



## School of Management & Labor Relations

Developing Talent, 37:533:312:04, Spring 2026, Hybrid

### Instructor Information

Instructor: Dr. Josh Gordesky

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Virtual Office Hours: By appointment (Zoom)

In-Person Classes: Mondays from 7:30pm-8:50pm Tillett Hall 103A

(First In Person Class - Jan. 20, 7:30-8:50pm – JLB Rm. 102)

**Welcome to Developing Talent!**

### What will you learn in this course?

You'll be able to answer the question: *"How do I develop talent in our AI driven world?"*

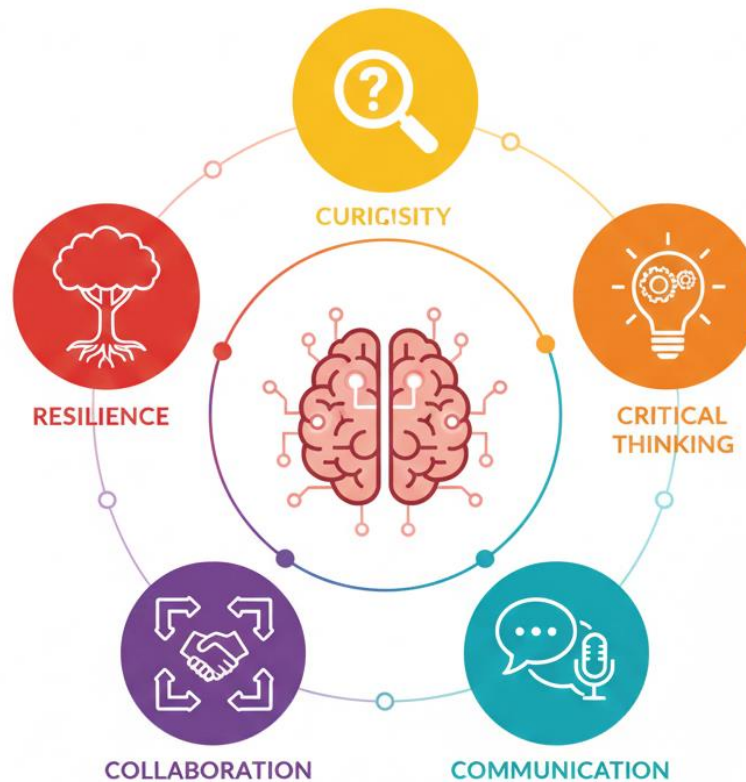
### Three course outcomes

After completing this course, you will be able to lead projects as a:

1. **Talent Development Strategist** – You can discuss talent development plans and methods to create a learning culture for an organization to achieve business goals. In addition, you can conduct needs assessments to make recommendations based on research-backed learning principles to build engaging, ROI-focused training initiatives.
2. **Digital Storyteller** – You can present your ideas in a clear, concise, and impactful way in person, through a podcast, and with PPT slides on a video. You will demonstrate a keen ability to focus on a theme that's delivered in a confident, conversational tone. You will also be able to provide targeted feedback for peers to improve their presentations.
3. **Tech/AI Advisor** – You can explore, analyze, and evaluate the pros and cons of using generative AI to meet a project's requirements. You will be able to apply AI literacy skills to help an organization develop their internal AI policies. In addition, you can work with simple HTML codes, videos, and tech tools to achieve learning goals.

## Five Course Skills

The course was designed for you to apply these five critical skills for the workplace:



Source: Google Gemini – Nano Banana

## Delivery Format

**This course runs from Jan 20 through May 3**

It is delivered in a hybrid format:

- a weekly in-person class on Mondays, and
- a series of weekly online modules with assignments that you will access through Canvas, the learning management system

### Flipped Classroom Model

In this model, you will be asked to complete homework assignments prior to attending the in-person class sessions. The class sessions, which are Mondays from 7:30pm-8:50pm, are structured as interactive workshops. **Note:** Even though you don't need to log into the Canvas course at any specific time, **you are required to adhere to all course work due dates.**

## Virtual Office Hours

You can schedule an office hours appointment in Canvas to meet via Zoom at your convenience.

