DePaul University | School of Continuing and Professional Studies H Undergraduate Program
Harper College Cohort Course

COURSE: # LL302 248

COURSE TITLE: EXPERIENTIAL LEARNING PRACTICUM

TERM: SUMMER QUARTER, 2021

INSTRUCTOR INFORMATION

Name: Shana Wills
Office Location: N/A
My office hours are: by appointment (email or phone queries will be addressed within 24 to 48 hours).
You can reach me at: 773-266-0709 or swills@depaul.edu
Course Dates: Begins June 15, 2021 and ends August 22, 2021
Course Location and Delivery Format: Online Synchronous – Weekly online learning with required synchronous sessions on Zoom every other Tuesday at 6:00 PM – 9:15 PM.

Synchronous Course Sessions (via Zoom) to be held on the following Tuesdays:

Week 1 (June 15); Week 3 (June 29); Week 5 (July 13); Week 7 (July 27); and Week 10 (Aug. 17)

COURSE DESCRIPTION

In this course, students will design and execute an independent experiential learning project, guided by their instructor, which engages them in learning under new conditions through which they reflect on the learning methods used. Students will select a topic of interest to examine early in the quarter and identify and work towards articulating goals, scope, methods, and outcomes, culminating in a final externship project and presentation. This course uses varied learning methods rooted in contemporary academic theories and best practices.

Throughout this course, students will explore the relationship between learning styles and self-directed learning, developing ways of expanding their learning repertoires, and examining their own theories or ideas as well as those of experts. This course meets the requirements of Life Long Learning domain competencies (LL10 and LL11) by providing experiential learning, individual reflection, group processing and feedback, holistic theory and praxis, and integration of learning styles.

Students will develop a self-designed experiential learning project proposal, through which they will complete five sections that will require them to:
1)   articulate their personal connection to the experience,
2)   create goals for the experience and their personal development,
3)   identify academic resources that ground the opportunity in academia,
4)   outline a plan for on-going reflection, and
5)   develop a plan for sharing their learning upon conclusion of the experience

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

At the end of this course, students will be able to:

- Articulate the meanings of experiential and self-directed learning.
- Describe divergent and convergent thinking and explain their uses in developing ideas.
- Understand and define the key characteristics of a motivated self-directed learner.
- Analyze and describe how the learning process changes the brain and how the brain turns experience into learning.
- Apply key components of critical thinking to investigate, compare and contrast expectations with outcomes.
- Identify learning styles in order of preference and apply appropriate learning methods to strengthen least preferred styles.
- Examine and apply one or more models/theories of learning from experience in journaling and experiential learning exercises.
- Identify and explore potential applications of what one has learned to new circumstances.
- Design and carry out a meaningful experiential learning project that exhibits control of the learning methods used.

In this course, BA students will develop one or two of the following competencies:

- **LL-10:** Can reflect on the learning process and methods used in an experiential project.
- **LL-11:** To be written by student with faculty input.

LEARNING STRATEGIES & RESOURCES

Classroom learning strategies include brief presentations on key concepts, viewing of videotaped material, brainstorming and self-assessment exercises, structured online discussions of assigned readings and topics, and small-group discussions around course concepts and learning goals. Written assignments are designed to help students to develop an understanding of important course concepts and to begin to apply these concepts. Each course module will provide additional tools and resources that are of particular relevance for each week's required tasks. Required readings are also identified within the course schedule below. (To buy your course text books, go to http://depaul-loop.bncollege.com.)

Required Textbooks & Online Assessments:
- Blake Boles. *The Art of Self-Directed Learning: 23 Tips for Giving Yourself an Unconventional Education.* Oregon: Tells Peak Press, 2014 (paperback available via DePaul Bookstore; kindle available via Amazon)
- Kolb Learning Styles Inventory (KLSI), version 4.0 online. All students are required to complete the KLSI online, which can be purchased for $35 at https://store.kornferry.com/stores/kornferry/en/product/54d4d73c-6443-4687-8d5a-f232797dc850.

