Course Description

Learners explore strategies for influencing and shaping an organization culture to embrace diversity and inclusion. Emphasis is on transforming the organization’s norms to foster group dynamics that honor diversity and inclusion.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Apply the theories that have shaped the study of diversity and inclusion.
2. Evaluate one's own self-concept based on the dimensions of diversity.
3. Compare and contrast dysfunctional and healthy thought-behavior processes as they relate to diversity and inclusion.
4. Evaluate ethical and legal aspects of diversity and inclusion.
5. Create a business case for diversity and inclusion.
6. Describe the perspectives of underrepresented groups that comprise a diverse workforce.
7. Develop workplace inclusion strategies for underrepresented groups.
8. Evaluate the diversity and inclusion of an organization culture.
9. Develop strategies for transforming an organization culture to embrace diversity and inclusion.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook or Online Library. Suggested Readings are listed in Units I and III to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the
resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.

4. **Discussion Boards**: Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.

5. **Unit Assignments**: Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

6. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

7. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Scholarly Activity**

**Diversity Self-Assessment**

Click [here](#) to assess the template titled “Diversity Self-Assessment.” This template includes two components:

1. “My Diversity Wheel”
2. Identity self-reflection

**My Diversity Wheel**

On the first page of the template, complete the Diversity Wheel, using the example and guidelines provided in the Unit Lesson and Required Reading. Your completed “My Diversity Wheel” should list important demographics or affiliations that comprise your self-concept, categorized as either primary or secondary dimensions. (Be sure to use the unit lesson and readings as a guide. Also, as one example, rather than listing gender, be sure to list your specific gender.)

**Identity Self-Reflection**

On the second page of the template, write an identity self-reflection essay of a minimum of 500 words. Cite at least two sources from the Waldorf Online Library (e-books or journal articles) to support the ideas you presented, as you reflected on your own experience. Also, be sure to cite the textbook if you reference the ideas presented there. Use APA style to cite your sources. Additionally, be aware of Waldorf’s Academic Integrity Policy as you prepare your work for this course.

Address the following in your essay:

1. Discuss your identity or self-concept. Evaluate how each of the primary dimensions you listed in “My Diversity Wheel” contributes to your overall self-concept. As you completed the “My Diversity Wheel” exercise, what did you learn about your self-concept?
2. How does your self-concept influence your experiences in team and organization settings? Specifically, how does your self-concept shape the way you relate with others? How does your identity influence the way others relate with you? Give specific examples, incorporating your primary and/or secondary dimensions of diversity into your discussion.
3. Describe a group within your organization or your community (either face-to-face or virtual) which you are closely affiliated. Using the Diversity Wheel, discuss the primary or secondary dimensions that this group has in common. For which dimensions are people within the group different or diverse? What draws you to affiliate with this group?
4. Why is evaluating your own self-concept important for understanding diversity and inclusion?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit II Essay

Transformative Learning Essay

In this 750-word essay, you will evaluate a real-world scenario from your own experience. Integrate at least two sources from the Waldorf Online Library, along with the Required Reading, to support your rationale.

Identify a bias or stereotype that you have observed either within yourself or within a colleague at your current or past organization. What are the cues that brought this bias or stereotype to your attention, or how is this stereotype reflected in the person's behaviors? How does this bias or stereotype impact the team or organization? Analyze this situation using Model I of the Socio-Cognitive Systems Learning Model, provided in the Unit Lesson.

Applying the strategies from this unit, develop a strategy for transformative learning (for overcoming that bias or stereotype). Specifically, how might you gather input for overcoming the bias or stereotype? What are the values, behaviors, and outcomes you hope to achieve through the transformative learning process? Analyze this process using Model II of the Socio-Cognitive Systems Learning Model, provided in the unit lesson.

Use APA formatting and cite all sources. Be sure to abide by Waldorf's Academic Integrity Policy.

Unit III Essay

Position Paper

Have U.S. laws and court rulings been effective in achieving workplace diversity and inclusion?

For this assignment, write a minimum 750-word paper, discussing the following two positions:

- Yes, U.S. laws and court rulings have been effective in achieving workplace diversity and inclusion.
- No, U.S. laws and court rulings have not been effective in achieving workplace diversity and inclusion.

Begin by researching both positions. In keeping with the Model II mental model, be sure to suspend judgment. Do not select your concluding position until you have objectively discussed each position in your paper. At the end of the position paper, you will conclude by identifying the position that was best supported by the research.

