

**School for New Learning
DePaul University
Course Syllabus: FA 199**

Career Assessment and Planning - Spring 2016

(Subject to change.)

1. General Information

Faculty: Edward Paulson, PhD

Location: Loop Campus

Dates/Time: Thursday, 5:45PM – 9:00PM, First 5 weeks of the Quarter (3/31 to 4/28)

Credit Hours: 2

2. Course Description and Faculty Biographical Sketch

Course Description: In this 5-week, two-credit course, students use structured analysis and reflection, research and planning to create a professional portfolio. Students learn strategies for reflecting, assessing strengths and growth opportunities, practicing smart goal setting, and attaining goals. Opportunities to return to this portfolio will be built into the major courses for purposes of ongoing assessment, reflection and planning.

Faculty Biography:

Ed Paulson, PhD, MBA has been in one form or other of entrepreneurial endeavor his entire working life. He spent ten years in Silicon Valley working with several startup companies and then eight years in Austin, Texas founding and running his own software training company which he sold. He currently consults with small businesses around the country. He is the author of over sixteen published business and technology books, has been an SNL faculty member since 2001 and is a professional speaker. He has a PhD in technology management, is an engineer and he also holds an MBA. Further biographical information is available from his Web site, www.edpaulson.com. He can be reached by standard mail at: Ed Paulson, PO Box 3026, Lisle, IL 60532. E-mail: author@edpaulson.com. Phone: 630-960-3299 (cell)

3. Competencies

Can reflect on one's evolving professional identity, articulate prior learning, assess strengths and growth opportunities, set goals, and plan future learning.

BAIFA students: Offered for FX competence or H-3-X—competence in individual development.

4. Outcomes

After completing this requirement, students will be able to:

- Prepare a presentation to advance their career.
- Communicate prior learning that applies to competencies relevant to their careers.

- Assess strengths and growth opportunities
- Set goals and create a plan to achieve them

5. Learning Experience

- Learning Strategies: online and in-person discussion, role-playing, presentations, peer review, collaborative learning, research, creative activities, written reflection and analysis assignments, development of cloud-based professional portfolio, others determined by instructor based on class needs.
- Learning Tools: Desire-to-Learn (D2L) site, Digication Portfolio platform (free for DePaul students), DePaul Library databases, Microsoft Word, Internet-based search and assessment tools.
- Required Readings: All readings and resources for this course are free, available on the Internet, and will be available on the D2L course site. There is no required textbook for this course.
- Attendance and Participation: DePaul University anticipates that all students will attend all classes. Since this is a five-week course, each session is vital to your progress. Therefore,
 - Students missing more than one class of our five-week course may not have met the requirements for a passing grade.
 - Students who are not present for, or do not participate in, in-class activities and discussions will receive a grade of "0" for those activities and discussions. See assessment criteria below.
 - In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.
 - A deduction of 5%/day will apply to all assignments submitted beyond the due date. See assessment criteria below.
 - Students who have not submitted an assignment within five days of the due date will receive a grade of "0" for that assignment. See assessment criteria below.

6. Evidence the Students will Submit

100 Points Possible for the Course:

1. Professional Development Portfolio – 10 points
2. In-class discussion and online activity participation – 25 points (5 points each class)
3. Career Vision & Plan (Draft 1 & Revision) -10 points
4. Career Assessment (Report) – 10 points
5. Elevator Speech (Draft 1 & Revision) – 10 points
6. Two (2) online D2L Discussion Posts: responses to readings/media – 5 points

7. Support Team email message or phone script drafts (four total) – 10 points
8. Key Resources in your Field (Report) – 5 points
9. Setting up Your Career Agents (Report) – 10 points
10. Note to Self (Letter/Final Self-Assessment) – 5 points

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) 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 in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

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 = 70 to 72	D+ = 65 to 69
D = 61 to 64	F = 60 or below	INC

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

Written Work and Discussions Will be Evaluated As Follows:

91 to 100% = designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

81 to 90% = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

70 to 80% = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

61 to 69% = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Policy for Missing, Late, and Incomplete Work

A deduction of 5%/day will apply to all assignments submitted beyond the due date.

Students who have not submitted an assignment within five days of the due date will receive a grade of "0" for that assignment. Students who are not present for, or do not participate in, in-class activities and discussions will receive a grade of "0" for those activities and discussions.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

8. Class Schedule, Activities, and Assignments

Week 1

Week 1 In-Class:

- Discussion: Introductions**
Who are you? Why are you here? What is this course about?

- In-Class Activity: Preliminary Career Vision & Plan**
Using text, drawings, flow charts, timelines, images, videos, or whatever media you would like, explain your vision for your career in the next 10 years. Be sure to include:
 - (1) at least three main goals you will achieve to realize success in your career
 - (2) the steps, people, courses, training, events, and other things you will need to take to reach those goals
 - (3) any potential questions, concerns, or obstacles you may encounter and how you might address them.

