INDIVIDUAL SYLLABUS COVER SHEET – TO BE COMPLETED FOR EACH COURSE

1. Course # & Course title: MHA 5220: Leadership Development II: Cultural Intelligence and Leadership Development

2. Taught in Self-Study Year By: Melissa Kates

3. Normally offered: _ Fall ___Winter _X_Spring ___Summer

4. Requirement status: _X__ Required since (date): 2021   ___ Elective?

5. Prerequisites: co-requisite: 5020

6. Position in typical course sequence [e.g., 2nd semester]: first semester

7. Enrollment for 3 most recent offerings (indicate number of students and year):

Year	#Program Students	# Non-Program Students	Total
2021	20	0	20
2022	16	0	16

8. (CHECKLIST) SYLLABUS CONTAINS:

X	Behavioral objectives	X	Course Requirements
X	Competencies	X	Performance Expectations
X	Session by Session Topics with Reading Assignments	X	Course Description

9. Learning objective links to competencies

Course Objective	Program Competency
Define Cultural Intelligence	Critical thinking skills applicable to CQ assessed via article reviews and summaries, annotated bibliography and other provided materials
Identify key leadership traits and behaviors related to cultural responsiveness	Same as above
Apply leadership principles to diversity, equity and inclusion practices healthcare settings and healthcare administrative roles	Application of leadership skills and principles assessed via text book assignments and chapter summaries
Assess personal cultural intelligence	Personal assessment of cultural intelligence assessed via the CQ online assessment and reflection of results
Identify and apply principles and practices related to creating a culturally responsive organization	Principles and practices related to culturally responsive organizations assessed via course module reflections and applications
Critique healthcare organizations' DEI statements, licies and practices	Written communication skills assessed via critique of an organizations' DEI related statements, policies and practices

10. Teaching and Learning methods used (see Criterion III.B.1)

Teaching / Learning Methods	% of Time
Higher Level (e.g. In class presentations, Cases, Team Activities, Simulations, External Field Experiences, Strategic/Consulting Projects, Reflective Learning) : Cases, reflections, application assignments	50
Lower Level (e.g. Readings, Lectures, Guest Speakers, Online/Class Discussions, Web Modules) online/class discussions, readings	50

11. Assessment methods used (see Criterion III.C.1)

Assessment Methods	*% of Grade*
Higher Level *(e.g. Observation checklists; Case/Project review and feedback; Team effectiveness assessment; Journals; Experiential report/Portfolios; Reflective Modeling; Class participation; Strategic/Consulting Projects)* Class project review and feedback, class participation, reflective modeling, strategic planning for leadership development	50
Lower Level *(e.g. Pre/Post Knowledge/Skills Testing; Exams; Papers/ Reports)* Papers and reports	50