BSAD316 – Diversity, Equity, & Inclusion in the Workplace

CIP Code: 52.1099
For assistance determining CIP Code, please refer to this webpage
or reach out to Sarah Todd at todd@canton.edu

Created by: William A. Myers
Updated by: March 22nd, 2024.
A. TITLE: Diversity, Equity, & Inclusion in the Workplace

B. COURSE NUMBER: BSAD316

C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

# Credit Hours: 3
# Lecture Hours __3__ per Week
# Lab Hours _0_ Week
Other __0__ per Week

Course Length (# of Weeks): 15 (14 weeks of class + Final Exam week)

D. WRITING INTENSIVE COURSE: No

E. GER CATEGORY:
Does course satisfy more than one GER category? Yes, If so, which one? GER3 Diversity, Equity, Inclusion, & Social Justice

F. SEMESTER(S) OFFERED: Fall

G. COURSE DESCRIPTION:
This course will provide students with knowledge of terms, concepts, and legal standards associated with diversity, equity, and inclusion in the workplace. Students will review legal cases of discrimination in the workplace and review the best practices of companies and organizations leading in the areas of diversity, equity, inclusion, and social justice. Students will learn about leadership actions supportive of inclusive & equitable management and business practices. Students will also learn about their legal rights as employees and resources available to them. Through written assignments, students will propose actions in support of an inclusive, equitable, and socially just process in various organizational functions.

H. PRE-REQUISITES: None
CO-REQUISITES: None

I. STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students will be able to describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.</td>
<td>3 – Diversity, Equity, Inclusion &amp; Social Justice</td>
<td>4 – Social Responsibility</td>
<td></td>
</tr>
<tr>
<td>B. Students will be able to analyze the role that complex networks of social structures and systems play in the creation</td>
<td>3 – Diversity, Equity, Inclusion &amp; Social Justice</td>
<td>4 – Social Responsibility</td>
<td></td>
</tr>
</tbody>
</table>
and perpetuation of the dynamics of power, privilege, oppression, and opportunity.

C. Students will be able to apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

D. Students will be able to analyze organizational systems and practices and identify opportunities/actions that will help support or improve organizational diversity, inclusion, equity, and social justice.

4.0 – Ethical Perspective – Recognize, analyze, and choose resolutions to ethical problems explicit or implicit in decision making.

**KEY**

**Institutional Student Learning Outcomes [ISLO 1 – 5]**

<table>
<thead>
<tr>
<th>ISLO #</th>
<th>ISLO &amp; Subsets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication Skills &lt;br&gt; Oral [O], Written [W]</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking &lt;br&gt; Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
</tr>
<tr>
<td>3</td>
<td>Foundational Skills &lt;br&gt; Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
</tr>
<tr>
<td>4</td>
<td>Social Responsibility &lt;br&gt; Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
</tr>
<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
</tr>
</tbody>
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**J. APPLIED LEARNING COMPONENT:**

Yes_____ No_____ X_____

If Yes, select one or more of the following categories:

Classroom/Lab____ <br> Civic Engagement____
Internship____ <br> Creative Works/Senior Project____
Clinical Practicum____ <br> Research____
Practicum____ <br> Entrepreneurship____
Service Learning____ <br> (program, class, project)
Community Service____
K. TEXTS:
Title: Diversity in Organizations 5th Edition
Authors: Myrtle Bell and Joy Leopold
Publisher: Cengage Learning
Copyright: 2025

L. REFERENCES:
Title: Diversity in Organizations 5th Edition
Authors: Myrtle Bell and Joy Leopold
Publisher: Cengage Learning
Copyright: 2025

Title: HR 5th Edition.
Authors: Angelo DeNisi/Ricky Griffin
Publisher: McGraw Hill.
ISBN: 978-0357048191

Title: Diversity Equity & Inclusion at Work.
Copyright: 2024
Author: George B. Cunningham
Publisher: Routledge Taylor and Francis Group.

