



# DEPAUL UNIVERSITY

## COLLEGE OF LIBERAL ARTS AND SCIENCES

*School of Public Service*

### Course Details

**Course Number & Title:**

**PPS 398 (Internship – Field Studies) Summer 2021**  
Classes will meet Tuesday evenings online 5 times during the quarter.

**Instructor:** Michael Diamond, Ph.D.

**Office Hours:** Tuesdays 4:00 – 5:30 and by appointment

**E-mail:** [mdiamond@depaul.edu](mailto:mdiamond@depaul.edu)

**Telephone:** 312-362-5533    **Mobile:** 847-530-7820

DePaul University

School of Public Service

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### NOTE ON SUMMER QUARTER 2021

Due to the emergence of the Coronavirus, all courses at DePaul have been moved to online Zoom class meetings during the Summer Quarter 2021. Please practice with Zoom before the class. There are instructions and guidelines about the use of Zoom below. There are several ways to participate including both video and call in. My preference is for you to participate by video as you can participate more effectively. Details for each class will be emailed to you prior to each class. Please contact me by mobile phone or email if you have any difficulties. If you have any suggestions as to how to improve the online course, please share them with me.

Because this is an internship course, you should contact your supervisor to determine how you will work with the organization during this quarter.

### COVID-19 HEALTH AND SAFETY PRECAUTIONS

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to:

- (1) Wear a cloth mask as stipulated by guidelines of the Center for Disease Control and DePaul University at all times while on campus, both inside buildings and outside on the grounds;
- (2) Maintain physical distance (at least six feet) in all DePaul spaces (Including classrooms, meeting rooms, hallways, restrooms, offices, and outdoor spaces);
- (3) Conduct a daily self-screening process for the symptoms of COVID-19 using the #CampusClear app before coming to campus;
- (4) Complete the online *Health and Safety Guidelines for Returning to Campus* training; and

(5) Abide by the City of Chicago Emergency Travel Order.  
By doing these things, we are Taking Care of DePaul, together. These recommendations may change as local, state, and federal guidelines evolve. Students who have a medical reason for not complying must register with DePaul's Center for Students with Disabilities (CSD).

## Course Description

398 - Professional work experience under the guidance of an organizational site supervisor during one or more school terms. The Professional Internship usually involves application of skills in a non-profit, private sector, governmental or other public service organizational setting new to the student.

## Pre-requisites

Students must complete and have approved: (1) Internship Request Form and Resume, (2) Internship Agreement, and (3) Informal Course Registration Form, all of which are found on the SPS website in the forms library (since students will not be able to register themselves directly). The complete Internship Guideline packet is also on the SPS website.

<https://las.depaul.edu/academics/school-of-public-service/student-resources/Pages/forms.aspx>

For PPS 398, permission of the Director of the Internship Program is required. Students typically find the organization in which to intern. In some instances, assistance is available from the Director of the Internship Program as to searching for an organization. Early discussions are encouraged. Do not wait until your last term to request an internship.

## Academic Credit for Internships

Students in all degree programs are encouraged to take PPS 398 and dedicate at least 100 contact hours at an approved site for 4 hours of credit.

Students may register for the internship during Fall, Spring, and Summer Quarters. Letter grades are awarded for an internship.

## Community and Project Based Learning Scholarships (CPBL)

LAS students who have successfully secured or are in the process of securing an internship with a non-profit, non-governmental organization or government entity are encouraged to apply for our Community- and Project-Based Learning Scholarships (CPBL Scholarships). Academic year 2020-2021 award amounts: Undergraduate: \$2,620; Graduate: \$2,860. Please check the website for details on the deadlines, criteria and application: <https://las.depaul.edu/student-resources/internships/Pages/cpbl-internship-scholarships.aspx>

All awards are issued as scholarships to the student's tuition account. They are treated as financial aid. Please speak with Student Accounts to confirm what impact this will have on your tuition account and how money will be disbursed if there are no current tuition charges.

Students who do not currently file a FAFSA, please see the [Student Eligibility](#) section for more information.

If you have questions regarding extenuating financial circumstances, please contact Molly Bailey in the LAS Office of Dean at: [MBENCH@depaul.edu](mailto:MBENCH@depaul.edu).

