

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



## MASTER SYLLABUS

BSAD316 – Diversity, Equity, & Inclusion in the Workplace

**CIP Code: 52.1099**

*For assistance determining CIP Code, please refer to this webpage  
<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>  
or reach out to Sarah Todd at [todds@canton.edu](mailto:todds@canton.edu)*

**Created by: William A. Myers**  
**Updated by: March 22<sup>nd</sup>, 2024.**

**SCHOOL OF BUSINESS & LIBERAL ARTS**  
**BUSINESS DEPARTMENT**  
**SEMESTER YEAR Spring 2025**

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:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
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.		3 – Diversity, Equity, Inclusion & Social Justice	4 – Social Responsibility
B. Students will be able to analyze the role that complex networks of social structures and systems play in the creation		3 – Diversity, Equity, Inclusion & Social Justice	4 – Social Responsibility

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.		3 – Diversity, Equity, Inclusion & Social Justice	4 – Social Responsibility
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 – <i>Recognize, analyze, and choose resolutions to ethical problems explicit or implicit in decision making.</i>		

<b>KEY</b>	<b><u>Institutional Student Learning Outcomes</u></b> <b><u>[ISLO 1 – 5]</u></b>
<b>ISLO #</b>	<b>ISLO &amp; Subsets</b>
<b>1</b>	<b>Communication Skills</b> Oral [O], Written [W]
<b>2</b>	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
<b>3</b>	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
<b>4</b>	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
<b>5</b>	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT: Yes \_\_\_\_\_ No **X**

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

Classroom/Lab \_\_\_\_\_  
 Internship \_\_\_\_\_  
 Clinical Practicum \_\_\_\_\_  
 Practicum \_\_\_\_\_  
 Service Learning \_\_\_\_\_  
 Community Service \_\_\_\_\_

Civic Engagement \_\_\_\_\_  
 Creative Works/Senior Project \_\_\_\_\_  
 Research \_\_\_\_\_  
 Entrepreneurship \_\_\_\_\_  
 (program, class, project)

K. TEXTS:

**Title:** Diversity in Organizations 5<sup>th</sup> Edition

**Authors:** Myrtle Bell and Joy Leopold

**Publisher:** Cengage Learning

**Copyright:** 2025

**E-book - ISBN-13:** 9780357986394

L. REFERENCES:

**Title:** Diversity in Organizations 5<sup>th</sup> Edition

**Authors:** Myrtle Bell and Joy Leopold

**Publisher:** Cengage Learning

**Copyright:** 2025

**E-book - ISBN-13:** 9780357986394

**Title:** HR 5<sup>th</sup> 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.

**ISBN:** 978-1-032-53683-5

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.

A	90 and above
B+	85-89
B	80-84
C+	75-79
C	70-74
D+	65-69
D	60-64
F	59 and below

O. 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.
  - a. Title VII of the Civil Rights Act of 1964.
  - b. Equal Pay Act of 1963.
  - c. The Age Discrimination in Employment Act of 1967.
  - d. Title I of the Americans with Disabilities Act of 1990.
  - e. Sections 102 and 103 of the Civil Rights Act of 1991.
  - f. Fair Housing Act of 1988.
  - 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
  - a. The Pregnancy Discrimination Act.
  - 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.
  - b. Sections 501 and 505 of the Rehabilitation Act of 1973.
  - c. The Genetic Information Nondiscrimination Act of 2008 (GINA).

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

**Sample General Education Assessment (GER) –  
for BSAD316 - Diversity, Equity, Inclusion, in the Workplace.**

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,  
William A. Myers, Ph.D.  
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