

### Professors

Anne-Michelle Marsden and Pamela Temple  
Send message through the Canvas messaging tool

This course is delivered asynchronously and fully online, taught through the Canvas LMS.

This course offers students the opportunity for deep learning:

- the impact of membership in dominant and non-dominant cultures on an employee's work experiences.
- how and why stereotyping, prejudice, bias and discrimination continue to be pervasive in the workplace.
- institutional and individual actions that can be applied to promote diversity, equity and inclusion in the workplace.

### Learning Objectives

**At the conclusion of the course it is expected that students will be able to:**

#### Instructor generated objectives

- Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion/inclusion.
- Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.
- Utilize knowledge and skills gained to assist in creating a more inclusive workplace environment.

#### Core curriculum objectives (Contemporary Challenges)

Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections. (CCD- 1)

### Course Organization

Week 1 - 8 Unit I: Diversity, Equity & Inclusion Issues  
Week 9 - 13 Unit II: Dimensions of Diversity

### Course Requirements

**The course involves:**

#### Reading, Audio/Video Assignments

**NOTE:** These books can be accessed through the RU library. Students are not required to purchase the books if accessing through the library is acceptable.

### Access the Course

This course is taught 100% online using the **Canvas LMS**.

#### Canvas login:

<https://onlinelearning.rutgers.edu/canvas-login>

Once the login page opens, click "NetID Login" and enter your NetID and password. You will gain access to the course.

#### Get Help

*Need Assistance with  
a technical question?*

It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas LMS**. Your instructor cannot assist you with technical issues – but the helpdesk staff can!

**Rutgers Office of Information and  
Technology**

**Email:** <https://it.rutgers.edu/help-support>

**Call:** 833-OIT-HELP

## Reading

### Subtle Acts of Exclusion

Authors: Tiffany Jana and Michael Baran

Publisher: Berrett-Koehler Publication Date: March 2020; ISBN: 978-1-5230-8705-1

Can be purchased from multiple locations. Amazon link below.

<https://www.amazon.com/Subtle-Acts-Exclusion-Understand-Microaggressions/dp/1523087056>

#### Access through RU Library:

<https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?pq-origsite=primo&docID=6037198>

### We Can't Talk About That at Work!

Author: Mary-Frances Winters

Publisher: Berrett-Koehler Publication Date: April 2017; ISBN: 978-1523094264

Can be purchased from multiple locations. Amazon link below.

[https://www.amazon.com/Cant-Talk-about-That-Work/dp/1523094265/ref=sr\\_1\\_1?dchild=1&keywords=We+Can%27t+Talk+About+That+at+Wo&qid=1597690901&s=books&sr=1-1](https://www.amazon.com/Cant-Talk-about-That-Work/dp/1523094265/ref=sr_1_1?dchild=1&keywords=We+Can%27t+Talk+About+That+at+Wo&qid=1597690901&s=books&sr=1-1)

#### Access through RU Library:

<https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?pq-origsite=primo&docID=4796047>

All other required reading material is uploaded into the course shell or Internet based material is linked to appropriate areas of the course.

## Audio/Visual

Students are required to watch Professor Marsden's content video presentations as well as watch Internet based videos by national diversity and inclusion experts. All audio and video materials are provided through links within the course shell.

## Assignments and Point Worth

Item % of Grade	Assignment and Associated Points
<b>Discussions</b> 30%	<b>6 Discussions</b> <i>Worth 300 points (50 points per forum)</i> <i>Students choose 6 out of 9 available discussions or highest points earned for 6 discussions count</i>
<b>Course Project</b> 26%	<b>Dimension of Diversity Course Project</b> PowerPoint Presentation with Notes Pages <i>Worth 260 points</i>
<b>Writing Assignments</b> 17%	<b>Writing Assignment 1</b> Organizational Perspective on Diversity, Equity, Inclusion and Belonging Self-Identities and Difference; American Myths <i>Worth 80 points</i> <b>Writing Assignment 2</b> Case Study: Discrimination in JFK Airport <i>Worth 40 points</i>

	<p style="text-align: center;"><b>Writing Assignment 3</b> How Difference Shapes One's Experiences and Perspectives in the Workplace <i>Worth 50 points</i></p>
<p><b>Diversity &amp; Inclusion Leadership Portfolio</b> <b>15%</b></p>	<p style="text-align: center;"><b>Diversity &amp; Inclusion Leadership Portfolio</b> 7 Activities Divided into Two Parts: <i>Worth a Total of 150 points</i></p>
<p><b>Knowledge Assessments</b> <b>10%</b></p>	<p style="text-align: center;"><b>7 Test Yourself Quizzes</b> <i>Worth 100 points total</i></p>
<p><b>Other Course Responsibilities</b> <b>.20%</b></p>	<p style="text-align: center;"><b>Attending to Canvas Account Information</b> Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency - 10 points</p> <p style="text-align: center;"><b>Class Polls</b> 2 polls open week 1 (5 points); week 8 (5 points)</p>
<b>100%</b>	<b>TOTAL 1,000 points</b>

## Major Assignments

### Writing Assignment 1

Students are required to exhibit knowledge, engage in self-reflection and critical thought on concepts that involve week 1 – 3 topics.