## Student Learning Outcomes

- 1) Learn about organizational culture through a combination of class discussions, book and article reviews, and internship placement;
- 2) Develop hands-on administrative experience in a public service organization;
- 3) Apply skills learned in SPS courses to assigned organizational projects;
- 4) Analyse critical trends involved in implementing assigned programs / projects;
- 5) Examine the opportunity as a desired future type of organization or career field;
- 6) Recognize ways to assist the site supervisor in actual work assignments to help meet the organization's mission;
- 7) Improve understanding of the different strategies used in solving organizational issues;
- 8) Contribute to the improvement of society, thereby extending the public service mission of DePaul University and the School of Public Service.

## Course Background

Internships are credit-based structured, supervised off-campus service learning opportunities in nonprofit, governmental, educational association, or health care organizations in the U.S. or other countries. This includes organizations in other sectors that are directly relevant to the work of the nonprofit sector and public service. Students may choose internships to prepare themselves for specific careers or to help in their career choice process. In some cases, students may find that internships help them identify integrated seminar projects or thesis topics as their capstone course.

## Course Outline

Internships are intended to serve as highly individualized learning experiences; however, the School of Public Service wants to ensure that all students completing an internship succeed as public service professionals. Meeting together five times through online class discussions during the quarter will assist all student interns in learning about the development process involved in completing an internship as well as provide them with a support group of students who are involved in a similar experiential learning opportunity.

## Course Reading Material

Readings will vary by internship as they are specifically related to the interest areas of the intern and the nature of the organization. There are required readings for the course. Additional readings are selected by the student and approved by the Internship Coordinator.

### **REQUIRED:**

Chait, Richard. (2004). *Governance as Leadership: Reframing the Work of Nonprofit Boards*. Board Source ISBN: 9780471684206

Connors, Tracy. (2011) *Volunteer Management Handbook: Leadership Strategies for Success*. Wiley ISBN: 9780470604533

Rosenberg, Mark, Elisabeth Hayes, Margaret McIntyre, Nancy Neil. (2010). *Real Collaboration: What It Takes For Global Health to Succeed*. University of California Press ISBN: 9780520259515

## OPTIONAL:

Robert, Henry. (2011). *Robert's Rules of Order Newly Revised*. 11<sup>th</sup> Edition. Da Capo Press  
ISBN: 978-0306820205

## Course Requirements

- 1) Resumé – update your personal profile with a copy of your most recent resume and post on the discussion board
- 2) Internship Agreement: (To be completed prior to start of class) – submitted to instructor
- 3) Log of Hours: Total of at least 100 hours of internship should be entered into the Hours Log and submitted to the instructor by end of course
- 4) 4 Essays
- 5) Final Paper
- 6) Site Coordinator Assessment
- 7) There will be a practice Zoom session on Tuesday 15 June 4:00 – 5:00 pm
- 8) There will be 5 online class meetings with the instructor using Zoom. Please be familiar with Zoom. (15 June, 29 June, 13 July, 27 July, 10 August) 5:45 – 9:00 pm

## Assignments

### 1) Week of 14 June 2021

There will be a practice Zoom session on Tuesday 15 June 4:00 – 5:00 pm:

<https://depaul.zoom.us/j/98275227234?pwd=MGNQdzh2b0h0R1o3OVVjMnlzMXBGUT09>

Online class meeting Tuesday 15 June 5:45 – 9:00 pm Use Zoom

<https://depaul.zoom.us/j/99918588153?pwd=czlLTIRpWHF1bk9FN2VVNm9NNkYwQT09>

Week 1 Agenda:

- Welcome
- Overview of Course
- Introductions
- Glocal Issues and Glossary of Due Diligence
- Volunteerism and Cross Sector Collaboration

Readings: *Chait, Governance as Leadership*: Chaps 1 and 2: pp.1-32  
*Connors, Chapters 2-5* pp. 31-124

Post on the Discussion Board:

Create a post with information about where you are completing your internship. Please provide:

- organization name, and organization website
- issue host organization is addressing
- your title
- description of your internship responsibilities
- copy of your most recent resume

**2) Week of 21 June:**

Readings: *Chait*, Chapter 3: pp. 33-50  
*Connors*, Chapters 6-7 pp. 125-201

**3) Week of 28 June:**

Online class meeting Tuesday 29 June 5:45 – 9:00 pm Use Zoom  
<https://depaul.zoom.us/j/99918588153?pwd=cziLTiRpWHF1bk9FN2VVNm9NNkYwQT09>

Week 3 Agenda:

- Review of Internships and Challenges
- Discussion of Chait and Connors Readings
- Building and Strengthening Institutions and Shared Value Philanthropy
- Review of course requirements

**Essay 1:** 2-page essay on the mission of your organization and a description of the role and function of the office or department in which you are interning- what do they do?  
Due Tuesday 29 June 5:00 pm.

