DePaul University | School of Continuing and Professional Studies
Undergraduate Program

Course #: CCH 300; HC 801 FX, HC 802 H5, HC 803 H1A
Course title: Globalization and Professional Practice
Term, Year: Winter, 2021

INSTRUCTOR INFORMATION

Instructor: Patricia A. Szczerba
Office Location: Daley Building, 14 E. Jackson, 14th Floor, Chicago, IL 60604
My office hours are: none due to COVID-19
You can reach me at pszczerb@depaul.edu
Course Dates: January 4 to March 21, 2021
Course Location and Delivery Format: Online

COURSE DESCRIPTION

For decades, scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. The class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate.

This course is for students completing the School for New Learning competency program and for students in the School of Continuing and Professional Studies credit program. The course is organized around ten modules which address important aspects of global competence. Most of the modules relate to an aspect of the central organizing principle of the course, the ICF (intercultural fluency competence) model. The premise of this course is that global competence is rooted in cultural understanding. Weekly activities and assignments lead up to the final projects at the end of the course. The first project is the development of a global competence needs assessment, first from the organizational perspective and then from the personal perspective, within the context of a selected professional field. The second project is the production of a customized strategic plan for the development of global leadership in the context of either a workplace or an established community organization. The third project is the creation of a globally sensitive business model. Due to the multifaceted and interactive structure of the learning activities in this course, students should be prepared to share
knowledge, network and otherwise assist each other in the exploration of the changing demands of the global workplace.

LEARNING OUTCOMES

After completing this course, you will be able to:

- Define globalization based on a growing knowledge of how cultural difference shapes and impacts transnational interaction
- Explain the concept of culture (including mainstream, bounded, and sub), the practical differences in how various cultures function and interact with one another around the globe, and the learned nature of culture
- Relate one or two concepts of cultural history and processes as they relate to at least two different cultures
- Analyze how the current state of transnational/global cooperation (or lack thereof) among certain nations is a reflection of particular historical/economic/political/sociological/cultural issues
- Compare the globalization drivers, strategies and initiatives of at least two international corporations
- Analyze global trends and develop strategies for providing global leadership in the workplace
- Construct a culture-sensitive business model that incorporates strategies to anticipate, adapt, and/or respond to trends in global commerce
- Develop global competence-related skills
- Build and implement a targeted improvement plan for cultural competence

For credit students: This CCH 300 course (Core Curriculum Human Community) fulfills the one course requirement for GLOBAL PERSPECTIVES, courses with the PSGP requirement designation.

For SNL students in the BAIFA
In this course, you will develop one or two of the following competencies:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
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<tbody>
<tr>
<td>H5</td>
<td>Can analyze issues and problems from a global perspective</td>
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<tr>
<td></td>
<td>1. Analyzes one or more global issues, problems, or opportunities facing the human race.</td>
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<td></td>
<td>2. Explains how these issues affect individuals or societies in both positive and negative ways.</td>
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<tr>
<td>H1A</td>
<td>Can understand and apply the principles of effective intercultural communication</td>
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</table>
1. Understands and can explain at least two ways in which culture and communication are closely connected.
2. Understands and can identify at least two reasons for intercultural miscommunication.
3. Develops effective intercultural communication strategies.

**FX** Understands the impact of global forces on one’s professional field and can design and implement strategies to respond to and anticipate these global impacts

1. Explains how global issues affect your workplace and the global marketplace.
2. Understands the connection between global thinking and strategic thinking and uses that understanding when making decisions.
3. One's professional development and decision making the creation of to create a global professional development plan analyze current issues and anticipate future ones.
4. Designs and implements professional development and action plans to anticipate and address select global issues impacting your workplace or industry.

**LEARNING STRATEGIES & RESOURCES**

**Required Readings and Videos:**

No textbooks are required in this course. All resources are embedded in the course or are available through E-reserves. Learning materials include pdf articles, websites, and videos. Optional readings and videos that support the course are offered.

**Optional resources that support the course:**

**Websites**

- **GlobalEDGE**
  https://globaledge.msu.edu/
  This is a huge website that includes Country Profiles, Trade Blocks, Economic Classification, etc. For this course, see the Country Profiles section > Culture.

- **Global Business Etiquette – Key to Distinctiveness**
  https://www.slideshare.net/IILGlobal/global-business-etiquette-40320088
  These 34 slides give essential tips of business etiquette.

