Instructor: Dr. Gina Fe G. Causin          Course Time & Location:      MW; 4:00pm-5:15pm; 201 HMSN
Office: 106A HMSN               Office Phone: (936) 468-1411
Credits: 3 credit hours        Email: causingf@d2l.sfasu.edu (preferred by professor)
Office Hours: Mondays & Wednesdays; 10:00 am – 11:30 am and 1:00 pm – 2:00 pm
Other Contact Information: (936) 468-4502 (main office)

Prerequisites: None

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.

Course Justification (as submitted May 1st)

This is a 3-credit hour course. This course will be taught 150 minutes per week for 15 weeks utilizing the face-to-face modality and a 2-hour cumulative final exam in week 16. Students will have extensive assignments, exams, seminar paper team project, class presentation, autobiographical paper, poster presentation, attend the RAISE (research advancing identities and student experiences) conference, in and out of class activities and service learning for 6 hours each week for 15 weeks.

Asynchronous Minutes:

This course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. The asynchronous activity for this course is service learning for 150 minutes. Students must complete the service learning log sheet with supervisor’s signature.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The conceptual framework and the vision, mission, and goals of the James I. Perkins College of Education describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the university vision and values and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. This course supports the vision, mission, and core values of the James I. Perkins College of Education whose mission is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
• Academic excellence through critical, reflective, and creative
• Life-long learning
• Collaborative and shared decision making
• Openness to new ideas, culturally diverse people and innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community
Hospitality Administration Program Learning Outcomes

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

PLO 2 – Career Readiness: The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic) and adequate preparation for employment in his/her specific focus area in the field of Human Sciences and Hospitality.

PLO 3 Financial Metrics: The student will calculate, interpret, and demonstrate key ratios, financial statements, and budgets related to the hospitality industry.

PLO 4 – Service Aptitude: The students will demonstrate positive service aptitude through transformational experiences.

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. Two exams will be conducted and will cover the class lectures and the readings. A written Autobiographical Diversity Essay will be required for this course. This project will necessitate a written essay that must be submitted to both Brightspace by D2L and student e-Portfolio.

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 attend the face-to-face class and check D2L regularly for any updates and announcements.

If you ever experience technical difficulties, please use the contact information listed here: Brightspace by D2L technical support (936) 468-1919; General computer support (936) 468-4357. Please note the Brightspace by D2L technical support is not available on weekends.

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

**Attendance/Professionalism (200 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 (100 points)**

Class activities for this semester are in-class activities and 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? (50 points)**

A typed 5-6 page paper (no longer than 6 pages, 12 point. Font, 1-inch margin; double-space), 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 and D2L Dropbox in order to get the full points.

**Team Project and Presentation (100 points)**

Students are assigned to a team with a topic on diversity. 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.

**Poster Presentation at HMS Research Showcase (100 points)**

Student teams shall create a poster presentation of their project and present the poster during the HMS Research Showcase. The students are required to stand by their posters for an hour to answer questions from the event attendees. Students should wear professional attire.

**Service Learning Component (must complete 6 hours of volunteer work to fulfill requirement = 50 points) – Covers Asynchronous Requirements for the Course.**

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 @ 50 points & final exam @ 100 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.

Students should expect a response to emails and phone calls within 24-48 hours from your contact efforts. Allow 5 business days (Monday-Friday) to expect a response to your inquiries.

**Grading Requirements**

<table>
<thead>
<tr>
<th>Grading Requirement</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Professionalism</td>
<td>200</td>
<td>25.00%</td>
</tr>
<tr>
<td>Team Project and Presentations</td>
<td>100</td>
<td>12.50%</td>
</tr>
<tr>
<td>Poster Presentation at HMS Research Showcase</td>
<td>100</td>
<td>12.50%</td>
</tr>
<tr>
<td>Exams 1 &amp; 2 @ 50 points each</td>
<td>100</td>
<td>12.50%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>12.50%</td>
</tr>
<tr>
<td>Autobiographical Diversity Paper</td>
<td>50</td>
<td>6.25%</td>
</tr>
<tr>
<td>Class Activities &amp; RAISE Conference Participation</td>
<td>100</td>
<td>12.50%</td>
</tr>
<tr>
<td>Service Learning (must complete 6 hrs.)</td>
<td>50</td>
<td>6.25%</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>800</strong></td>
<td><strong>100.00%</strong></td>
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</tbody>
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**Grade Distribution**