Readings: *Chait*: Chapters 4 and 5: pp. 51-100  
*Connors*, Chapters 8-10 pp. 203-254

**4) Week of 5 July:**

Readings: *Connors*: Chapters 11-13 pp. 255-322  
*Rosenberg*, Part 1 pp. ix -68

**Essay 2:** 2-page essay on your job responsibilities: what are you doing? What do you expect to accomplish as a result of your internship? Due Tuesday 6 July 5:00 pm.

**5) Week of 12 July:**

Online class meeting Tuesday 13 July 5:45 – 9:00 pm Use Zoom  
<https://depaul.zoom.us/j/99918588153?pwd=cziLTiRpWHF1bk9FN2VVNm9NNkYwQT09>

Week 5 Agenda

- Review of Internships and Challenges
- Discussion of Chait, Rosenberg and Connors Readings
- Issue Discussion
- Review of Course Requirements

Readings: *Connors*: Chapters 15-16 pp. 361-405  
*Rosenberg*, Part Two: pp. 69-178

**6) Week of 19 July:**

Readings: *Rosenberg*: Toolkits: pp. 179-248

**7) Week of 26 July:**

Online class meeting Tuesday 27 July 5:45 – 9:00 pm Use Zoom

<https://depaul.zoom.us/j/99918588153?pwd=czlLTIRpWHF1bk9FN2VVNm9NNkYwQT09>

Week 7 Agenda:

- Review of Internships and Challenges
- Discussion of Essay 3 Submissions
- Issue Discussion
- Review of Final Course Requirements

**Essay 3:** 4-6 page reflection on course readings. For each of the books, select issues from your internship and analyze the issues within the context of what you learned from the readings. Use APA citation style. Due Tuesday 27 July, 5:00 pm.

**8) Week of 2 August:**

**Essay 4:** a 2-page essay on your future: what did this internship opportunity mean to you and where do you want to go from here? Due Tuesday 3 August, 5:00 pm

**9) Week of 9 August:**

Online class meeting Tuesday 10 August 5:45 – 9:00 pm Use Zoom

<https://depaul.zoom.us/j/99918588153?pwd=czlLTIRpWHF1bk9FN2VVNm9NNkYwQT09>

Week 9 Agenda:

- Review of Internships and Challenges
- Discussion of Future plans
- Issue Discussion
- Review of readings and relevance, lessons learned
- Importance of Volunteerism and Cross sector collaboration
- Review of Final Course Requirements

**10) Week of 16 August:**

Final paper due to Course D2L Submissions by Tuesday 17 August 5:00pm

The intern submits a final paper describing the internship experience no later than the first day of exam week. The paper should be 10-12 double-spaced pages or more. This paper is an opportunity for the student to apply lessons learned from the SPS coursework to the evaluation of the program and the internship experience.

The paper should cover these main points:

- Description and analysis of the issue that is addressed by the organization with academic references.
- What is the organization and its mission? How does the organization address the issue?
- What was your internship and what did it accomplish?

- How does the organization evaluate its impact?
- Best practices
- Lessons learned
- Critical analysis: what are some of the challenges, problems, obstacles?
- Recommendations for how your organization can be improved, and recommendations for how the internship can be improved.
- You will apply theory and course learning from previous SPS courses to the internship setting and draw inferences with regard to management, strategy, cross sector collaboration, accountability, program evaluation and impact assessment or other lessons. I expect you to demonstrate comprehensive knowledge and advanced skills in communication, ethics, and assessment/evaluation.

**Completion of Service Log:** Submit the log of your hours worked by Tuesday 17 August 5:00 pm

**Site Supervisor Evaluation:** To be received by instructor prior to Tuesday 17 August 5:00 pm. Provide the name and contact information for your supervisor. Toward the conclusion of the internship, the intern will send an evaluation instrument to the site supervisor to complete on the intern's performance. This evaluation assesses how well the intern met the goals/objectives on the Agreement, including the quality of the intern's work performed, the knowledge and skills developed, professional competence, impact of the intern on the organization, and recommendations for improving the experience. That evaluation is retained in the student's internship file and may be used in the final grade decision.

