

Cerro Coso College  
**Course Outline of Record Report**  
 10/13/2021

## BSADC152 : Managing Diversity in the Workplace

### General Information

<b>Author:</b>	<ul style="list-style-type: none"> <li>• Frank Timpone</li> <li>• Agerton, Barbara</li> <li>• O'Connor, Karen</li> </ul>
<b>Course Code (CB01) :</b>	BSADC152
<b>Course Title (CB02) :</b>	Managing Diversity in the Workplace
<b>Department:</b>	Business Information Technolog
<b>Proposal Start:</b>	Fall 2019
<b>TOP Code (CB03) :</b>	(0501.00) Business and Commerce, General
<b>SAM Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number (CB00) :</b>	CCC000225288
<b>Curriculum Committee Approval Date:</b>	05/03/2013
<b>Board of Trustees Approval Date:</b>	06/13/2013
<b>External Review Approval Date:</b>	12/31/1969
<b>Course Description:</b>	<p>This course is a survey of the processes involved in creating a workplace environment that is free of bias related to cultural background, gender, lifestyle, or other legally relevant classification. Topics include identifying a personal comfort level, skill building in dealing with diversity issues, and the role of diversity in organizational culture. It also examines specific groups and categories such as Blacks/African Americans, Latinos/Hispanics, Asians, Whites/Caucasians, Native Americans, and Multi-Racial groups. Case studies, exercises for developing competency, and projects are used to assist the students in understanding the material and in developing managerial skills.</p>
<b>Submission Type:</b>	<p>Change to Content</p> <p>Revised Course Description, SLO's, add an Advisory course, Delivery Methods and Distance Education.</p>
<b>Author:</b>	No value

### Faculty Minimum Qualifications

<b>Master Discipline Preferred:</b>	<ul style="list-style-type: none"> <li>• Business</li> </ul>
<b>Alternate Master Discipline Preferred:</b>	<ul style="list-style-type: none"> <li>• Business Education</li> <li>• Management</li> <li>• Marketing</li> </ul>
<b>Bachelors or Associates Discipline Preferred:</b>	No value
<b>Additional Bachelors or Associates Discipline Preferred:</b>	No value

### Course Development Options

**Basic Skills Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Rationale For Credit By Exam/Challenge**

No value

**Course Support Course Status (CB26)**

No value

**Course Special Class Status (CB13)**

Course is not a special class.

**Allowed Number of Retakes**

0

**Retake Policy Description**

Non-Repeatable Credit

**Grade Options**

- Letter Grade Methods
- Pass/No Pass

**Course Prior To College Level (CB21)**

Not applicable.

Allow Students To Audit Course

### Associated Programs

Course is part of a program (CB24)

**Associated Program**

**Award Type**

**Active**

CC Business AS

A.S. Degree Major

Summer 2018

### Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

No value

**Transferability**

Transferable to CSU only

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

**Categories**

**Status**

**Approval Date**

**Comparable Course**

Area 6

Diversity

Pending

No value

No Comparable Course defined.

### Units and Hours

**Summary**

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Credit - Degree Applicable

#### Course Non Credit Category (CB22)

Credit Course.

#### Non-Credit Characteristic

No Value

#### Course Classification Status (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Advisory

#### ENGLC101 - Freshman Composition

BSAD C152 requires students to read and analyze case studies dealing with diversity in the workplace, and complete written chapter diversity problems and cases demonstrating mastery of chapter learning outcomes. For these assignments, good reading and writing are essential, requiring the advisory of ENGL C101:

In this composition course for transfer to four-year institutions, students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources. Students write four to five expository essays including a lengthy research paper (total: 7,000 words).

### Entrance Skills

Entrance Skills	Description
No value	No value

### Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

### Specifications

#### Methods of Instruction

Methods of Instruction	Lecture
Rationale	Weekly lectures related to the major concepts in each chapter.

