284-2374 for more information regarding classroom accommodations.
 - ◆ **Personal Assistance:** If you experience significant difficulty managing your emotional, physical, and/or psychological well being this semester, please see the professor and your academic advisor in Merrick 104. Additionally, the University of Miami offers an array of campus resources and services (e.g., Counseling Services, Dean of Students, etc.) that can help to address these concerns. They are free and confidential for students:

Care Success Center:	(305) 284-1807
Counseling Center:	(305) 284-5511
Dean of Students Office:	(305) 284-5353
Math Lab:	(305) 284-2575
Student Health Service:	(305) 284-9100
University Ombudsperson:	(305) 284-4922
Writing Center:	(305) 284-2956

Tentative Course Schedule and Meetings

There are two three full-class sessions, and three individual meetings with the professor that must be attended by students. Failure to attend sessions will result in

Week One: Introduction and overview of requirements (group meeting)

Week Two and Three: Appendix A **due** and approved at beginning of Week 2; Schedule **first individual meeting** with Professor

Week Three – Week 6: Begin working on your portfolio and time sheets; Out of classroom practicum

Week 7: Midpoint assessment of portfolio **DUE**; second **individual meeting** with professor

Weeks 8-11: Continued work on portfolio, begin developing final learning assessment; out of classroom practicum

Week 12 – 13: Meet individually with professor and be prepared to show portfolio to date, presentation materials

Week 14 – 15: Presentations; Portfolios due last class day; Final Learning Assessment Due on Final Exam date (we will have presentations that day but you will need to turn in your completed portfolio on the last day of class, and your assessment must be turned in on the day of the final exam).

APPENDIX A: PRACTICUM FORM

This form must be filled out completely before the end of the second week of the semester, and emailed to the course professor.

Name:

Student ID#:

Current Email address:

Current Cell Phone:

Leader/Manager Chosen:

Title of Leader/Manager:

Organization of the Leader/Manager

Leader/Manager Email:

Leader/Manager Cell Phone and/or Work Phone:

Tentative Start Date:

This is to certify that I have met with the Leader/Manager listed above and he/she has agreed to allow me to shadow him/her during the semester to learn more about the practical aspects of leadership.

Signature of Student:

Date:

Faculty Member Approval:

Date

APPENDIX B: Biweekly Activity Form

Instructions: These forms need to be completed every two weeks and kept in your portfolio file. Note that your professor may ask to see the forms periodically during the term so it is important to keep them current.

1. Two week period observed:

2. Provide a log of your specific activities with your chosen leader/manager:

Date	Hours	Activities
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Continue on back, if necessary

Total Hours spent over the past two weeks: _____

Total hours to date since course began: _____

Signature: _____ Print Your Name: _____

By signing, you certify that this document is an accurate reflection of your activity




Office of the Dean

5250 University Drive Ph: 305-284-6648
Jenkins 219 Fax: 305-284-6526
Coral Gables, FL 33146 mbs.miami.edu

MEMORANDUM

March 4, 2019

TO: Dr. Tomas Salerno
Chair, Faculty Senate

FROM: Dr. John Quelch
Dean, Miami Business School 

SUBJECT: Undergraduate major in Organizational Leadership

I am writing to extend my enthusiastic support of the establishment of the new undergraduate major in Organizational Leadership for both our BBA and BSBA students. The proposal was developed and unanimously approved by faculty within the Department of Management which houses some of the top leadership scholars in the country. Moreover, the program mirrors our school's highly regarded MS, Leadership Program which was approved by the Senate over four years ago. The major is in alignment with our mission to "...develop principled leaders..."

In terms of governance, after the Organizational Leadership major was unanimously approved the by the Department faculty, it was then unanimously approved by the MBS Undergraduate Business Education Committee, followed by the School Council.


In my estimation, the curriculum of this program will enrich our students' abilities to meet the soft skills requirements within their future career endeavors.

Thank you for your consideration.



