

SUNY Broome General Education
Course Proposal and Revision Form

I. Course Information/Signature Page

Date: 10/2/2023

Course Title: Diversity in Organizations BUS 215

Proposed Course Title (only for courses proposing new titles through Curriculum Committee):

Department/Subject Designator: BUS

Number credits: 3

Pre-requisites/Co-requisites: N/A

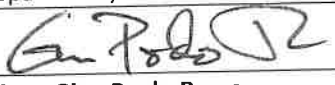

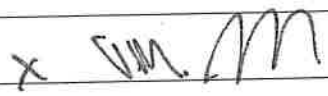
Sponsor Proposer: Lee Heron and Gian Roma

Sponsor Department(s): Business

Cross-listed proposer (if applicable): Click here to enter cross-listed proposer.

Cross-listed department (if applicable): Click here to enter cross-listed department.

Effective semester/year of Proposed GE Addition: Spring 2024

<i>Approvals</i>		Yes	No
Sponsoring Department: (Chair signs for Department) Gian Paolo Roma		Date	
		10/2/2023	
Comments: 			
Department Chair: Gian Paolo Roma		Date	
		10/2/2023	
Comments: 			
Sponsoring Division: (Dean signs for Division) x 		Date	
		2000-2025	2
Comments:			
Cross-listed Department (if applicable): (Chair signs for Department)		Date	
Comments:			
Cross-listed Division (if applicable): (Dean signs for Division)		Date	
Comments:			
<i>These signatures will be obtained upon approval of the course as a General Education course</i>			
General Education Committee: (Chair signs for Committee)		Date	
Comments:			
Registrar:		Date	
Comments:			
VPAA/CAO:		Date	
Comments:			

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II. SUNY GER Categories

a. Select a category for which the course is proposed to become a General Education course. *Please note that your course must meet the learning outcomes for the specific General Education category selected and include the SUNY general education learning outcomes.*

- Mathematics
- Natural Sciences
- Diversity: Equity, Inclusion, and Social Justice
- U.S. History and Civic Engagement
- Social Sciences
- World History and Global Awareness
- Humanities
- The Arts
- World Language
- Communication (Written)
- Communication (Oral)

b. Select any infused competencies for which your course meets. *Please note that if selected, your course must demonstrate that it meets these learning outcomes.*

- Critical Thinking
- Information Literacy

III. Student Learning Outcomes

a. List the proposed course student learning outcomes.

1. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender;
2. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity;
3. Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action;
4. Within a given field or discipline, students will identify the consequences of racism in the United States at the individual, group, and systemic levels.
5. Explain diversity, equity, and inclusion concepts and the organizational benefits that follow from promoting them in organizations.
6. clearly articulate an issue or problem;

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7. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
8. acknowledge limitations such as perspective and bias; and
9. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions

IV. Catalogue Description

a. Please enter the course description as will be or is currently listed in the SUNY Broome College Catalogue.

An entry-level course which explores the impact that a culturally diverse work force has on businesses, industry and the global/international environment. The course illustrates the manager's role/responsibility in managing a culturally diverse work force and develops student awareness and an understanding of the role of culture, values, and social behavior in managing diverse groups in organizations. This course explains why diversity is vitally important for organizations and how it helps in recruiting, retaining and effectively utilizing a diverse workforce. Legislation, litigation, and research topics will be covered providing a solid factual support basis for embracing diversity. Lecture, discussion, articles and essays.

V. Topical Outline

Please describe the specific topics which will be addressed within this course. *You should ensure that your topical list meets the General Education category student learning outcomes.*

Theoretical Background & Legislation

Examining Specific Groups: Blacks, Latinos, Asians, Whites, Native Americans, Sex & Gender, Work & Family, Sexual Orientation & Gender Identity, Religion, Age, Physical & Mental Abilities, and Weight & Appearance.

Global Diversity, Careers, and Moving Forward

VIII. SUNY Broome General Education Assessment Plan

Please complete the General Education Assessment Plan form.

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Submission Instructions: Email the completed **General Education Course Proposal Form** to the Chair of the General Education Committee.

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SUNY Broome General Education Course Assessment Map & Plan
SUNY Broome GE Course SLO Alignment with SUNY-GER Course Alignment/SUNY Broome ILOs

Course Title and Number: Please list the course number and title here: *BUS 215 Diversity in Organizations*

SUNY-GER Category: Please list the name of the SUNY-GER category here: *Diversity, Equity, Inclusion, and Social Justice*

Assessment Schedule: Please list the assessment schedule here, including semester and year it will occur; if assessment is done each semester, please indicate this.
Business Program coursework is assessed on a 3-year cycle.

Which SUNY Broome ILO do you believe this course maps to, if any:

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<p>SUNY Broome Course SLO (every course SLO should be listed, as stated within the college catalogue & course syllabus)</p>	<p>SUNY Broome ILO (if an SLO maps to a SUNY Broome ILO, indicate it here by naming the ILO; otherwise leave blank)</p>	<p>Assessment Timeline (indicate the frequency in which assessment occurs, including semester and year within assessment cycle) *All SLOs must be assessed at least once every 3 years</p>	<p>Learning Activity (indicate the learning activity used to assess the SLO)</p>	<p>Criteria for Success/Benchmark (indicate the criteria used to assess SLO & the benchmark for success)</p>
<p>Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender</p>	<p>DEISJ</p>	<p>3-year cycle starting Fall 2024</p>	<p>Written papers and discussions</p>	<p>70% of students will score 65% or higher on the papers and discussions.</p>
<p>Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity</p>	<p>DEISJ</p>	<p>3-year cycle starting Fall 2024</p>	<p>Written papers and discussions</p>	<p>70% of students will score 65% or higher on the papers and discussions.</p>
<p>Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action</p>	<p>DEISJ</p>	<p>3-year cycle starting Fall 2024</p>	<p>Written papers and discussions</p>	<p>70% of students will score 65% or higher on the papers and discussions.</p>
<p>Within a given field or discipline, students will identify the consequences of racism in the United States at the individual, group, and systemic levels.</p>	<p>DEISJ</p>	<p>3-year cycle starting Fall 2024</p>	<p>Written papers and discussions</p>	<p>70% of students will score 65% or higher on the papers and discussions.</p>

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Explain diversity, equity, and inclusion concepts and the organizational benefits that follow from promoting them in organizations.	DEISJ	3-year cycle starting Fall 2024	Written papers and discussions	70% of students will score 65% or higher on the papers and discussions.
clearly articulate an issue or problem;	Critical Thinking and Reasoning	3-year cycle starting Fall 2024	Written papers and discussions	70% of students will score 65% or higher on the papers and discussions.
identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;	Critical Thinking and Reasoning	3-year cycle starting Fall 2024	Written papers and discussions	70% of students will score 65% or higher on the papers and discussions.
acknowledge limitations such as perspective and bias	Critical Thinking and Reasoning	3-year cycle starting Fall 2024	Written papers and discussions	70% of students will score 65% or higher on the papers and discussions.
develop well-reasoned (logical) arguments to form judgments and/or draw conclusions	Critical Thinking and Reasoning	3-year cycle starting Fall 2024	Written papers and discussions	70% of students will score 65% or higher on the papers and discussions.

