# Wayland Logo

Campus Name

School of Business

# 2. UNIVERSITY 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.

# 3. COURSE NUMBER & NAME:

MGMT 5313-section number, Diversity Management

# **4. TERM**: Fall II 8 weeks (Oct 11-Dec 11 2021)

# **5. INSTRUCTOR**:

Dr. Randolph Smith, Ph.D. in Organization and Management

# **6. CONTACT INFORMATION**:

Office phone: 210 685-9739

WBU Email: Randolph.smith@wayland.wbu.edu

Cell phone: 210 685-9739

# **7. OFFICE HOURS, BUILDING & LOCATION**:

Virtual 24/7 On-line-No Calls nor text from 10:00 PM-7:00 AM

# **8. COURSE MEETING TIME & LOCATION**:

Virtual 24/7 On-line-No Calls nor text from 10:00 PM-7:00 AM

# **9. 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.

# 10. PREREQUISITE:

BUAD 5300 or MGMT 3324

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** | **UPDATED** |
| --- | --- | --- | --- | --- | --- | --- |
| Understanding and Managing Diversity | Harvey/Allard | 6th | 2015 | Pearson | 9780-13354-8198 | 4/24/17 |

**May be Vital Source E text book**

# 12. OPTIONAL MATERIALS

# **13. COURSE OUTCOMES AND 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.

# 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **15. STATEMENT ON PLAGIARISM & 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.

# **16. 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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

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

Grading is in accordance with university policy: A=90-100, B=80-89; C= 70-79; F= below 70

**17.1 Include Grade Appeal Statement:** “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/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.”

# 18. 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

# 19. 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.***

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.**

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| **Assignment or Summary Rubric** | | | | |
| **Criteria** | 90 - 100%  (2.86) pts | 80 – 89%  (2) | 70 – 79%  (1.5) | Below 70% Poor  (.5 or below) |
| **Completeness** | Complete in all respects; reflects all requirements  Uses APA format in 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 |
| **Analysis, evaluation, or recommendation** | 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 |
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| **Research** | 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 |
| **Writing mechanics** | 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:**

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| --- | --- | --- | --- | --- |
|  | **<70%**  **(below 1.5 to 0) pts** | **70%-79%**  **(1.5)** | **80%-89%**  **(2)** | **90%-100%**  **(2.5)** |
| **Business**  **Acumen** | 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 in-text citations when paraphrasing or directly quoting. |
| **Critical Thinking** | 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. Work **with peers through posts;**Facilitates content coverage. Critically examines arguments, alternatives, and analyses. |
| **Personal Effectiveness** | 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 contribution guidelines. | 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. |

**Final Paper Project**

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| **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.** | 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

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