Other Required Readings:

Selections from other books and academic articles will be placed on reserve from our ARES course reserve on the DePaul library website or via our D2L course website. Follow the instructions in the Readings and Assignments section of each Course Module to locate required readings, instructional handouts or exercises, and experiential learning forms.

Technology Requirements:

- Reliable Internet Access & Zoom Account
- Ability to Download and Upload Documents
- Word Processing Software (i.e., MS Word or Apple Pages; NOT WordPad, etc.)
- Review D2L guidelines available in Student Resources if this is your first online class at DePaul

Course Requirements: This is a 4-credit hour online synchronous course. Proper time management is a must for success in this process-oriented course, as it will be more difficult to complete assigned coursework if you fall behind. Attendance is monitored by login, and students should sign on frequently to submit work, contribute to discussions, assess progress, check messages, and read announcements. This course has no prerequisites. Students should have basic college level writing skills to successfully engage in and complete course discussion and essay assignments. Students must complete EVERY assignment, including journals, project proposals, and final externship projects, to earn a passing grade.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

1) Online (Sync and Async) Attendance and Participation in Weekly Discussions and Quizzes **(30%):**
   - Student clearly applies course concepts and reflects on his/her work experience during online discussions.
   - Student consistently contributes to the online discussions, giving feedback to other classmates each week.
   - Student responds clearly to weekly discussion prompts, offering original ideas in ways that facilitate learning for other people.
   - Student consistently completes weekly quizzes related to the respective module topics.

2) Planning Worksheets & Self-Assessments **(10%):**
   - Student completes worksheet exercises and responds to all corresponding prompts
   - Student consistently completes all learning and self-assessments

3) Journal Reflections & Project Proposals **(30%):**
   Student will keep a daily or bi-weekly journal, reflecting on course readings, discussions, videos, outside research, and experiential learning activities. Students will also select a topic or theme to explore and work towards for their final Externship project. These journal entries will be converted into formal journal essays and the student's planning process will include project proposals. The following steps are required for a full grade:
   - **Three (3) formal journal essays** (at least 4 pages in length each), due weeks 6, 8, and 9, synthesizing journal entries in the following written format:
     - *Doing (Concrete Experience)* – a descriptive, but brief narrative, objective account of student's experiential learning activities, research/resource development endeavors, brainstorming and/or assessment activities, and weekly reading topics.
     - *Reflecting (Reflective Observation)* – a thoughtful reflection of feelings, ideas, sensations, and "aha" moments derived from the online, experiential, and research/resource development activities. This is a subjective account of the experiences.
     - *Thinking (Abstract Conceptualization)* – an analysis of online activities, experiential learning activities, and course readings from a cognitive position. This is an area where new questions might be posed and answered through additional research and exploration. Student will be expected to make connections between their experiences, personal reactions, and issues raised by course readings or external academic sources.
     - *Applying (Abstract Conceptualization)* – an analysis of the learner's own learning process. Student will be expected to identify learning style strengths and weaknesses, propose new approaches to enhance their learning experience, and think about ways to apply this new learning in the future. Students should use this section as a launch pad for their Action Plan.

- **A one-page project proposal** (12-point font, single-spaced), due the end of week 4, that identifies the issue or topic the student wants to explore for the Final Externship Project, indicating the student's learning and project goals, how the project will help the student to meet these goals, what alternative learning styles and methods will be employed, the plan for ongoing reflection, and whether they will submit a written paper and/or creative artifact.

4) Final Action Plan, Final Externship Project, & Class Presentation **(30%):**
   Student will begin examining and relating potential applications of what they are learning, and develop an <u>Action Plan</u> for future circumstances.
   - **A two-page final action plan** (at least 2 pages, any format), due the end of week 9, that describes and examines new learning derived from the student's experiential learning topic and discusses ways in which this new learning can be applied to improve upon or address future circumstances that may arise that are related to one's Externship project.

