I. Course Description: (brief paragraph)

The course will explore diversity. Emphasis will be placed on the implications of operating a hospitality business and interactions among supervisors, employees, guests, and owners within the industry.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The goals of this course support the goals of the COE by:

- Preparing leaders in the hospitality and tourism field. As one of the largest industries in Texas, the hospitality industry needs competent and skilled leaders. The students will become familiar with the different aspects of managing the diverse workforce in the hospitality and tourism industry.

- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations. Students will be exposed to online resources such NBC Learn, webinars and others that are relevant to the course.

- Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit. Outside resources will be utilized to enhance the curriculum of this course through the utilization of guest speakers.

- Engage in outreach services. Each student will have an opportunity to contribute to the hospitality field through service learning component activities. Activities can be events around town and/or university where students are to work three 2-hour shifts to fulfill the requirements.
Conduct research to advance knowledge and to contribute to the common good. This will be done through case studies, research and reflection papers.

**Hospitality Administration Program Learning Outcomes**

PLO 1 – Resource Development: The students will demonstrate the use of appropriate technology and sustainability in the hospitality industry.

PLO 2 – Professional Behavior: The students will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences and Hospitality.

PLO 3 – Key Ratios: The student will calculate, interpret and understand key ratios, financial statements and budgets, related to the hospitality industry.

PLO 4 – Service Attitude: The student will demonstrate a positive service attitude.

**Student Learning Outcomes**

At the completion of this course, students will be able to:

1. Illustrate the importance of diversity in today’s global marketplace.
2. Summarize and explain how diversity enhances the workplace.
3. Articulate the challenges created by our changing cultural landscape.
4. Identify the three components of diversity consciousness and give examples of each.
5. Discuss the six areas of developing diversity consciousness.
6. Describe how the six areas of developing diversity consciousness relate to effective communication and teamwork.
7. Identify and evaluate those diversity skills that enable them to contribute to a more inclusive work environment.
8. Demonstrate the skills that are necessary in organizations that leverage diversity and promote inclusion.
9. Describe and give examples of demographic, technological, and social changes that are responsible for the growing importance of diversity.
10. Explain how the skill-set of employees and leaders is influenced by increasingly diverse workforces, customers and clients, and surrounding communities.
11. Explain and apply selected dimensions of diversity to themselves and their life experiences.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

**Course Participation**

It is the student’s responsibility to keep up with assignments, activities and online readings for the class.

**Instructional Strategies:**

The approach for this course is to set the climate for strategic human resources in the hospitality industry using different pedagogical delivery tools and materials. The textbook
covers the traditional human resource functions from the perspective of this climate, and present the skills needed by hospitality managers to implement an effective human resource program. Assignments and in-class activities are relevant hands-on learning methods that will be incorporated for course delivery and assessment.

Four exams will be conducted and will cover the class lectures and the readings. Developing an Employee Handbook will be required for this course. This project will necessitate a written employee handbook/manual that must be submitted to both D2L and LiveText. This face to face class will be web enhanced through the D2L learning management platform. It is also required in this course that students should complete 6 hours of service learning activities in the university and/or community.

*Brightspace by Desire2Learn*
Brightspace by D2L will be used for the content of the course, to post grades, to post notes and assignments, and to make any announcements/notifications. Your success in this course will depend upon your ability to check D2L regularly for any updates and announcements.

**IV. Evaluation and Assessments (Grading):**

**Attendance/Professionalism (100 points)**
Attendance will be taken every class period. For every missed class period, a student will lose attendance points. There is no make-up for missed attendance points.

**Class Activities (50 points)**
Class activity for this semester is attendance to the Diversity Conference. Students need to register and attend and write a reflection paper about the experience. Details of the paper will be provided by the professor.