- **Hofstede’s Cultural Dimensions – Six Dimensions of Culture**
  https://www.marketing91.com/hofstedes-cultural-dimensions/
This website gives a more detailed description of Hofstede’s six dimensions of culture and their opinion as to their strengths and limitations.

- **Hofstede’s Cultural Dimensions Theory**
  https://corporatefinanceinstitute.com/resources/knowledge/other/hofstedes-cultural-dimensions-theory/
  This website gives a short definition of each of Hofstede’s six dimensions of culture.

- **Hofstede Insights**
  https://www.hofstede-insights.com/product/compare-countries/
  This interactive website allows you to select one, two, or more countries and compare them according to Hofstede’s Six Dimensions of Culture: Power Distance, Individualism, Masculinity, Uncertainty Avoidance, Long Term Orientation, Indulgence.

- **How to Understand and Admire Cultural Differences**
  https://www.wikihow.com/Understand-and-Admire-Cultural-Differences
  This site gives specific actions to take to understand cultures, such as 1. Seek out experiences, foods, and people who seem foreign to you and 2. Expand your media diet to include other cultures.

- **MarcaRia**
  This website gives valuable descriptions of different business etiquette and customs in different cultures.

- **Understanding a different Culture**
  https://au.reachout.com/articles/understanding-a-different-culture
  This question-and-answer website asks basic questions when interacting with people from a different culture and gives important tips for success.

- **3.2 Understanding Culture**
  https://humangeography.pressbooks.com/chapter/understanding-culture/
  This website describes Cultural Universals that are patterns or traits that are globally common to all societies, such as Cultural Differences, Elements of Cultural Values and Beliefs, Norms, and more.

**Videos**

- **Cultural differences in Business | Valerie Hoeks | TEDxHaarlem**, 12:17min
  https://www.youtube.com/watch?v=VMwjscSCcf0&t=24s
  This TED Talk focuses on cultural differences between the U.S. and China.

- **DMGeorgina. What is Culture?**, 6:32min
  https://www.youtube.com/watch?v=q2Bj8OCmxb4&t=131s
  The pictures and text in this animation offer easy to understand aspects of culture.
• **Geert Hofstede on Culture**, 32:22min  
https://www.youtube.com/watch?v=wdh40kgyYOY&t=1405s  
Geert Hofstede discusses his model of six cultural dimensions.

• **Geert Hofstede - Recent Discoveries about Cultural Differences**, 29:35min  
https://www.youtube.com/watch?v=LBv1wLuY3Ko  
Geert Hofstede discusses the new insights he has learned about cultures.

• **Hofstede’s Model on Cultural Dimensions**, 5:35min  
https://www.youtube.com/watch?v=lTY6LH9WdZ4  
Mark Wolters discusses five of the main culture dimensions: Power Distance, Masculinity vs Femininity, Individualistic vs collectivist, Uncertainty Avoidance and Time Orientation.

• **Hofstede’s Cultural Dimensions**, 19:05min  
https://www.youtube.com/watch?v=3Aadf3XvSXo&t=273s  
The instructor gives a lecture with PowerPoint slides describing Hofstede’s six cultural dimensions.

• **How Culture Drives Behaviours | Julien S. Bourrelle | TEDxTrondheim**, 12:07min  
https://www.youtube.com/watch?v=l-Yy6poJ2zs&t=537s  
Julien Bourrelle argues that we see the world through cultural glasses. By changing the glasses, we can change the way we interpret the World.

• **The GLOBE Study and Cross-cultural Management**, 30:53min  
https://www.youtube.com/watch?v=Ch8Uhc9t-l  
Jim Smither discusses the GLOBE (Global Leadership and Organizational Behavior Effectiveness) study on cultural values.

**LEARNING DELIVERABLES (GRADED EVIDENCE OF LEARNING)**

Students have weekly written discussion board posts, eight written assignments to be posted in the Submission folders, and four written reflections to also be posted in the Submission folders that fulfill the learning outcomes for credits and all competencies. Students have one group (three people in a group) role play with given text, with its report to be posted in a discussion. The final project that can be a PowerPoint or 5-minute video uploaded to YouTube private setting fulfills the last Learning Outcome – Build and implement a targeted improvement plan for cultural competence for credits and competencies. There is one “extra credit” option for those who need extra points.

**Assignments deadline:** Monday March 22 at 11:59pm is the deadline for accepting all assignments. No assignments will be accepted after this deadline.