   Student will have the option to choose between submitting a written paper or a creative artifact that focuses on alternative learning styles and methods to present one's experiences in this course. Students will <u>choose ONE</u> of the options that follow:
   - **A two-page written essay description** (12-point font, single-spaced) of one's Final Externship Project, due week 10, if *composing a creative artifact as one's final externship project.* Please also remember to include parenthetical citations, as appropriate, and a bibliography of all sources utilized. In addition to sharing an electronic version of the creative artifact and oral presentation of the project with the full class during our final course discussion, student will be required to respond to the following questions via the brief essay:
     - *What is the final externship project and creative artifact?*
     - *How did you select this artifact and this particular medium for your externship project?*
     - *How does it symbolize or connect to your experience?*
     - *How does it meet your personal learning goals?*
     - *How does it relate to the course competence statements?*
     - *How did the course readings and other materials influence your thought process in creating your artifact?*
     - *What other scholarly resources did you use to ground your experience in academia?*
     - *What other personal resources did you tap into for feedback and support?*
     - *What is your plan for sharing your learning upon conclusion of this experience?*
   - **A final 5-8 pages written paper** (12-point font, double-spaced), due week 10, *if choosing to write a final paper as one's final externship project.* Student should be prepared to share an oral summary version of their research paper with the full class during our final course discussion. The final written paper will include a bibliography (in addition to the 5-8-page essay with parenthetical source citations), and will address the following questions:
     - *What is your hypothesis and/or problem statement?*

- *How did you select this topic or hypothesis?*
- *What did you learn from course readings and outside sources?*
- *What did you learn from your experiential learning experiences to help formulate your position?*
- *How does this new learning relate to your competence statements?*

ASSESSMENT OF STUDENT LEARNING

To complete the course, students must complete each of the assignments as described in the course and submit them to the instructor by the assigned deadline. Students must also participate in the online discussions by responding to all instructor requests and by interacting with fellow classmates as appropriate via Zoom and D2L. ***Points will be deducted for late work.***

NOTE: *Please confirm that that the correct email address is submitted to the University for communication purposes, as nearly all additional information for the class will be sent via email from D2L. Please remember to include:* **LL302 Experiential Learning Practicum** *in the subject line of any email sent to the instructor.*

Assessment Criteria for All Written Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Grades will be based on analytic writing that is described in this syllabus and for which additional guidance will be available in class. Assessments of written work will consider whether students have:

- submitted the proposal, paper or essay by the due date or, in the case of a notified absence, within 24 hours of the class that was missed;
- included an introduction describing the scope and purpose of the paper or essay, if appropriate;
- demonstrated a university-level mastery of Standard English word usage and grammatical conventions, including appropriate organization, sentence structure, punctuation, and subject-pronoun and subject-verb agreement;
- demonstrated concept development with a strong outline and identification (and use) of external academic sources;
- included multiple parenthetical references to the course readings; and
- when pertinent, cited the reading appropriately at the end of each proposal, paper, or essay using the correct MLA (or APA) format. *Note: See MLA style guidelines for assistance with writing and source citations.*

Assessment Criteria for All Online/Remote Weekly Discussions

Weekly discussions are an important component of the online synchronous experience. This course will invite discussions via weekly online prompts and bi-weekly Zoom sessions related to module topics and externship project progress. Grades will reflect the quality of the student's participation in the weekly sync or async discussions. The criteria for class participation will include the extent to which a student references comments to the course readings, to previous online discussions in this course, to his/her/their previous learning outside of this class, or to his/her/their own experience of work. Simply expressing one's opinion is not considered a demonstration of university-level understanding.

Absences from class or a pattern of tardiness may affect the final grade. It is important that students submit partial make-up for missed learning activities. To receive maximum partial make-up for missed learning activities, the submission should be received before the following session. Lesser credit will be assigned for partial make-up that is submitted through the eleventh week of the course.

