



**CID 431: Developing Globally Competent Leaders**  
COURSE SYLLABUS

**Term:**

**Year:**

**INSTRUCTOR INFORMATION**

**Instructor:**

**Office Location:** Online, Remote

**Office Hours:** Email, Telephone, or Virtual by Appointment

**Office Phone:**

**University Email Address:**

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 24 business hours

**Instructor Notes:**

**COURSE INFORMATION**

**Course description**

This competency course dissects the components of global competence and helps students to interpret them in relation to the critical role of leadership. Students are introduced to a wide variety of resources that have been shown to improve levels of global competence. Upon completion of the course, students are expected to better interpret and understand their own strengths and development areas that may benefit from further study and attention.

**Student Learning Outcomes**

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

1. Understand why globally competent leadership is critical in modern society.
2. Understand and incorporate the skills, knowledge, and abilities that a globally competent leader should possess.
3. Reflect on your personal level of global competence and strive for continuous improvement.

**Program Description**

*The syllabus/schedule are subject to change.*

Courses with the “CID” prefix are competency-based courses which can fulfill elective credits within other competency-based degree programs. Students should check with their advisor about the applicability or need for elective courses in a student’s major or support courses.

### Course Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class

### 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 computers and internet access for this course. Students must be able to effectively use my Leo email, my Leo 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 assignments and quizzes (both graded and not graded) 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.

### 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 semester. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty.

### ASSESSMENT

Students must achieve 80% or higher on both the post-test and exercise to demonstrate competency and pass the course.

### Course PRE-TEST

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. The pre-test is required before you begin studying course materials. If you do not make at least 80% on the pretest, students will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.

**Once graded, please view feedback under the feedback sections inside the test.**

Content	Description	Value	Notes
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Pre-test	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator.	100 points	Required before completing any other work in the course. The grade on the pre-test does not count in the final grade for this course.
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### Written Exercise

There is one written exercise with 10 questions. You can find it under "Exercise" in the course. The student must earn an 80% or higher on the exercise grade to access the cost posttest and earn credit for the course. The written exercise grade and course posttest grade will be averaged for the final grade. Students should answer all 10 questions in one document and submit in D2L. Make sure to view the rubric before starting and answer all parts of the questions thoughtfully and thoroughly. **A score of 80% or higher is required to demonstrate competency. DUE: Last day of week 7, Friday by 11:59 PM CST. Suggested completion end of Week 6.**

Content	Description	Value	Notes
Exercise questions	Measures competency through student written responses to instructor prompted questions (10).	100 points	Required before completing the post-test. Suggested to complete by the end of Week 6 so you can shift focus to the post-test.  Required score of 80% or higher. You have up to three attempts. <b>DUE: Last day of week 7, Friday by 11:59 PM CST</b>

### Course POST-TEST

The end-of-course/module comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. **A score of 80% or higher is required to demonstrate competency. DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term.

Content	Description	Value	Notes
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Post-test	Measures your competency of learning outcomes through short answer and essay. You have 3 hours to finish your posttest. Use your time wisely to avoid running out of time.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE: Last day of week 7, Friday by 11:59 PM CST</b>
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**Make sure to view the rubric before you get started and answer all parts of the questions thoughtfully and thoroughly.** A one or two sentence reply will not be sufficient when asked to discuss. I am looking for meaningful global applications in your responses.

The posttest means you are finishing the course. Please note that I cannot grade your posttest until I've received and graded your pre-test and written exercise. **Once graded, please view feedback under the feedback sections inside the test.**

### GRADING

A score of 80% or higher on both the Exercise Questions and Post-test is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Exercise Questions	100 points
Post-test	100 points
<b>Total</b>	<b>200 points</b>

#### Grading Scale

= 180-200 points (90%-100%)

A = 160-179 points (80-89.9%)

F – 159 or fewer points (79.9 or Below)

### ACCELERATION PROCESS

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

#### Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

### 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 technical requirements

### LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

### LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

### YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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, Starbucks, a TAMUC campus open computer lab, etc.

### 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](#).

## COMMUNICATION AND SUPPORT

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. 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.

### All emails from students should include:

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## 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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

### 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 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

### **CID Policy on Academic Integrity**

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

### **Use of Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **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

Fax (903) 468-8148

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

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

### **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.

### **A&M-Commerce Supports Students' Mental Health – Counseling Services**

*The syllabus/schedule are subject to change.*

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)

### **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](#) online document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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 903-886-5868 or 9-1-1.

## COURSE OUTLINE

<b>Learning Objectives and Competencies</b>	<b>Materials to Read or Review</b>	<b>Assignments</b>
LO 1: Internal Readiness	<ul style="list-style-type: none"> <li>• Intro &amp; Definition of Global Competence</li> <li>• Global Leadership</li> <li>• LO:1</li> </ul>	Read the material and watch the videos under the listed sections.
LO 2: Self-Awareness	<ul style="list-style-type: none"> <li>• LO:2</li> </ul>	Read the material and watch the videos under the listed section.
LO 3: Risk Taking	<ul style="list-style-type: none"> <li>• LO:3</li> </ul>	Read the material and watch the videos under the listed section.
LO 4: Open-Mindedness	<ul style="list-style-type: none"> <li>• LO:4</li> </ul>	Read the material and watch the videos under the listed section.
LO 5: Attentiveness to Diversity	<ul style="list-style-type: none"> <li>• LO:5</li> </ul>	Read the material and watch the videos under the listed section.
LO 6: External Readiness	<ul style="list-style-type: none"> <li>• LO:6</li> </ul>	Read the material and watch the videos under the listed section.
LO 7: Historical Perspective	<ul style="list-style-type: none"> <li>• LO:7</li> </ul>	Read the material and watch the videos under the listed section.
LO 8: Global Awareness	<ul style="list-style-type: none"> <li>• LO:8</li> </ul>	Read the material and watch the videos under the listed section.
LO 9: Intercultural Capability	<ul style="list-style-type: none"> <li>• LO:9</li> </ul>	Read the material and watch the videos under the listed section.
LO 10: Collaboration Across Cultures	<ul style="list-style-type: none"> <li>• LO:10</li> </ul>	<p>Read the material and watch the videos under the listed section.</p> <p>Complete the Post-test if you've already submitted your Exercise Questions</p>