**Autobiographical Diversity Essay: Who Am I? (100 points)**
A typed 5-6 page paper (no longer than 6 pages, 12 point. Font, 1-inch margin), based on the following points: Environment, Social class background, social heritage, social and economic opportunities, cultural encapsulation, diversity consciousness and sphere of influence. In as much detail as possible, discuss all 7 points above and number each one. Proof read carefully. Your grade will be significantly lowered if your paper has numerous spelling/grammatical errors. You will be graded on a number of criteria (clarity, development, each question answered thoroughly, creativity, understanding of the concepts). A copy of this paper must be submitted to the student’s e-Portfolio in LiveText/Watermark in order to get the full points.

**Team Project and Presentation (100 points)**
Students are assigned to a team with a topic. The team will work on the topic and prepare for a presentation and written report of the topic. Details will be provided by the professor in class.

**Service Learning Component (must complete 6 hours of volunteer work to fulfill requirement = 50 points)**
To prepare competent professionals for a global society, the faculty of the hospitality program had implemented a service learning component across multiple courses. Students
are required to sign up for APPROVED events outside of class time to fulfill this component. Hours will be documented by both the student and the approved site supervisor. Failure to complete six hours of service learning will result in no points awarded. This is an "all or nothing" assignment.

Students must document all the hours that they have completed, verified and signed by the supervisor using the log sheet provided by the professor in D2L. Once the students have completed 6 hours of service learning activities, scan the completed log sheet and submit it to D2L Dropbox.

Additional information will be given in class for specific event times and dates. This service learning opportunity will expose students to the important cross-cutting themes within the Body of Knowledge of Human Sciences. These themes include: communication skills, critical thinking, diversity, global perspectives, professionalism, independence and community development.

**Exams (2 exams @ 100 points each= 200 points)**

The exams will cover the material presented in the class as well as information that have been assigned as readings. They are designed to gauge your progress toward mastering the assigned material. NO MAKEUP EXAMS WILL BE GIVEN.

**NOTE:**

Since this is a senior-level course, it assumed that you are to write in the professional manner with correct grammar, sentence usage and spelling. For every paper/project that you submit, points will be deducted for any violations.

Tutors are available for assistance through academic Assistance and Resource Center (AARC) located in the Steen Library.

**Netiquette:** All work, including emails, assignments, and discussion boards must abide by “netiquette” rules. Professional and appropriate language, grammar, spelling and syntax must be used in all communications. Be respectful to your classmates and professor. **Do not use “IM-style” writing at ANYTIME.** Grades will reflect your level of professionalism.

ALL e-mails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper e-mails will be returned, unanswered. This is a university-level course and students must use professional emails in preparation for future management positions.

**Grading Requirements**

<table>
<thead>
<tr>
<th>Attendance/Professionalism</th>
<th>100 points</th>
<th>16.67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Project &amp; Presentation</td>
<td>100 points</td>
<td>16.67%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
<td>16.67%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
<td>16.67%</td>
</tr>
</tbody>
</table>
Autobiographical Diversity Paper  |  100 points  |  16.67%
---|---|---
Class Activity: Diversity Conference | 50 points | 8.33%
Service Learning Component (must complete 6 hrs.) | 50 points | 8.33%
TOTAL POINTS | 600 points | 100%

**Grade Distribution**

- A = 540-600 points
- C = 420-479 points
- F = Less than 360 points
- B = 480-539 points
- D = 360-419 points

There are enough assignment and exam points to GREATLY impact your grade. The grade you receive is the grade you will have earned. **This is a university course and will be graded as such.**

**Guidelines for Evaluating Students in the Hospitality Administration Program**

**What is an “A” Student?**

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information on own before asking questions of staff
- Contributes meaningfully to the faculty
- ACTS enthusiastic, even if he/she does not feel that way at the time
- Is open to criticism without getting defensive
- Does not like a “know it all”
- Displays maturity
- Is proactive – does not wait to be told to do everything; takes care of things before they become problems.
- Has good verbal and written communication skills
- Is willing to risk failure to learn something new
- Displays common sense
- Has strong “people skills”
- Is flexible
- Stays until the job is done – is NOT a “clock watcher”

Every student should not expect an “A”! It is the people who display the above characteristics, AS WELL AS HAVING SOUND TECHNICAL ABILITY AND THEORETICAL KNOWLEDGE who receives the “excellent” grade.

