



# RUTGERS

UNIVERSITY | NEW BRUNSWICK

## School of Management & Labor Relations

Developing Talent, 37:533:312:04, Spring 2025, Hybrid

### Instructor Information

Instructor: Dr. Josh Gordesky

Phone: (212) 557-2700

E-mail: [jg2164@smlr.rutgers.edu](mailto:jg2164@smlr.rutgers.edu)

Virtual Office Hours: By Appointment (Zoom)

### Welcome to Developing Talent!

In this course, you will get hands-on experience working with important concepts from the talent development and learning design fields. The class projects and learning activities focus on the issues and challenges that companies face in providing a work environment where people grow and thrive. As you go through the course, you will gather your own ideas for using technology and research-backed principles to develop an organization's most important asset — its people!

The main takeaway from this course is for you to create your own definition of learning — which is the key to developing talent. With your definition of learning, you can build the policies and structure for a talent development group that you might lead one day. Each module provides you with different experiences for you to revise your definition of learning so that it becomes the foundation for your work in this field. I like Richard Mayer's definition of learning, which is that *learning is the relatively permanent change in a person's knowledge or behavior due to experience*.

In applying that definition to this class, you should see a change in your knowledge and behavior that is due to going through the carefully planned learning activities and experiences. The overall goal is for you to start your talent development journey with the knowledge and skills to:

- Present strategic and tactical ideas for innovative methods to develop talent
- Lead learning design projects for training and professional development courses
- Produce multimedia resources that convey impactful digital stories
- Interact with chatGPT and other generative AI tools as a thought partner

## Delivery Format

**This course runs from January 21 through May 11.** It is delivered in a hybrid format – meaning there's (1) a weekly in-person class and (2) a series of weekly online modules with assignments that you will access through Canvas, the learning management system

### Flipped Classroom Model

We're following the flipped classroom model. In a flipped classroom, you will be asked to complete homework assignments that are found in your Canvas course prior to attending the in-person class sessions. The class sessions, which are Mondays from 7:30pm-8:50pm, are structured as interactive workshops for you to build your peer-review projects and group projects. These sessions are designed to promote critical thinking skills and to provide you with an opportunity to collaborate with me and your peers in meaningful conversations. Then when you leave the sessions, you will continue the learning experience through Canvas with a clear set of goals and next steps to build and complete your projects.

**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

Virtual Office Hours will be on Tuesdays and Thursdays from 5:30-6 pm ET via Zoom. You can also schedule an appointment at your convenience.

## Course Description

The course is designed for you to build your own **Talent Development online portfolio** – which you will accomplish by completing **five course peer-reviewed projects** and **one group project**. In creating your portfolio, you will also dramatically improve your awareness and skills in using **generative AI** as a thought partner. In addition, you will refine your **digital storytelling skills** — all of which are critical to your career success and enjoyment.

## Peer-Reviewed Course Projects

### Project-Based Learning Design

Through the project-based design of the course, you will create your own multimedia online portfolio (using Canvas ePortfolio) that you can present in your internships and job interviews. To create the portfolio, you will be provided with step-by-step guidance on writing and recording five peer-reviewed projects in the form of a blog article, a podcast, or a video. Then you will work in a group to produce a project that brings together all the key concepts and skills that you have learned throughout the course.

In these projects, you will assume the role of VP Talent Development for an actual company or one that you would like to start. As the VP Talent Development, your goal is to motivate your company's employees and leaders to participate in your training and development curriculum. You will keep the same company throughout the course so that you can see the progress you've made from a strategic curriculum level through the tactical course design learning activities.

Here are more details on the Peer-Reviewed Course Projects ([Link to the Canvas course once enrolled](#))

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 can consider the group project as the capstone project for the course. It provides you with a unique opportunity to collaborate in a group setting to bring together the main concepts from the course in a multimedia project. You will have several weeks to meet with your group in the in-person classes as well as in a group section of Canvas. After having completed the peer-review projects, the group project will be a natural progression to continue your learning experience and an intriguing challenge to take your skill building to the next level!

## Communication

The best way to reach me is through the Canvas Inbox feature (left navigation menu bar in the red section). I will reply to your emails within 24 hours. If there's an emergency, you can call or text me at 212.557.2700. I encourage you to connect with me early and often throughout the course. I'm very interested in seeing you succeed in this course. So, the more you let me know about what you're finding interesting and challenging, the better that I can help you enjoy your time in this course.