## Course Description

This course covers the following six key topics in talent development to prepare you to discuss them on a strategic and a tactical level for an internship and a job interview:

Strategic Alignment

Needs Analysis

Learning Design

Talent Development Systems

Analytics & ROI

AI & Digital Divide

The goal in completing the course is for you to discover those topics which interest you the most and then take a deeper dive in future courses and on your own as a lifelong learner.

## Course Objectives

By the end of this course, you should be able to:

- Align talent development initiatives with organizational strategy and business outcomes.
- Analyze performance and capability gaps to prioritize talent development decisions.
- Design training and development experiences that build workforce capability applying research-backed learning principles.
- Examine how talent development systems enable learning transfer and growth.
- Evaluate methods of determining ROI as a way of measuring effectiveness of training initiatives.
- Apply ethical, responsible, and inclusive AI practices in talent development, considering access, bias, privacy, and the digital divide.

## Peer-Reviewed Course Projects

### Project-Based Learning

You'll use a previous internship, current job, or dream job as the subject for your five individual projects. Those projects, which are each 8-10 min narrated videos with PowerPoint, are designed to bring together all of the knowledge gained from the module learning activities. As part of the project design experience, you will also learn how to upload the videos to your Canvas ePortfolio so that you can present them in meetings or during an interview.

All projects are based on applying concepts from the weekly learning activities. So, completion of those activities will be critical to your success in designing and delivering the projects.

### **Prerequisites**

There are no prerequisites to take this course, and you do not need any technical skills or background in coding or working with computers to be successful. You will be provided with step-by-step guidance to use each course tech tool, build your portfolio, and receive feedback throughout the semester.

Read each section of the syllabus below carefully. Note: **if you are new to Canvas, complete the Canvas tutorials under [Course Tools Tutorials](#).**

## **Group Project**

You will be assigned to a group in Module 4 (Week 8) with the assignment due in Module 8 (Week 14). The purpose of this group project is to work as a team to achieve a common goal. Your group will be provided with the topic and the steps to complete the 8-10 min PPT video recording in the same way that you completed the individual projects.

## **Use of AI**

**>> You are encouraged to use generative AI as a thought partner throughout the course <<**

The more you know about best practices for using AI responsibly, the greater the competitive advantage you will give yourself as a leader on any project, since AI is part of all projects. It's recommended that you use your Rutgers ScarletMail accounts with the university's version of Google Gemini or Copilot. However, you can use ChatGPT or another platform as well.

You will develop AI literacy skills as you go through the course. This means you will gain an understanding of the technology so that you can discuss it and provide insights with company leaders to show your impact and knowledge. There will be specific guidance on how to use AI for each assignment, and it will be a topic of discussion in all live class.

It's important that we have a common understanding and agreement on how students and the instructor will use AI, specifically generative AI. Here are the initial course AI guidelines:

- [APA Style Guidelines for using generative AI](#).
- Here is [Rutgers' Guide for Student Ethical Use of AI](#)
- Create the **Course AI Policy**:

We will collaborate as a class to create our course AI policy for students and the instructor. In Week 2, we will create the rough draft of the course policy, then in Week 3 we will review for edits. Finally in Week 4 we will publish our course version and refer back to it as needed.

This course provides you with an amazing opportunity to practice applying workflows for using AI. You'll find that some ways work better than others, and we will discuss as a class the various methods that you've found success in working with different platforms.

- The **Furze AI Assessment Scale** -- each assignment will have one of the five parts of the scale serving as direction for the use of AI

## The AI Assessment Scale

<b>1</b>	<b>NO AI</b>	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills <b>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</b>
<b>2</b>	<b>AI PLANNING</b>	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. <b>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</b>
<b>3</b>	<b>AI COLLABORATION</b>	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. <b>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</b>
<b>4</b>	<b>FULL AI</b>	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. <b>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</b>
<b>5</b>	<b>AI EXPLORATION</b>	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. <b>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</b>



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

One important aspect of AI literacy that we will explore is the importance of maintaining the *Human-in-the-Loop*. This means you're keeping in mind the need to always apply your own critical thinking skills, empathy, and other qualities that humans have, which AI can't produce.

