



To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

## **ORGL 4342 – Leading Diverse and Inclusive Teams COURSE SYLLABUS**

### **INSTRUCTOR INFORMATION**

<b>Instructor:</b>	Dr. Stefan W. Vaughn
<b>Office Location:</b>	Online
<b>Office Hours:</b>	Email or Virtual by Appointment
<b>University Email Address:</b>	Stefan.Vaughn@tamuc.edu
<b>Preferred Communication:</b>	Email
<b>Communication Response Time:</b>	24-hours

### **COURSE INFORMATION**

#### **Materials**

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course and are accessible via the internet. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, assignments, and projects.

**Supplemental Materials:** Links and files will be provided in the document sharing tab within the course.

### **ORGANIZATION LEADERSHIP PROGRAM DESCRIPTION**

The Bachelor of Applied Arts and Sciences in Organizational Leadership (ORGL) degree is a competency based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

### **COURSE DESCRIPTION**

This course examines diversity and inclusion at the individual, group, and organizational levels. Students will apply concepts, tools, and strategies to help them promote diversity and inclusion among teams. Topics include leadership efforts to ensure diversity and inclusion efforts across gender, race, ethnicity, socioeconomic class, culture, generations, and others. Course also emphasizes cross-cultural competence for leaders in modern organizations. Students will develop and improve the knowledge and skills needed to lead diverse, inclusive, and multidisciplinary teams in modern organizations.

### **STUDENT LEARNING OUTCOMES**

Completion of this course provides the student with the knowledge to:

- Define terms and concepts common to leadership, diversity, inclusion, and teamwork
- Understand why leading diverse and inclusive teams is important in modern organizations
- Describe the knowledge, skills, and behaviors required to provide effective diversity leadership
- Identify strategies for managing diverse teams in organizations
- Apply ethical decision-making concepts to situations impacting diversity and inclusion
- Examine how bias can limit the ability to lead diverse groups
- Evaluate an organization's existing approach to leading diversity and inclusion
- Create a personalized diversity action plan

## REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All required assignments must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

## ASSESSMENT

Students must achieve 80% or higher on the required posttests and culminating project to demonstrate competency and pass the course.

## REQUIRED VS. OPTIONAL ASSIGNMENTS

**Pretests-** Required activity that does not count toward your final grade. Everyone is required to complete the course and module pretests (**7 total**). The purpose of these pretests is to provide a baseline understanding of your knowledge in the unit. Passing the pretests with 80% or above, demonstrating your understanding of the learning concepts, you may move through the material or go directly to the required posttest for each module. If you do not make at least 80% on a module pretest, I encourage you to through work through the course content for that module before attempting the posttest.

**Module Discussions** – Optional activity that does not count toward your final grade. Discussion completion allows you the opportunity to work through the topics in discussion with peers and the instructor. Discussions do not calculate into your final grade, but they will greatly enhance your chances of passing the course posttest.

**Unlimited Module Quizzes** – Optional activity that does not count toward your final grade. Quiz completion allows you the opportunity to test your knowledge and identify areas that you will need to revisit in preparation for the posttest. Quizzes do not calculate into your final grade, but they will greatly enhance your chances of passing the module and course posttests.

**Posttests** – Required activity that does count toward your final grade. Everyone is required to complete the module and course posttest (**7 total**). Each posttest has a listed and enforced time limit. You will have three (3) attempts per module and course posttest to achieve an 80% or higher score. If you do not make at least an 80% on the posttest for each module and the course posttest, than you will not successfully pass the course (Grade = F). The posttests total 700 points toward your final grade.

**Culminating Project** - Required activity that does count toward your final grade. The final project will assess your knowledge of course content. There are two required parts that total 100 points toward your final grade. Points are evaluated using the assigned rubric.

**Final Grade** - Once an 80% or higher is achieved on each posttest and the culminating project, you will be receive a numerical score/grade for the course. This score/grade will be based upon the average scores of the seven posttests and culminating project (800 possible points).

## GRADING SCALE

A = 90%-100%

B = 80%-89%

F = 79% or Below

## GRADING MATRIX

The following items will be used to calculate the final grade in the course.

Item	Worth
Module 1 Posttest	100 points
Module 2 Posttest	100 points
Module 3 Posttest	100 points
Module 4 Posttest	100 points
Module 5 Posttest	100 points
Module 6 Posttest	100 points
Course Posttest	100 points
Culminating Project	100 points
<b>Total</b>	<b>800 Points</b>

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

### **Interaction with Instructor Statement**

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)

[Undergraduate Student Academic Dishonesty Form](#)

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce, Velma K. Waters Library Rm 162, Phone (903) 886-5150 or (903) 886-5835

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **Counseling Center**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-8865868 or 9-1-1.

## COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Assignments  <b>*** Course Pretest (required) ***</b>
Module 1: Define terms and concepts common to leadership, diversity, inclusion, and teamwork. Understand why leading diverse and inclusive teams is important in modern organizations.	<b>Module Pretest (required)</b> Reading Material Videos Discussion Question (recommended) Module Quiz (recommended) <b>Module Posttest (required)</b>
Module 2: Describe the knowledge, skills, and behaviors required to provide effective diversity leadership.	<b>Module Pretest (required)</b> Reading Material Videos Discussion Question (recommended) Module Quiz (recommended) <b>Module Posttest (required)</b>
Module 3: Identify strategies for managing diverse teams in organizations.	<b>Module Pretest (required)</b> Reading Material Videos Discussion Question (recommended) Module Quiz (recommended) <b>Module Posttest (required)</b>
Module 4: Apply ethical decision-making concepts to situations impacting diversity and inclusion.	<b>Module Pretest (required)</b> Reading Material Videos Discussion Question (recommended) Module Quiz (recommended) <b>Module Posttest (required)</b>
Module 5: Examine how bias can limit the ability to lead diverse groups.	<b>Module Pretest (required)</b> Reading Material Videos Discussion Question (recommended) Module Quiz (recommended) <b>Module Posttest (required)</b>
Module 6: Evaluate an organization's existing approach to leading diversity and inclusion.	<b>Module Pretest (required)</b> Reading Material Videos Implicit Bias Test Discussion Question (recommended) Module Quiz (recommended) <b>Module Posttest (required)</b>
	<b>Culminating Project (required)</b> <b>Course Posttest (required)</b>