

## Wayland Mission Statement

---

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

## Contact Information

---

**Course:** MGMT 5313 VC01 – Diversity Management

**Campus:** WBUonline

**Term/Session:** Fall 2 2<sup>nd</sup> 8 weeks (Oct 10-Dec 10 2022)

**Instructor:** Dr. Randolph Smith, Ph.D

**Cell Phone Number:** 210 685-9739 **WBU Email Address:** Randolph.smith@wayland.wbu.edu

**Office Hours, Building, and Location:** On line Virtual 24/7 No Calls Nor Text from 10:00 PM CST-7:00 AM CST.

**Class Meeting Time and Location:** On-line Virtual-only 24/7

## Textbook Information

---

**Required Textbook(s) and/or Required Materials:**

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#
<u>Understanding and Managing Diversity</u>	Harvey/Allard	6 <sup>th</sup>	2015	Pearson	9780-13354-8198

*The textbook for this course is part of the **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

**Optional Materials:** American Psychological Association (APA) format guide or information will be helpful. There are also free resources at Libraries. APA guide will help enhance proper citing of sources.

## Course Information

---

**Catalog Description:**

Research literature and value of 'managing' diversity with a Christian response to issues within diversity management; diversity management implications for employee and labor relations, workforce planning and development; measurement of results.

**Prerequisite:**

BUAD 5300 or MGMT 3324

**Course Outcome Competencies:**

- Analyze the awareness spectrum of diversity in organizations.
- Discuss how individual differences influence productivity.
- Evaluate the effectiveness of diversity initiatives within organizations.
- Assess trends in the socio-economic environment as applied to diversity challenges in organizations.

## Attendance Requirements

---

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

## University Policies

---

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

## Course Requirements and Grading Criteria

<b>Mid-Term exam- On-line - <i>Not Proctored</i> 20 pts (20%)</b>	<b>Due week 4 Sat mid-night CST</b>
<b>Final Research Paper on Diversity Management Subject Matter (Student Choice)  20 pts (20%)</b>	<b>Due week 7 Sat mid-night CST</b>
<b>Weekly Posted Discussion and Responding to fellow student-20 pts (20%)</b>	<b>Due Saturdays by mid-night CST</b>
<b>Weekly Assignments: Summary 20 pts (20%) Use, Cover sheet, Text, References, etc.</b>	<b>Due Sunday upcoming week- by mid- night CST.</b>
<b>Final Exam – On-line - <i>Not Proctored</i> 20 pts (20%)</b>	<b>Due week 8 Sat mid-night CST</b>

### The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

## Tentative Schedule

Week 1-Introductions, Understanding Diversity: Where We Have Been and Where are we Going  
Week 2-Section I-Understanding Individual Perspectives of Diversity  
Week 3-Section II-Understanding The Primary Dimensions of Diversity: Race and Ethnicity  
Week 4-Section III-Understanding The Primary Dimensions of Diversity: Age, Gender, Sexual Orientation, and Physical and Mental Challenges  
Week 5-Section IV- Understanding the Secondary Dimensions of Diversity: Social Class, Religion, Appearance/Weight, Language/Communication, and Military Service  
Week 6-Section V-Managing Diversity In Terms of The Ethical, Legal, Media, and Marketing Issues  
Week 7- Section VI- Managing Organizational Change And Diversity: Current Issues  
Week 8-Section VII- Capstone Experiences For Understanding and Managing Diversity

### **Additional Information**

*Mid-term and Final exams are NOT PROCTORED will be on on-line and maybe password protected. Mid-term due by end week 4- Sat Mid-night CST. Final exam due by end week 8 Mid-night CST.*

***Do not submit any assignment by E-mail unless the Professor pre-authorizes it. American Psychological Association (APA) format is to be used when writing discussions or papers. When using researched material. Always cite sources in-text whether paraphrased or directly quoted. List reference source page.***

Students are required to use the American Psychological Association (APA) publication guidelines as applicable. ***Final Research Papers late by one day may cost the student a letter grade. Late Research Papers will cost 1 points per day late. This is in addition to normal deductions. No assignments will be accepted after the last day of class. The student will receive a 0 grade if no assignment was submitted.***

***This is not a politics course, nor a social action platform. This is a diversity management information course. Please also keep in mind that we lead people and manage things, or situations. Make sure that when you write information that is your opinion, state that or write it is your thought or example. If you paraphrase or directly quote something that is not your own personal opinion, nor fact it must be written as personal opinion, thought, or example. Everyone has a valid important opinion or thought. Let the facts be the facts, that are provable, and researchable. Let opinion and example be just what they are. (Example: In my opinion..., in my thought..., as an example...), In the text Johnson (1985) wrote....).***

***This is Master's degree level course. That means one of your skill sets is to be able to write and speak research and fact-based information and reference the validated source you got it from. This is for future research or writing a thesis, research paper or book, etc. In other words to be able to publish your work.***

***The discussion question will use the text or articles of similar content. This causes a student to have to cite sources. That way a person cannot write everything as opinion or example as to not have to do the work of writing and citing valid factual sources. One must exhibit the skill set of citing sources in text.***

There will be lecture notes, discussions postings, Power-point slides if available, reviews, scenarios, assignment, summaries and written reports or projects. Other forms of multimedia will be used as deemed necessary to enhance the learning experience. Students should review each link to be familiar with the contents.

