**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*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 300: Leadership in Diverse Workplaces

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

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

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

**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)*

**A. Overview of the course content**

This course begins with an overview of diversity and multiculturalism designed to help students develop the foundational concepts required for discussion of diversity related workplace challenges and benefits. Students will learn the importance of understanding cultural and demographic diversity in relation to effective leadership. Effort will be made to shift students’ awareness from diversity related problems to diversity related opportunities by teaching how to create an environment that capitalizes on the creativity and richness that increased diversity offers. Contemporary issues in social and cultural diversity will be covered with the focus remaining on workforce recruitment, management, training, and development topics. The course is designed to increase students’ awareness of and desire to promote social justice and inclusion in the workplace. At the completion of the course students will be able to:

* Recognize and apply critical thinking skills to a variety of individual, societal, and organizational dynamics related to diversity and inclusion in the workplace
* Explain how diversity impacts leadership in the workplace
* Analyze complex individual/societal/organizational workforce issues associated with human diversity and inclusion
* Deconstruct the ways in which aspects of human difference shapes a person’s experience of and perspectives in the workplace
* Recognize and propose solutions to organizational problems that can inhibit the full participation of many diverse employees
* Identify and apply various strategies for building bridges between diverse groups to improve workforce relationships
* Assess their personal views of diversity
* Develop a personal awareness plan of action
* Demonstrate leadership skills that reflect an appreciation for human difference and that support social justice and inclusion
* Identify and summarize the strategies needed to improve the workplace climate that capitalizes on the full contribution of all workplace members

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

*Critical thinking* is an important outcome of LDR 300 as students will engage in critical reflective thinking regarding situations they have experienced and case studies they are provided. They will also be required to think critically about how well they understand themselves, what their worldview is based on, and how their perspectives differ from those of other students. Students will be required to integrate a variety of sources of evidence as they produce creative, analytically written reflections, evaluations, reports and presentations. It is almost entirely through critical thinking assignments that the core outcomes related to understanding, appreciating, managing, and utilizing workplace diversity are achieved and assessed.

*Socially responsible leadership as it relates to understanding and appreciating diversity* is the core outcome that LDR 300 was designed to achieve. Students will be presented with foundational knowledge of individual differences within multiple categories of human difference (gender, race, religion, sexual orientation, age, and disability). The course takes the students on a journey designed to promote an awareness that such differences afford individuals with vastly different perspectives. The students’ own self-understanding and worldview will be regularly challenged with emphasis repeatedly placed on appreciation for and valuing of the different perspectives for enhancing workplaces. Although workplace problems and contemporary issues related to diversity will be covered, the course will place emphasis on opportunities and benefits of multiculturalism and diversity in the workplace so that students will enjoy the journey and desire to learn more about multiculturalism and diversity in order to develop themselves as strong leaders. Throughout the course students will be required to examine the issues of power and privilege such that they will leave the course with a greater commitment to promoting social justice as ethical leaders.

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

The target audience is students who have completed an associate’s degree and are continuing or have returned college to complete a bachelor’s degree in Leadership Studies.

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

This course will be delivered in the online format as a part of a 100% online 2+2 bachelor’s degree completion program in Leadership Studies. This course is designed to both fit the program curriculum and to fit the GEC requirements to allow students who may not have attended NMU for their associate’s degree to have a pathway to successfully matriculate through NMU entirely online.

**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.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task type: Reflective Writing through Discussion Responses & Personal Experience Analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Diversity Issue Presentation  Frequency: Every other week for case studies and twice per semester for peer evaluations and once per semester for the diversity issues presentation  Overall grading weight: 45%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task type: Reflective Writing through Discussion Responses & Personal Experience Analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: gathering, summarizing, integrating existing information with personal insight and conclusions through diversity presentation  Frequency: Once per semester  Overall grading weight: 15%  Expected proficiency rate: 15% Not Proficient  80% Proficient  5% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, and Peer-Evaluations  Frequency: Every other week for case studies and twice per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task type: Evaluating policies, procedures, actions, and ideas of others based on principles of ethical leadership and a lens of social justice through Case Studies, and Peer-Evaluations  Frequency: Every other week for case studies and twice per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  80% Proficient  10% Exceeds Proficiency |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD 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.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Task type: Reflective writing through discussion responses to class materials & Personal experience analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  80% Proficient  10% Exceeds Proficiency  Task type: recognizing and applying knowledge important to other cultures, genders, ages, sexual orientations, religions, and people with disabilities though quiz question responses  Frequency: Weekly  Overall grading weight: 20%  Expected proficiency rate: 10% Not Proficient  85% Proficient  5% Exceeds Proficiency  Task type: gathering, summarizing, integrating existing information with personal insight and conclusions through diversity presentation  Frequency: Once per semester  Overall grading weight: 15%  Expected proficiency rate: 15% Not Proficient  80% Proficient  5% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, and Peer-Evaluations  Frequency: Every other week for case studies and twice per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Task type: Reflective writing through discussion responses to class materials & Personal experience analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  80% Proficient  10% Exceeds Proficiency  Task type: recognizing and applying knowledge important to other cultures, genders, ages, sexual orientations, religions, and people with disabilities though quiz question responses  Frequency: Weekly  Overall grading weight: 20%  Expected proficiency rate: 15% Not Proficient  80% Proficient  5% Exceeds Proficiency  Task type: gathering, summarizing, integrating existing information with personal insight and conclusions through diversity presentation  Frequency: Once per semester  Overall grading weight: 15%  Expected proficiency rate: 10% Not Proficient  85% Proficient  5% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, and Peer-Evaluations  Frequency: Every other week for case studies and twice per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Task type: Reflective writing through discussion responses to class materials & Personal experience analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  80% Proficient  10% Exceeds Proficiency  Task type: gathering, summarizing, integrating existing information with personal insight and conclusions through diversity presentation  Frequency: Once per semester  Overall grading weight: 15%  Expected proficiency rate: 15% Not Proficient  80% Proficient  5% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, and Peer-Evaluations  Frequency: Every other week for case studies and twice per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 15% Not Proficient  75% Proficient  10% Exceeds Proficiency |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Task type: Reflective writing through discussion responses to class materials & Personal experience analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 20% Not Proficient  75% Proficient  5% Exceeds Proficiency  Task type: gathering, summarizing, integrating existing information with personal insight and conclusions through diversity presentation  Frequency: Once per semester  Overall grading weight: 15%  Expected proficiency rate: 15% Not Proficient  80% Proficient  5% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, and Peer-Evaluations  Frequency: Every other week for case studies and twice per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 15% Not Proficient  75% Proficient  10% Exceeds Proficiency |