- Your Professional Development Portfolio**
Digication Workshop: Why and how to build a portfolio in Digication

Week 1 Homework: due by end of the day of Session 2

1.1 Dropbox: Begin building your Professional Development Portfolio

- If you were unable to participate in the Week 1 in-class Digication workshop, consult the ePortfolio Help page at <http://depaul.digication.com/gethelp> to get started. Contact your instructor or the DePaul Writing Center with questions.
- Use the Professional Development Portfolio template in Digication as your working structure, but consider how you might restructure your portfolio based on your career path and goals.
- Create, save, and publish two things:

- A brief **Welcome/About Me** page being sure to note the purpose of this portfolio – to demonstrate and reflect upon your professional development.
- Your preliminary **Career Vision and Plan**, which you began to develop in class today. Using text, drawings, flow charts, timelines, images, videos, or whatever media you would like, explain your vision for your career in the next 10 years. Be sure to include:
 - at least three main goals you will achieve to realize success in your career
 - the steps, people, courses, training, events, and other things you will need to take to reach those goals
 - any potential questions, concerns, or obstacles you may encounter and how you might address them.
- You should submit an MS Word or PDF document with the link/URL to your portfolio to the appropriate D2L Dropbox to be sure your instructor can access your portfolio and give you credit for your work. We will be reading and commenting on each other's plans during class next week.

1.2 Discussion -- Response to Readings/Media:

Write a 300-500 word reflection about this week's readings and videos listed below and post to the appropriate D2L discussion. In your response, be sure to:

- identify/cite what you agree with, what was easy to understand, and what was easy to relate to based on your previous experience and explain why
- identify/cite what was surprising or confusing to you, or what you disagree with based on your previous experience, and explain why

1. Watch at least one video from this TED Talk playlist for "What is Success?":
http://www.ted.com/playlists/152/what_is_success
2. Watch Steve Jobs's Stanford University Commencement Speech (June, 2005):
http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die
3. Read Shalom H. Schwartz's (2012) "An Overview of the Schwartz Theory of Basic Values" from *Online Readings in Psychology and Culture*, 2(1):
<http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1116&context=orpc>
4. Read Kathy Caprino's *Forbes* article, "A Surefire Plan to Figure Out What You Really Want" (January, 2013). Note: if the Forbes site link doesn't bring it right up do a Google search using: Caprino "sure fire plan" and it should become available.
<http://www.forbes.com/sites/kathycaprino/2013/01/03/a-surefire-plan-to-figure-out-what-you-really-want/>

Week 2

Week 2

- **Discussion: What is Success? What is a Career?**
Complete the readings listed under Week 1 homework, define "Success" and "Career" based on what you've read and based on your own beliefs and values, and discuss with your classmates.
- **Activity:** Showcase and Peer Review of preliminary Career Vision & Plan (in Digication)
- **Info Session & Discussion:** "What do you do for a living?": Assessing & talking about "what you do"

Week 2 Homework: due by end of the day of Session 3

2.1 Dropbox: Career Assessment: What do you know, What do you need to know?

- (1) Complete at the following assessment test located at <http://www.humanmetrics.com>. Click: [Jung Typology Test](#). Click **TAKE THE TEST**. Optionally, check out <http://www.themuse.com/advice> for lots of interesting stuff.
- (2) At the end of the test you will receive results regarding your personality, disposition, and/or the type of careers that best suit you. Copy/paste the results at the top of a blank MS Word document.
- (3) Below that, in 250-300 words, explain (a) what aspects of the results are **most relevant** to your experience so far. In other words, how did the results confirm what you already knew about yourself? Explain why the results make sense to you using **specific examples** from your professional, academic, and personal history.
- (4) Below that, in 250-300 words, explain what aspects of the results are **least relevant** in your life so far and what was most surprising or unusual about the results when considering your experience. Explain why the results were unusual/surprising using **specific examples** from your professional, academic, and personal history.
- (5) Explain in 200-250 what other things you want to find out to better understand your career and what path you are on.
- (6) Save the Word document or PDF to your personal files. Then, post this document to the appropriate D2L dropbox AND to your Digication portfolio under a menu item or heading like "Career Assessment Inventory Reflection".

2.2 Dropbox: 30-second Elevator Speech (Draft 1)

You get on the elevator to go to class one evening and notice that the executive or president of an organization you have always wanted to work for is standing next to you. You have 30 seconds to make an impression because you were considering applying for job at that organization next week. In those 30 seconds, you need to tell him/her about yourself, how your interests and career plan align with his/her organization, and give him/her your business card. Identify who this person is and write down what you will say in those 30 seconds.

