**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** LDR 200 – Ethical Leadership in the Workplace

**Home Department:** School of Education, Leadership, and Public Service

**Department Chair Name and Contact Information** (phone, email): Joe Lubig, 227-1880, [jlubig@nmu.edu](mailto:jlubig@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall):

**Official Course Status**: Has this course been approved by CUP and Senate? YES **IN PROGRESS**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content

Analysis of social issues, structures and processes or events

LDR 200 introduces students to the fundamental principles of leadership, ethics, and critical thinking that should establish the foundation of their academic, professional, and personal development. The course studies ethics in the workplace and the role of organizational leaders in fostering ethical behavior, including hiring, supervision, termination, and compliance. Students will demonstrate a competency in critical thinking skills to both identify and remedy ethical issues typically encountered in organizational settings and interactions. Students should be able to appreciate the symbiotic relationship between leadership, personal ethical reasoning, and critical thinking.

The purpose of this course is for students to acquire knowledge about leadership so they can lead and follow more effectively and ethically. Students should learn new ideas about leadership, strengthen existing leadership skills, and discover their hidden potential for leadership. Students should also learn the value of good followership and its importance in the complicated interaction between leaders and followers. The course is situated around the ethical dimensions of leadership, where students will learn to recognize, apply, and integrate ethical reasoning practices in various contexts, including the role of hiring and supervising others. This course is designed to help students better understand the ways in which they are already making ethical decisions and to promote reflection and dialogue in order to help students think about ethical leadership in even deeper, more complex ways.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

1. Critical Thinking:

In order to satisfy the *Evidence* learning outcome dimension, LDR 200 requires students to use information gleaned from text readings, online content, discussion forums, and professional experience to describe and analyze ethical issues and dilemmas and to apply critical thinking skills in resolving ethical issues.

In order to satisfy the *Integration* learning outcome dimension, LDR 200 requires students to cumulatively combine theories and concepts from text readings, online content, discussion forums, and professional experience to demonstrate awareness of one’s own values and investigate the interrelationships and tensions that occur between personal, professional, and societal values.

In order to satisfy the *Evaluation* learning outcome dimension, LDR 200 requires students to critically assess the relative value of related course ideas and ethical frameworks to identify and support pragmatic approaches to managing interpersonal opportunities and challenges in the workplace. Students will enhance their ability to think critically, to analyze complex and diverse concepts, and to use their reasoning, judgment and imagination to create new possibilities in leadership situations.

1. Perspectives on Society:

In order to satisfy the *Analysis of Society Connections* learning outcome dimension, LDR 200 requires students to draw from and synthesize theories and concepts introduced from a range of academic vantages so as to formulate optimal solutions to interpersonal ethical problems. Students will demonstrate awareness of one’s own values and investigate the interrelationships and tensions that occur between personal, professional, and societal values.

In order to satisfy the *Ethical Issues* learning outcome dimension, LDR 200 places ethics at the core of the course. Course readings, discussions, and activities center on ethical decision-making. Using an ethical lens, students, will demonstrate knowledge of employment law, workplace safety, and personal liability for supervisors.

In order to satisfy the Integrated *Development and Context of Society* learning outcome dimension, LDR 200 will require students to contextualize ethical ideals in workplace situations. Examining leadership case studies from multiple ethical perspectives (eg – deontology vs consequentialism), students will use course concepts to understand leadership situations and enhance their effectiveness. The course requires students to participate in and to lead a small group with an interdependent task.

C. Describe the target audience (level, student groups, etc.)

LDR 200 is required for Leadership majors and minors; however, the course should be attractive to other majors, as ethical leadership is certainly relevant to the entire student population as a general education course.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

LDR 200 is required for Leadership majors and minors.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task type:* Weeklyresponses to questions/prompts based on text readings, online articles and videos, as well classmates’ comments discussion forums.  *Frequency:* Weekly  *Overall grading weight:* 30%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information integrated into an ethical argument proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) for statements and arguments made in response to questions/prompts. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer.  *Task type:* Research Articles Synthesis Paper and Analysis of Partner’s Case Study  *Frequency:* Once each per semester.  *Overall grading weight:* 10%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information integrated into an ethical argument proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) for statements and arguments made in response to questions/prompts. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | *Task type:* Weeklyresponses to questions/prompts based on text readings, online articles and videos, as well classmates’ comments discussion forums.  *Frequency:* Weekly  *Overall grading weight:* 30%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to integrate insight and reasoning with existing understanding to reach informed conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) for statements and arguments made in response to questions/prompts. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer.  *Task type:* Variety of Leadership Plans (hiring, supervision, termination, and safety)  *Frequency:* Four per semester.  *Overall grading weight:* 20%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to integrate insight and reasoning with existing understanding to reach informed conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.    *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support from course materials and other sources. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task type:* Diversity Articles Analysis and Small-group Leadership Activity Reflection  *Frequency:* Once each per semester  *Overall grading weight:* 10%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to evaluate information, ideas, and activities according to established guidelines proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students utilize ethical frameworks (eg – virtue ethics, deontology, consequentialism) to evaluate leadership actions related to workplace situations. |

**PLAN FOR LEARNING OUTCOMES  
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events | *Task type:* Ethical Dilemma Case Study and Analysis of Classmate’s Case Study  *Frequency:* Once each per semester  *Overall grading weight:* 10%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to analyze social issues, structures, processes, and events proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*:  Instructors will ask students to analyze social issues, both long-standing (eg - race, gender and age stereotyping in workplace) and current (eg – transgender bathrooms). Students will describe options leaders might take and will analyze the strengths and weaknesses of each choice before selecting and defending the best option. |
| **Ethical Issues** | Addressing ethical issues in society | *Task type:* Personal Ethics Paper  *Frequency:* Once per semester  *Overall grading weight:* 10%  *Expected proficiency rate:* The SELPS expects that 15% of students will not be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students can apply ethical decision-making in solving workplace problems. |
| **Development and context of society** | Explore themes in the development of human society | *Task type:* Critical Thinking Reflection Paper and Visionary Thinking Paper  *Frequency:* Once each per semester  *Overall grading weight:* 10%  *Expected proficiency rate:* The SELPs expects that all students who pass the course will be able explore themes in the development of human society.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will ask students to consider modern workplace issues in light of major themes or significant historical events. For example, students might be asked to analyze robotization of workplace tasks in light of the Industrial Revolution. |