Assessment Criteria for Creative Projects

Creative artifacts submitted in lieu of a 5-page final paper must demonstrate new learning and critical thinking relevant to the assignment topic. Assessments of creative projects will consider whether students have:

- submitted the full assignment by the due date or, in the case of a notified absence, within 24 hours of the class that was missed;
- included a 2-page written description (12-point font, single-spaced) of the creative artifact, responding to the mandatory questions;
- included an electronic version of the artifact (e.g., photo of handcrafted items, audio or video recording of poem or song);
- presented a summary oral presentation about the project to the class; and
- demonstrated concept development with a strong connection to course material and topics.

GRADING CRITERIA & SCALE

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

To complete this course, students must complete each of the assignments as described in the syllabus and online instructions and submit them to D2L's submissions site by the assigned deadline. In addition, students will be required to participate in the online discussions by responding to all instructor requests and by interacting with fellow classmates as appropriate.

<u>Weight of Mandatory Assignments</u>

- Participation in Online Discussions and Quizzes: 30%
- Planning Worksheets & Self-Assessments: 10%
- Journal Reflections & Project Proposals: 30%
- Final Project: 30%

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, BAHA, 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/them 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.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

This course consists of ten modules. The estimated time to complete each module is one week. The following table outlines the course:

Session / Date	Topic	Readings & Materials	Assignments
Session 1 – Module One *6/15/2021* **SYNC**	Introduction to Course & Concepts: Assessing Readiness to Learn	Review Syllabus Read Module Overview Read Beth E. Amey. Chapter Two. "An Exploration of the Relationship Between Experiential Learning and Self-Directed Learning Readiness." A Dissertation Submitted to the Faculty College of Education, Florida Atlantic University, December 2008. Complete "I Am A Person Who" Exercise from DePaul University's	1.1 Introductory Discussion 1.2 Defining Experiential Learning & Self-Directed Learning Discussion 1.3 Learning Assessment Survey 1.4 Learning Contract 1.5 Intro Quiz

		Explore Your Purpose" initiative, Teaching Commons.	
Session 2 – Module Two *6/22/2021* **ASYNC**	Brainstorming Topics: Setting Learning Goals	Read Module Overview Read Michael Harris' "Let Your Mind Wander." *Discover.* Jun2017, Vol. 38 Issue 5, p30-35. Watch Brendan Boyle. "Divergent Thinking and the Innovation Funnel."0:00 to 18:41, IDEO. Watch John Spencer. "Convergent Thinking Versus Divergent Thinking." YouTube, uploaded February 19, 2019.	2.1 Brainstorming Exercises & Worksheet 2.2 Setting Learning Goals Discussion 2.3 Creative Thinking & Idea Development Discussion 2.4 Module Two Quiz
Session 3 – Module Three *6/29/2021* **SYNC**	Exploring Oneself: Identifying Learning Styles & Preferences	Read Module Overview Read Angela M. Passarelli & David A. Kolb. "The Learning Way: Learning from Experience as the Path to Lifelong Learning and Development." *EBLS Working Paper,* Number 1-20, March 2020. Watch Janet Finlay "Andragogy (Adult Learning). YouTube. Uploaded May 10, 2020. Complete Online Kolb Learning Style Inventory 4.0.	3.1 Self-Directed Learning Approaches and Principles Discussion 3.2 Learning Style Assessment Scores 3.3 Analyzing Learning Style Preferences Discussion
Session 4 – Module Four *7/6/2021* **ASYNC**	Examining Motivation: Escaping the Cage in Pursuit of Play, Passion & Purpose	Read Module Overview Read Blake Boles. Chapter 5 "Autonomy, Mastery, Purpose," Chapter 6 "Discipline Dissected," & Chapter 7 "Cages and Keys" *The Art of Self-Directed Learning: 23 Tips for Giving Yourself an Unconventional Education.* Read Mihaly Csikszentmihalyi, Chapter 3 "Enjoyment and the Quality of Life," *Flow: The Psychology of Optimal Experience*. 1st ed., Harper &	4.1 Play Exercise 4.2 Embracing Motivations and Overcoming Distractions Discussion 4.3 Externship Project Proposal 4.4 Module Four Quiz