Quizzes/Tests/Exam: may be given at various places to assess knowledge before the mid-term and final exam. Quizzes may be used to augment the evaluation criteria. Quiz review sheets may be available.

Instructor information for students will be posted to the Assignments area. The student must go into the discussion or tools area and post personal information.

Format: This is an on-line course, and you are expected to participate in weekly discussion boards. This course will require some research, discussions, and some quizzes.

Assignments or Summary: Assignments will be posted as required by course. The student is responsible for reading the information and adhering to the projects. assignments may be summaries of three items in three paragraphs from weekly readings. This would include cover sheet, text in APA format and reference sheet. Minimum 1 and 1/2 pages of text. **PDF** documents are better to load to prevent realignment of data.

Discussion Postings: The professor will initiate a discussion board. There may be 1-4 items. Students are encouraged to participate and used proper written language and etiquette. Participation in the discussion board takes the place of live classroom interaction. Your participation may include a minimum of two postings. This also includes one response minimum to one other student per post question. **Student must also post the name of the fellow student to whom they responded , in their own original post.** Note: When answering questions as an example use the **WK 1 Q2 in the title or the Subject item. Do not use any specialized individual titles. I understand you may want to change the title to be creative. However, be creative in the text not the response title. Use in text citations and reference source (s) at the end of the paragraph.**

**Online etiquette is necessary. Use positive helpful communication when responding to a fellow student. Make sure your tone in writing is professional and helpful not harmful nor overly critical. Use constructive positive evaluation or feedback when warranted and NOT constructive criticism. Ask the Professor for guidance, if you do not know the difference.**

#### **Instructor Response to Discussion Board Posts:**

**Please remember that I am viewing all comments made. I will give feedback that may be considered minimal to the person. If anyone feels that he or she needs more comments, please let me know by E-mail. If I have not E-mailed you back in 48 hours please call or send a message through the Blackboard Message E-mail system, or the Wayland address. If all else fails please give me a call on my cell phone and leave a message, or text. I try to get to everyone. I do not use calls after 10:00 PM to 7:00 AM. I will look at every post. I will respond to as many as possible. There will be over 120 per week. If I have not responded to at least one of your posts, or graded an assignment that week, or responded to another peer please send me a message. In addition, I may respond in a few words or many. It is difficult to answer 200-300 words to each student each post. It would take weeks...In spite of this the student comments usually are still exceptional.**

**Post research papers to the Assignments/Assessments Section or Course Content. Use the Discussion Board for weekly Discussions**

#### **Course Conduct:**

No make-up exams after the Saturday or Sunday CST deadline; has expired, unless it is an extreme emergency. **Contact the Instructor first.**

**Otherwise No late exam assignments will be accepted.**

**Do not submit assignments by E-mail unless pre-confirmed by the Professor.**

<b>Assignment or Summary Rubric</b>				
<b>Criteria</b>	90 - 100% (2.86) pts	80 – 89% (2)	70 – 79% (1.5)	Below 70% Poor (.5 or below)
<b>Completeness</b>	Complete in all respects; reflects all requirements Uses APA format for references and in text citations when paraphrasing or directly quoting	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
<b>Analysis, evaluation, or recommendation</b>	Presents detailed, realistic, and appropriate information, or recommendation, clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate information, or recommendation supported by the information presented and concepts from the reading	Presents realistic or appropriate information, or recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
<b>Research</b>	Supplements case study with relevant and extensive research into the subject matter; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the subject matter; documents all sources of information	Supplements case study with limited research into the subject matter; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

**Discussion Rubric:**

	<b>&lt;70% (below 1.5 to 0) pts</b>	<b>70%-79% (1.5)</b>	<b>80%-89% (2)</b>	<b>90%-100% (2.5)</b>
<b>Business Acumen</b>	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts. Uses APA format for references and in-text citations when paraphrasing or directly quoting.
<b>Critical Thinking</b>	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. <b>Work with peers through posts;</b> Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
<b>Personal Effectiveness</b>	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

			contribution guidelines.	
--	--	--	--------------------------	--

**Final Paper Project**

<b>Criteria: Use APA Format in text citations when needed, reference page, Times New Roman Font-12 pt type, use a proper research title, Use proper grammar, construction, etc.</b>	90 - 100% (20-18) pts Missing at least one category, other deductions.	80 – 89% (17-16) Missing at least two categories, and other deductions	70 – 79% (15-10) Missing at least three categories or more, in correct format, missing standard grammar, etc.	Below 70% Poor (10-0) Missing at least 4 categories, or other deductions or No assignment turned in
---	--	--	---	--

Faculty may add additional information if desired. Students will be notified.

Rev 4/12/2022

---