## Weekly Announcements

I will send the class a weekly announcement with an overview of what you should expect in each module, along with any changes, updates, or current events that relate to the topics. Since this course is delivered in a hybrid setting, it's important that we all get to know each other as quickly as possible. In the first week, you will have the opportunity to introduce yourself, share a few interesting facts about yourself in the "Welcome Introductions" Forum. I encourage you to reach out to me and your peers as you go through the course with questions or comments. For questions/comments that may not be related to the weekly discussion forum topics, a Q & A forum is available in the Module section of the Canvas course.

## Course Objectives

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

1. Analyze the factors that go into creating an effective talent development plan that addresses the identification, development, and retention of future leaders within an organization.
2. Evaluate various methods of training needs assessment that serves as the framework in recognizing performance gaps and determining training requirements.
3. Compare and contrast theories of adult learning and knowledge transfer to ensure the effective implementation of knowledge, skills, and attitudes in different types of positions.
4. Critique a range of training methods to build the foundation of a learning organization designed to achieve departmental goals.

## 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

### **Textbook**

- Employee Training & Development. Noe, Hollenbeck, Gerhart, and Wright – 9th edition. ISBN10: 1264080921. ISBN13: 9781264080922.

### **Other**

- Lecture videos, multimedia, and any supplemental materials are provided in the Modules section under the respective weeks.

### **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. Each module is a chunk of the course content broken out by topic. Each of the five topics has an “A” and a “B” week, which relate to the peer-review course projects. Each week starts on a Monday and ends on a Sunday.

Below is a summary of the weekly learning activities:

- Week “A”
  - Non-Graded
    - Textbook Readings
    - Podcasts
  - Graded based on Complete/Incomplete
    - Pre-Test
    - Learning Journal
  - Graded based on Points
    - AI Exploration (Also reviewed during the in-person class)
- Week “B”
  - Graded based on Complete/Incomplete
    - Hypothesis Social Annotation Article
    - PlayPosit Interactive Video
    - Post Test
    - Learning Journal
  - Graded based on Points
    - Discussion Board (During the two exam weeks and the group project review)

Note: you will notice each Module has "Graded Learning Activities" and "Non-Graded Learning Activities". Graded Learning Activities are those activities that count towards your course Final Grade. Non-Graded Learning Activities are activities that help you practice what you are learning.

## Course Schedule

The course is divided into topics and dates as follows:

### Module 1 (Jan 21-26): Course Overview

#### No In Person Class This Week

- Welcome and Introductions
- Review Syllabus, flipped classroom model, and project-based learning design
- Create ePortfolio
- Review Peer-review projects and group project

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### Module 2A (Jan 27 – Feb 2) Project 1: Strategic Training & Development Process

Peer Review Project 1

**TOPICS:**

- The Strategic Training and Development Process
- Organizational Characteristics that Influence Training
- Models of Organizing the Training Department
- Marketing Training and Creating a Brand

**In-Person Class 1: Monday, Jan 27 from 7:30pm-8:50pm**

- Textbook chapter review
  - Podcast analysis
  - AI tool exploration
  - Project peer review conversations
- 

**Module 2B (Feb 3 – Feb 9) Project 1: Strategic Training & Development Process**

Submit Project 1 (End of the Week)

**In-Person Class 2: Monday, Feb 3 from 7:30pm-8:50pm**

- PlayPosit video review
  - Hypothes.is article analysis
  - AI as thought partner discussion
  - Project mind mapping
- 

**Module 3A (Feb 10 – Feb 16) Project 2: Training Needs Assessment**

Peer Review Project 2

**TOPICS:**

- Necessity and Participation in the Needs Assessment
- Methods Used in Needs Assessment
- The Needs Assessment Process
- Competency Models

**In-Person Class 3: Monday, Feb 10 from 7:30pm-8:50pm**

- Textbook chapter review
- Podcast analysis
- AI tool exploration

- Project peer review conversations
- 

## Module 3B (Feb 17 – Feb 23) Project 2: Training Needs Assessment

Submit Project 2 (End of the Week)

### **In-Person Class 4: Monday, Feb 17 from 7:30pm-8:50pm**

- PlayPosit video review
  - Hypothes.is article analysis
  - AI as thought partner discussion
  - Project mind mapping
- 

## Module 4A (Feb 24 – Mar 2) Project 3: Learning & Knowledge Transfer

Peer Review Project 3

TOPICS:

- Learning Defined
- Learning Theories
- Transfer of Training
- The Learning Process

### **In-Person Class 5: Monday, Feb 24 from 7:30pm-8:50pm**

- Textbook chapter review
  - Podcast analysis
  - AI tool exploration
  - Project peer review conversations
- 