### Culturally Responsive Goals

As you're working through this course, consider which activities in this course present you with the opportunity to achieve the culturally responsive goals below:

## **Inclusion Goals**

- Engage in inclusive social and collaborative learning experiences.

## **Citizen, Stakeholder, and Decision Maker Goals**

- Engage with peers and have the chance to make individual and interdependent decisions about your learning
- Elaborate on what this class means to you and how you see it helping you reach your personal goals (sense of purpose)

## **Collaborative Goals**

- Engage with peers in a constructive and safe environment
- Explain challenges and victories that occurred in your collaborative experience

## **Contextual Goals**

- Explore the course with a personal lens of ethnic culture
- Evaluate your learning as it relates to your lived experience

## **Personal and Future Implementation Goals**

- Engage in personal reflection and future implementation of what you're learning in this course
- Evaluate your role as a learning community stakeholder using personal reflection

## **Course Learning Materials & Technology Requirements**

### **Tech & AI Platform**

- Generative AI: [Rutgers Google Gemini or Microsoft Copilot generative AI account](#)
- Hypothesis (Social Annotation), PlayPosit (Interactive video)
- Kaltura (Video and podcast recording)
- Canvas ePortfolio (online portfolio)

### **Technology Requirements**

- Access to the internet
- Reliable computer
- Headphones/Headsets - recommended
- Webcam - optional
- Microsoft Word
- Basic Computer Specifications for Canvas

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [Canvas Student App for iOS](#)

## Canvas Tutorials & Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students](#)
- [Canvas \(Links to an external site.\)](#)Canvas is Web Accessibility Guidelines compliant. More on [Canvas accessibility StandardsLinks to an external site.](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk \(Links to an external site.\)](#). 833-648-4357, email [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu), accessible 24 hours a day, 7 days a week.
- Refer to the [Canvas Student TutorialLinks to an external site.](#)
- Canvas [Student Guide PDF VersionLinks to an external site.](#)[Open this document with ReadSpeaker docReader](#)
- Access Rutgers Canvas via the [MyRutgers PortalLinks to an external site.](#), [rutgers.instructure.com](http://rutgers.instructure.com), mobile app and <https://canvas.rutgers.eduLinks to an external site.>
- For Canvas assistance, Passwords, or any other computer-related technical support contact the [Rutgers Canvas Help DeskLinks to an external site.](#)
- [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)

## Course Structure

This course is structured in a weekly module format. Most modules have either an “A” or a “B” week. Below is a summary of the weekly learning activities:

- Week “A”
  - In-Class Engagement
  - Pre-Test
  - Hypothes.is (Social annotation of an article)
  - Podcasts (Record 5 min podcast after listening to a podcast)
  - Project Rough Draft / Peer Review
  - Learning Journal



- Week “B”
  - In-Class Engagement
  - Mind Map (Create a map based on an article or video)
  - PlayPosit (Interactive Video)
  - Post-Test
  - Final Version of Project
  - Learning Journal

**NOTE:** The Pre/Posts Tests are graded on a Complete/Incomplete basis as a low-stakes learning strategy. The other learning activities will each have a basic rubric to guide you on completing them for points.

## Announcements

You will receive daily, brief announcements through the course LMS. The purpose of the announcements is to help you stay focused on the top priorities. They are meant to simulate a meeting form used frequently with teams called the “Daily Stand-Up Meeting.”

These are meetings usually held first thing in the morning (assuming you’re meeting in person) and last 10-15 minutes. They are called “stand ups” because people do not sit down since the meetings are so short in duration.