Please ask your supervisor if he/she would be willing to write you a letter of recommendation for the future, if you need one.

## Format of Assignments

**Written work.** To help students meet graduate-level and SPS standards, we pay more-than-usual attention to writing as an academic and managerial skill. We judge papers on the understanding they reflect as well as on their organization, clarity, and use of language. We value clarity and an economy of words. If you need help on this matter, please ask for it. If you do come for assistance, be sure to read Murphy's "On Writing and Thinking" (available on D2L) *first*. We also recommend an old standard, Strunk and White, *Elements of Style* available online: <http://www.bartelby.net/141/>. Also, you may consider getting help from the DePaul University Writing Centers (available in person at the Loop and Lincoln Park campuses and online).

We include written assignment instructions elsewhere.

- Double-space all papers;
- Use one-inch margins;
- Use Times New Roman font;
- Use 11 or 12 point;
- Paginate in the upper right-hand corner.
- Proper citation is required in APA citation style:
- [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- <http://www.library.cornell.edu/resrch/citmanage/apa>  
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx/>

- <http://www.youtube.com/watch?v=9pbUoNa5tyY>

Papers will be marked down for poor writing style, inadequate spelling and grammar mistakes – but will not be fully “corrected” for such mistakes. Please take advantage of the DePaul Writing Center at the beginning of the quarter if you need to work on your writing mechanics.

Please note the due dates. Anticipate all possible contingencies (computer failure, family illness, heartbreak, or heartburn). Papers received after the due date will receive grades no greater than the lowest grade given to papers received on time.

Unless notified otherwise, send all assignments to the class assignments via Submissions in D2L. Files should be labeled: Lastname, firstname PPS 398 Summer 2021 assignment

It is the responsibility of the student to ensure that the assignments are in a document form in Microsoft Word 2010, 2013, 2016, or 2019 format and are received by the required date. Computers at DePaul are available if needed. All assignments are due on the day assigned.

## Citation and Referencing Style Guide

In your writing, you should use the APA format and referencing style. When making a reference in your writing, please use the following template:

- (a) **Referencing a quotation (direct words) of any length taken from a book or article**  
**Either:** “Paris experienced a vast economic boom,” argues Harvey (1979, p.366), “as the railways made it the hub of a process of national spatial integration.” **Or:** “Paris experienced a vast economic boom as the railways made it the hub of a process of national spatial integration” (Harvey, 1979, p.366).
- (b) **Referencing an idea or argument, but not a direct quotation of an author’s words**  
**Either:** Harvey (1979) argues that railroads centered French economic development on Paris. **Or:** French economic development became concentrated in Paris due to the development of the railroads (Harvey, 1979).

When making a reference list, please follow this style:

- (a) Please list your sources **alphabetically by the author’s last name** in you reference list. Also, please use a “Hanging paragraph” of 0.5 inches.
- (b) **For books:** Knox, P. (1994). *An Introduction to Urbanization*, Prentice-Hall, Englewood Cliffs, NJ.
- (c) **For book chapters in an edited collection:** French, R.A. (1984). Moscow, the socialist metropolis. In A. Sutcliffe (Ed.), *Metropolis: 1890-1940*. University of Chicago Press, Chicago.
- (d) **For articles in journals:** Centra, J., & Gaubatz, N. (2000). Is There Gender Bias in Student Evaluations of Teaching? *The Journal of Higher Education*, 71(1), 17-33.  
<https://doi.org/10.1080/00221546.2000.11780814>



- (e) **For newspaper articles:** Briggs, J. E. (2007, April 30). Condo Boom thunderous. *Chicago Tribune*, 2C.1.
- (f) **For unpublished papers:** Hague, E. (1994). *Uniting Italy, Fragmenting Italy: Football as Italy's Cultural Form*. [Unpublished manuscript]. Department of Geography, Syracuse University.
- (g) **For websites:** Hague, E. (2017, April 26). *Making America Confederate Again*. University of Texas Press. <http://utpressnews.blogspot.com/2017/04/making-america-confederate-again.html>

For journal articles, it is now standard to include the DOI (Digital Object Identifier) information. Some older journal articles will not have this, but in general, if it is not listed on the article itself, you can find DOIs by using "Search Metadata" here: <https://www.crossref.org/>