## Module 4B (Mar 3 – Mar 9) Project 3: Learning & Knowledge Transfer

Submit Project 3 (End of the Week)

### **In-Person Class 6: Monday, Mar 3 from 7:30pm-8:50pm**

- PlayPosit video review
- Hypothes.is article analysis
- AI as thought partner discussion



- Project mind mapping
- 

## Module 5 (Mar 10 – Mar 16) Exam 1

Topics from Mod 2-4

### **In-Person Class 7: Monday, Mar 10 from 7:30pm-8:50pm**

- Exam prep
  - Project evaluation
  - AI principles and policies conversation
- 

## SPRING BREAK (Mar 17 – Mar 23)

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## Module 6A (Mar 24 – Mar 30) Project 4: Training Methods and Evaluation

Peer Review Project 4

TOPICS:

- Curriculum, Course, and Lesson Design
- Program Design Implications of Training
- Outcomes Used in the Evaluation of Training
- Evaluation Practices, Designs, and ROI

### **In-Person Class 8: Monday, Mar 24 from 7:30pm-8:50pm**

- Textbook chapter review
  - Podcast analysis
  - AI tool exploration
  - Project peer review conversations
- 

## Module 6B (Mar 31 – Apr 6) Project 4: Training Methods and Evaluation

Submit Project 4 (End of the Week)

### **In-Person Class 9: Monday, Mar 31 from 7:30pm-8:50pm**

- PlayPosit video review
  - Hypothes.is article analysis
  - AI as thought partner discussion
  - Project mind mapping
- 

## Module 7A (Apr 7 – Apr 13) Project 5: Talent Development Plan

Peer Review Project 5

TOPICS:

- Development Planning Systems
- Approaches to Employee Development
- Greater Need for Digital Literacy and Closing the Skills Gap
- Increased Use of New Technologies for Training Deliver and Instruction

### **In-Person Class 10: Monday, Apr 7 from 7:30pm-8:50pm**

- Textbook chapter review
  - Podcast analysis
  - AI tool exploration
  - Project peer review conversations
- 

## Module 7B (Apr 14 – Apr 20) Project 5: Talent Development Plan

Submit Project 5 (End of the Week)

### **In-Person Class 11: Monday, Apr 14 from 7:30pm-8:50pm**

- PlayPosit video review
  - Hypothes.is article analysis
  - AI as thought partner discussion
  - Project mind mapping
- 

## Module 8A (Apr 21 – Apr 27) Group Project Review

### **In-Person Class 12: Monday, Apr 21 from 7:30pm-8:50pm**

- Project mind mapping
- Project discussion
- AI as thought partner discussion

## Module 8B (Apr 28 – May 4) Group Project Presentation

### In-Person Class 13: Monday, Apr 28 from 7:30pm-8:50pm

- Project presentations
  - Exam discussion
- 

## Module 9 (May 5 – May 11) Exam 2

Topics from Mod 6-7

### In-Person Class 14: Monday, May 5 from 7:30pm-8:50pm

- Exam prep
  - Course reflections
- 

## Assessments

- Exam 1: Mod 5 — Topics from Mod 2-4
  - Mar 10-16
- Exam 2: Mod 9 — Topics from Mods 6-7
  - May 5-11

### Exams

Exam 1 and 2 carry the same weight. Once you start an exam, you have 1.5 hours to complete it. The purpose in creating both of these exams is to provide you with an opportunity to demonstrate your expanding knowledge of the topics.

## In-Person Classes

Given the flipped classroom approach, we're leveraging the energy and rapport that comes from meeting in person to discuss ideas and share new resources that you find especially fascinating. It's important that you attend the in-person classes so that you can participate in the conversations, analysis, and exploration of key course content, AI tools that will enhance your projects, and perspectives from me and your peers. In addition, I will try to bring in at least one guest speaker to expand on a few topics and bring relevant insights from real world experience.

### AI Literacy and Resource Discussions

During the "A" Weeks of the peer review projects, you will explore different types of AI tools during the in-person sessions that you can use in designing your projects. Whether you find an AI tool that creates

images, videos, animation, or another type of content – the goal is to stretch your imagination to discover the endless possibilities that AI can provide, while at the same time customizing the results to meet the needs of the projects. There will be time set aside in some in-person sessions for you to present your findings and see what your peers have found as well. Then you will be asked to post your findings to a discussion board so that you can continue the conversation there.

Also, there will be chances to participate in discussions during the in-person sessions that focus on AI issues such as privacy, policy, and deep dives into how the technology works so that you can make more informed decisions on how to best use it.