## Course Schedule

The course is divided into the following topics and dates:

Module 0	Jan 20 – Jan 25	Course Onboarding	Class: 1/21 – 7:30pm-8:50pm
Module 1A	Jan 26 – Feb 1	Strategic Alignment – Project 1	Class: 1/26 – 7:30pm-8:50pm
Module 1B	Feb 2 – Feb 8	Strategic Alignment – Project 1	Class: 2/2 – 7:30pm-8:50pm
Module 2A	Feb 9 – Feb 15	Needs Analysis – Project 2	Class: 2/9 – 7:30pm-8:50pm
Module 2B	Feb 16 – Feb 22	Needs Analysis – Project 2	Class: 2/16 – 7:30pm-8:50pm
Module 3A	Feb 23 – Mar 1	Learning Design – Project 3	Class: 2/23 – 7:30pm-8:50pm
Module 3B	Mar 2 – Mar 8	Learning Design – Project 3	Class: 3/2 – 7:30pm-8:50pm
<b>Module 4</b>	<b>Mar 9 – Mar 15</b>	<b>Exam 1 (During the Week)</b>	<b>Class: 3/9 – 7:30pm-8:50pm</b>
<b>SPRING BREAK – Mar 16 – Mar 22</b>			
Module 5A	Mar 23 – Mar 29	Talent Dev Systems – Project 4	Class: 3/23 – 7:30pm-8:50pm
Module 5B	Mar 30 – Apr 5	Talent Dev Systems – Project 4	Class: 3/30 – 7:30pm-8:50pm
Module 6A	Apr 6 – Apr 12	Analytics & ROI – Project 5	Class: 4/6 – 7:30pm-8:50pm
Module 6B	Apr 13 – Apr 19	Analytics & ROI – Project 5	Class: 4/13 – 7:30pm-8:50pm
Module 7	Apr 20 – Apr 26	AI & The Digital Divide	Class: 4/20 – 7:30pm-8:50pm
<b>Module 8</b>	<b>Apr 27 – May 3</b>	<b>Exam 2 (During the Week) &amp; Group Project (End of Week)</b>	<b>Class: 4/27 – 7:30pm-8:50pm</b>



## Assessments

The assessments (Exams and Projects) are designed for you to measure your progress in achieving the three outcomes of: **Talent Development Strategist, Digital Storyteller, and AI/Tech Advisor.**

### Exams

Exam 1 and 2 carry the same weight. The exams will be completed during the week of the respective dates. The purpose in creating both of these exams is to provide you with an opportunity to demonstrate your expanding knowledge of the topics. Both exams include a written section AND a choice between recording a podcast or a PPT video.

NOTE: Your weekly learning assignments include practice recording a podcast and the projects are video recordings with PPT (using a template) so that you will gain the experience and confidence in making those recordings from both a content and a technical perspective.

- Exam 1: Mod 4 — Topics from Mod 1-3
- Exam 2: Mod 8 — Topics from Mods 5-7

### Projects

There are five individual projects in which you will record and narrate an 8-10 min PPT video. There is one group project in which each group will record an 8-10 min PPT video. You will be provided a PPT template that you can edit for your videos. Then during class, you'll work with a partner and the instructor to practice the logistics of creating the PPT and recording the video

## In-Person Classes

### In-Class, Individual Presentation

You will have the opportunity to deliver a 5 min, ungraded presentation during one of the in-person classes. This presentation is a low stakes way for you to practice your public speaking skills so that you can gain confidence in presenting your ideas in a clear, concise, and impactful manner. You will receive feedback from another student and the instructor. You can either choose the topic from the course content or you can select from a list provided each week.

### In-Person Class

The in-person classes are designed as interactive workshops to leverage the power of meeting as a class. You all have different backgrounds, knowledge levels, and experiences that offer new perspectives as we discuss the previous week's concepts and review the next week's information.

### Attendance

Your attendance at the in-person classes is critical to your success in the class. **To be eligible to receive an A, you must attend 12 of 14 classes.** To be eligible to receive a B+ or B, you must attend 10 of 14 classes. If you join the course after the first in person class, then your attendance requirement begins with the next in-person class. There will be learning activities to submit during each in-person class, and those activities reinforce your project creation process.

## Grading Structure

The course is graded on a 1,000-point scale. You will have plenty of opportunities to achieve your goals, even if you fall behind. That's part of the experience. Just keep moving forward!