M. EQUIPMENT:
No special equipment or facilities required to offer this course.

N. GRADING METHOD:
Graded assignments will include class participation (discussions in the online format), quizzes, exams, and written assignments.

We will use an A-F scale for this course, with (+) grades as specified.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 and above</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>D+</td>
<td>65-69</td>
</tr>
<tr>
<td>D</td>
<td>60-64</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
SUGGESTED MEASUREMENT CRITERIA/METHODS:
Class Participation or Written Class Discussions.

Written Homework Assignments/Legal Case Reviews:
Students will be assigned five (5) written (essay format) homework assignments consisting of one (1) assignment that asks that they identify and explain federal and state laws related to diversity, equity, and inclusion in the workplace, and four (4) Legal Case Reviews. Each of the legal case reviews will be associated with a legal case that addressed one of the various forms of discrimination in the workplace (for example: ethnic discrimination, racial discrimination, gender bias, and ableism). In addition to providing a summary of the legal case and analyzing what happened in the case, students will be required to use terms and concepts from the course assigned reading, identify the societal factors and social structures that may have led to the events within the case, and to identify systems or actions that organizational leaders or managers can use/implement to prevent similar situations from happening in their organizations.

Quizzes and Exams

P. DETAILED COURSE OUTLINE:

Course outline:
I. Introduction to Diversity, Equity, Inclusion, & Social Justice
II. Theoretical Background and Foundation of DEISJ
III. Legislation – Federal and State Laws Applicable to Discrimination in the Workplace.
   d. Title I of the Americans with Disabilities Act of 1990.
   e. Sections 102 and 103 of the Civil Rights Act of 1991.
   g. New York State Human Rights Law.
IV. The Black/African American Experience
V. The Latino/Hispanic Experience
VI. The Asian/Asian American Experience
VII. The White/Anglo American Experience
VIII. The Native American and Multi-Racial Experience
IX. Sex & Gender
X. Work & Family
   b. The Pregnant Workers Fairness Act of 2022 (PWFA)
XI. Sexual Orientation and Gender Identity
   a. GENDA – 2019 Amendment to the NYS Human Rights Law.
XII. Religion
XIII. Age
XIV. Physical & Mental Ability
   a. The Americans with Disabilities Act of 1990, as Amended.
XV. Weight & Appearance

** Each of the topics listed beside the Roman numerals above are all Chapter Titles from the Textbook for the class.

Q. LABORATORY OUTLINE: NA
The Student Learning Outcomes for this class are as follows:

1. Students will be able to describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.

2. Students will be able to analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.

3. Students will be able to apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

4. Students will be able to analyze organizational systems and practices and identify opportunities/actions that will help support or improve organizational diversity, inclusion, equity, and social justice.

Assessment Method:
Students will be assigned five (5) written (essay format) homework assignments consisting of one (1) assignment that asks that they identify and explain federal and state laws related to diversity, equity, and inclusion in the workplace, and four (4) Legal Case Reviews. Each of the legal case reviews will be associated with a legal case that addressed one of the various forms of discrimination in the workplace (for example: ethnic discrimination, racial discrimination, gender bias, and ableism). In addition to providing a summary of the legal case and analyzing what happened in the case, students will be required to use terms and concepts from the course assigned reading, identify the societal factors and social structures that may have led to the events within the case, and to identify systems or actions that organizational leaders or managers can use/implement to prevent similar situations from happening in their organizations.

The instructor will provide formative feedback on each of the homework assignments, and therefore the final homework assignment/legal case review is likely to be the best indicator of student learning outcomes. The final homework assignment/legal case review would be used to assess student learning outcomes.

The final homework assignment/legal case review would be evaluated using a format similar to the “SUNY GE Diversity, Equity, Inclusion, and Social Justice (DEISJ) Rubric” (Please see attached).

Respectfully Submitted,
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