Incorporate a minimum of six library resources into your position paper. (The Unit III Required Readings may be included among the six resources.) For your position paper, you will discuss the strengths and weaknesses of each position. Because you will be closely examining both positions before your conclusion about the position you most support, at least two of your references should support the yes position, and at least two of your references should support the no position. This will enable you to provide an engaging discussion of both positions before you draw conclusions.

Include the following elements in your position paper:

1. Introduce the topic.
2. Present both positions, examining the strengths and weaknesses of each position (i.e., both the yes and the no positions). Incorporate a minimum of six library resources into your position paper, with at least two resources supporting each position. Cite the sources, and provide supporting evidence that supports and contests each position.
3. After the above discussion, identify the position that you think is best supported by your research. Explain in depth your rationale for supporting this position.
4. Conclude, and integrate any recommendations you have for moving forward.

Your paper should be in APA style, be sure to cite all your sources, and follow Waldorf's Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Essay

Examining Exemplary Leaders in Managing Diversity

The purpose of this assignment is to examine the significance of authentic leadership commitment when managing diversity. Begin by selecting ONE (1) of the past or present organization leaders listed below as the topic for your essay:

- Ajay Banga, Mastercard
- Kenneth Chenault, American Express
- Carlos Ghosn, Nissan Motor Company
- Indra Nooyi, PepsiCo
- Meg Whitman, Hewlett Packard (HP)

For this assignment, write a minimum 750-word essay (approximately three pages). Incorporate at least three sources to support the ideas you present in your essay. These sources may be drawn from the Unit Lesson or Required Reading, but at least one of the three sources must be another article or e-book from the Waldorf Online Library, which you will locate independently.

Include an introduction as well as the following elements in your essay. Please use headings that correspond to these elements:

1. Leader’s Background: What is the professional background of this leader? Is there any personal information or experience that led to his or her passion for managing diversity?
2. Former Status of Diversity in the Organization: Describe the status of the organization before the leader became a part of the organization. What role did diversity play before this leader came on-board?
3. Leader’s Approach to Diversity and Inclusion: What is the leader’s perspective or philosophy on diversity management? What were the diversity-related goals implemented by the leader? How does the leader put that philosophy into practice, as his/her approach to diversity management? Which strategies did the leader implement to transform the way in which the organization managed diversity?
4. Leader’s Diversity Management Outcomes: What is the current status of the organization, in terms of diversity and inclusion? How did this leader impact the organization’s overall success?
5. Conclusion: Summarize the points you presented in your paper, and provide any concluding remarks.

Your paper should be in APA style, be sure to cite all your sources, and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Article Review

Diversity of Race, National Origin, or Religion

Choose an article on a current event or a current trend that is related to the experience of people from one of the following demographic groups: an underrepresented race, national origin, or religion. Because this is a current event assignment, you may choose either a journal article, magazine article, or newspaper article to review, provided the article was published within the last five years. You will want to choose an article that is somewhat lengthy in order to provide you with enough detailed content to include in your review. Preferably, the article should focus on the context of a workplace, organization, or industry. However, if your interest is leadership within the public sector, you may alternatively focus on the context of a community, city, county, or state.

You may select the article from any database in the Waldorf Online Library, including but not limited to the following databases: Academic Search Complete, Business Source Complete, Criminal Justice/ProQuest, General OneFile, Lexis-Nexus Academic Universe, McClatchy-Tribune Collection, Newspaper Source Plus, Opposing Viewpoints, or Psych Articles.

Write a minimum 500-word review of the article. Include the following elements in your article review:

1. introduction to the overarching topic of the article,
2. author’s main points,
3. author’s supporting evidence for each main point,
4. your analysis of how the article relates to this course’s content and how it applies to real-world situations (If applicable, apply the Socio-Cognitive Systems Learning Model to your analysis. Do you recognize any Model I or Model II patterns in the current event or trend described in the article?),
5. your critical evaluation of the main points and supporting evidence presented in this article (Your evaluation should demonstrate critical thinking to inform and substantiate your opinion.) and,
6. conclusion.

List the title of the article in bold at the top of the paper. Beneath that title, list the entire citation for the article, using APA format. Also indicate where (i.e., which database) you retrieved the article.

Your paper should be in APA style, be sure to cite all your sources, and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Essay**

**Gender Diversity or Diversity of Sexual Orientation**

For this assignment, you will begin by selecting ONE (1) of the following two topics for your essay: (a) gender diversity or (b) diversity of sexual orientation. Based on the topic you chose, select one of the videos listed below, which will serve as the basis for your reflection paper. These videos can be found in the Films on Demand database located in the Waldorf Online Library (If the video you selected is not currently available, please select another from the list.)

**Topic Option #1: Gender Diversity**

*Choose one of the following videos to serve as the basis of your reflection paper.*

- “TEDTalks: Sheryl Sandberg—Why We Have Too Few Women Leaders”
- “She Says: Women in the News”
- “TEDTalks: Courtney Martin—Reinventing Feminism”

**Topic Option #2: Diversity of Sexual Orientation**

*Choose one of the following videos to serve as the basis of your reflection paper.*

- “Being Gay: Coming Out in the 21st Century”
- “Transcending Gender: Portraits from the Community”
- “Rocking the Cradle: Gay Parenting”

**Assignment Criteria:**

**Immediate Reactions to Video**

As you watch the videos, keep a pen and a pad of paper handy, and jot down notes on the following: What are your immediate reactions and thoughts about the people featured in the video? Make sure to write down these notes as you are watching the video, in order to capture your immediate reactions and thoughts. Also, make sure not to self-censor, or to sugarcoat your reactions and thoughts, based on political or cultural expectations.

**Written Reflection**

After watching the video, look at the notes you took on your immediate reactions and thoughts about the people featured in the video. Now, write a minimum 500-word paper on your reflection. Include the following elements in your reflection paper, and use headings in your paper to correspond to each of these elements:

1. **Title:** Title your paper as a reflection paper on either gender diversity or diversity of sexual orientation, and list the title of the video you chose to watch for this assignment.
2. **Introduction:** Introduce the topic of your reflection paper (i.e., gender diversity or diversity of sexual orientation), and provide a synopsis of the video.
3. What I Learned about the People Featured in the Video: Use the notes you jotted down while watching the video to describe your immediate reactions to the people featured in the video. What did you learn about them? What did you learn about the demographic featured in the video, and what did you learn about the individuals featured in the video? (Be sure not to self-censor. Be honest as you describe your reactions.)

4. What I Learned about Myself: Now, take a second look at the notes you jotted down while watching the video. What did you learn about yourself, as you reflect on the immediate reactions you had to the people featured in the video? How did this video challenge you, or prompt you to test any of your own assumptions or biases? (Again, be careful not to self-censor. Be honest.)

5. Applying this Learning to My Leadership: How does what you learned about the people featured in the video impact your own approach as a current or aspiring leader? How does what you learned about yourself impact your role as a leader? In other words, how will you incorporate what you learned—about the people in the video and about yourself—into your leadership approach?

6. Conclusion: Summarize the points you made in your reflection paper, and offer any concluding remarks.

Your paper should be in APA style, be sure to cite all your sources, and follow Waldorf's Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Essay
Disabilities: Diversity and Inclusion Strategies for the Workplace

For this assignment, you will write a minimum 500-word essay (approximately two pages) on a particular disability experienced by people in today's workforce. First, describe the disability, and then explain some strategies that you could use as a leader to accommodate employees with that disability.

Your paper should be in APA style, be sure to cite all your sources, and follow Waldorf's Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Essay
Diversity and Inclusion Plan: Transforming Military Culture to Embrace Diversity and Inclusion

Imagine that you are an Organizational Leadership Consultant hired by the U.S. military to lead a key initiative to transform the military culture to embrace diversity and inclusion. To accomplish this, you will outline a plan for transforming the culture, focusing on ONE (1) of the following diversity and inclusion topics of your choice:

- sex discrimination in the military,
- racial discrimination in the military,
- LGBT discrimination in the military, or
- post-traumatic stress disorder (PTSD), as a combat-induced disability.

Your Diversity and Inclusion Plan should be a minimum of 1,000 words (approximately four pages of text; the title page and references page is not included in this page count). You should use a minimum of four academic, peer-reviewed sources for your plan. Use the outline provided below for your Diversity and Inclusion Plan.

Outline for the Diversity and Inclusion Plan: Your plan should include the following components. Provide headings that correspond to each of the following.

1. Title page
2. Introduction
3. Objective of the Diversity and Inclusion Plan
   - Indicate the focus of your topic, as an overarching problem within the military culture.
   - Describe your goals for the Diversity and Inclusion Plan
   - Introduce the process you will take to implement this plan.

4. Evaluation of Diversity and Inclusion in the Military’s Culture
   - Describe the current and/or historical trends that relate to your topic within the military's culture.
   - Explain the problems or trends identified by your resources. Be sure to cite each source using APA style.
   - Describe the dysfunctional thought-behavior patterns of your topic within the military culture. Analyze these patterns in terms of the cycle of Model I values, behaviors, and outcomes (A link to this model is provided in the unit readings).

5. Transforming Stereotypes
   Using the Smith and Watson (2009) article, develop a plan for transforming stereotypes as they relate to your topic, by applying the A.R.T. approach. Provide subheadings for Awareness, Recognition, and Transformation. For each of these three stages, explain specific strategies you would use to help people overcome their stereotypes related to your topic. Which strategies might you use to honor the diversity of people from the demographic background(s) relating to your topic?

   Specifically, which strategies would you use to help people become aware of their Model I dysfunctions (as they relate to your topic), recognize alternatives available through Model II, and transform their stereotypes by implementing Model II values?

6. Transforming Behaviors
   While transforming stereotypes focuses on changing thinking patterns, transforming behaviors focuses on helping people within a culture to change their words and actions. Using the Katz and Miller (2014) article, develop a plan for transforming behaviors, applying at least three of Katz and Miller’s seven From => To strategies for transforming organizations. (See the unit lesson and the Katz and Miller [2014] article for more information.)

   Provide subheadings for each of the three “From => To” strategies you choose to incorporate into your Diversity and Inclusion Plan. For each of these three “From => To” strategies, describe how you would apply Model II values, behaviors, and outcomes to achieve that strategy. Explain how that specific approach could help people within the military culture to transform their behaviors and achieve that “From => To” strategy.

   Be specific as you describe these three strategies and how you would apply Model II values, behaviors, and outcomes for each strategy. Who would be involved in the process? What would the intervention or change process look like? What would be the indicators for identifying whether or not the strategy was achieved? How would these strategies lead to change among people of all demographics related to your topic within the organization culture of the U.S. military?

7. Conclusion
   Summarize your Diversity and Inclusion Plan, and provide any concluding remarks.

Your paper should be in APA style, be sure to cite all your sources, and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Submitting Course Papers/Projects**

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.
APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribe to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
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<tr>
<td>Essays (6 @ 7%)</td>
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<tr>
<td>Unit I Scholarly Activity</td>
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<td>Unit V Article Review</td>
<td>21%</td>
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<td>Total</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Introduction to Diversity and Inclusion</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>□  Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective</td>
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<tr>
<td>□  Suggested Reading: See Study Guide</td>
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<tr>
<td>Discuss:</td>
<td>□  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<td>□  Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
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<tr>
<td>Submit:</td>
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Notes/Goals:

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<thead>
<tr>
<th>Unit II</th>
<th>Cultural Stereotypes and Discrimination</th>
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<tr>
<td>Review:</td>
<td>□  Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>□  This unit contains no Textbook reading assignment</td>
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<td>□  Online Library Resources: See Study Guide</td>
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Notes/Goals:

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<tr>
<th>Unit III</th>
<th>Employment Law: Deterring Discrimination</th>
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<tr>
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<td>□  Chapter 2: Diversity in the Workplace: A Legal Perspective</td>
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<td>□  Online Library Resources: See Study Guide</td>
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Notes/Goals:
## Course Schedule

### Unit IV: Best Practices for Workplace Diversity and Inclusion

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 3:** An Integrated Approach to Managing Diversity in Organizations
- **Chapter 4:** Exemplary Diversity Leaders and Organizations
- **Online Library Resources:** See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit V: Diversity and Inclusion of Underrepresented Groups: Race, National Origin, and Religion

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 6:** Race and National Origin
- **Chapter 8:** Religion and Spirituality
- **Online Library Resources:** See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Article Review** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit VI: Diversity and Inclusion of Underrepresented Groups: Gender and Sexual Orientation

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 5:** Gender
- **Chapter 9:** Sexual Orientation and Gender Equity
- **Online Library Resources:** See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
### Course Schedule

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<td>- Unit Study Guide</td>
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</table>
| **Read:** | - Chapter 7: Age  
- Chapter 10: Disabilities  
- Click [here](#) to download the Socio-Cognitive Systems Learning Model.  
- Suggested Reading: See Study Guide |
| **Discuss:** | - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
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| **Submit:** | - Essay by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

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