Submit this as an MS Word doc to the D2L Dropbox and to your Digication Portfolio under a page called "Elevator Speech". You should also print out a copy to bring with you to class next week. When we meet next, we will practice the elevator speech with each other to practice and make sure we stay within time limits.

Week 3:

Session 3 In Class

- Activity:** Elevator speech practice
- Discussion:** Career Assessment with the Myers/Briggs and Jung Personality Types: What's your M.O. (modus operandi – Latin for how someone does something). How do you get things done (or not) in your life and career?
- Info Session & Discussion:** Building a career support team
- Activity:** Portfolio update (have you forgotten to upload anything in your portfolio?)

Week 3 Homework: due by the end of the day of Session 4

3.1 Discussion -- Response to Readings/Media:

Write a 300-500 word response to this week's readings listed below and post your response to the D2L Discussion. In your response, be sure to:

- Identify/cite what you agree with, what was easy to understand, and what was easy to relate to based on your previous experience and explain why
- Identify/cite what was surprising or confusing to you, or what you disagree with based on your previous experience, and explain why

1. Read "Finding your Allies" by Caroline Smith and the Mind Tools team:

http://www.mindtools.com/pages/article/newCDV_63.htm

2. Chow & Chan (2008) *A Social Capital Theory of Career Success*. Information and Management, 458-465. You can access it from the DePaul Library Site or try this link which is sometimes intermittent

http://www.cos.ufrj.br/~jano/LinkedDocuments/_papers/aula14/Social%20network%20social%20trust%20and%20shared%20goals%20in%20organizational%20knowledge%20sharing.pdf .

3.2 Dropbox: Building Your Career Support Team

Any successful person knows that they would not be successful without the support, guidance, advice, and friendship of other people. Why do you want a team and what should your team consist of? For this assignment, you need to identify four types of people who will be part of your Career Support Team moving forward:

- (1) **Intellectual:** This should be your faculty mentor at the School for New Learning. If you do not know who this is, ask your instructor.
- (2) **Professional:** A professional mentor in your field/career path. This is a person in your field whose career path you respect or who knows a good deal about the type of career you are aiming for or are currently in. This could be a person at DePaul, your current workplace, an individual at an organization you admire, etc. Keep in mind that CEOs and top-level managers may not have time to talk with you on only a week's notice, so try to find someone who is more likely to be "accessible". If you are having trouble thinking of someone, start by contacting the DePaul Career Center and ask to be paired up with an ASK (Alumni Seeking Knowledge) mentor.
- (3) **Accountability:** A classmate who is just beginning the same program at SNL – this will be

- your accountability person
- (4) **Lean-On:** A family member or friend you can rely on to support you when the going gets tough

This week, prepare a draft of an email or phone call script for each of these people. You will submit the draft to your instructor for review before actually sending/conducting. Since these are four different people who will play four different roles in your team, you should write a unique draft for each of them (that means you will submit a total of four documents to D2L for this assignment. Make sure to give each one a different title so that they can be differentiated from each other).

The email or phone script should include:

1. A note at the top to your instructor about who this person is, which of the four roles he/she will play on your team, why you selected him/her, and how you will contact him/her (email, LinkedIn, Facebook private message, and/or phone call, depending on the medium of communication you feel is best)
2. A greeting "hello", "Dear _ , " etc.
3. An introduction where you state who you are and why you're contacting them (for this class, to assess your career, to create a career plan to meet your career goals),
4. Three questions that will help you understand how you can work with this person to achieve your professional goals, any insight they have on your career trajectory, or any suggestions they have for you on a short-term or long-term. NOTE: Do not ask interview questions that require only a yes/no answer. For example, instead of asking, "Do you like the career you've chosen?", you can say, "What do you feel are the top two or three most important things to keep in mind when pursuing a career in ____?"
5. A request for a date/time to "check-in" with this person again at some point in the near future to talk about your goals, what you've done to accomplish them, where you plan to go next, and how this person might be able to support you. At this meeting, you would revisit some of the issues, topics, and thoughts you discussed during the interview.
6. A closing ("Thank you so much for your time. Sincerely, ")

Week 4

Week 4 In-Class

Activity: Peer Review of at least one of your Support Team emails/scripts

Info Session & Discussion: Library and Career Center workshop: What are the trends and how can you stay current in your field?

Week 4 Homework: due by the end of the day of Session 5

4.1 Dropbox: Key Resources in Your Field/Career

Use the DePaul Library, CareerCenter, and Google resources to answer each of the questions listed below as a MS Word or PDF document. Submit this to both D2L Dropbox and to your Digication Portfolio under a new page titled "Key Resources".