		Row, 1990, pp 45 – 70. Watch John Spencer's "What is Flow Theory? What does this mean for our students?" YouTube, Uploaded December 13, 2017.	
Session 5 – Module Five *7/13/2021* **SYNC**	Engaging the Brain in the Learning Process: Articulating Goals & Resources	Read Module Overview Read Myron H. Dembo & Helena Seli. "Understanding Learning and Memory," *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning, Taylor* & Francis Group, 2012. Read Myron H. Dembo & Helena Seli. "Goal Setting," *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning, Taylor* & Francis Group, 2012. Watch Simon Sinek's "Start with Why" Ted Talk Short Edited (by Chico Lima), YouTube, uploaded March 3, 2014. Review Externship Time Log instructions.	5.1 How the Brain Relates to Goal Setting Discussion 5.2 SMART Goals GROUP Discussion
Session 6 – Module Six *7/20/2021* **ASYNC**	Evaluating Learning: Monitoring Experience & Examining Alternate Learning Methods	Read Module Overview Read Louis Cozolino and Susan Sprokay. "Neuroscience of Adult Learning." In *New Directions for Adult and Continuing Education*, 2006, Vol.2006 (110), p.11-19. Read Diane Halpern. Excerpts from Chapter One "Thinking: An Introduction*." Thought and Knowledge: An Introduction to Critical Thinking* (Fifth Edition, 2014). Pp. 2-8, 18-53.	6.1 Narrative of the Learner Discussion 6.2 Critical Thinking in Practice Discussion 6.3 Journal Entry One 6.4 Module Six Quiz

Session 7 – **Module Seven** *7/27/2021* **SYNC**	Exploring Unexpected Outcomes & Reassessing Learning Strategies Progress	Read Module Overview Read K. Taylor & C. Marienau. "Enhancing Brain-Aware Practice with Theory," *Facilitating Learning with the Adult Brain in Mind: A Conceptual and Practical Guide.* 2016, pp. 247-285. Watch "What is Critical Reflection? Introducing the 'What, So What, Now What' Model" on YouTube, uploaded by U of G Library, November 6, 2018.	7.1 Unexpected Outcomes and Disorienting Dilemmas Discussion 7.2 Self-Assessment-A
Session 8 - **Module Eight** *8/3/2021* **ASYNC**	Examining Habits of Mind & Applying New Learning	Read Module Overview Read Blake Boles. Chapter 23 "How to Light Your Mind on Fire" *The Art of Self-Directed Learning: 23 Tips for Giving Yourself an Unconventional Education.* Read K. Taylor & C. Marienau. "Brain Basics – Changes in the Brain Over Eons," *Facilitating Learning with the Adult Brain in Mind: A Conceptual and Practical Guide.* 2016, pp. 3-10. Read Laurent A. Daloz "Conviction: Developing Critical Habits of Mind," *Common fire: leading lives of commitment in a complex world*, pp. 102-124. Watch Adam Grant's Lecture "The Surprising Habits of Original Thinkers" TED2016. Review Action Plan Instructions.	8.1 Habits of Mind Discussion 8.2 Journal Entry Two 8.3 Action Plan Outline (Non-Graded) 8.4 Module Eight Quiz
Session 9 – **Module Nine** *8/10/2021* **ASYNC**	Addressing Expectations & Assumptions	Read Module Overview Watch "Rethinking Thinking – Trevor Maber" YouTube, uploaded by TED-Ed, October 15,	9.1 Expectations and Assumptions Discussion 9.2 Journal Entry Three

		2012 Review Draft Externship Project/Artifact Instructions	9.3 Final Action Plan 9.4 Draft Externship Project/Artifact (Non-Graded)
Session 10 – Module Ten *8/17/2021* **SYNC**	Wrapping It Up for Future Learning	Read Module Overview Read Merriam F. Bleyl and Patricia Boverie's "Transformative Rungs on Wisdom's Ladder," in *Learning Toward an Ecological Consciousness: Selected Transformative Practices.*	10.1 Externship Project Presentations Discussion 10.2 Applying New Knowledge & the Pursuit of Wisdom Discussion 10.3 Self-Assessment – B 10.4 Final Externship Project & Presentation 10.5 Final Externship Time Log 10.6 Module Ten Quiz

VIDEO CONFERENCE SCHEDULE

Online synchronous meetings will take place at the start of Weeks 1, 3, 5, 7, and 10 via Zoom. Zoom session links will be posted within the corresponding week's Module Assignments section on the courses D2L site as well as via email updates. Participation is required for all scheduled online synchronous sessions.