MOD	ASSIGNMENT	POINTS	MOD	ASSIGNMENT	POINTS	MOD	ASSIGNMENT	POINTS
1A	Pre-Test	10	2A	Pre-Test	10	3A	Pre-Test	10
1A	Podcast	10	2A	Podcast	10	3A	Podcast	10
1A	Hypothesis	10	2A	Hypothesis	10	3A	Hypothesis	10
1A	Proj 1-Peer Review	10	2A	Proj 2-Peer Review	10	3A	Proj 3-Peer Review	10
1A	Learning Journal	10	2A	Learning Journal	10	3A	Learning Journal	10
1A	In Class	10	2A	In Class	10	3A	In Class	10
		<b>60</b>			<b>60</b>			<b>60</b>
1B	PlayPosit	10	2B	PlayPosit	10	3B	PlayPosit	10
1B	Mind Map	10	2B	Mind Map	10	3B	Mind Map	10
1B	Project 1 Final	50	2B	Project 2 Final	50	3B	Project 3 Final	50
1B	Post-Test	10	2B	Post-Test	10	3B	Post-Test	10
1B	Learning Journal	10	2B	Learning Journal	10	3B	Learning Journal	10
1B	In Class	10	2B	In Class	10	3B	In Class	10
		<b>100</b>			<b>100</b>			<b>100</b>

EXAM 1	50
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MOD	ASSIGNMENT	POINTS	MOD	ASSIGNMENT	POINTS	MOD	ASSIGNMENT	POINTS
5A	Pre-Test	10	6A	Pre-Test	10	7	Pre-Test	10
5A	Podcast	10	6A	Podcast	10	7	Podcast	10
5A	Hypothesis	10	6A	Hypothesis	10	7	Hypothesis	10
5A	Proj 4-Peer Review	10	6A	Proj 5-Peer Review	10	7	Learning Journal	10
5A	Learning Journal	10	6A	Learning Journal	10	7	In Class	10
5A	In Class	10	6A	In Class	10	7	Post-Test	10
		60			60			60
MOD	ASSIGNMENT	POINTS	MOD	ASSIGNMENT	POINTS		TOTALS	POINTS
5B	PlayPosit	10	6B	PlayPosit	10		“A” MODS	300
5B	Mind Map	10	6B	Mind Map	10		MOD 7	60
5B	Project 4 Final	50	6B	Project 5 Final	50		“B” MODS	500
5B	Post-Test	10	6B	Post-Test	10		EXAMS 1 and 2	100
5B	Learning Journal	10	6B	Learning Journal	10		GROUP PROJECT	40
5B	In Class	10	6B	In Class	10			
		100			100			1,000
8	EXAM 2	50						
8	Group Project	40						

## Grading Scale

Percentage (%)	Points Range	Grade
90-100	900-1000	A
87-89.9	870-899	B+
80-86.9	800-869	B
77-79.9	770-799	C+
70-76.9	700-769	C
60-69.9	600-699	D
59.9 and below	599 and below	F

### SMLR Learning Objectives

The Developing Talent course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations.

(I) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance:

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

(II) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations:

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

### Rutgers Support Resources for Your Well-Being

Rutgers Student Health Services:

- Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. [Health, Counseling, and Wellness services](#), are available at several locations throughout Rutgers University.

## Crisis Intervention - Student Health

- [Crisis Situations](#)
- [In the Wake of Trauma.](#)

### Academic Services:

- For academic support including tutoring, visit the [Rutgers - New Brunswick Learning Centers](#).
- For coaching help with writing skills and assignments visit the [Rutgers - New Brunswick Writing Tutors in the Learning Center](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the

### Veteran Services:

- Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services website](#) for more information.

## Late Policy & “I Need a Break” Passes

The late policy consists of two parts:

### PART 1: Three (3) “I Need a Break” Passes

- **PURPOSE:** The “I Need a Break” passes are designed to decrease the stress and anxiety that could happen during the semester. You lead a busy life with school, work, and personal responsibilities. So, these passes are a way to bridge those difficult times.
- **HOW TO USE IT:** Each “I Need a Break” pass enables you to submit one or more of the weekly assignments or a project on the following Wednesday instead of Sunday for full credit. You do not have to provide a reason, but you will be required to schedule a Zoom call before Wednesday to review the assignments and address any questions or concerns. In addition, you should let me know prior to Sunday via email that you would like to use one of the passes.