A = 720-800 points  
B = 640-719 points  
C = 560-639 points  
D = 480-559 points  
F = Less than 480 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 THE 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: (*This course schedule is subject to change with the discretion of the professor.*)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS AND ACTIVITIES</th>
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</table>
| Week 1 | Syllabus Discussion; Course Introduction  
RAISE Conference Registration  
Team and Topic Assignment  
Chap 1 Activity 1 and C1 Activity 2 due in Dropbox on 1/24; 11:30 pm |
| Week 2 | Chapter One: Diversity: An Overview  
Team and Topic Assignment Finalized  
Chap 1 Activity 3 due on 1/31  
Chap 1 Activity 4 & C1 Activity 5 due on 1/31  
Guidelines of Writing a Paper to Present in a Seminar |
| Week 3 | Chapter Two: Diversity Consciousness and Success – Read Online Content  
Chap 2 Activity 1 & Chap 2 Activity 2 due 2/7; 11:30 pm |
| Week 4 | Chapter Three: Personal and Social Barriers to Success  
Chap 3 Activity 1 & Chap 3 Activity 3 due 2/14; 11:30 pm  
2/14: Teams prepare for project and presentations in preferred location. |
| Week 5 | Chapter Four: Developing Diversity Consciousness  
Team 1 Seminar Presentation: |
| Week 6 | Chapter Five: Communication  
Team 2 Seminar Presentation: |
|---|---|
| Week 7 | Chapter Five: Communication  
Team 3 Seminar Presentation:  
*Mar 6: Exam 1 - Covers Chapters 1-5 (Online) due 5:30 pm in the Brightspace by D2L Dropbox* |
| Week 8 | *Mar 11-15: SPRING BREAK/NO CLASS* |
| Week 9 | Chapter Six: Social Networking  
Chap 6 Activity 2 due 3/20  
Team 4 Seminar Presentation:  
Team 5 Seminar Presentation:  
*Mar 20 - Autobiographical Essay Assignment Due at 11:30 pm in the Brightspace by D2L Dropbox* |
| Week 10 | Chapter 7: Teamwork  
Chap 7 Activity 4 Internet Assignment due 3/27; 11:30 pm Dropbox  
Team 6 Seminar Presentation: |
| Week 11 | Chapter 8: Leadership  
Team 7 Seminar Presentation:  
Chap 8 Activity 3 due 4/3; 11:30 pm Dropbox |
| Week 12 | Team 8 Seminar Presentation:  
Team 9 Seminar Presentation:  
*Each Team will finalize posters and presentations: Computer Lab Activity* |
| Week 13 | Chapter 9: Preparing for the Future  
Submit posters for printing |
| Week 14 | Set-up for Poster Presentation  
*April 24: 2:30 pm – 5:00 pm Poster Presentation by Teams; HMS Research Showcase; EDAN Lobby Bldg.; ALL HANDS ON DECK* |
| Week 15 | Application of Concepts to Hospitality and Tourism Industry  
Submit Posters to D2L Dropbox  
*May 1: Exam 2 - Covers Chapters 6-9 (Online) due 11:30 pm in the Brightspace by D2L Dropbox.* |
| Week 16 | May 10; 10:30 am – 12:30 pm: Final Examination – covers team presentations content (Online) |

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

**Required Textbook:**

**VII. Course Evaluations:**

It is a must that students complete the course evaluations as scheduled by the university. Dr. Causin will give 5 bonus points for the student who will complete the course evaluation. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the
teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**The Code of Student Conduct and Academic Integrity (HOP 04-106)**

Outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

Other important course-related policies:
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

On-campus Resources:

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249 | dos@sfasu.edu

- **SFASU Counseling Services** • www.sfasu.edu/counselingservices

Revised December, 2023
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

- SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub** “The Hub”
  Location: corner of E. College and Raguet St.
  [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub) | 936.468.4008 | thehub@sfasu.edu
  - *To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:*
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

**X. Other Relevant Course Information:**

**PROFESSIONAL STANDARDS**

1. Students should prepare themselves adequately for each semester. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.

2. Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.

3. Faculty are committed to provide information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and work with field supervisors.

4. If student dissatisfaction arises, the student’s request for a private conference/phone call with the professor serves as the first step toward resolution.