- What are the top three professional associations or organizations in your field? How do you know? Briefly explain their mission/purpose and why joining the association or organization might benefit you.
- What are the top three scholarly or trade journals in your field? How do you know these are the top? Briefly explain the topics they cover, who the editors and recent authors are, and what some of the latest articles are about.
- What are the top three most popular sources of news, trends, and events in your field? Why do you feel these are credible sources and how do you know?
- What are the top companies or non-profits in your field and why are they considered "the top" (financial, innovation, social contribution, etc.)? Find this out at the international, national, regional, and local levels.
- Who are the top three "people to know" in your field? How do you know? Why are they important to know and what has made them so successful?
- What are two or three of the top topics, problems, or issues in your career or field? How do you know? How might someone with your career path contribute to these topics or solve these problems in their daily work?

4.2 Dropbox: Setting up your Career Agents:

Having a career agent is important no matter whether you're a Career Starter, a Career Grower, or a Career Changer. Walk through the checklist below by the end of this week. Submit an MS Word doc for your instructor in the D2L Dropbox with a brief description of what you did (for example, "Uploaded resume to LinkedIn", "signed up for Twitter feed from Chase Bank," "emailed CareerCenter about ASK mentor", etc.) and list any questions or struggles you had where appropriate.

A Field-Specific Career Website, News Feed, or List-Serv

- Create or update your professional profile on a field- or career-specific association, organization, list-serve, or news feed website.
- Set yourself up to receive important news and information from this source on a regular basis.

The DePaul Writing Center

- Update your cover letter and resume so they reflect your current education, professional accomplishments, and personal accomplishments.
- Submit a copy to the DePaul Writing Center for review.

LinkedIn

- Create or update your professional profile on LinkedIn and/or upload your resume.
- Make some connections with people you know using your email address book.
- Follow at least one group/organization that is related to your career/field.

The DePaul Career Center

- Sign up for "Handshake", DePaul's hub for jobs, internships, events, and mentors. Explore upcoming events and other resources.
- Set up an appointment with an ASK (Alumni Sharing Knowledge) mentor if you have not already.

Week 5

Week 5 In-Class

Activity: 30-second elevator speech – Revise in Digication

Revise the elevator speech you created in the beginning of the course. Would you talk to the same person? Would you say the exact same thing? What new knowledge about yourself, your career, and your field would you highlight in this conversation?

Activity: Career Vision & Plan -- Revise in Digication

Using text, drawings, flow charts, timelines, images, videos, or whatever media you used in Week 1 (or add media if you prefer), revise your vision for your career in the next 10 years based on what you have learned about your career path and field. Be sure to have included at least three main goals, the steps, people, places, and things you will need to take to reach those goals, as well as any potential questions, concerns, or obstacles you may encounter and how you might address them.

Showcase & Discussion: Each student will share his/her revised elevator speech and showcase his/her revised Career Vision & Plan on Digication during class to get final feedback from the class and instructor.

Week 5 Homework: due by end of the day one week from Session 5

5.1 Dropbox: Note to Self

In a 3-4 page letter to yourself that you will open next year at this time, do the following:

- (1) Remind yourself of what you learned in this course that you don't want to forget.
- (2) Give yourself advice for any potential obstacles you might encounter and how you would overcome them.
- (3) List the contact info for everyone on your Support Team and your plan for working with them in the next year to achieve your career goals.
- (4) List your Key Resources and Career Agents and explain how you will continue to stay current with these (post once a month, sign up for newsletter, go to quarterly event, add one new contact each month, etc.).
- (5) Add a "To-Do" list of things that you want to make sure you've accomplished by the end of this year and each year for the next five years according to your Career Vision & Plan.
- (6) At the end of the letter, direct yourself to update, add to, and revise the Support Team, the Key Resources, and the Career Vision & Plan "To-Do List" as necessary and check back again to do the same thing next year.

Addenda

DePaul University Academic Integrity Policy

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 or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

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. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. 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.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

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

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information:

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

Writing Help

SNL students are strongly encouraged to complete at least one core SNL writing course (LL 140 Writing Workshop or LL 260 Writing for Competence) or the L4 Writing Portfolio Proficiency Exam within their first three terms to help ensure their success in SNL's writing intensive program. To register for one of the courses, students must first complete the SNL Writing Placement process, which is a 10-question self-assessment located in CampusConnection under Main Menu->Self Service->Admissions->Next Steps->SNL Writing Placement. Questions can be directed to snlwriting@depaul.edu or to the student's advisor or mentor.

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at <http://snlapps.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the DePaul University Writing Centers at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/writing/instructors/syllabus.html>]

Description of Pass/Fail Grading Options

There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: *Learning Assessment Seminar* (course number LL 102; competence L-1), *Foundations of Adult Learning* (course number LL 250; competences L-2 and L-3), *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 four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: *Writing for Competence* (course number LL 260; competence L-4), *Critical Thinking* (course number LL 155; 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.

In addition, 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. If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

Please be sure to visit <http://snl.depaul.edu/Courses/Undergraduate/syllabi.asp> for information about

- The Protection of Human Research Participants
- Dean of Students Office