### PART 2: Without an “I Need a Break” pass, here’s the policy:

- 1 day after due date: 20% deduction
- 2 days after due date: 30% deduction
- 3 days after due date: 50% deduction
- No work will be accepted after 3 days

NOTE: Exceptions can be made if you find there’s a situation that’s out of your control and would like an extension. In that case, please let me know as early as possible so that we can develop a reasonable plan.

## Exam Make Up Policy

The dates for the weeks to take the exams are listed on the syllabus. Please let me know in advance if you will not have internet access on the scheduled weeks. Otherwise, if you do not complete the exams within the specified dates, you will unfortunately receive a zero for any missed exam.

## Academic Integrity

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Be sure to review and abide by the [Rutgers Academic Integrity](#).

Note: In week 1 of the semester, you will submit an [Academic Integrity contract](#) via a Canvas assignment submission portal.

### Student Code of Conduct

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard.

Refer to [Discussion Post Guidelines](#) when communicating in your Canvas class.

### Staying on Track

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anyplace, anytime, you are still expected to adhere to the all due dates.

To help you stay on track:

- Have access to a reliable computer, and access to the Internet
- Log in to Canvas for your course on a daily basis
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
- Actively participate in the Discussion Forum
- Follow the recommended time guidelines listed on each learning activity and assignment page

### In Case of Computer Failure

Make sure you have an alternative plan of access to your Canvas course in case your computer crashes (it happens). Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

## Where to Next?

After reviewing the content of this Course Syllabus, proceed to Modules, and review the [Learning Support Resources](#) section. Then continue on to Module 0.

## Any Broken Links/URLs

At SMLR, we strive to continuously improve our course design. If you come across any broken links/URLs, or pages that don't exist, please email SMLR Instructional Technology Specialist, Marta Pulley, [marta.pulley@rutgers.edu](mailto:marta.pulley@rutgers.edu). Any suggestions you have for improving the course design is greatly appreciated.

## How to Access Zoom

Virtual office hours are conducted through scheduled ZOOM meeting. If you have not activated your Rutgers ZOOM account, you will need to do so prior to class starts. Follow the steps below:

- Follow instructions on [Creating Rutgers ZOOM Account](#). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
- Once you have activated your Rutgers ZOOM account you will then need to make sure your Canvas default email is in the format [netid@rutgers.edu](#). Follow instructions on [How to check and set your Canvas Default Email](#) if needed. Then you can access the scheduled ZOOM class sessions.
- To access and join the scheduled class sessions, select the ZOOM tab from the left navigation menu, then select Join to join the scheduled session. If you are new to ZOOM, review the tutorials under [Course Tools Tutorials](#) or at [Rutgers ZOOM Homepage](#).

## ZOOM Etiquette:

- For audio clarity, mute your microphone when not speaking, unmute only when you are speaking.
- Allow for the brief delay that happens when a conversation from one speaker transitions to another. Be patient and allow the person to speak.
- You have the option to turn on/off your webcam.
- You can use the Chat box to ask questions, share your thoughts.

## Accommodations

Everyone will need some type of accommodation at some point throughout the semester. My goal is to normalize the need for accommodation requests to the extent the university policy allows me to. There are various types of accommodation requests. I can help with some

accommodation requests, but there are also accommodation requests that you will need to go through the university's ODS. I can help with the following (without you going to the ODS):

- Extended time for exam and/or assignment submissions (already built in for all but let me know if you require something different).
- Make up exams, assignments, due to work travel, illness, family responsibilities. No need to ask, just tell me. I just need a heads up so I know you're ok and that you don't fall behind on your course work.

## Rutgers' Official Accommodation Statement

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation ([See Documentation Guidelines](#)). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the [registration form](#). I am happy to facilitate the process if you need me to. Just let me know.

### Office of Disability Services contact and address

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

## Rutgers Diversity Statement

The Division of Student Affairs works to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our responsibility to promote and maintain a community of compassion, embracing the rich dimensions of diversity, and facilitating opportunities for understanding and the expression of both individual and shared truths.