Assignment Components

- A. Investigating the Organizational Perspective on Diversity, Equity, Inclusion and Belonging
- B. Self-Identities and Difference; C. American Myths

**Due:** Week 3

### Writing Assignment 2

Case Study: Employment Discrimination in JFK Airport Writing Assignment

Students are expected to associate contents of case study with what they have learned in previous weeks (diversity, inclusion, identity and stereotyping/bias) but also what they have learned week 5 when employment discrimination is presented.

Case Study: Employment Discrimination/Newark Airport Components

- Part I – Compelling Components of the Case Study
- Part II – Connection to Course Content Weeks 1 -5

**Due:** Week 5

Applicable to both writing assignment 1 and 2:

- The assignment is shared with learning community members and discussed in a forum.
- Students follow instructions and complete the assignment using a template.
- Grading rubrics are available and should be reviewed before beginning the assignment.

### Writing Assignment 3

Diversity, Equity, Inclusion and Belonging

How Difference Shapes One's Experiences and Perspectives in the Workplace

As a last assignment in the course, students develop an essay that highlights the depth of their learning experience about 1) the impact of difference in the workplace on employees and 2) what they recognize as the most important actions organizational leaders and fellow employees can do to create an inclusive and just workplace.

A grading rubric is used to assess the assignment. Students should review the rubric before completing the assignment. Scores for this assignment are reported as part of the Contemporary Challenges course requirement.

**Due:** Week 14

### Diversity & Inclusion Leadership Portfolio

The portfolio assignments focus on knowledge and skills gained and how knowledge and skills contribute to a student's ability to thrive and contribute within in a diverse workplace. Portfolio activities are associated with course topics. Portfolio activities are grouped into two parts (see below.)

Portfolio/Activity	Assignment	Complete	Submit
<b>Portfolio Part I</b>			
Activity 1	Week 1 Concepts: Experience and Meaning	Week 1	
Activity 2	Reflections on Identity and Difference Issues: Intersectionality, Impact of Difference on Employee Wellbeing	Week 3	
Activity 3	Covering and Passing History and Reflections	Week 3	
Activity 4	Implicit Association Test Results & Reflections on Bias	Week 4	
<b>Portfolio Part I: Activities 1 - 4</b>			<b>Week 6</b>
<b>Portfolio Part II</b>			
Activity 5	Reflections on My Perceived Intercultural Competence	Week 7	
Activity 6	Skills I Can Use	Week 7	
Activity 7	My Diversity and Inclusion Story	Week 8	
<b>Portfolio Part II: Activities 5 - 7</b>			<b>Week 8</b>

Students follow instructions and complete the assignment using a template.

Grading rubrics are available and should be reviewed before beginning the assignment.

Assessment involves whether the student has:

1. grasped the content of required reading and audio/visual assignments.
2. made personal meaning and/or developed new perspectives on course topics.
3. engaged in critical thinking by considering workforce diversity, workplace inclusion, workplace equity considerations, past experiences and opportunities for professional growth.

NOTE: Students may share portions of their portfolio with the professor before submission for review and comment.

### Discussions: Learning Community Forums

There are 9 discussions in this course. Students can choose 6 in which to engage or engage in all 9.

When students engage in more than the required 6 forums, lowest scores earned throughout the semester are dropped. One grading rubric for all discussions is provided for review. Review grading rubric to earn a high number of points!

\*\*\* A student must participate in the forum in which the topic is the dimension of diversity s/he has researched to create a course project.

**Why Are Forums Important?**

- 1) Forums require engagement in course material. A more engaged student will retain information and make meaning out of the material being investigated.
- 2) Students can communicate their insights and thoughts pertaining to a topic, as well as learn from one another in the process.
- 3) The content of what a student chooses to share within a forum is a means for the professor to identify whether a student comprehends course concepts.