### Importance of Attending In-Person Classes

To make the best use of your time, each in-person class has been designed as a series of interactive workshops. You will experience a mix of learning activities that can best be accomplished through live interactions. Some of the activities include creating project mind maps to see relationships between concepts and project ideas, reviewing module resources such as PlayPosit videos, Hypothes.is articles, podcasts, and textbook chapters to gain a greater understanding of the topics and details. In addition, there will be plenty of opportunities to ask questions about course projects and share insights on creating them.

### Discussions

There will be discussions during the in-person sessions the weeks of the two exams and in the group project review week so that you can talk about your questions and concerns. Then you will be asked to continue the conversations on Canvas. **But there will not be the traditional discussion board cadence of responding to a weekly prompt and then posting two replies.** Instead, the design of the course brings in online discussions in a strategic way to support the conversations from the in-person sessions and to follow the topics that are being covered.

## Grading Structure

Grading Components	Course Grade Weight
<p><b>Course Projects</b></p> <ul style="list-style-type: none"> <li>• Peer Reviews (5)               <ul style="list-style-type: none"> <li>○ 5 Peer Reviews x 20 Points = 100 Points</li> </ul> </li> <li>• Final Versions (5)               <ul style="list-style-type: none"> <li>○ 5 Final Versions x 40 Points = 200 Points</li> </ul> </li> </ul> <p style="text-align: center;"><b>Total Points = 300</b></p>	25%
<p><b>Group Course Project</b></p> <ul style="list-style-type: none"> <li>• Group Review: 50 points</li> <li>• Group Presentation: 100 points</li> </ul> <p style="text-align: center;"><b>Total Points = 150</b></p>	20%

<b>Exams</b> <ul style="list-style-type: none"> <li>Exam 1: 100 points</li> <li>Exam 2: 100 points</li> </ul> <p style="text-align: center;"><b>Total Points = 200</b></p>	30%
<b>AI Exploration</b> <ul style="list-style-type: none"> <li>Mod 2A = 30 points</li> <li>Mod 3A = 30 points</li> <li>Mod 4A = 30 points</li> <li>Mod 6A = 30 points</li> <li>Mod 7A = 30 points</li> </ul> <b>Discussion</b> <ul style="list-style-type: none"> <li>Mod 5 = 30 points</li> <li>Mod 8A = 30 points</li> <li>Mod 9 = 30 points</li> </ul> <p style="text-align: center;"><b>Total Points = 240</b></p>	15%
<b>Participation</b> <ul style="list-style-type: none"> <li>Pre-Test: 10 points x 5 = 50 points</li> <li>Post-Test: 10 points x 5 = 50 points</li> <li>PlayPosit Video: 10 points x 5 = 50 points</li> <li>Hypothes.is Article: 10 points x 5 = 50 points</li> <li>Learning Journal: 10 points x 14 = 140 points</li> </ul> <p style="text-align: center;"><b>Total Points = 340</b></p>	10%
	100%

## 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](#)[Links to an external site.](#) are available at several locations throughout Rutgers University.

Crisis Intervention - Student Health

- [Crisis Situations](#)[Links to an external site.](#)
- [In the Wake of Trauma](#)[Links to an external site.](#)[Open this document with ReadSpeaker docReader](#)

Academic Services:

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

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](#) [Links to an external site.](#) for more information.

## Late Policy on Course Work

You lead a busy life, and the policy on submitting work after the due date takes that into account:

- Three (3) "I Need a Break!" Passes -- You can use up to three passes during the course to submit an assignment up to three days after the due date. You will still receive full credit.
- The "I Need a Break" Passes do not apply to submitting the Peer Review Projects (Module A) or either of the two exams.
  - Any assignment submitted after the due date without an "I Need a Break" Pass will receive a 70% if submitted within three days.
  - After that, the assignment will receive a 0.

## Exam Make Up Policy

The two exam dates are listed on this syllabus and in the course module section. Please let me know in advance if you will not have internet access on the scheduled exam dates. Otherwise, if you do not complete the exams within the specified dates, you will unfortunately receive a zero for any missed exam. However, if you contact me in advance for an exam date in which you will not have internet access, you can take the exam on the date we agree on and you will receive full credit.

## 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.

## Use of Generative AI

The first week, you will be asked to provide your insights to create the class policy for the use of generative AI. The conversation to form the policy will take place on a discussion board that is dedicated for this purpose. You will have the opportunity to revise the policy through the end of Week 2. The official class policy will be provided in an Announcement at the beginning of Week 3.

To start the thought process, here's the [APA Style Guidelines for using generative AI](#).

## 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 1.

## 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 \(Links to an external site.\)](#). 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](mailto: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.