This course is scaffolded, largely according to the ICF – Intercultural Fluency Competence model. The first project is a development of a global competence needs assessment, first from
the organizational perspective, then from the personal perspective (reflection) within the context of a selected professional field. This leads to the second project which is the production of a customized strategic plan for the development of global leadership in the context of either a workplace or a community organization based on the previous needs’ assessments and new learning. A final project presenting action steps to take in your career area is based on the course learning. The four reflection papers also provide guidance in analyzing the ways course readings and videos can be incorporated into your career globalization development.

**Assessment of Student Learning**

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. Discussion board posts are assessed according to the grade rubric that details the points for different parts of each discussion and written assignments and reflections (both posted in the Submission folders) are assessed according to its grade rubric that lists the points for each part of the assignment.

Points are not 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.* A Discussion board grade rubric sets out grading criteria for each discussion and the Submission folder grade rubric sets out grading criteria. Where possible connect the learning to your current and/or past workplace experiences and if appropriate, to your future career plans.

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 by email, Zoom, Skype, and in-person. 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.

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 the grade rubric posted in the course.

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.

**Grading Criteria and Scale**

**Course grade distribution:**
Points are listed on each assignment.
+ Each Discussion board post: 10 points
+ Each Reflection: 5 points
Each Written Assignment: 6.25 points
Final Project: 20 points

**Assignments grade distribution:**
- Discussions: 40 percent
- Written Assignments: 20 percent
- Reflections: 20 percent
- Final Project: 20 percent

**Letter grade to points**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95 to 100</td>
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<tr>
<td>A-</td>
<td>91 to 94</td>
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<tr>
<td>B+</td>
<td>88 to 90</td>
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<tr>
<td>B</td>
<td>85 to 87</td>
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<tr>
<td>B-</td>
<td>81 to 84</td>
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<tr>
<td>C+</td>
<td>77 to 80</td>
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<tr>
<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>69 to 72</td>
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<tr>
<td>D+</td>
<td>65 to 68</td>
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<tr>
<td>D</td>
<td>61 to 64</td>
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<td>F</td>
<td>60 or below</td>
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**Pass/Fail Grade Policy**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can
email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

**Minimum SCPS Grade Policy**

SCPS degree programs with majors (BAPSBA, BAPSC, BAHBA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

**Incomplete (IN) Grade**

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, Word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- For students: IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

**COURSE SCHEDULE**
This course consists of 10 modules and a final week 11. The estimated time to complete each module is 1 week. In general, assignments are due on Saturdays and Thursdays and on 7 Mondays.
Discussions are due on Saturdays, written assignments and reflections are due on Thursdays. And, Discussions or Submission folder posts are due on 7 Mondays.