More details about referencing are available here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## USE OF ZOOM

**Zoom Meetings:** All 5 online class meetings will be held on Zoom. All classes have the same link: (15 June, 29 June, 13 July, 27 July, 10 August) 5:45 – 9:00 pm

<https://depaul.zoom.us/j/99918588153?pwd=czILtIRpWHF1bk9FN2VVNm9NNkYwQT09>

Here is how to join a Zoom meeting:

<https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>

The page linked below also provides information on some of the controls students will see in the Zoom meeting room:

<https://support.zoom.us/hc/en-us/articles/200941109-Attendee-Controls-in-a-Meeting>

There will be a practice Zoom session on Tuesday 15 June 4:00 – 5:00 pm:

<https://depaul.zoom.us/j/98275227234?pwd=MGNQdzh2b0h0R1o3OVVjMnlzMXBGUT09>

Hi there, Michael Diamond is inviting you to a scheduled Zoom meeting.

Topic: My Meeting PPS398 Summer 2021 Class

Time: Jun 15, 2021 05:30 PM Central Time (US and Canada)

Every other week on Tue, 5 occurrence(s)

Jun 15, 2021 05:30 PM

Jun 29, 2021 05:30 PM

Jul 13, 2021 05:30 PM

Jul 27, 2021 05:30 PM

Aug 10, 2021 05:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

[https://depaul.zoom.us/meeting/tJ0kduGtpjMrH9dRcOfdWAsKajxP6Fy6\\_NSc/ics?icsToken=98tyKuChpzoiH9ydsRyERox5HYj4We\\_xiFxcgvpZrhzKBSRkQxDdN-haAuRZCY7v](https://depaul.zoom.us/meeting/tJ0kduGtpjMrH9dRcOfdWAsKajxP6Fy6_NSc/ics?icsToken=98tyKuChpzoiH9ydsRyERox5HYj4We_xiFxcgvpZrhzKBSRkQxDdN-haAuRZCY7v)

Join from PC, Mac, Linux, iOS or Android:

<https://depaul.zoom.us/j/99918588153?pwd=czILtIRpWHF1bk9FN2VVNm9NNkYwQT09>

Password: 996824

Or iPhone one-tap : US: +13126266799,,99918588153# or +17866351003,,99918588153#  
 Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 312 626 6799

Meeting ID: 999 1858 8153

International numbers available: <https://depaul.zoom.us/j/99918588153>

Meeting ID: 999 1858 8153

Password: 996824

## Grading Criteria

**Grades** are determined according to the following formula:

•	Essay 1	29 June	10%
•	Essay 2	6 July	10%
•	Essay 3	27 July	20%
•	Essay 4	3 August	10%
•	Final Paper	17 August	30%
•	Site Supervisor Evaluation	17 August	10%
•	Log of Completion of at least 100 hours service	17 August	10%

**The grading scale for the course is as follows:**

A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83	C+ 77-79	C 74-76	C- 70-73	F Below 60
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**The A paper** reflects excellent performance in the assignment that exceeds expectations for a graduate student. It is original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis, and creativity. It often includes unique or unusual perspectives.

**The B paper** reflects very good performance in the assignment that meets expectations for a graduate student. However, it falls short of an A paper usually in style, depth, and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

**The C paper** reflects fair performance in the assignment which however falls below expectations for a graduate student. It addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense

of individuality of the author or a sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

**The F paper** reflects very poor performance in the assignment. It is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

## DePaul University School of Public Service Policies

### 1) Policy on Grade of IN (Incomplete)

According to DePaul University's incomplete policy, the "IN" grade is a temporary grade indicating the student has a satisfactory record of work completed, but for unusual or unforeseeable circumstances not encountered by other students, and acceptable to the instructor, the student cannot complete course requirements on time. The student must formally request the incomplete grade and the instructor must approve it. At the end of the term following the term in which the instructor assigned the incomplete grade, the IN grade automatically convert to "F" grades. Students requesting the IN grade should present a plan and schedule to complete the course along with the formal request for the IN grade. Students should work out the plan with the instructor, usually scheduling completion within a few weeks of the end of the term in which the IN grade occurs.

