



DEPAUL

School of Continuing and Professional Studies

DA 200 Data Analytics – Spring 2021

Instructor:

Kurtis Todd, MS, MBA



- Email: ktodd@depaul.edu
 - Please use subject: DA200 followed by request
- Phone: 773-325-8474
- Physical Mail:
 - DePaul University School of Continuing and Professional Studies (SCPS)1 E. Jackson Blvd., Chicago, IL 60604
- Office Hours (online)
 - Sundays, 6:00pm and by appointment

Course Location:

This is an asynchronous online course, except for an optional weekly interactive conference. The course meetings are weekly and weekly attendance via DePaul Zoom is not required. This course is NOT self-paced so it is important that you pay close attention to deadlines listed on the course calendar throughout this course. DePaul's Spring term starts Saturday, 03/27/2021 and ends Tuesday, 06/11/2021. All class sessions begin on Saturday, so your courses will start on Saturday, 03/27/2021. Assignments are due 11:59pm CT on the listed assignment date. **Class attendance is optional via DePaul Zoom each Tuesday 5:45pm CT - 6:45pm CT, beginning 03/30/2021.**

Course Description

This course is designed as an introduction to the field of analytics, an inductive approach to gaining insights on data, thus informing decision-making. It covers various fundamental techniques rooted in management science to solve problems in various functional domains, such as marketing, finance, economics, and operations. Students will learn a wide variety of analytical and business intelligence tools to demonstrate their ability to execute, understand, present and discuss analytical results, thus building a strong foundation in data-driven decision making.

Course Learning Goals

After completing this course, you will be able to:

- Apply quantitative methods to solve management problems in marketing, finance, economics, and operations.
- Interpret and communicate results of analyses effectively
- Retrieve and manipulate data for analysis
- Evaluate scenarios to support optimal decision making

Course Resources

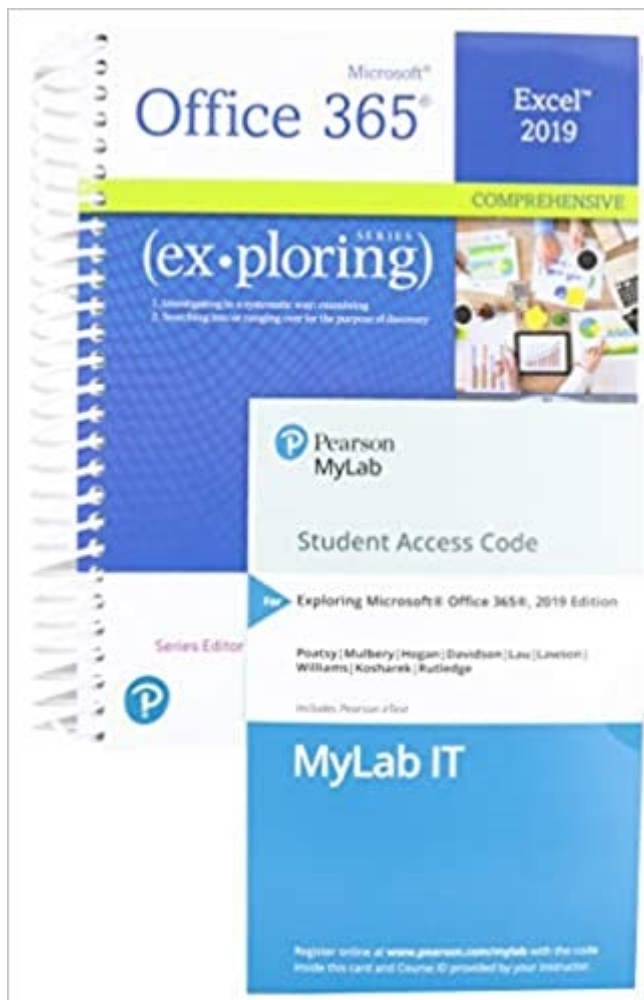
To buy your course materials, please use the following link <http://depaul-loop.bncollege.com>. These items are also available on Amazon and other e-commerce websites, but the quality may vary.

Required Course Materials (BOTH Lab Access code and Textbook)

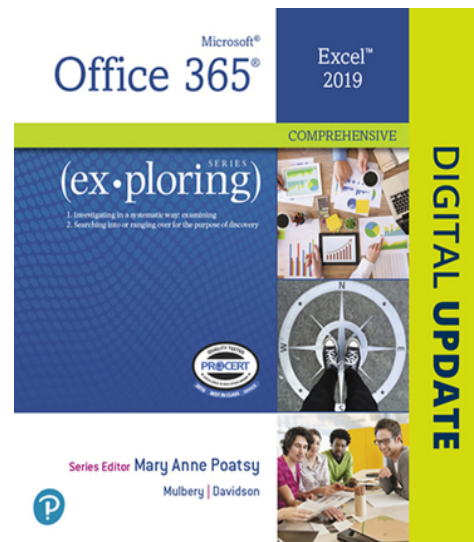
**IMPORTANT NOTE: MyITLab has limited functionality with a MAC (Apple) operating system. A MAC operating system should not be used for this course.
Please be sure that you have access to a PC throughout the course!**

Pearson e-Text with MYITLab Access—"Exploring Microsoft Office Excel 2019 Comprehensive, 1st edition"

by Mary Anne Poatsy (Author), Keith Mulbery (Author), Jason Davidson (Author)



(Book plus Access Card image)



(Book Image)

ISBN: 9780135825280

Recommended Reading and Exercises:

Additional reading materials, videos, and course exercises will be assigned and made available by the Instructor as needed. These resources will be posted to the course D2L website. These course materials are intended to supplement and to assist the student learning process. These material and exercises, while helpful and highly encouraged, are not part of the student course grade.

Course Grading Scale & Criteria

A = 94 to 100	A- = 90 to 93.99	B+ = 87 to 89.99
B = 83 to 86.99	B- = 80 to 82.99	C+ = 77 to 79.99
C = 73 to 76.99	C- = 70 to 72.99	D+ = 67 to 69.99
D = 60 to 69.99	F = 59.99 or below	Incomplete*

Grading Rubrics

MyITLabs

Points for each MyITlab assignment accumulate for each problem in the unique assignment completed correctly. Errors in an assignment can impact tasks required downstream resulting in further deduction. Deviation from the assignment instructions also can result in loss of points. The total points awarded for each assignment are generated and posted after each submission. MyITLab assignments may be retaken for a higher grade until the cutoff date/time indicated by the Instructor.

Discussions

Discussion points accumulate based on several factors that include; the alignment of the response to the proposed topic, as well as, the quality, depth, and length of the initial response. Additional points are also awarded or subtracted based on the quality and length of the response posted to peer discussion post. In crafting a response one should consider, did you answer the question? Did your response add anything new to the discussion? How well did your response demonstrate understanding of the topic? Did your response to post by peers add value to their learning experience?

Term Project

The term project has two components; proposal and implementation. Both components the proposal and the final project are required. The weights for these components differ. Points for the proposal are awarded for (1) addressing the requirements (2) reflection and critical examination, and (3) Quality of references, citations and bibliography. Points for the actual term project are awarded for (1) integration of knowledge, (2) Cohesiveness, and (3) Depth of discussion.

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 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 Structure

This course consists of ten modules. The estimated time to complete each module (lectures, readings, videos, MyITLabs, discussions, assignments, exercises, etc.) is approximately 10 – 15 hours per week. The following table outlines the course.

**Please note that all videos are available on MyITLab.
Students must have an active account to view them.**

Week, Module # and Title	Readings	Assignments
Module 1 Introduction (or Refresher)	<p>Required</p> <ul style="list-style-type: none"> • Poatsy, M., Mulbery, K., and Davidson, J., (2019). Exploring: Microsoft Excel2019, Comprehensive. Chapter 1. Introduction to Excel [Video – MyITLab]. • Comprehensive. Chapter 1. Introduction to Excel [Textbook] <p>Highly Encouraged</p> <ul style="list-style-type: none"> • Test your Understanding exercises • Syllabus Review • Introduction to Business Analytics [Video-External] <p>Optional</p> <ul style="list-style-type: none"> • Module 1 Power Point Slides • Ungraded chapter 1 simulation MyITLab exercise (Under Module 1) 	1.1 Discussion 1
Module 2 Basic Quantitative Analysis	<p>Required</p> <ul style="list-style-type: none"> • Poatsy, M., Mulbery, K., and Davidson, J., (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 2. Quantitative Analysis [Video - MyITLab]. • Comprehensive Chapter 2 Formulas and Function Performing Quantitative Analysis [Textbook] <p>Highly Encouraged</p> <ul style="list-style-type: none"> • Test your Understanding exercise • Comprehensive Chapter 7: Specialized Functions: Using Date, Logical, Lookup, Database, and Financial Functions <p>Optional</p> <ul style="list-style-type: none"> • Module 2 Power Point slides • Ungraded chapter 2 simulation MyITLab exercise (Under Module 2) 	2.1 Assignment 1