**Course Modules, Readings, Videos and Assignments with due dates**
Each assignment is due on the date listed at 11:59pm

<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings and Videos</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 4</td>
<td>Module 4: Cultural and Global Literacy Definitions, Models, and Theories</td>
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<tr>
<td>Reading: <em>Culture in Global Context</em>, pp. 1-8. Module link</td>
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<td>Reading: <em>Culture in Global Context</em>, pp. 1-8. Module link</td>
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<tr>
<td><strong>Note:</strong> Hofstede added a 6th dimension—Indulgence—after the above article.</td>
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<tr>
<th>Week 5</th>
<th>Module 5: Conflict and Connectedness in the Global Village</th>
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<tbody>
<tr>
<td>Video: Ghemawat, Pankaj. <em>Actually, the world isn't flat</em>. TED Talk, 17:03min <a href="https://www.youtube.com/watch?v=KPNn880KWfU">https://www.youtube.com/watch?v=KPNn880KWfU</a></td>
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<tr>
<td>Video: Goldin, Ian. <em>Navigating our global future</em>. TED Talk, 7:06min <a href="https://www.youtube.com/watch?v=kec8L642Y0I&amp;t=186s">https://www.youtube.com/watch?v=kec8L642Y0I&amp;t=186s</a></td>
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<tr>
<td>Reading: <em>Culture in Global Context</em>, pp. 1-8. Module link</td>
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<tr>
<th>Week 6</th>
<th>Module 6: Going Global</th>
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<tbody>
<tr>
<td>Reading: McGury, Susan and Shallenberger, David. &quot;Nurturing competencies of interculturally effective leaders and global citizens.&quot; Module link</td>
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<tr>
<td>Reading: Johansson, Catrin and Stohl, Cynthia. &quot;Cultural competence, cultural values, and emerging communication paradoxes.&quot; Module link</td>
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<tr>
<th>Week 7</th>
<th>Module 7: A Case of Intercultural</th>
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Video: Trompenaars, Fons. *Riding the waves of culture: Rules or friendship?* TED Talk, 18:52min  
https://www.youtube.com/watch?v=hmyfJcbm0 | Person Submission folder due Thu Feb 25 |
|---|---|---|
| Week 8 Module 8: | Readings > None | 8.1 Cultural Competence in the Global Community Discussion due Sat Feb 27  
8.2 Diversity in your Workplace Paper Submission folder due Mon Mar 1  
8.3 Workplace Diversity Discussion due Thur Mar 4 |
| Bringing the Global Back Home | | |
| Week 9 Module 9: | Reading: The Lewin Group, Inc. *Indicators of cultural competence in health care delivery organizations: An Organizational Cultural Competence Assessment Profile (PDF)*, pp. 1-19. Module link  
Readings: The following websites are from CommunityToolBox. Module links  
Chapter 3, Section 14: "SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats."  
Chapter 27, Section 7: "Building culturally competent organizations."  
Chapter 8, Section 1: "An overview of strategic planning or VMOSA (Vision, Mission, Objectives, Strategies, and Action Plans)." | 9.1 Your Industry's Global Competence Discussion due Sat Mar 6  
9.2 is extra bonus points due Mon Mar 22 |
| Global Competence Within Organizations | | |
| Week 10 Module 10: | Readings > None | 10.1 Global Competence Self-Improvement Analysis (SIA) Submission folder due Sat Mar 13  
10.2 Final Reflection Submission folder Mon Mar 15  
10.3 Concluding Discussion |
| Where Are You Going and Where Have You Been? | **Final Project**  
**can be a PowerPoint or video**  
**Prepare a video or create a PowerPoint** on your Global Competence Self-Improvement Analysis (SIA) and Plan. | |
**VIDEO CONFERENCING SCHEDULE**

Optional Zoom sessions are scheduled for
Tuesdays: Jan 5, Jan 19, Feb 2, Feb 16, Mar 2
Time: 8 - 9pm

These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

**COURSE POLICIES**

**Access your DePaul University email**

Access your DePaul University BlueM@il (username@depaul.edu) on a daily basis.

All communications sent to you from D2L goes to your BlueM@il (username@depaul.edu) account. In fact, all communications from DePaul University are sent to students’ BlueM@il mailbox – username@depaul.edu. DePaul University no longer sends messages to students’ external email accounts like Gmail or Yahoo.

In the Spring Quarter 2020, all DePaul University students were assigned a BlueM@il email address (username@depaul.edu). Starting in the fall term of 2020, all DePaul communications (including emails sent from D2L) were sent to student BlueM@il addresses. All new students are given a BlueM@il address.

**Time Management and Attendance**

School of Continuing and Professional Studies 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.

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

Policies

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability
Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

**Protection of Human Research Participants**

**Other Resources for Students**

**University Center for Writing-based Learning**

**Dean of Students Office**

**Instructor: Patricia A. Szczerba Bio**

Pat lived in New York City where she represented a non-profit technology organization at the United Nations where she worked on human rights, environment, global education, and other global issues. While in New York City she was a writer and editor of the Global Issues Section of the New York Times Almanac for 20 years.

She created a video conference classroom course held each spring for 16 years where SNL students studied and discussed global business issues with United Nations experts. In the last five years of this course, she included professors and students in international business from University Panamericana in Mexico City and Guadalajara, via video conferencing. For 14 years she took students to the United Nations three-day conference for civil society organizations in New York City, and once to Paris, France and once to Bonn, Germany.

Pat taught a SNL MA course at Bangkok, Thailand; taught a summer institute course on global business leadership at University Panamericana, Guadalajara to international business students; and, taught human resource professionals a summer course on human rights in global corporations at University Panamericana in Mexico City. Pat has designed several online courses on human rights in business, global business leadership, and today’s disruptive technologies.

**Credits**

This course was designed and produced by SUSAN McGURY and staff at SCPS Online of the School of Continuing and Professional Studies of DePaul University.

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ADDITIONAL CONSIDERATIONS

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.

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 of Continuing and Professional Studies (SCPS), a college for undergraduate and graduate degree-seeking students 24 years and older. SCPS welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SCPS's mission in supporting a diverse and inclusive environment. More information about SCPS can be found here.

View this brief demo Taking SCPS Online courses in D2L to learn how to navigate through your course.

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