Forum#/Week	Topic
#1 / Wk. 2	Perspectives on Contemporary Issues
#2/ Wk. 4	Perspectives on Diversity and Inclusion @ Week 4
#3/ Wk. 6	Discrimination, Employment Protection and the JFK Airport Case Study
#4/ Wk. 7	Addressing Our Biases and Understanding Microaggressions
#5 / Wk. 9	Appearance Bias
#7/ Wk. 13	Diversity of Sexual Orientation and Gender Identity
#7/Wk. 13	Diversity of Religion
#8 / Wk. 14	Diversity of Physical and Mental Abilities
#9/ Wk. 14	Diversity of Age

**Due:** Discussions open Thursdays and closes Tuesday nights (11:59 pm)  
 1<sup>st</sup> Comment by Saturday night (11:59 pm) *Forum work cannot be made up.*

**Course Project**

Student teams choose, research and create a PowerPoint presentation on one of four dimensions of diversity: religious diversity, diversity of age, diversity of mental and physical abilities, diversity of sexual orientation and gender identity.

The course project is designed as a team assignment; students can choose to opt out of working in a team. Project requirements are the same whether students work in a team or on their own. Students earn extra credit when working in a team.

The highest quality course projects are shared with one’s learning community and discussed in one of the last 4 forums in the course.

The course project development involves a template and instructions. A grading rubric for the assignment is available and should be reviewed before beginning the assignment.

Students clearly communicate:

- **social justice issues, specifically focused on employment and the workforce**- ongoing societal stereotypes, exclusion, discrimination, and inequities.
- **legal protections** – national and state laws that offer legal remedies for discrimination
- **critical challenges and opportunities in the workplace** – identification of the desires and needs of employees who identify (or are identified by others) with a particular dimension of diversity and who are impacted by multiple identifies (intersectionality); institutional and interpersonal actions and behaviors that create a more equitable and/or inclusive environment for the target non-dominate culture employee.
- **an overview of 1 special interest topic associated with the chosen dimension of diversity** that is not addressed in other sections of the project
- **questions about the dimension of diversity for their learning community** to discuss in a scheduled forum

NOTE: Students may share portions of their course project with the professor during the development period for review and comment.

**Due:** Week 10 (Diversity of Sexual Orientation & Gender Identity – AND - Diversity of Religion)  
Week 11 (Diversity of Mental and Physical Ability – AND - Diversity of Age)

### Test Yourself Quizzes

7 Quizzes: Students assess themselves on their knowledge of required reading and audio/video on selected weeks. The short quizzes open for 15 minutes. True false, multiple choice, and multiple answer questions. The quiz is open resource. Students can refer to notes or course material while taking the quiz.

**Due:** Quizzes are assigned during weeks: 1, 2, 4, 5, 6, 8, and 13.

### Grading

Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

<b>Outstanding</b> 100 – 90% = A	<b>Very Good</b> 89 – 87% = B+	<b>Good</b> 86 – 80% = B	<b>Satisfactory</b> 79 – 77% = C+ 76 – 70% - C
<b>Poor</b> 69 – 60% - D 59% and below - F			

### Policies and Procedures

The course begins Wednesday of week 1 of the semester. This is an **asynchronous course**. Each course week opens on Wednesdays.

#### Message Checking Policies

##### Messages Sent to Professor’s Canvas Inbox

Unless students receive advance notification, your professor will check her Canvas Inbox by 10:00 am ET. This excludes Sundays and Thanksgiving and Spring Break recess. During all other days, if a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

##### Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

A **weekly message** will be uploaded into the announcements area of the course Wednesday mornings by 10 am Eastern Time. Reviewing the contents is a required activity. Weekly Messages present timely information on course activities/assignments and content.

## Due Dates

1. It is the student's responsibility to recognize open, close, first comment and due dates for assignments/assessments. **Use the course calendar** to identify all assignment due dates and graded assignment return dates. An online version of the calendar is available through clicking on the Calendar tab in the navigation bar (red area to the left of the screen in the course shell.) A hard copy of the calendar is also available through the Calendar page under the Course Essentials module.
2. The 1<sup>st</sup> comment deadline for forums is Saturday, 11:59 pm. All forums lock **11:59 pm Tuesdays**. Learning community forum work cannot be made up.
3. Writing assignments, portfolio parts (there are two) and the course project can be **submitted up to 48 hours late for a penalty of 10% of the worth of the assignment**. (One letter grade deduction.) These assignments are due Tuesday nights. Students are given until 11:59 Thursday to submit late with the penalty. After that day and time, no assignments will be accepted.
4. Quizzes automatically lock on **Tuesdays, 11:59 pm**.

*Things happen.* When you don't have to attend a class session in person, it's easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.

Because "things happen" it's a best practice not to wait until the last minute to submit a comment in a forum, complete/upload an assignment or take a quiz. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.

## Extra Credit Options

Extra credit options are described below.

These options are available to all students. *No other extra credit is available at any other time – or - for individual students.*

### Course Project Related Extra Credit

#### *Engage in Teamwork When Developing the Course Project*

Students who choose to work in a team to develop a course project will receive 20 extra credit points at the time course project grading is released.

### Extra Credit Writing Assignment

#### *Issues in Gender and Race*

The objective of this assignment is to offer an opportunity for deep learning of certain concepts associated with gender and race. Worth 50 points.

**Due:** Week 13

## Academic Integrity

### Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* in the Course Essentials module and are responsible for the contents of the document.

Plagiarism will not be tolerated in this course. All material taken from another source **must offer attribution**. No component of a student's assignment should originate from a past submitted assignment or material downloaded or purchased.

Impact of plagiarism in this course ranges from rewriting the assignment or portion of the assignment; earning limited or no points for the assignment or portion of the assignment. Depending on the extent and form of plagiarism, your professor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the professor.

Academic Integrity at Rutgers: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

## Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. <https://ods.rutgers.edu/>

## Course Expectations

### Self-Empowerment

#### **Use of Technical Tools & Problem Solving**

It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

#### Student Resources

Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

#### Resources Available in Course:

Refer to the Course Tools page under the Course Essentials module for written information on commonly used course tools. Course Tools page offers written instructions on:

- Updating Your Profile Information
- Assignment Submission Instructions
- Discussion Instructions

A "Help tab" can be accessed through the navigation bar the left of the screen in the course shell.

#### Resources Available Outside the Course:

Access to the Canvas help desk by using the phone and email information provided on the 1<sup>st</sup> page of the syllabus as well as the course home page.

## Embrace the Opportunities of Online Learning



### Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics and learning objectives.

The responsibility of creating an online learning community is shared between the professor and the student. The professor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community's success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a **content-oriented focus** within the discussions.
- Intellectually challenge peers by offering comments that invite others to share their thoughts and understanding of course material/course topics when engaged in forum work and developing the course project.
- Serve as a reliable teammate when developing the course project.
- Maintain a positive and respectful attitude when interacting with peers. "Flaming" – where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.

### **Recognize Best Practices and Use Them to Achieve Success**

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. *Paying attention is in the student's best interest.*

It is the student's responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

## **Course Content**

Reading/audio/video material is available in the course or in required texts. Below, topics and assignments are listed for each week.

### **Unit I**

#### **Diversity and Inclusion Issues**

#### **Week 1 Introduction to Diversity, Equity, and Inclusion**

##### **Topics:**

Diversity, Inclusion and Belonging; Equity and Equality

## Assignments

### **Due**

Course Orientation Assignments

Attending to Canvas Account Information

Poll 1

Week 1 Quiz ( Open into week 2 – throughout drop add period)

### **Work on:**

Student Leadership Journey Portfolio Part I: (Due week 6)

ACTIVITY 1: Week 1 Concepts: Experience and Meaning

## **Week 2 Contemporary Social and Organizational Issues**

### **Topics:**

Diversity, Equity, Inclusion, and the COVID-19 Pandemic

Black Americans: Equity and Critical Race Theory

Changing Business Perspective – Or - Business As Usual?

The Evolution of the Business Case

Equity, Belonging and Business Value

## Assignments

### **Due**

Forum 1: Perspectives on Contemporary Issues

Week 2 Quiz

### **Work on:**

Writing Assignment 1 (Due week 3)

- Investigating the Organizational Perspective on Diversity, Equity, Inclusion and Belonging

## **Week 3 Identity & Difference**

### **Topics:**

Personal and Social Identities

Salience and Intersectionality

Privilege and Oppression

Covering and Passing

Meritocracy, Melting Pot (Assimilation), Colorblind Ideal

## Assignments

### **Due**

- Self-Identities and Difference

- American Myths

Submit **all** of Writing Assignment 1 for grading and upload for learning community review

### **Work on:**

Student Leadership Journey Portfolio Part I: (Due week 6)

ACTIVITY 2: Reflections on Identity and Difference Issues

### ACTIVITY 3: Covering and Passing History and Reflections

## **Week 4 Reactions to Human Difference Part I: Stereotyping, Prejudice and Bias**

### **Topics:**

#### Overview

Implicit, Explicit Bias and Prejudice; In-Groups and Out Groups  
Stereotypes the Brain and Culture