MEMORANDUM

TO: Faculty Senate

FROM: Mrs. Blanca Ripoll 
Secretary of the Faculty School Council
Miami Business School

DATE: March 4, 2019

SUBJECT: Unanimous approval of the undergraduate Organizational Leadership major for BBA and BSBA students

On Monday, March 4th, the Faculty School Council of the Miami Business School (MBS) met and unanimously approved the proposal submitted by the Department of Management to offer an undergraduate major in Organizational Leadership for BBA and BSBA students. Both new courses associated with the major were also unanimously approved.

School Council members were enthusiastic about the major for several reasons, one of which is that it ties directly into the MBS's mission of developing principled leaders. They also felt that given the success of the department's MS program in Leadership and the strength of the faculty, the opportunity should also exist for undergraduates to develop skills in this area.

cc: Council members
Dr. Linda L. Neider, Chair Management Department



MEMORANDUM

February 13, 2019

TO: Faculty Senate

FROM: Dr. Linda L. Neider
Professor and Chair
Department of Management
Miami Business School

A handwritten signature in cursive script that reads "Linda".

SUBJECT: Department Vote on New Undergraduate Major in Organizational Leadership

The voting faculty in the Department of Management unanimously approved the proposed undergraduate major in Organizational Leadership for both BBA and BSBA students.

/s

UNIVERSITY OF MIAMI



Assessment and Accreditation
Gables One Tower 1320 S. Dixie Hwy.
Coral Gables, Florida 33146

Phone: 305-284-5120
Fax: 305-284-4929
oaa.miami.edu

MEMORANDUM

DATE: February 21, 2019

TO: Linda Neider, Chair, Management Department
Miami Business School

FROM: Patty Murphy, Associate Provost for University Accreditation
Office of Assessment and Accreditation

RE: New Undergraduate Major in Organizational Leadership

PBM

On February 13, 2019, the Miami Business School notified my office of its intent to offer a new major in Organizational Leadership in its Bachelor of Business Administration (BBA) and Bachelor of Science in Business Administration (BSBA) degree programs effective Fall 2019. The proposed major is being created to take advantage of the expertise of the department faculty and meet market demand in this area.

The new major will require successful completion of 21 credit hours in required courses. Two new courses will be created to support the new major. The curriculum is as follows:

- MGT 302 Human Resource Management (3 credit hours)
- MGT 324 Negotiation Strategies (3 credit hours)
- MGT 360 Effective Leadership (3 credit hours)
- MGT 422 Leading Teams (3 credit hours)
- MGT 423 Leading with Emotional Intelligence (NEW)(3 credit hours)
- MGT 480 Leading Change (3 credit hours)
- MGT 481 Leadership Practicum (NEW) (3 credit hours)

The program will be overseen by Dr. Chester Schriesheim, Distinguished Professor of Management. Dr. Schriesheim has a PhD in Organizational Behavior and Industrial/Organizational Psychology from the Ohio State University and an MBA from Michigan State University. His research specialties include leadership, power and influence, and applied research methods. He has published extensively in these areas including several scholarly books specifically focused on leadership.

The proposed change does not "represent a significant departure, either in content or method of delivery" from what we are currently approved by SACSCOC to offer due to the following:

- The BBA and BSBA programs meet the minimum length of 120 credit hours required by SACSCOC for a bachelor's degree.
- The BBA and BSBA programs include a general education component that meets SACSCOC requirements of a minimum of 30 credit hours.

- While two new courses will be created for the program, they do not represent a significant change in terms of content from what we are currently approved to offer.
- The new program will be supported by current qualified faculty. No new faculty will need to be hired to support the new major.
- No additional resources are required to support the new major.
- The program will be coordinated by a qualified faculty member, Dr. Chester Schriesheim.
- The University is currently approved to offer the following programs in related areas:
 - Bachelor of Business Administration in Management
 - Bachelor of Science in Business Administration in Management
 - (Graduate) Certificate in Leadership
 - Master of Science in Leadership
- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The program will be offered on the University's Coral Gables campus.

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
John Quelch, Dean of the Miami Business School
Ann Olazabal, Vice Dean, Undergraduate Business Education
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment