Office of the Provost

May 12, 2020

James D. Fielder, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission

via email (acadprop.mhec@maryland.gov)

Dear Secretary Fielder:

The Rev. Joseph A. Sellinger, S.J., School of Business and Management proposes to create a discrete major of its existing concentration in management. The proposal results from university wide curricular review and renewal and a commitment to innovation. On behalf of the university, I write to ask for your recommendation to implement the Leadership and Organizational Effectiveness BBA, CIP code: 52.0213. The proposal has my support and approval and that of Loyola's faculty, Board of Trustees, and president.

Please find attached to this email a scanned copy of the check for the substantial fee of $850.

We trust you will find the proposal packet to be complete, and we eagerly await your recommendation.

Sincerely,

Amanda M. Thomas, PhD
Provost and Vice President for Academic Affairs

MHEC
Creating a state of achievement

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Loyola University Maryland

*Each **action** below requires a separate proposal and cover sheet.*

- ◉ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉Yes ○No	Payment Type: ○R*STARS ◉Check	Payment Amount: $850	Date Submitted: May 13, 2020

Department Proposing Program	Management and International Business
Degree Level and Degree Type	Bachelor of Business Administration (BBA)
Title of Proposed Program	Leadership and Organizational Effectiveness
Total Number of Credits	120 cr. (77 LUM)
Suggested Codes	HEGIS: CIP: 52.0213
Program Modality	◉ On-campus ○ Distance Education (*fully online*)
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2020
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/index.php?catoid=16

Preferred Contact for this Proposal	Name:	David Mack
	Title:	Academic Compliance and Assessment Specialist
	Phone:	(410) 617-2317
	Email:	dsmack@loyola.edu

President/Chief Executive	Type Name: Rev. Brian F. Linnane, S.J.
	Signature: *[signature]* Date: 2/13/20
	Date of Approval/Endorsement by Governing Board: 2/12/20

Revised 3/2019

LOYOLA UNIVERSITY MARYLAND

Proposal: BBA in Leadership and Organizational Effectiveness

Introduction

Loyola University Maryland has offered undergraduate business and accounting programs since the early 1940s and began its MBA in 1967. The programs are well-established and have educated generations of business leaders. Since the early 1990s, Loyola has offered concentrations continuously in Business Economics, Finance, Information Systems, International Business, Management, and Marketing. Loyola University Maryland seeks to establish these programs as standalone undergraduate majors. These proposals are the result of university-wide curricular review and renewal.

Loyola's faculty engaged in a review of its core curriculum (the curricular requirements common among all Loyola undergraduate students) and made modest changes to it in concert with the request for modest changes to major programs of study that have extensive course requirements. The faculty's goals for the curricular changes aimed to provide students more flexibility in course-taking and more curricular innovation while upholding Loyola's distinctive identity as a Jesuit liberal arts institution. The Undergraduate Curriculum Committee (UCC) set forward its mission-centered vision for the core curriculum and conducted a thorough review of student outcomes and satisfaction. Among several other findings, the UCC's analysis demonstrated that students would benefit from a greater number of electives, especially students in STEM, education, and business majors because it would allow them to accommodate a greater variety of minors.

The Sellinger School of Business and Management worked diligently to meet this recommendation from the Undergraduate Curriculum Committee. Some discussions began as early as fall 2018, the Sellinger academic departments worked on curricular review and deliberations spring-fall 2019, and faculty began school-wide engagement in spring 2019. A table in each proposal displays the extensive review and consultation that the Sellinger School used for gathering input from its many constituents, including advisory boards for each program, students, and alumni.

Ultimately, the Undergraduate Curriculum Committee, Loyola's Academic Senate, and its Board of Trustees reviewed and approved recommendations to establish discrete majors and create the curricular change desired to prepare Sellinger students better for their first professional positions and for eventual promotions. These changes result in required course and credit reductions, increased opportunities for a variety of high-impact teaching practices, and the availability of more elective courses so that students will now be able to pursue a variety of minors, explore an area of interest in depth, or explore several areas of interest with breadth. The curricular changes will invigorate Loyola's business offerings and update them to meet the needs of businesses and demands of students.

The Maryland Higher Education Commission (MHEC) was aware of the existence of these concentrations, beginning in the early 1990s, as part of annual catalogue reviews and audits for veterans' benefits. Loyola has since attempted to work with MHEC to correct the omission of these concentrations from MHEC's academic program inventory (API) through the MHEC API

reconciliation process.[1] The omission of these concentrations from MHEC's official academic program inventory is not reflective of Loyola's business program offerings. Unfortunately, at this time, the discrepancy in the inventory makes these submissions appear as though they propose brand new programs when, in reality, we wish to make discrete majors from concentrations that have existed for three decades as we work to meet the demands of a changing higher education landscape and to embrace curricular innovation, such as expansion of high-impact teaching practices. Loyola asks that the Secretary approve these discrete majors to serve student and business community needs and to allow Loyola to meet its obligation to continuously improve in fulfilling its academic mission.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Loyola University Maryland's mission statement makes clear its commitment to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person, as a Jesuit, Catholic university. Accordingly, it states, the University will inspire students to learn, lead, and serve in a diverse and changing world.

Loyola, established in 1852, has been serving students and the Baltimore business community for more than 75 years. The Sellinger School of Business and Management focuses on inspiring and preparing students to become responsible business leaders who make their companies and their communities stronger. The Sellinger School earned initial AACSB accreditation in 1988 and now maintains dual AACSB accreditation for accounting and business administration programs.

The management and international business department at Loyola offers a Bachelor of Business Administration with a concentration in management. This proposal would make the program a discrete major—the BBA in Leadership and Organizational Effectiveness.

The Leadership & Organizational Effectiveness major provides students with a thorough understanding of how leaders manage people and processes that contribute to organizational effectiveness and performance. Students in the Leadership & Organizational Effectiveness major will learn how to work effectively for and with other people and lead across organizational functions to create a great place to work.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The introduction to Loyola's several business program proposals explains how the proposed establishment of discrete majors fits within the much larger context of curricular renewal at Loyola and how these proposals work in concert with modest changes to Loyola's core curriculum to allow students more agency in their studies and flexibility in providing more elective courses to students.

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[1] Regulation of "area of concentration" does not appear in COMAR until 1996 and is not defined as we understand it today until 2012, so Loyola understood the pre-existing concentrations as "grandfathered" in the inventory.

In addition, the proposals support the University's strategic plan goals for Educational Innovation and embrace the academic division's goals to increase student academic engagement through high-impact teaching practices, to promote inclusive academic excellence, and to broaden the impact of innovation. More specifically, the proposals support the University's strategic goals in the following ways.

- Consistent with the Sellinger School's theme of *Building a Better World Through Business*, each proposed business major program focuses on enhancing the Loyola experience through understanding the role of business in creating economic opportunity for all – including the marginalized – while preparing students for 21st century career opportunities.

- Through course-embedded high-impact practices, an array of co-curricular opportunities, and deliberate mentoring, business students are encouraged to understand and be able to articulate the importance of the liberal arts to excellence in business leadership.

- Through the business foundations courses, students learn to integrate knowledge and skills across the business disciplines. This curriculum, building on and combined with the Loyola core curriculum, prepares students to identify market and societal needs and address contemporary challenges.

- Each proposed business major program includes a required capstone course which will connect general business and major-specific knowledge with the Loyola core curriculum. These capstone courses demonstrate to students the power that Jesuit values will have as they advance to leadership roles and work to build a better world through business.

- Each proposed business major program incorporates several course-embedded high impact practices (HIPs) and a number of co-curricular opportunities to enhance each student's sense of belonging and to promote inclusive academic excellence.

- Each proposed business major program adds a new learning outcome related to Diversity, Equity, and Inclusion.

- The revisions to Sellinger's undergraduate curriculum are innovative:

  o The proposed structure of Business Foundations courses reflects a different way of meeting AACSB accreditation requirements than the approaches employed by peer, competitor, and aspirational schools. Most of those schools meet accreditation requirements by establishing independent courses to teach each area of business knowledge, whereas the proposed program integrates some business topics (e.g., international business and global awareness) across the curriculum.

  o Each proposed major explicitly integrates High Impact Practices to assure that all students experience multiple HIPs. This ensures that each student has those experiences.

  o A few of the proposed majors incorporate Loyola College of Arts and Sciences courses as opportunities to fulfill major requirements (e.g., BBA-Marketing).

  o Many business courses, with or without embedded High Impact Practices, and many co-curricular opportunities help students to develop creative and optimistic habits of mind to enhance their ability to recognize and define problems and seek solutions to those problems (e.g. IS251 and Capstone Courses, and the annual *Building a Better World Through Business* pitch competition).

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

The Sellinger School of Business already supports the program as a concentration. The academic department, faculty with disciplinary expertise, instructional facilities, and academic supports already exist at Loyola and are supported as institutional priorities. The budget and resources for the program already exist and will continue to be provided.

4. Provide a description of the institution's a commitment to:

   a) ongoing administrative, financial, and technical support of the proposed program

The Sellinger School's academic associate dean and department chairs will be responsible for academic leadership. For administrative matters, they will be assisted by the assistant dean for programs and the undergraduate program assistant. Advising responsibilities will be shared by faculty in the department and, if necessary, by other Sellinger faculty who do not have major-specific advising responsibilities.

No additional faculty, administrator, or staff resources are required to support the program.

   b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Loyola University Maryland has established its commitment to the program over decades. The management and international business department has existed since the establishment of the Rev. Joseph A. Sellinger, S.J., School of Business and Management in 1980. Instruction in management within the BBA degree has existed since the early 1980s, and the concentration has been offered continuously since first published in Loyola's 1990-91 catalogue. Loyola's business programs are important to the University, and Loyola's commitment will continue, unabated.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

Loyola's current management concentration of the BBA degree program has produced 177 graduates in the last five years. This demonstrates existing demand and the potential success for the proposed major. We project a similar size for our major. Loyola anticipates no net new enrollments as it expects a redistribution of enrollment from the existing concentration.

Table B1.1. Graduated Concentration Trends from 2015-2019

Concentration	2015	2016	2017	2018	2019	Total	Average
Management	29	25	30	27	66	177	35

(Source: Loyola University Maryland Office of Institutional Research)

Table B1.2. Enrollment Projections – Proposed BBA, Leadership & Organizational Effectiveness

	Enrollment Projections*				
Proposed major	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Leadership & Organizational Effectiveness BBA	35	70	105	105	105

*Enrollment projections for the major are based on the average graduation numbers of the existing concentration.

Students in the Leadership & Organizational Effectiveness major will learn how to work effectively for and with other people and lead across organizational functions to create a great place to work. Employers have pointed out that students are often underprepared to demonstrate important competencies once they enter the workforce (Hart Research Associates). The Leadership & Organizational Effectiveness major not only helps students overcome these shortcomings, but also better prepares them to take advantage of the 8% growth in management related occupations that is expected by 2026 (Bureau of Labor Statistics).

The National Association of Colleges and Employers (NACE) reports high demand for business majors, including in some of Maryland's strongest industries.

Table B1.3. Top Bachelor's Degrees in Demand, 2018

MAJOR	# OF RESPONDENTS THAT WILL HIRE	% OF RESPONDENTS THAT WILL HIRE
Business Administration/ Management	78	59.1%

(Source: National Association of Colleges and Employers)

Table B1.4. Who is Hiring by Industry, Bachelor's Degree Level, 2019

MAJOR	MOST INTERESTED INDUSTRIES	% OF INDUSTRY RESPONDENTS
Business Administration/ Management	Finance, insurance, and real estate	87%
	Government	80%
	Miscellaneous manufacturing	56%

(Source: National Association of Colleges and Employers)

In addition to this information regarding demand for business degrees, major-specific information is provided below.

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

The Maryland State Plan for Postsecondary Education focuses on three overarching goals: access, success, and innovation. Loyola University Maryland's proposals to create discrete majors from existing business administration concentrations increase the transparency of the offerings and result from a university-wide curricular renewal initiative. The university's strategic goals emphasize educational innovation, through the incorporation of high-impact teaching

practices endorsed by the American Association of Colleges and Universities (AAC&U). The faculty's efforts for curricular renewal aim to provide students greater flexibility of course requirements and opportunities to explore academic areas of interest with more agency and self-efficacy. These changes are all designed toward building greater success for students through inclusive academic excellence.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

The Leadership & Organizational Effectiveness major provides students with a thorough understanding of how leaders manage people and processes that contribute to organizational effectiveness and performance. Various analyst reports have demonstrated organizations are more successful when their leaders effectively maximize human and social potential by creating a great place to work for all (Deloitte 2019 Human Capital Trends; Great Place to Work; McKinsey Winning with Talent). Great workplaces grow revenues faster, have more engaged employees, and are more innovative.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Growth is projected in related fields, according to Bureau of Labor Statistics data.

Table C2. Workforce Need Projections

		Employment		%	Projected Annual Job
Occupation	**Nation/State**	**2016**	**2026**	**Change**	**Openings**
Management Analysts	United States	806,400	921,600	14%	83,900
	Maryland	22,480	23,770	6%	1,680
Business Teachers, Postsecondary	United States	104,200	123,000	18%	10,400
	Maryland	690	740	8%	60

national	**Total Maryland Projected Annual Job Openings**
94,300	1,740

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

As shown above, strong job growth is projected with large numbers of annual job openings at the state and national levels in fields related to management or organizational leadership majors.

4. Provide data showing the current and projected supply of prospective graduates.

The following degree trends data provide analysis of bachelor's degrees in management or organizational leadership in Maryland. They do not include analysis of business programs with concentrations, tracks, specializations, or minors in management or organizational leadership because MHEC does not track enrollment or degree data at those levels.

Table C4. Degree Trends

School Name	Degree Level	Program Name	2015	2016	2017	2018	2019	
Johns Hopkins University	BACHELORS	ORGANIZATIONAL LEADERSHIP	20	0	6	18	7	
Coppin State University	BACHELORS	MANAGEMENT	20	20	20	24	23	
Salisbury University	BACHELORS	MANAGEMENT	108	109	98	94	101	
Univ. of MD, College Park	BACHELORS	MANAGEMENT	74	64	66	62	88	
Univ. of MD Global Campus	BACHELORS	MANAGEMENT STUDIES	352	397	391	329	360	
Morgan State University	BACHELORS	MANAGEMENT	11	12	22	12	11	
Goucher College	BACHELORS	BUSINESS MANAGEMENT	23	21	17	29	18	
Washington Adventist University	BACHELORS	MANAGEMENT	0	0	0	0	0	
Washington College	BACHELORS	BUSINESS MANAGEMENT	70	43	50	64	50	**AVERAGE**
Subtotal:			678	666	670	632	658	**661**

Source: MHEC Degree Trends data

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

As shown above, several Maryland institutions have a management major. This is the case for most AACSB-accredited business schools of the size of Loyola's Sellinger School of Business and Management.

2. Provide justification for the proposed program.

A management degree program is commonly offered by accredited business schools. Much as humanities programs are treated within the liberal arts, some traditional business programs are expected to be part of the portfolio of business schools. Loyola is not attempting to establish a whole-cloth new program, but instead, seeks to make the offering transparent among the Maryland higher education community while addressing the curricular renewal that has resulted from internal review, deliberation, and planning for the success of our students in changing higher education and business community landscapes.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Loyola does not anticipate any impact on the implementation or maintenance of high-demand programs at HBIs in Maryland. However, prior to making these proposals to MHEC, Loyola's president, the Rev. Brian F. Linnane, S.J., reached out to Dr. David Wilson, president of Morgan State University, which is Loyola's neighbor. Fr. Linnane wished to inform Dr. Wilson of Loyola's plans to submit the proposals, after the proposals were approved by Loyola's Board of Trustees in February 2020. As a result of the call, Loyola hopes to continue conversations with Morgan State University. The amount of time for conversations prior to submission to MHEC was curtailed by the necessary campus responses to the COVID-19 State of Emergency.

The proposals have been submitted at this time with the hope to receive the Secretary's recommendation for implementation in time for inclusion in the 2020-21 catalogue.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Loyola proposes to make discrete majors from existing areas of concentration. These undergraduate business programs should not have any impact on the uniqueness and institutional identities and missions of HBIs because the programs are typical of business schools across the state and across the nation.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

As stated earlier, the study of management has existed at Loyola for decades. However, the proposal to create a discrete major for the program results from university-wide discussions about student success, continuous improvement, and curricular renewal. Loyola's faculty asked large programs to engage in a reduction of course requirements in concert with minor reductions to the core curriculum so that students could benefit from greater flexibility in the degree programs and have more autonomy in exploring academic areas of interest. Students desired the academic flexibility, faculty sought to provide them that flexibility, and the campus engaged in deep, serial conversations at the university, school, department, and program levels.

The management and international business department and faculty discussed the curricular changes and the proposal from March-October 2019. Program stakeholders and constituents, including the board of sponsors, the board of advisors, students, and alumni, provided input along the way through a transparent and collaborative process. The Undergraduate Curriculum Committee endorsed the program proposal, and the Academic Senate and the Board of Trustees each approved the program proposal. The table below depicts the many conversations held about business foundational courses and the advanced course of the discipline.

Table G1. Input Processes – Sellinger Business Programs

Body/Action		Foundational Courses	Advanced Courses
		Date	Date
Sellinger Leadership Team timeline discussion		12/5/18	12/5/18
Departmental Work			March-October 2019
Curriculum Committee		8/12/19, 8/23/19, 9/11/19, 10/14/19	9/11/19 and 10/24/19
Sellinger School Faculty	Retreat	5/2/19	
	Retreat	8/29/19	8/29/19
	Assembly Meeting	9/9/19	9/9/19
	Open Forum		10/2/19
	Open Forum		10/11/19
	Assembly Meeting	10/21/19	10/21/19
Sellinger Board of Sponsors Review		5/2/19; 9/26/19	5/2/19; 9/26/19
Management & International Business Board of Advisors Review		10/4/18; 11/26/18; 1/24/19; 2/13/19; 4/3/19; 4/11/19	10/4/18; 11/26/18; 1/24/19; 2/13/19; 4/3/19; 4/11/19
Graduate Alumni Board Review		9/13/19	
Student Advisory Board		9/30/19	
Academic Senate		11/19/19 and 12/10/19	11/19/19 and 12/10/19
Board of Trustees		2/12/2020	2/12/2020

<u>Faculty</u>

James (Jay) Brown, Associate Professor of Operations Management, will teach (OM260) Supply Chain & Operation Management. Dr. Brown earned a BBA in Operations Management, an MBA and a PhD in Operations Management from Kent State University. He joined Loyola in 2013.

Christy DeVader, Associate Professor of Management, will teach (MG201) Management, (MG305) Managing Talent, (MG410) Leadership in Organizations, and (MG414) Managerial and Communications Skills. Dr. DeVader has a BS in Psychology from Fort Hayes State University and a PhD from the University of Akron in Industrial/Organizational Psychology. She joined Loyola in 1987.

D. Scott Emge, Executive in Residence of Finance, will teach (FI320) Financial Management. Mr. Emge earned a BS in Accounting from Towson State University and an MBA from the University of Maryland. He joined Loyola in 2017.

Elizabeth Kennedy, Associate Professor of Law & Social Responsibility, will teach (LW305) Legal Environment of Business. Ms. Kennedy has two degrees, a BA from Smith College and a JD from the University of California, Berkeley. She joined Loyola in 2007.

John Krahel, Associate Professor of Accounting, will teach (AC201) Financial Accounting. Dr. Krahel received his BA and MAcc from Rider University and his PhD in Accounting from Rutgers University. He joined Loyola in 2012.

Marie Yeh, Associate Professor of Marketing, will teach (MK240) Marketing Principles. Dr. Yeh has a PhD in Marketing with a minor in Economics/Applied Science from Kent State University, an MSEd in Counseling from Old Dominion University and a BS in School Health Education from the University of Maryland, College Park. She joined Loyola in 2013.

Dobin Yim, Assistant Professor of Information Systems, will teach (IS251) Data Analytics & Information Systems. Dr. Yim earned several degrees. He received a BS and MS from Brown University, an MBA and a MA from the University of California, Irvine. He received his PhD in Information Systems from the University of Maryland, College Park. He joined Loyola in 2019.

Jeffrey Cummings, Professor of Management, will teach (MG402) Strategic Management, (MG407) Managing Corporate Strategy, (IB282) Global Environment of Business. Dr. Cummings has three degrees from George Washington University; a BBA in Business Economics, an MBA in Finance & Investments and a PhD in Strategic Management & International Business Strategy. Dr. Cummings joined Loyola in 2002.

Irem Demirkan, Assistant Professor of International Business, will teach (MG402) Strategic Management, (MG304) Managing Innovation and Entrepreneurship, (MG407) Managing Corporate Strategy, (IB282) Global Environment of Business, (MG414) Managerial and Communication Skills, (MG/IB315) International Management. Dr. Demirkan received a BA in Economics from Bogazici University, an MA in Management and Administrative Sciences and a Ph.D. in International Management Studies from Jindal School of Management of the University of Texas, Dallas. Dr. Demirkan joined Loyola in 2015.

Hung-bin Ding, Associate Professor of Management, will teach (MG402) Strategic Management, (MG407) Managing Corporate Strategy, (MG304) Managing Innovation and Entrepreneurship and (IB282) Global Environment of Business. Dr. Ding earned a BA in Political Science from the SooChow University, an MA in Science, Technology and Public Policy from the George Washington University and a PhD in Management from Rensselaer Polytechnic Institute. Dr. Ding joined Loyola in 2002.

Patricia Kanashiro, Assistant Professor of Management and International Business will teach (MG402) Strategic Management, (MG407) Managing Corporate Strategy, (IB282) Global Environment of Business. Dr. Kanashiro received a BBA from Escola de Administracai de Empresas de Sao Paulo, an MA in International Development from the University of Pittsburgh. She earned an MS and Phd in Economics and Strategic Management and Public Policy from the George Washington University. Dr. Kanashiro joined Loyola in 2013.

David Luvison, Executive in Residence of Management, will teach (MG201) Management, (MG305) Managing Talent, (MG306) Managing Teams, (MG410) Leadership in Organizations, and (MG414) Managerial and Communication Skills. Dr. Luvison received a BA in English Literature/Education from John Carroll University, an MBA in Finance from Miami University, Oxford and a DBA in Management from Nova Southeastern University. Dr. Luvison joined Loyola in 2017.

John Michel, Associate Professor of Management, will teach (MG201) Management, (MG305) Managing Talent, (MG306) Managing Teams, (MG410) Leadership in Organizations, and (MG414) Managerial and Communication Skills. Dr. Michel received a BS from Towson University, MS from the University of Baltimore and earned his PhD in Organizational Behavior and Human Resources Management from the University at Albany, State of University of New York. Dr. Michel joined Loyola in 2012.

Astrid Schmidt-King, Executive in Residence of Management and International Business, will teach (IB282) Global Environment of Business. Ms. Schmidt-King received her BA in International Relations from the New York University, NY, a JD from the University of Baltimore School of Law, and an MA in International Relations and Global Politics from Freie University, Berlin, Germany. She joined Loyola in 2015 as a Visiting Affiliate Assistant Professor and became full-time faculty as an Executive in Residence of Management and International Business in 2018.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The BBA in Leadership and Organizational Effectiveness aligns its program learning outcomes to the University's undergraduate learning aims, particularly those related to Intellectual Excellence. The Leadership and Organizational Effectiveness learning outcomes follow:

- Major Goal: Leadership and Organizational Effectiveness majors will learn to become leaders by understanding how to influence others, improve efficiency, and process reliability.

    o Major Learning Objectives #1: Students will be able to:

        ▪ Exhibit knowledge of how to set goals, plan, and motivate others toward objectives,

        ▪ Demonstrate appropriate responses for improving human and social capital issues within organizations

- Major Goal: Leadership and Organizational Effectiveness majors will learn how to work cooperatively and collaboratively to help their team achieve a common goal.

    o Major Learning Objective #2: Students will be able to demonstrate an understanding of the processes that support effective teamwork.

3. Explain how the institution will:

    a) provide for assessment of student achievement of learning outcomes in the program

The Leadership and Organizational Effectiveness program will follow the usual assessment practices of the Sellinger School. The Sellinger School of Business has employed a continuous improvement process to assess its learning goals of effective communication, analytical and critical thinking, knowledge and integration of functional area content, ethical leadership, global awareness, and (forthcoming) equity, diversity, and inclusion. Accredited by the AACSB, the five-year assessment cycle is accomplished at the program level through evaluation of both direct and indirect methodologies.

The direct methodology involves collecting student artifacts in key BBA foundational courses and assessing them using faculty created rubrics and an overall capstone examination (the

ALBA). Outcomes from those assessments are forwarded to either the Sellinger Curriculum Committee or a related program partner group that in turn presents recommendations for curricular updates at the Sellinger Assembly and then ultimately university governance. The indirect methodology involves collecting feedback from our external constituencies (mainly advisory boards and hiring firm representatives) and evaluating that feedback by the Sellinger Leadership Team (SLT). This feedback then is forwarded to the Sellinger Assembly and university governance when warranted.

b)   document student achievement of learning outcomes in the program

All BBA programs at Loyola fulfill an extensive list of learning outcomes from the business foundation courses. Those learning outcomes and the assessment map are included in an appendix.

The same methodology, described above in 3a., will be adopted for assessment of major-specific learning outcomes. Student achievement will be documented in key assessment courses.

Table G3.b. Assessment Map for Leadership and Organizational Effectiveness

Program Learning Outcome	Loyola Learning Aim	Assessment Course
Major Goal: Leadership and Organizational Effectiveness majors will learn to become leaders by understanding how to influence others, improve efficiency and process reliability. **Major Learning Objectives #1:** Students will be able to: • Exhibit knowledge of how to set goals, plan, and motivate others toward objectives, • Demonstrate appropriate responses for improving human and social capital issues within organizations,	Intellectual Excellence	MG201, MG305, MG400-level
Major Goal: Leadership and Organizational Effectiveness majors will learn how to work cooperatively and collaboratively to help their team achieve a common goal. **Major Learning Objective #2**: Students will be able to demonstrate an understanding of the processes that support effective teamwork.	Intellectual Excellence	MG400-level

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The foundations courses in this major are slightly different from those in the other business majors. Specifically, Leadership & Organizational Effectiveness (LOE) students are not required to take AC202, Managerial Accounting. The Management Advisory Board indicated that the

foundation gained in AC201, Financial Accounting, is sufficient for Leadership & Organizational Effectiveness majors in that it provides exposure to core concepts such as types of financial statements, expense, and asset categories a management major will need in order to have an intelligent conversation with other business people, and financial ratio analysis. Accounting and related concepts as covered in AC202 will not be needed in the type of work that LOE majors will undertake.

The program requires 45 credits beyond the Loyola core. Course titles, credit hours, and descriptions follow in an attachment to the proposal.

Table G4. Curriculum: BBA Leadership and Organizational Effectiveness

Course	New, Revised, Existing Course	Required or Optional	Includes High-Impact Practice?
Business Foundation Courses			
AC 201 Financial Accounting	Existing	Required	No
IS 251 Data Analytics & Information Systems	Existing	Required	Yes
MG 201 Management Principles	Existing	Required	No
MK 240 Marketing Principles	Existing	Required	No
LW 305 Legal Environment of Business	Existing	Required	Yes
FI 320 Financial Management	Existing	Required	No
OM 260 Introduction to Supply Chain Management	Existing	Required	Yes
Advanced Major Courses			
IB 282 International Business	Revised	Required	Yes
MG 402 Strategic Management	Existing	Required	Yes
MG 304 Managing Innovation & Entrepreneurship	Existing	Required	Yes
MG 305 Managing Talent	Existing	Required	Yes
MG 306 Managing Teams	Existing	Required	Yes
MG 407 Managing Corporate Strategy: International Business, Leadership and Sustainable Development (Practicum)	Revised	Required	Yes
Upper-Level Management Elective (See Below for choices)	Existing	Required	No
Upper-Level Management Elective (See Below for choices)	Existing	Required	No
Electives			
Non-Departmental Electives (3 courses)			
Free Electives (7 courses)			

Leadership and Organizational Effectiveness Upper Level Electives
Students are required to take two of the following courses to fulfill the major:

- MG/IB 300 Introduction to Czech Business and Culture
- MG/IB 315 International Management
- MG 400 Managerial and Communications Skills
- MG 410 Leadership in Organizations
- MG 412 Leading Change
- MG 419 Special Topics in Management
- MG 452 Power and Influence
- MG 453 Negotiations and Conflict Resolution
- MG 473 Global Strategic Alliances
- MG 482 Global Strategy
- MG 499 Management Internship

Recommended Non-Management Electives
The following courses do not qualify as elective courses for the major, but they are recommended courses Leadership and Organizational Effectiveness majors should consider taking as either non-departmental or free electives.

- IS 353 Data Management and Database Systems
- IS 358 Business Intelligence and Data Mining
- MK 349 Customer Experience Management: The Disney Study Tour
- OM 334 Global Supply Chain Management
- OM 335 Project Management
- LW 406 Commercial Law

5. Discuss how general education requirements will be met, if applicable.

At Loyola, all undergraduate students are required to complete Loyola's Core Curriculum. The Core Curriculum comprises the foundations of a liberal arts education in the Jesuit tradition. Courses span areas in the humanities, social sciences and natural sciences/mathematics. They include disciplines such as writing, English, history, fine arts, theology, philosophy, and ethics. The diversity core course focuses on domestic diversity, global diversity, or justice.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course, and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All program requirements, including pre-requisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the undergraduate catalogue. The department chair will be responsible for ensuring that the webpage is current and that students are informed of any changes. Individual course requirements will be clearly delineated on syllabi, as well as in catalogue descriptions prior to registration. The department chair will also be available to discuss program/course requirements and university services during office hours or by appointment.

Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, a National Fellowships Office, and many other support services to assist students for success. As mentioned above, Loyola's website provides the appropriate program costs and student support resources, including required consumer information disclosures.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Loyola University has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the University Communications team, Admissions Offices, the Office of Financial Aid, the Records Office, the Office of International Programs, and the Office of Institutional Research, respectively.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.**

The business faculty teaching in this program includes one tenured full professor, seven tenured associate professors, three tenure-track assistant professors, all with terminal degrees in business; three Executives-in-Residence with a terminal business degree; and one full-time lecturer who has a master's degree in business administration. The table below indicates the highest degree for each faculty member, and the courses that the faculty members would likely teach in the program.

Table I1. Faculty Credentials – BBA in Leadership and Organizational Effectiveness

Name	Status	Title	Highest Degree/ Field	Course(s)
Business Foundation Courses				
Brown, Jay	Full-time	Associate Professor of Operations Management	PhD in Operations Management	OM260
DeVader, Christy	Full-Time	Associate Professor of Management	PhD in Industrial/Organizational Psychology	MG201
Emge, Scott	Full-time	Executive in Residence of Finance	MBA in Finance	FI320
Kennedy, Elizabeth	Full-time	Associate Professor of Law & Social Responsibility	JD from the University of California, Berkeley, Boalt Hall School of Law	LW305
Krahel, John	Full-time	Associate Professor of Accounting	PhD in Accounting	AC201
Yeh, Marie	Full-time	Associate Professor of Marketing	PhD in Marketing	MK240
Yim, Dobin	Full-time	Assistant Professor of Information Systems	PhD in Information Systems	IS251
Advanced Courses in the Major				
Cummings, Jeffrey	Full-time	Professor of Management	PhD in Strategic Management & International Business Strategy	MG402, MG407, IB282

Name	Status	Title	Highest Degree/ Field	Course(s)
Demirkan, Irem	Full-time	Assistant Professor of International Business	PhD in International Management Studies	MG304, MG315, MG402, MG407, MG414, IB282
DeVader, Christy	Full-time	Associate Professor of Management	PhD in Industrial/Organizational Psychology	MG201, MG305, MG410, MG414
Ding, Hung Bin	Full-time	Associate Professor of Management	PhD in Management	MG304, MG402, MG407, IB282
Kanashiro, Patricia	Full-time	Assistant Professor of Management and International Business	PhD in Economics and Strategic Management and Public Safety	MG402, MG407, IB282
Luvison, David	Full-time	Executive in Residence for Management	DBA in Management	MG201, MG305, MG306, MG410, MG414
Michel, John	Full-time	Associate Professor of Management	PhD in Organizational Behavior and Human Resources Management	MG201, MG305, MG306, MG410, MG414
Schmidt-King, Astrid	Full-time	Executive in Residence of Management and International Business	JD from the University of Baltimore School of Law	IB 282, MG499

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

   a) Pedagogy that meets the needs of the students

Loyola currently offers two formal university-wide teaching enhancement workshops each year for all faculty, as well as numerous less formal pedagogical opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In 2018 Loyola established Teaching Fellows who research and then incorporate into their courses high-impact practices. The Fellows disseminate their findings and experiences to the faculty.

   b) The learning management system

Loyola uses the Moodle learning management system and support from the Office of Technology Services. Support includes a help line for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The institution also provides

an Office of Digital Teaching & Learning that provides additional support and training for face-to-face courses that supplement learning with digitally enhanced supports.

> c) Evidenced-based best practices for distance education, if distance education is offered.

This program is not a distance education program. However, the Office of Digital Teaching and Learning instructional designers are available to develop on-line classes. Loyola follows Quality Assurance Standards for Online Education Programs, including adhering to C-RAC guidelines.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The library resources for this program already exist because they are in place for the existing concentration. The president's signature on the proposal coversheet indicates his support for library resources to meet the program's needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Loyola currently possesses the necessary classroom and laboratory space, the appropriate instructional resources, and faculty offices to support the proposed program. The president's signature on the proposal coversheet indicates his support for adequate physical facilities, infrastructure, and instructional equipment for the program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

> a) An institutional electronic mailing system, and

Students are provided with an electronic mailing system and other technological tools upon enrollment. Loyola has several computer labs and uses a learning management system.

> b) A learning management system that provides the necessary technological support for distance education

All students enrolled in the program are provided access to the university's learning management system. The Office of Technology Services provides technical support for all student email accounts and for those using the learning management system. The Office of Digital Teaching and Learning provides additional support to students and faculty specifically for distance education courses.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The program resources already exist because this major is being established from an existing area of concentration within the business administration bachelor's program.

TABLE L1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	$0	$0	$0	$0	$0
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources (-Scholarship & Discounts)	0	0	0	0	0
TOTAL (Add 1-4)	$0	$0	$0	$0	$0
Notes:					
No new revenue. Loyola anticipates no net new enrollments because it expects a redistribution of enrollment from the existing concentration.					

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

The program resources already exist because this major is being established from an existing area of concentration within the business administration bachelor's program.

TABLE L2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	$0	$0	$0	$0	$0

Notes:

No new resources required. Minor reallocation of course teaching loads will accomplish goals.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

    1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Loyola University Maryland uses several mechanisms for evaluating courses, including student course evaluations, faculty peer evaluations, and faculty annual updates. The latter require faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of student learning achievement. Faculty evaluations occur through annual faculty updates with their supervisors. Student learning outcomes are evaluated in alignment with university practice, as described above.

    2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The Sellinger School of Business adheres to AACSB accreditation standards and is made accountable through its periodic accreditation reviews. The proposed program's educational effectiveness will be monitored through the usual annual processes within the Sellinger School and the academic division. The School's course-based assessment of student learning is collected centrally, and reports are made to the Sellinger Curriculum Committee. The associate dean holds responsibility for oversight of assessment in Sellinger and sits on the university-wide assessment committee, where he shares the School's findings on student learning achievement. Findings are used for the continuous improvement of academic programs.

Institutional evaluation will occur in accordance with the university's and the academic division's protocols, including reviews of student retention, student and faculty satisfaction, and cost effectiveness, reviewed annually by the dean.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

    1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Loyola University Maryland has a strategic focus on enhancing equity and inclusion for the university community. The university is committed, through its mission and core values, to creating a community that recognizes the inherent value and dignity of each person. The strategic plan goal to enhance equity and inclusion guides faculty and administrators' work toward promoting inclusive academic excellence. Specifically, teaching practices identified by AAC&U as highly impactful for the success of all students are being incorporated more fully in academic and co-curricular programs across the university. The provost has invested in related professional development by funding new cohorts of faculty fellows each year to explore, employ, disseminate, and support high-impact teaching strategies. Faculty Fellows for High-Impact Practices (HIPs) are represented in all three schools, including the Sellinger Business School. Following a similar model, a cohort for Equity & Inclusion Fellows is forthcoming.

Regarding access at the undergraduate level, there are institutionally-funded academic scholarships, need-based grants, and athletic grants, in addition to participation in the major federal and state student aid programs. Parents may also consider additional financing

alternatives through the Federal Parent Loan Program (PLUS) and the TMS monthly payment plan. Loyola has been recognized as a top School for Value by Kiplinger's, Forbes, Money Magazine, Payscale.com, and the Princeton Review.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposed program is not a low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

The proposed program is not a distance education program.

APPENDIX: COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS FOR LEADERSHIP AND ORGANIZATIONAL EFFECTIVENESS BBA

Accounting Course Descriptions

AC 201 - Financial Accounting
(3.00 cr.) Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business. Topics include the application of accounting theory and generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.

Business Economics Course Descriptions

EC 102 - Microeconomic Principles
(3.00 cr.) Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries.

EC 103 - Macroeconomic Principles
(3.00 cr.) *Prerequisite: EC 102.* Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand-aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic.

EC 220 - Business Statistics
(3.00 cr.) *Prerequisite: MA 151* or MA 251 *or equivalent*. MA 151 or MA 251 may be taken concurrently. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; multiple regression; correlation; and trend and seasonal time series analysis.

*EC 102, EC 103, and EC 220 are taken as part of the Loyola Core Curriculum, as fulfilled by business majors.

Finance Course Descriptions

FI 320 - Financial Management
(3.00 cr.) *Prerequisite: AC 201, EC 102; EC 220 (may be taken concurrently).* Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance.

Information Systems Course Descriptions

IS 251 - Data Analytics and Information Systems
(3.00 cr.) *Prerequisite: CS 105 or CS 111 or CS 115 or CS 117 or CS 118 or CS 151 or CS 201 or CS 218.* Students examine the strategic role of information systems in organizations and the integration of data analytics into business activities enabling quality, timeliness, and competitive advantage. They are immersed in the collection, exploration, visualization and application of data to make informed business decisions. Students apply database, spreadsheet, and visualization skills to solve real world business challenges.

IS 353 - Data Management and Database Systems
(3.00 cr.) *Prerequisite: EC 220, IS 251, MA 151 or MA 251; or written permission of the department chair.* Students analyze, create a logical design, and implement the physical design for a relational database system. The course includes significant exposure to SQL (Structured Query Language) in both Microsoft Access and Oracle. Students will also be exposed to the challenges associated with managing large amounts of data.

IS 358 - Business Intelligence and Data Mining
(3.00 cr.) *Prerequisite: EC 220, IS 251, MA 151 or MA 251; or written permission of the department chair. IS 353 may be taken concurrently.* Students are introduced to data mining as a technology to discover information and knowledge from large datasets for business decisions. Students utilize SAS Enterprise Miner™ to perform data mining using methods such as clustering, regression and decision trees. Students develop a project using current business intelligence technology for data mining. Forms the foundation for customer relationship management in marketing and forensic accounting.

Law and Social Responsibility/Business Law Course Descriptions

LW 305 - Legal Environment of Business
(3.00 cr.) *Prerequisite: 60 credits.* Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts, product liability, securities, equal employment opportunity; and intellectual property.

LW 406 - Commercial Law
(3.00 cr.) Examines the legal aspects of a commercial transaction. Students learn to explain the nature of a commercial transaction including formulating a contract for the sale of goods, paying for the goods, and financing the transaction. Topics include contract law, the uniform commercial code (sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy.

Operations Management Course Descriptions

OM 260 – Introductions to Supply Chain Management
(3.00 cr.) Operations management develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems to convert resources to goods and services. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, and both qualitative and quantitative methods to improve decision making.

OM 334 - Global Supply Chain Management
(3.00 cr.) *Prerequisite: IB 282, OM 330.* Deals with managing the flow of physical goods, services and information within national and international supply chains. Discusses the challenges of global supply chain relationships, such as outsourcing and off shoring and the corporate and web technologies needed to purchase, distribute and transport goods and services.

OM 335 - Project Management
(3.00 cr.) *Prerequisite: IB 282, IS 251, MG 201, OM 330 (may be taken concurrently).* Develops principles and management techniques needed to successfully complete projects. Utilizes technology to assist in initiating, planning, executing, monitoring, controlling, and closing a project. Discusses the human costs of change and disruption associated with new projects.

International Business Course Descriptions

IB 282 - International Business
(3.00 cr.) Focuses on the external environments that affect cross-border business transactions, including cultural, political, economic, and legal environment factors. Students learn to integrate international frameworks for trade, foreign investment, and foreign exchange transactions.

Management Course Descriptions

MG 201 – Management Principles
(3.00 cr.) Develops knowledge and skills in the management of organizational behavior. Topics include wealth creation, personality, motivation, leadership, planning, teamwork, ethics, and employee development. Teaching methods may include lectures, cases, team decisions, and discussion. Testing methods may include exams, papers, and team projects.

MG 300 - Introduction to Czech Business and Culture
(3.00 cr.) The Prague Summer Study Abroad program is a 1-month study abroad experience based in Prague, the Czech Republic. The program usually occurs during the month of July. Students must enroll in two courses. This program is open to all majors. Rising sophomores are eligible. Classroom learning is integrated with multiple cultural experiences, historical tours, business site visits, and weekend trips outside Prague to World Heritage sites. The classroom and experiential assignments and activities provide an integrated framework for understanding Czech culture and business.

MG 304 – Managing Innovation & Entrepreneurship
(3.00 cr.) *Prerequisites: MG 201 and 60 credits.* This course examines concepts and techniques about how innovation and entrepreneurship stages progress both within established organizations and start-ups. The course focuses on entrepreneurship at the individual level incorporating concepts and issues that spans from opportunity recognition to business model stage, and intrapreneurship at the organizational level incorporating concepts and issues related to innovation management and adaptation. At all levels, the course focuses on how development of an entrepreneurial mindset and techniques that support operationalization of innovative business decisions. The learning method is action based and experiential with use of cases, exercises, simulations, real-life projects, and written assignments.

MG 305 – Managing Talent
(3.00 cr.) *Prerequisite: IB 282, MG 201, and 60 credits.* Develops knowledge and skills in recognizing and addressing human capital issues faced by managers. The course focuses on how to manage an organization's human resources from the perspective of managers and employees. Topics include labor market conditions, competitive advantage of talent, talent analytics, the legal environment, recruitment and selection, performance management and appraisal, training and development, labor relations, and employee retention. The learning method is experiential with a focus on lectures, cases, class discussions, experiential exercises, and team projects.

MG 306 – Managing Teams
(3.00 cr.) *Prerequisite: IB 282, MG 201, and 60 credits.* Examines concepts and techniques for how to effectively engage in collaborative behaviors, set conditions for effective teamwork, manage high-performance teams, and facilitate flexible, responsive team solutions to problems. The learning method is experiential with a focus on lectures, guest speakers, exercises and simulations, case studies, and team projects. Assessments may include quizzes, tests, papers, projects and/or student presentations.

MG 315 - International Management

(3.00 cr.) *Prerequisite: IB 282, MG 201.* Investigates business policy, strategy, structure, and process in an international context. Focuses on the international business environment and management practices outside the United States. Students develop an understanding of the complex and varied role of the general manager in a nondomestic environment. Topics include the international environment; the role of the general manager overseas; and global strategies, policies, and processes. The learning method is action-based with a focus on case studies, company projects, and current event analysis related to international management issues and concepts. Same course as IB 315.

MG 333 - Global Strategy for Sustainability

(3.00 cr.) Examines how corporations deliver value to people, planet, and profit while creating and sustaining competitive advantage. Students critically assess the relationship between environmental, social, and governance (ESG) practices and the company's financial performance, contingent on time-horizon (short-term vs. long-term), industry, region, and cultural context. Additionally, students learn and apply managing tools, industry standards, and metrics to plan and evaluate sustainability strategies.

MG 400 – Managerial and Communications Skills

(3.00 cr.) *Prerequisite: MG201.* This course provides an opportunity for students to improve many key managerial and leadership skills. In particular, the course provides an opportunity for you to learn about your strengths and weaknesses around many traits and skills required of an effective manager and leader, particularly those skills that focus on interpersonal competence required to work effectively with individuals and within teams. The learning method is experiential with a focus on self-assessments, exercises and simulations, and written assignments.

MG 402 - Strategic Management

(3.00 cr.) *Prerequisite: IB 282, MG 201. Prerequisite (may be taken concurrently): FI 320, LW 305, OM 330.* Introduces the student to the discipline that sets organizational direction and drives executive decisions. Effective organizations proactively work to achieve competitive advantage. They formulate, implement and evaluate strategic plans. Organizations strive to develop direction based upon an understanding of their internal and external environments, integrating functional skills and processes. This course is writing and research intensive and the learning method is action learning, in the form of strategic company analysis project and/or case method.

MG 404 - Managing Innovation and Entrepreneurship

(3.00 cr.) *Prerequisite: MG 201 and 60 credits.* This course merges content from entrepreneurship and global strategy to examine concepts and techniques about how innovation and entrepreneurship stages progress, how they are shaped by today's global economy and its increasing demand for adoption of sustainable practices, how they shape an organization's collaboration strategy, and how development of an entrepreneurial mindset and design thinking supports operationalization of innovative business decisions.

MG 405 - Managing Human Resources

(3.00 cr.) *Prerequisite: IB 282, MG 201, and 60 credits.* Merges content from human resources and cross-cultural exchanges to examine the fundamental concepts and techniques for acquiring, developing, motivating, and managing a competent, diverse, innovative, and global work force. Topics include labor market conditions, the legal environment, recruitment and selection, training and development, compensation and benefits, labor relations, and employee retention.

MG 406 - Managing Teams

(3.00 cr.) *Prerequisite: IB 282, MG 201, and 60 credits.* Examines concepts and techniques for how to effectively engage in collaborative behaviors, set conditions for effective teamwork, manage high-performance teams, and facilitate flexible, responsive team solutions to problems. Methods include lectures, guest speakers, exercises and simulations, case studies, and team projects.

MG 407 – Managing Corporate Strategy

(3.00 cr.) *Prerequisite: IB 282, MG 201, and 60 credits.* This case-based course aims to develop students' abilities to diagnose complex business problems, formulate strategic solutions, and provide consultation to organizations. It examines how businesses create economic value by developing meaningful synergies within and across groups, divisions, hierarchies, and other organizations. Topics include the consulting process, international business, leadership, organizational effectiveness, and sustainable development. The learning method is primarily case-based with a focus on integrative case studies and readings are used throughout culminating in an internal case competition that may be judged by faculty and local professionals, to prepare students to engage in and manage such processes in their careers.

MG 410 – Leadership in Organizations

(3.00 cr.) *Prerequisite: MG201.* This course helps students develop their leadership capabilities through personal exploration, understanding and development of leadership knowledge and skills. To achieve this goal, the course offers an extensive examination of leadership in organizations and provides you with a set of experiences that are designed to enhance your self-awareness and capacity for effective leadership. The learning method is experiential with a focus on self-assessments, class discussions, guest speakers, exercises and simulations, case studies, and team projects.

MG 412 - Leading Change

(3.00 cr.) *Prerequisite: MG 201 and 60 credits.* Students develop a better understanding and practice of leadership through examination of the theory, research, and practice of effective leadership in a global, diverse world; the need for and development of leadership as part of the effective management of organizations; and the personal characteristics, behavioral styles, transformational, and other current models of leadership.

MG 415 - International Management

(3.00 cr.) *Prerequisite: EC 102, IB 282, MG 201.* Investigates business policy, strategy, structure, and process in an international context. Focuses on the international business environment and management practices outside the United States. Students develop an understanding of the complex and varied role of the general manager in a nondomestic environment. Topics include the international environment; the role of the general manager overseas; and global strategies, policies, and processes. *Same course as IB 415.*

MG 419 - Special Topics in Management

(3.00 cr.) *Prerequisite: 60 credits.* Readings and discussions in selected areas of management. Topics might include productivity management, career planning and development, small business management, organizational change and development, legal liabilities of managers, critical thinking, and R&D management. *May be repeated for credit with different topics.*

MG 451 - Global Social Entrepreneurship

(3.00 cr.) *Prerequisite: 60 credits.* Develops student knowledge and interest in social entrepreneurship. Social entrepreneurship is the social innovation process of applying sound business and entrepreneurial practices to solve social problems, empower people, and reduce poverty. The course uses lectures, videos, research articles, and student projects and presentations to build student knowledge and aptitude for social enterprise. Deliverables include presentations, papers, participation, and projects.

MG 452 - Power and Influence

(3.00 cr.) *Prerequisite: MG 201 and 60 credits.* Identifies sources of power and influence and analyzes the use of power to influence and achieve personal and organizational goals. Personality and experience often lead to the differences in interpretations of how power is used in organizations. Often new employees look to their own supervisors to shelter them from organizational politics and then the employees themselves become the pawns of political power. As organizations are political entities, this course analyzes choices regarding how objectives and strategies are made primarily on the basis of who has power and how that power is used.

MG 453 - Negotiation and Conflict Resolution

(3.00 cr.) *Prerequisite: MG 201.* This course helps students examine the theory and practice of negotiation and conflict resolution across a variety of settings. The course is designed to address a broad spectrum of negotiation and conflict-related problems. The learning method is experiential and provides students with the opportunity to develop their negotiation and conflict resolution skills experientially in a series of role-playing exercises that highlight various bargaining and negotiation processes.

MG 473 – Global Strategic Alliances

(3.00 cr.) *Prerequisite: IB 282 and MG 201.* Provides students with a hands-on, experientially-based knowledge of the role, evolution, selection, and management of strategic alliances. Through readings, assignments and activities, students develop their capacities to use the vocabulary and understand the drivers of strategic alliances, understand the alliance life cycle and each of its concentration components, identify the critical aspects in managing strategic alliances, and conduct a comprehensive alliance partner selection analysis. The learning method an involve the case method, simulation and action learning, in the form of a consultancy project.

MG 482 – Global Strategy

(3.00 cr.) *Prerequisites: IB 282 and MG 201.* An upper-level seminar for international business students that brings together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned, or a transnational corporation. Specific firms, industries and/or regions may be selected for study. The learning method can involve the case method, simulation and action learning, in the form of a consultancy project.

MG 499 - Management Internship

(3.00 cr.) *Prerequisite: MG 201.* Combines practical work experience with applied classroom work and projects. Individual internship placements for found for students. Students must complete a minimum of 150 hours working at the organization/business on projects and activities assigned by the supervisor. Scheduled performance reviews are completed by the student's supervisor. Classroom projects include: multiple networking assignments related to the internship placement, conducting and submitting a written industry analysis, weekly written reports integrating learning from completed coursework and the internship, reading a specialized "readings list" related to the industry of the student's placement, and developing an updated resume and cover letter at the end of the internship.

Marketing Course Descriptions

MK 240 – Marketing Principles

(3.00 cr.)   Students acquire an understanding of marketing's role in helping an organization create value. Students learn to identify the elements of the marketing mix, recognize how these elements can be integrated to achieve organizational objectives, and describe a product's marketing plan. Topics include market research, consumer behavior, market segmentation, targeting, positioning, and the marketing mix-product, promotion, pricing, and distribution.

MK 349 - Customer Experience Management: The Disney Study Tour

(3.00 cr.) *Prerequisite: MK 240. Restricted to sophomores, juniors, or seniors with a cumulative GPA of 2.500 or higher.* Students examine Customer Experience Management (CXM). Considered the new battlefield for business, CXM deals with how businesses design and manage their touchpoints with customers. The goal is to not only satisfy customers at one touchpoint, but to delight and excite them throughout their entire experience journey. As a result, customers may become repeat patrons and active advocates for the brand. The course consists of classes at Loyola followed by a study tour at Walt Disney World (Orlando) - a world leader in CXM. At Disney, students get a first-hand and behind-the-scenes look at CXM and are taught by Disney professionals. *Written or electronic permission of the instructor. A fee is charged, amount varies. (Spring only)*

Program Requirements – Leadership & Organizational Effectiveness BBA

Leadership and Organizational Effectiveness BBA	
Loyola Core Courses	*Semester Credit Hours*
1. WR 100 Effective Writing	3.0
2. History 100 Level	3.0
3. EN 101 Understanding Literature	3.0
4. English 200 Level Major Writers *or* History 300 Level	3.0
5. Foreign Language Intermediate II Level (104 level)	3.0
6. EC 102 Microeconomic Principles	3.0
7. EC 103 Macroeconomic Principles	3.0
8. Fine Arts (AH110, AH111, DR250, DR251, DR252, MU201, MU203, MU204, PT270, or SA224)	3.0
9. MA 151/251 Calculus	3.0
10. Natural Science	3.0
11. EC 220 Business Statistics	3.0
12. PL 201 Foundations of Philosophy	3.0
13. TH 201 Introduction to Theology	3.0
14. Theology 202 – 299 *or* PL 200 Level Philosophical Perspectives	3.0
15. Ethics: choose from PL 301 – 319 or TH 301 – 319	3.0
Diversity Core Requirement	Students must complete the diversity requirement through a designated diversity core, major, or elective course.
Major - Business Foundation Courses	*Semester Credit Hours*
16. AC 201 Financial Accounting	3.0
17. IS 251 Data Analytics & Information Systems	3.0
18. MG 201 Management Principles	3.0
19. MK 240 Marketing Principles	3.0
20. LW 305 Legal Environment of Business	3.0
21. FI 320 Financial Management	3.0
22. OM 260 Introduction to Supply Chain Management	3.0
Major - Advanced Courses	*Semester Credit Hours*
23. IB 282 International Business	3.0

Leadership and Organizational Effectiveness BBA	
24. MG 402 Strategic Management	3.0
25. MG 304 Managing Innovation & Entrepreneurship	3.0
26. MG 305 Managing Talent	3.0
27. MG 306 Managing Teams	3.0
28. MG 407 Managing Corporate Strategy	3.0
29. Upper-Level Management Elective (MG 300, MG 315, MG 400, MG 410, MG 412, MG 419, MG 452, MG 453, MG 473, MG 482, or MG 499)	3.0
30. Upper-Level Management Elective (MG 300, MG 315, MG 400, MG 410, MG 412, MG 419, MG 452, MG 453, MG 473, MG 482, or MG 499)	3.0
Electives	*Semester Credit Hours*
31. Non-Departmental Elective	3.0
32. Non-Departmental Elective	3.0
33. Non-Departmental Elective	3.0
34. Free Elective	3.0
35. Free Elective	3.0
36. Free Elective	3.0
37. Free Elective	3.0
38. Free Elective	3.0
39. Free Elective	3.0
40. Free Elective	3.0
Total Credits:	*120.0*

Attachment: General Business Learning Aims, Institutional Alignment and Assessment Map

General Business Learning Outcome	Loyola Undergraduate Learning Aim	Assessment Course
Students will develop oral and writing skills to communicate effectively in a business environment.	*Eloquentia Perfecta*	IS 251
Students will provide concise and engaging details for and persuasive development of business documents.	*Eloquentia Perfecta*	ALBA (Assurance of Learning Exam)
Students will be able to write with clarity and language maturity.	*Eloquentia Perfecta*	IS 251
Students will use appropriate technologies to enhance their oral and written presentations.	Critical Understanding	IS 251
Students will develop analytical, critical thinking and reflective skills to improve decision- making in an uncertain and rapidly changing environment.	Critical Understanding	OM 330
Students will demonstrate the ability to make decisions based on statistical analyses, data management and data analytics using current and emerging technologies.	Critical Understanding	EC 220, OM 330
Students will develop the ability to adapt to current and emerging technologies, analyze unstructured problems and utilize technologies to develop problem solutions.	Critical Understanding	IS 251
Students will develop knowledge of the functional areas of business and develop an appreciation for integration across those areas.	Intellectual Excellence	MK 240, OM 330, MG 201, FI 320, AC 201
Students will demonstrate knowledge of the various functional areas of business.	Intellectual Excellence	ALBA
Students will be able to integrate knowledge pertaining to the functional areas of business as a means to formulate and implement decisions intended to achieve organizational goals.	Intellectual Excellence	ALBA
Students will develop an appreciation of ethical reasoning and a commitment to justice.	Promotion of Justice	LW 305
Students will demonstrate the ability to recognize ethical dilemmas, and to incorporate ethical reasoning and a commitment to justice in decision making.	Promotion of Justice	LW 305
Students will appreciate the multiple dimensions of business in a global context.	Diversity	ALBA
Students will develop an understanding of the global environment of business.	Intellectual Excellence	EC 102, IS 251, LW 305
Students will be able to articulate the benefits of Diversity, Equity & Inclusion (DEI) in the workplace and society.	Diversity	ALBA
Students will be able to identify structural and institutional barriers to DEI and identify ways that businesses can alleviate them.	Diversity	ALBA