COURSE POLICIES

Time Management and Attendance

SCPS's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter. Students are required to log in to the course at least four times a week so that they can participate in the ongoing course discussions. Students are also expected to participate in all scheduled online synchronous Zoom sessions.

Online courses are no less time consuming than "face to face" courses. Students will have to dedicate

some time every day or at least every second day to their studies. A typical four-credit hour "face to face" course at SCPS 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 students' learning activities will be spread out through the week. If students have any problems with course technology, or if they need to improve their reading or writing skills, it may take even longer.

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

The Instructor's Role & Response Time

The instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure students log in regularly and submit timely assignments. As instructor, she will read all postings to the general discussion forums on a daily basis, but may not choose to respond to each posting. Students will receive feedback on quizzes, short essays, and journals within 7 days of the due date, and feedback on the final Externship project within 10 days of the due date via the course gradebook or discussion board. Other feedback may be delivered to you via e-mail if it requires your urgent attention.

Designated "office hours," when the instructor will be online and available to immediately respond to questions, will be determined at the start of the course. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Class Participation

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook chapters and required readings, but knowledge originating from other courses as well as personal practical experiences, is also important. Reading summaries/chartings will be turned in for points each week after they are used for class discussions.

Course Content / Syllabus Changes

Changes to the course syllabus will be communicated to students in writing by **Week Two**. This may include additional readings and materials from which to base classroom discussions and written assignments.

Course Etiquette

A key element to a successful online course is that each student plays a role in teaching and learning from others in our learning group. In order to set a respectful tone for our online community this quarter, please follow these guidelines: Participate actively with full attention; Work to understand and respect others' perspectives, views or opinions; Avoid generalizations by speaking from personal experience or by using supporting evidence; Be polite, think before you speak, 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; and No objectionable, sexist, or racist language will be tolerated.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRAD)
[Incomplete (IN) and Research (R) Grades Expiration Policy](#)
[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)
[Accommodations Based on the Impact of a Disability](#)

OTHER RESOURCES FOR STUDENTS

[Protection of Human Research Participants](#)
[University Center for Writing-based Learning](#)
[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Shana Wills has 25+ years' experience working for a range of human rights and social justice initiatives in the areas of non-profit management, grassroots community organizing, and humanitarian assistance. She's the Founder & Executive Director of Refugee Education & Adventure Challenge (REACH), which provides refugee youth and families with experiential learning opportunities focused on STEAM education and adventure sports. She also serves as an independent consultant for local and global grassroots non-profits. As a part-time faculty member at DePaul's School of Continuing and Professional Studies for the past 18 years, Shana has taught courses on experiential learning, globalization, community engagement, social justice in the professions, work in a global environment, work & society, migration studies, and African American studies. Shana also is an instructor for DePaul University's Graduate Program of Refugee & Forced Migration Studies. She served as the Director of Chicago Public School's International Newcomer Center for recently arrived refugee and immigrant high school students and as the Executive Director of the International Organization for Adolescents (IOFA), a leading organization in the U.S. working for the protection of child victims of human trafficking. Shana also served as the Director of Refugee & Immigrant Services at Heartland Alliance for Human Needs & Human Rights, coordinating both policy and program ends of the refugee and immigrant integration spectrum at three sites. She's conducted field research and established projects addressing issues impacting vulnerable populations, including child soldiers, displaced children, landmine victims, warehoused refugee populations, and other marginalized communities in Angola, Colombia, Eritrea, Kenya, Mozambique, South Africa, and Tanzania.