### 2) Academic Integrity

Students in this course, and in all courses where independent research and writing play a vital role in the requirements, must be aware of the strong sanctions carried out as a result of plagiarism, as stated in the DePaul University's Code of Student Responsibility (<http://studentaffairs.depaul.edu/handbook>).

Instructors are able to check each paper with Turn-It-In: Plagiarism Detection Software. If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials, be sure to consult the instructor. Please check Blackboard's link to Academic Integrity for details.

### 3) Violations of Academic Integrity

Violations of academic integrity 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; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the

university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

**A) Cheating:** Cheating is any action that violates University norms or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz, having someone take an examination in one's place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

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

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

#### 4) Attendance Policy

Class attendance is mandatory. Students who must miss class for personal or professional reasons should inform the instructor via written communication. Participation is part of your final grade. As there are only 5 class meeting times, if you miss one class, your grade will suffer.

Students who miss more than 30 percent of the course are likely to fail and should drop the course.

#### 5) Classroom Expectations

Vincent de Paul asked the members of the congregation he founded to “live as very dear friends.” We begin with the imperative that we treat everyone with respect, and as much as possible, we spend our time together as very dear friends.

Our behavior, in the classroom, via e-mail and in person begins with respect and civility for all. We offer universal respect for all because of the innate dignity each of us carries. We deserve respect and we offer respect as part of the human condition. DePaul University, as a Judeo-Christian institution, extends respect to all based on the Christian imperative to—love one another as I have loved you, and the Jewish belief that we are created in the image and likeness of God. Furthermore, it is from the DePaul mission components of being Vincentian, Catholic and urban that we build a community of scholars on the basis of respect and Vincentian personalism.

We offer each other our attention and respect and therefore we use personal computers for academic purposes during class; we turn off cell phones; we consider what people say in class confidential.

Faculty who observe students failing to meet behavior expectations may dismiss students from class, report the violation to the Director and Dean of Students, and formally request behavioral changes.

## Universal Design for Learning

SPS is committed to helping students achieve to their full potential by removing barriers to learning and making reasonable accommodation when appropriate. Please help us by identifying barriers and suggesting ways we can diminish or remove them.

Students with special learning needs or who are in circumstances which necessitate special consideration, must contact the instructor at the beginning of the course or earlier. Students with a documented disability who wish to discuss academic accommodations should contact the instructor as soon as possible and immediately contact the DePaul University's Office of Students with Disability at <http://studentaffairs.depaul.edu/studentswithdisabilities/>.

Please note: All university employees must report to the Title IX Coordinator all relevant details about any incidents of sex discrimination, including sexual harassment and sexual or relationship violence, of which they become aware. DePaul employees are also mandated reporters under the Illinois Abused and Neglected Child Reporting Act [325 ILCS 5/4]. If you need to speak directly with a [Title IX Coordinator](#), email [titleixcoordinator@depaul.edu](mailto:titleixcoordinator@depaul.edu).

## Student Resources

DePaul Central	312-362-8610	<a href="mailto:finaid1@depaul.edu">finaid1@depaul.edu</a> <a href="mailto:dpcl@depaul.edu">dpcl@depaul.edu</a>
Adult, Veteran and Commuter Student Services	312-362-5411	<a href="mailto:adultstudents@depaul.edu">adultstudents@depaul.edu</a> <a href="mailto:veteransaffairs@depaul.edu">veteransaffairs@depaul.edu</a>
Career Center	312-362-8437	<a href="mailto:career_center@depaul.edu">career_center@depaul.edu</a>
University Counseling Services	773-325-7779 or 312-362-6923	
Office of Multicultural Student Success	773-325-7325	<a href="mailto:omss@depaul.edu">omss@depaul.edu</a>
Center for Students with Disabilities	312-362-8002	<a href="mailto:csd@depaul.edu">csd@depaul.edu</a>
Title IX Coordinator	312-362-8970	<a href="mailto:titleixcoordinator@depaul.edu">titleixcoordinator@depaul.edu</a>
Dean of Students Office	773-325-7290	<a href="mailto:deanofstudents@depaul.edu">deanofstudents@depaul.edu</a>
Office of Health and Wellness	773-325-7129	<a href="mailto:hpw@depaul.edu">hpw@depaul.edu</a>

For a list of Confidential Reporting Resources see: <https://offices.depaul.edu/student-affairs/title-ix/rights-options-survivors/Pages/confidential-reporting-resources.aspx>

Dean of Students Office: <https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>