Methods of Instruction	Outside reading
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<b>Rationale</b>	Articles and videos are assigned to enhance the clarification and learning concepts.
<b>Methods of Instruction</b>	Case Study
<b>Rationale</b>	Cases are assigned to provide real world examples of areas in diversity.
<b>Methods of Instruction</b>	Presentations (by students)
<b>Rationale</b>	PowerPoint presentations on a course related topic presented by students.
<b>Methods of Instruction</b>	Instruction through examination or quizzing
<b>Rationale</b>	Students must complete weekly quizzes and a comprehensive final exam.
<b>Methods of Instruction</b>	Discussion
<b>Rationale</b>	Students are required to participate in weekly discussions.
<b>Assignments</b>	
Text Readings - Reading the assigned chapters from the textbook based on the topics for the week.	
Theory Quizzes - Quizzes cover the readings of the assigned chapters from the textbook based on the topics for the week.	
Chapter Problems -- Applied assignments covering the assigned chapters from the textbook based on the topics for the week.	
Case Studies - Read and analyze case studies dealing with diversity in the workplace.	
Outside Readings - Read articles and watch videos related to weekly topics	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Final Exam	Final exam demonstrating understanding of theoretical and applied concepts for the course graded by a rubric. Exam is true /false and multiple choice. Example: Age and Weight are major factors in employee selection (T or F)
Tests	Weekly exams demonstrating understanding of theoretical and applied concepts and graded by a rubric. Weekly exams are true/false and multiple choice. Asians score higher than any other group. (T or F)
Homework	Written chapter diversity problems and cases demonstrating mastery of chapter learning outcomes graded by a rubric. Cases are to be read and students are to answer questions related to each case.
Participation	Students must answer a discussion question and respond to at least two classmates and this is graded by a rubric. Example: How does education level effect an individual's income?
Research Paper	Students must prepare a PowerPoint presentation related to a subject in the course and it is graded by a rubric. Example: Age Discrimination in the workplace.
Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software as detailed above.
<b>Equipment</b>	
No Value	

**Textbooks**

Author	Title	Publisher	Date	ISBN
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	Myrtle Bell (2017) Diversity in Organizations, 3rd Edition, Cengage Learning			
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**Other Instructional Materials**

No Value

**Materials Fee**

No

**Learning Outcomes and Objectives****Course Objectives**

No value

**CSLOs**

Analyze diversity laws and legislation related to business organizations.	Expected SLO Performance: 70.0
Evaluate the effects of culture, society, and ethnicity on employee's success in the workplace.	Expected SLO Performance: 70.0
Analyze the effect of global diversity within an organization.	Expected SLO Performance: 70.0

**Outline****Course Outline**

- A. Introduction to organizational diversity
  - a. Motivations for organizational diversity
  - b. Implications for competitiveness
  - c. Proactive strategies
- B. Individual diversity: The relevance of personal values
  - a. Clarification of each person's values
  - b. Appreciation of other person's values
  - c. Age, weight and appearance
- C. Common and uncommon threads
  - a. Group identification

- b. Group ethnocentricity
- D. Increasing multicultural understanding
  - a. Ethnic diversity and cultural heritage
  - b. Cultural differences in the workplace
- E. Defining diversity and uncovering stereotypes
  - a. Sources of stereotypes
  - b. Stereotypical reactions
  - c. Breaking down barriers
- F. Managing diversity in the workplace
  - a. Affirmative action
  - b. Understanding differences
- G. Managing disabilities
  - a. Defining disability
  - b. Reasonable accommodation
  - c. Attitudes and sensitivity training
- H. Legal ramifications of inappropriate behavior
  - a. Discrimination
  - b. Sexual harassment
  - c. Organizational liability
- I. Aligning organizational goals with diversity strategies
  - a. Organizational vision
  - b. Championing the cause
- J. Assessing and analyzing diversity
  - a. Assessment tools
  - b. Data collection
  - c. Analyzing results
- K. Promoting workplace diversity.
  - a. A model for initiating change
  - b. Role of management
- L. Action plans for the organization
  - a. Developing a plan

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face  
 Online  
 Hybrid  
 Interactive

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All paper assignments are identical to those in an onsite class, except that they are uploaded to the course shell into a learning management system as an attachment. Weekly class discussions are conducted by means of online discussion forums within a learning management system. Uploaded quizzes or exams accessible through the class web site are used. Feedback in online discussion forums

and through e-mail is used. Substantive critiques of all essays and at least general responses to discussion posts are provided. Rubrics, stated in the syllabus, are used to evaluate online discussion work but are not required. As with any on-ground class, departmental rubrics are used to guide the assessment of essays.

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.

Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.

Student-Student contact will include the following: discussion forums.

Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Cengage Now is used for assignments and testing. Technical support is provided by the help desk at Cengage Learning.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

The class size is from 25 to 45 students.