### Assignments

#### **Due**

Forum 2: Perspectives on Diversity and Inclusion @ Week 4

Forum #2 involves reading and discussing contents of Learning Community member's Writing Assignment 1 submissions

Week 3 and 4 Quiz

#### **Work on:**

Student Leadership Journey Portfolio Part I: (Due week 6)

ACTIVITY 4: Implicit Association Test Results & Reflections

## **Week 5 Reactions to Human Difference Part 2: Discrimination**

### **Topics:**

Overview: Systemic and Interpersonal Discrimination

Overt Discrimination; Subtle Discrimination - Microaggressions

### Assignment

#### **Due**

Writing Assignment 2

Case Study: Exclusion and Discrimination at the JFK Airport

Week 5 Quiz

## **Week 6 Legal Protections**

### **Topics:**

Legal Remedies in the US & in New Jersey

How Government Impacts Employment Discrimination Protection

### Assignment

#### **Due**

Forum 3: Discrimination, Employment Protection, and the JFK Airport Case Study (Writing Assignment 2)

Student Leadership Journey Portfolio Part I (ACTIVITIES 1 – 4)

Week 6 Quiz

## **Week 7 Skills for a Just and Inclusive Workplace Part I**

### **Topics:**

Understanding and Addressing Microaggressions

Cross Cultural Competency: Inclusion Not Tolerance; Applying Empathy

#### **Assignment**

#### **Due**

Forum 4: Strategies for Becoming More Inclusive

#### **Work on:**

Student Leadership Journey Portfolio Part II (Due week 8)

ACTIVITY 5 Intercultural Competence

### **Week 8 Skills for a Just and Inclusive Workplace Part II**

#### **Topics:**

Platinum Rule; Communicate About Diversity and Inclusion

Strategies for Becoming More Inclusive and Taking Action

The Platinum Rule

Expand Your Understanding of Others; Search for Shared Meaning; Interpret and Bridge Differences

What Not To Say... And Why; Responding to Bias and Jokes

#### **Assignment**

#### **Due**

Student Leadership Journey Portfolio Part II ACTIVITIES 5, 6, 7 Due

ACTIVITY 6 Skills I Can Use

ACTIVITY 7 Your Diversity Story

## **Unit II Dimensions of Diversity**

### **Week 9 Bias, Belonging and Non-Dominate Culture Appearance**

#### **Topics:**

Organizational Image Policies: Appearance Based Discrimination (and Intersectionality)

Where Laws Do and Don't Protect

#### **Assignment**

#### **Due**

Forum 5: Appearance Bias

Week 9 Quiz

### **Week 10 Course Project Research and Development Week**

#### **Assignment**

#### **Due**

COURSE PROJECTS: Sexual Orientation and Gender Identity – AND – Religious Diversity

### **Week 11 Race & Gender**

#### **Topics Race:**

Black at Work; Asian and Latino; Employment Protections

### **Topics Gender:**

Conditions for US Women Employees; Impact of Stereotypes and Norms: Women and Men  
Wage Gap & Pay Transparency; Paid Family Leave; Employment Protections

#### **Assignment**

#### **Due**

COURSE PROJECTS: Diversity of Age - AND – Diversity of Ability

### **Week 12 Thanksgiving Recess**

### **Week 13 Sexual Orientation and Gender Identity – AND – Religious Diversity**

**Topics:** Diversity of Sexual Orientation & Gender Identity

Sexual Orientation; Gender Identity; Legal Remedies in the US  
Policies and Practices for Creating a Fair and Inclusive Workplace Environment

**Topics:** Religious Diversity

Religious Diversity in the Workplace; Legal Remedies in the US  
Working with Religiously Diverse Coworkers

#### **Assignment**

#### **Due**

Forum 6: Diversity of Sexual Orientation and Gender Identity

Forum 7: Diversity of Religion

Week 13 Quiz

Extra Credit Assignment: Race and Gender

### **Week 14 Diversity of Physical/Mental Abilities – AND - Diversity of Age**

**Topics:** Diversity of Physical/Mental Abilities

Physical and Mental Disabilities

Legal Remedies in the US

Limitations of the ADA

Getting Hired

**Topics:** Diversity of Age

Age Based Classifications and Stereotypes; Challenges and Needs of Millennial and Older Workers

Age Based Discrimination and Legal Recourse

#### **Assignment**

#### **Due**

Forum 8: Diversity of Physical and Mental Abilities

Forum 9: Diversity of Age

Writing Assignment 3: Diversity, Equity, Inclusion and Belonging

How Difference Shapes One's Experiences and Perspectives in the Workplace