A grade of “B” or “C” should not be perceived as failure.

A grade of “B” means “good” and a grade of “C” means “average”. Not everyone is an “outstanding” student.

A grade of “D” or “F” is appropriate when a student does not perform, does not know basic information or display basic skills, or if a student has a “real” attitude problem.
V. Tentative Course Outline/Calendar: *Note: Changes in the course outline are possible with the discretion of the professor.*

<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Topics and Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Jan 22 &amp; 24: Introduction to the course; Review of the Management Concepts in Hospitality and Tourism; Students’ register to the Diversity conference website in-class at <a href="https://sfasu.qualtrics.com/jfe/form/SV_8rd5n7Ra77UVx6R">https://sfasu.qualtrics.com/jfe/form/SV_8rd5n7Ra77UVx6R</a> to fulfill the assignment. A reflection paper is required to get the grade. Chapter One: Diversity: An Overview</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>Jan 29 &amp; 31: Chapter One: Diversity: An Overview Team and Topic Assignment</td>
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<td><strong>Week 3:</strong></td>
<td>Feb 5 &amp; 7: Chapter Two: Diversity Consciousness and Success Feb. 8, 2019, 11:00 am – 5:00 pm: Diversity Conference Assignment – Students must register and attend. A reflection paper is due after the conference.</td>
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<tr>
<td><strong>Week 4:</strong></td>
<td>Feb 12 &amp; 14: Chapter Two: Diversity Consciousness and Success <em>Feb 12: Diversity Conference Reflection due in Brightspace by D2L Dropbox at 11:30 pm.</em> Team Project Discussion</td>
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<td><strong>Week 5:</strong></td>
<td>Feb 19 &amp; 21: Chapter Three: Personal and Social Barriers to Success Team Project Discussion</td>
</tr>
<tr>
<td><strong>Week 6:</strong></td>
<td>Feb 26 &amp; 28: Chapter Three: Personal and Social Barriers to Success Chapter Four: Developing Diversity Consciousness</td>
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<td><strong>Week 7:</strong></td>
<td>Mar 5 &amp; 7: Chapter Four: Developing Diversity Consciousness Chapter Five: Communication Team Project Discussion</td>
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<td><strong>Week 8:</strong></td>
<td>Mar 12 &amp; 14: Chapter Five: Communication <em>Mar 14 - Midterm: Covers Chapters 1-5 (Online) due 4:00-5:15 pm in Brightspace</em></td>
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<tr>
<td><strong>Week 9:</strong></td>
<td><em>Mar 16-24: SPRING BREAK/NO CLASS</em></td>
</tr>
<tr>
<td><strong>Week 10:</strong></td>
<td>Mar 26 &amp; 28: Chapter Six: Social Networking <em>Mar 28 - Autobiographical Essay Assignment Due at 11:30 pm in the Brightspace by D2L Dropbox</em></td>
</tr>
<tr>
<td><strong>Week 11:</strong></td>
<td>Apr 2 &amp; 4: Chapter Six: Social Networking Chapter 7: Teamwork Team Project Consultation</td>
</tr>
<tr>
<td><strong>Week 12:</strong></td>
<td>Apr 09 &amp; 11: Chapter 7: Teamwork Chapter 8: Leadership Team Project Consultation</td>
</tr>
<tr>
<td><strong>Week 13:</strong></td>
<td>Apr 16: Chapter 8: Leadership</td>
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</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Textbook:**

**FEM Statement:**
*This course does NOT use FEM.*

**LiveText/Watermark Statement:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall
extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: