

Course Syllabus

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Course Description

Americans are known for the high rate at which we participate in organizations that make our communities better. We coach our kid's sports teams, take meals to members of our congregations, work for candidates that we believe in and join marches to support or oppose government action. With all these activities we engage with other members of our communities to make it better for ourselves, our families and to promote social justice. We are more likely to volunteer than we are to vote or participate in the political process.

How can you make a contribution to the lives of people in your local, national or global community in ways that fit your values and circumstances? We'll hear stories of people finding the answer to that question for themselves, sometimes at work or through social media. We'll explore the role of citizens' voices in a democracy in the face of powerful political and economic interests. In this class, we will develop the knowledge and practice skills that enhance civic engagement.

Course Learning Goals

After completing this course, you will be able to:

- Develop a personal definition with goals for civic engagement and identify obstacles to engagement.
- Understand the historic and contemporary pattern of association that characterizes American democracy
- Identify organizations in your community that address a social issue of personal significance.
- Engage in civic dialogue and debate.
- Analyze sources of power and conflict in the U.S.
- Understand the effect of inequality on the lives of individuals and their families
- Explain the power of organizations to address systemic causes of inequality
- Promote community issues of personal significance using tools of social media.

- Understand the importance of strategic planning for both businesses and nonprofits considering a partnership to address a social issue.
- Assess socially responsible goals and accomplishments in the workplace.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
L3	<p>L-3: Can assess the social and personal value of civic engagement for achieving change.</p> <ol style="list-style-type: none"> 1. Critically analyzes national or local civic issues from a systemic perspective. 2. Explains the impact an engaged citizen can make to improve the effectiveness of a society. 3. Articulates a strategy for personal civic engagement. 4. Engages in an activity that positively contributes to the civic life of a community
L7	<p>Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.</p> <ol style="list-style-type: none"> 1. Participates in a learning project with others. 2. Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc. 3. Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.
H4	<p>Can analyze power relations among racial, social, cultural, or economic groups in the United States.</p> <ol style="list-style-type: none"> 1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S. 2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.
FX	<p>Can analyze and plan an organizational practice to promote social welfare.</p> <ol style="list-style-type: none"> 1. Understands how professionals and organizations can work for the public good. 2. Can analyze appropriate initiatives for an organization.

Course Resources

To buy your books, go to <http://bookstore.mbsdirect.net/depaul.htm>.

Required Reading:

Rogat-Loeb, P. (2010) *Soul of a Citizen: Living with conviction in challenging times*. New York: St. Martin Griffins.

Kotler, P. and N. Lee (2005) *Corporate Social Responsibility: Doing the most good for your company and your cause*. Hoboken, New Jersey: John Wiley and Sons.

Additional required reading (on eReserves):

DeToqueville, A. (2006). Democracy in America. In Davis, A. & Lynn, E.. (Eds.), A. *The civically engaged reader*. (54-57). Chicago, IL: Great Books Foundations. (ereserve)

Corporation for National and Community Service. (2010). *Civic life in America: Key findings on the civic health of the nation*. Washington, DC.

Senge, P. (2006). Team Learning in *Fifth Discipline: The art and practice of learning organizations*. (pp.217-257). NY, NY: Doubleday (ereserve)

Merry, T. (2013) *Learnings from civic engagement*. Nova Scotia, Canada: Myrgan, Inc.

Peet, M. and Fenton, S. (2011). Understanding Generative Knowledge Interviewing; Generative Knowledge Interviewing Guidelines. In *Training resources for the integrative knowledge portoflio process and generative knowledge interviewing, Part 1*, (pp. 39-40, 42). .Ann Arbor, MI: University of Michigan.

Peet, M. (2012, Draft). Identifying your three stories for your generative interview. In *Unleashing hidden resources for learning and change: An introduction to generative knowledge interviewing*. Ann Arbor, MI: Melissa Peet.

C. Wright Mills (2011) The Power Elite in Grusky, D.B. and Szelenyi,. (Eds.). *The Inequality Reader*. Westview Press. (ereserve)

W.G. Domhoff (2011) Who Rules America? in Grusky, D.B. and Szelenyi, S. (Eds.). *The Inequality Reader*. Westview (ereserve)

David Brooks, Bobos in Paradise in Grusky, D.B. and Szelenyi, S. (Eds.). *The Inequality Reader*. Westview (ereserve)

Friedman, M. (1970) *The responsibility of business is to increase profits*. September, 13, *New York Times Magazine*.

MacLeod, J. "Ain't No Makin' It", Grusky, D.B. and Szelenyi, S. (Eds.). *The Inequality Reader*. Westview (ereserve)

Dreyer, B. (2013). To Create a Better World for Children and Families: The case for ending childhood poverty. *American Pediatrics* 13:83-90.

Videos and Movies

The Antidote to Apathy TED Talk

Conducting a Generative Interivew

Peter Sagal, "Built to Last", *The Constitution*

California Newsreel, "In Sickness and In Wealth", Episode 1, *Unnatural Causes: Is inequality making us sick*

Jaeger, L. (2012). *Okay*, in Davis, A. ed. *Taking Action: Readings for civic reflection*. Great Books Foundation. (ereserve)

Yanxiang, S. (2012) *Optimism*. In Davis, A. ed. *Taking Action: Readings for civic reflection*. Great Books Foundation. (ereserve)

Recommended reading (not required):

Project on Civic Reflection, *Civic Reflection Discussions: A handbook for facilitators*.

L7:

APC and VNC (2011) *Strategizing Online Activism: A toolkit*

Atkinson, M. *Collaborating Online* <http://www.nlight.com/Success/Collab/index.html>

H4:

Klass, P. (2013) Poverty as a Childhood Disease. *New York Times*, May 13.

Robert Wood Johnson Foundation (2008) *Race, and Economic Factors Affect Health*.

Earth Institute (2010) *Writing and Submitting an Opinion Piece*. Earth Institute, Columbia University.

New York Times (2010) *Op-ed at 40*

Op-Eds in your Local Newspaper

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Grades lower than a C- do not earn credit at the School for New Learning.

Course Structure

This course consists of 10 modules. The estimated time to complete each module is 1 week.

The following table outlines the course:

Week, Module # and Title	Readings	Assignments
Week 1, Module 1: Introductions	Paul Rogat-Loeb, Chap 1, Making our Lives Count, <i>Soul of a Citizen</i> Paul Rogat-Loeb, Chap 7, Values, Work and Family, p. 170-181, <i>Soul of a Citizen</i> Video: SNL student making choices about civic engagement	1.1 Introductions Discussion 1.2 Creating a Supportive Environment for Sharing Ideas Developing Competence Open Forum

<p>Week 2, Module 2: Finding Civic Engagement in Everyday Life</p>	<p>Alexis DeToqueville, <i>Democracy in America</i>, excerpt from <i>The Civically Engaged Reader</i></p> <p>Corporation for National and Community Service, <i>Civic Life in America</i></p> <p>Paul Rogat-Loeb, Chap 4, <i>The Cynical Smirk, Soul of a Citizen</i></p> <p>Video: The Antidote to Apathy</p>	<p>2.1 Associations in American Communities Discussion</p> <p>2.2 Obstacles to Civic Engagement Discussion</p> <p>2.3 Telling Civic Stories: Scheduling the Dialogue</p>
<p>Week 3, Module 3: Learning through Dialogue about Civic Engagement</p>	<p>Peter Senge, <i>Team Learning, The Fifth Discipline</i></p> <p>Tim Merry, <i>Learnings from Civic Engagement</i></p> <p>Paul Rogat-Loeb , Ch. 6, <i>The Call of Stories</i> p. 125-133, <i>Soul of a Citizen</i></p> <p>Melissa Peet and Stacey Fenton: 1) Understanding Generative Knowledge Interviewing; 2) Identifying your three stories for your generative interview; 3) Generative Knowledge Interviewing Guidelines</p> <p>Video: Conducting a Generative Interview</p>	<p>3.1 Identifying the Characteristics of an Effective Dialogue Discussion</p> <p>Prepare and Conduct GKI</p> <p>3.2 Proposal for Civic Engagement (L3)</p>
<p>Week 4, Module 4: Who Rules America?</p>	<p>C. Wright Mills, "The Power Elite", excerpt from <i>The Inequality Reader</i></p> <p>W.G. Domhoff, "Who Rules America?", excerpt from <i>The Inequality Reader</i></p> <p>David Brooks, "Bobos in Paradise" excerpt from <i>The Inequality Reader</i></p> <p>Video: Peter Sagal, "Built to Last", The Constitution</p>	<p>4.1 Is There a "Power Elite" in Your Community?</p> <p>4.2 Identifying Conflict in a Democratic Society</p> <p>4.3 The Value of Civic Dialogue</p>
<p>Week 5, Module 5: Social Responsibility in the Workplace</p>	<p>Kotler and Lee , Chap 1, <i>The Case for Doing at Least Some Good, Corporate Social Responsibility: Doing the most good for your company and your cause.</i></p> <p>Friedman, "The Social Responsibility of Business is to Increase Profits," NYT (PDF, 38kb)</p> <p>View Video: Anderson, "The Business Logic of Sustainability," TED Talk</p>	<p>5.1 Point/Counterpoint Assignment</p> <p>5.2 Debate: The Social Responsibility of Business</p> <p>5.3 Your Organization's Approach to Social Responsibility Discussion (FX)</p>
<p>Week 6, Module 6: Addressing</p>	<p>California Newsreel, "In Sickness and In Wealth", Episode 1, Unnatural Causes: Is inequality making</p>	<p>6.1 Role-playing Perspectives on the</p>

<p>Inequality in the U.S.</p>	<p>us sick?</p> <p>J. MacLeod, "Ain't No Makin' It", excerpt from <i>The Inequality Reader</i></p> <p>B. Dreyer, "To Create a Better World for Children and Families", <i>American Pediatrics</i></p> <p>Recommended (H4):</p> <p>Klass, Perri. (2013) Poverty as a Childhood Disease. New York Times (also see informative links within the article).</p> <p>Robert Woods Johnson Foundation (2008) <i>Race, and Economic Factors Affect Health</i>.</p> <p>Writing and Submitting an Opinion Piece. Earth Institute, Columbia University, 2010.</p> <p>New York Times, Op-ed at 40</p>	<p>American Dream Discussion</p> <p>6.2 First Draft of OpEd</p> <p>6.3 Progress Report Discussion</p>
<p>Week 7, Module 7: Building the Skills of Civic Engagement</p>	<p>Jaeger, L. Okay, excerpt from <i>Taking Action</i></p> <p>Rogat-Loeb, "Village Politics", Chap 8, <i>The Soul of a Citizen</i></p> <p>Additional Resources (for reference):</p> <p>Project on Civic Reflection, Civic Reflection Workbook</p> <p>APC and VNC (2011) Strategizing Online Activism</p>	<p>7.1 Practicing Civic Reflection Discussion</p> <p>7.2 Online Activism Discussion</p> <p>7.3 First Draft of Proposal (FX)</p>
<p>Week 8, Module 8: Assessing Social Responsibility in the Workplace</p>	<p>Kotler and Lee, Chap 2, Corporate Social Initiatives: Six Options for Doing Good, <i>Corporate Social Responsibility: Doing the most good for your company and your cause</i>.</p> <p>Kotler and Lee, Chap 9, Twenty-five Best Practices for Doing the Most Good for the Company and the Cause, <i>Corporate Social Responsibility: Doing the most good for your company and your cause</i>.</p> <p>International Institute for Sustainable Development: Chiquita</p> <p>Video: Chiquita Difference</p> <p>Additional Resources:</p> <p>What is Corporate Responsibility?</p>	<p>8.1 Analyzing Effective CSR Practices Discussion</p> <p>8.2 Assessing Corporate Social Responsibility in your Workplace Assignment</p>
<p>Week 9, Module 9: Planning for Civic</p>	<p>Rogat-Loeb, Ch. 3 One Step at a Time</p> <p>Rogat-Loeb, Ch 6, p. 143-147, The Call of Stories</p>	<p>9.1 Analyzing Individual and Structural Solutions Discussion</p>

Engagement	Rogat-Loeb, Ch. 7, p. 181-189 Values, Work and Family	9.2 Planning One Step at a Time
Week 10, Module 10: One Step at a Time	Audio: Yanxiang, S. My Optimism, excerpt from Taking Action Poem	<p>10.1 What I'm Taking With Me Discussion</p> <p>10.2 Civic Engagement Competence Project Discussion: Editorial on Childhood Poverty (H4)</p> <p>10.2 Civic Engagement Competence Project Discussion: Community Engagement (L3)</p> <p>10.2 Civic Engagement Competence Project Discussion: Collaboration on a Social Media Campaign (L7)</p> <p>10.2 Civic Engagement Competence Project Discussion: Social Initiatives in the Workplace (FX)</p>

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Percentage distribution of Assessments

Grading Category:	% of Final Grade:
Discussions	45%
General Assignments	15%
Competence Project (with related assignments)	40%
Total	100%

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

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Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

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Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University's School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL's mission in supporting a diverse and inclusive environment. More information about SNL can be found [here](#).

View this brief demo [Taking SNL Online courses in D2L](#) to learn how to navigate through your course.

If you're new to SNL Online see additional resources on the course home page under Student Resources/Getting Started.

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Course Netiquette

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

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Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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DePaul University Incomplete Policy

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the [Incomplete Grade Contract Form](#).

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

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Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass **will earn credit hours toward degree completion but will not be included in computing grade point averages**. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but **will also be included in computing a student's grade point average**.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: There are three SNL courses within the BA curriculum that are always assessed on a

Pass/Fail basis: Foundations of Adult Learning (course number LL 250; competences L-2 and F-1), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional five SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system that may instead be taken for a letter grade assessment if this is a student's preference. These classes are: Independent Learning Seminar (course number LL 103; competence L1); Writing for Competence (course number LL 260; competence L-4), Critical Thinking (course number LL 270; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9), and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail, although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by the beginning of the third week of the *course*. The grading basis may not be changed after these deadlines, with no exceptions.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students seeking disability-related accommodations are required to register with DePaul's [Center for Students with Disabilities](#) (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Center for Students with Disabilities (CSD)
Loop Campus: Lewis Center 1420. (312) 362-8002
Lincoln Park Campus: Student Center 370. (773) 325-1677
csd@depaul.edu

Students are also invited to contact their instructor privately to discuss your challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to [contact us](#).

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

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Copyright and Student Privacy

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Credits

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