Week, Module # and Title	Readings	Assignments
Module 3 Depicting Data Visually	<p>Required</p> <ul style="list-style-type: none"> • Poatsy, M., Mulbery, K., and Davidson, J. (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 3. Charts[Video - MyITLab]. • Comprehensive. Chapter 3 Depicting Data Visually [Textbook] <p>Highly Encouraged</p> <ul style="list-style-type: none"> • Test your Understanding exercises • Data Visualization PowerPoint slides • Reading: “A theory of Direct visual Perception” <p>Optional</p> <ul style="list-style-type: none"> • Module 3 Power Point slides • Ungraded chapter 3 simulation MyITLab exercise (Under Module 3) 	3.1 Assignments 2 3.2 Discussion 2
Module 4 Summarizing Data for Analysis	<p>Required</p> <ul style="list-style-type: none"> • Poatsy, M., Mulbery, K., and Davidson, J.(2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 5. Subtotals, PivotTables, Pivot Charts [Video - MyITLab] • Comprehensive. Chapter 5: Subtotals, PivotTables, and Pivot Charts: Summarizing and Analyzing Data [Textbook] <p>Highly Encouraged</p> <ul style="list-style-type: none"> • Test your Understanding exercises • Introduction to Pivot Tables, Charts, and Dashboards in Excel (video - External) <p>Optional</p> <ul style="list-style-type: none"> • Module 4 Power Point slides • Ungraded chapter 5 simulation MyITLab exercise (Under Module 4) 	4.1 Assignment 3

Week, Module # and Title	Readings	Assignments
Module 5		5.1 Discussion 3
Data Modelling	<p data-bbox="428 407 548 434">Required</p> <ul data-bbox="477 449 764 476" style="list-style-type: none"> <li data-bbox="477 449 764 476">• Power Pivot Demo <p data-bbox="526 525 639 552">Optional</p> <ul data-bbox="574 600 1159 974" style="list-style-type: none"> <li data-bbox="574 600 1159 747">• Stikeleather, J. (2016). How to Tell a Story with Data. Harvard Business Review. April 24, 2013. https://hbr.org/2013/04/how-to-tell-a-story-with-data/ <li data-bbox="574 758 1117 898">• The 101 Guide To Telling a Compelling Story With Data. Maptive. https://www.maptive.com/101-guide-telling-compelling-story-data/ <li data-bbox="574 909 1081 974">• Data Modeling in Excel using Power Pivot [Video- External] 	5.2 Term Project Proposal
Module 6: Decision Making I – What-If Analysis and Optimization	<p data-bbox="428 1031 548 1058">Required</p> <ul data-bbox="477 1106 1136 1367" style="list-style-type: none"> <li data-bbox="477 1106 1136 1255">• Poatsy, M., Mulbery, K., and Davidson, J., (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 6. What If Analysis: Using Decision Making Tools [Video - MyITLab]. <li data-bbox="477 1297 1104 1367">• Comprehensive. Chapter 6: What-If Analysis: Using Decision-Making Tools [Textbook] <p data-bbox="428 1415 675 1442">Highly Encouraged</p> <ul data-bbox="477 1491 967 1518" style="list-style-type: none"> <li data-bbox="477 1491 967 1518">• Test your Understanding exercises <p data-bbox="428 1566 542 1593">Optional</p> <ul data-bbox="477 1642 927 1793" style="list-style-type: none"> <li data-bbox="477 1642 894 1669">• Module 6 Power Point slides <li data-bbox="477 1680 927 1793">• Ungraded chapter 6 simulation MyITLab exercise (Under Module 6 and 7) 	6.1 Assignment 4

Week, Module # and Title	Readings	Assignments
Module 7: Decision Making II – What-If Analysis and Optimization	<p>Required</p> <ul style="list-style-type: none"> • Poatsy, M., Mulbery, K., and Davidson, J., (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 6. What If Analysis: Using Decision Making Tools [Video - MyITLab]. <p>Highly Encouraged</p> <ul style="list-style-type: none"> • Test your Understanding exercises • Case Study <p>Optional</p> <ul style="list-style-type: none"> • Module 6 Power Point slides • Ungraded chapter 6 simulation MyITLab exercise (Under Module 6 and 7) 	7.1 Assignment 5 7.2 Discussion 4
Module 8: Statistical Functions	<p>Required</p> <ul style="list-style-type: none"> • Poatsy, M., Mulbery, K., and Davidson, J. (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 8. Imports, Web Queries, and XML: Managing Data [Video]. • Comprehensive Chapter 8: Statistical Functions: Analyzing Statistics [Textbook] <p>Highly Encouraged</p> <ul style="list-style-type: none"> • Test your Understanding exercises • Advanced Statistics Supplement (PowerPoint) <p>Optional</p> <ul style="list-style-type: none"> • Module 8 Power Point slides • Ungraded chapter 8 simulation MyITLab exercise (Under Module 8) 	8.1 Assignment 6

Week, Module # and Title	Readings	Assignments
Module 9:		9.1 Assignment 7
	Required	
Web Queries and Data Transformation	<p data-bbox="477 405 1159 552">🔗 Poatsy, M., Mulbery, K., and Davidson, J. (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 10. Power Add-Ins: Managing Data [Video].</p> <ul data-bbox="477 600 1089 667" style="list-style-type: none"> • Comprehensive Chapter 10: Power Add-Ins: Managing Data [Textbook] 	9.2 Discussion 5
	Highly Encouraged	
	<ul style="list-style-type: none"> • Test your Understanding exercises 	
	Optional	
	<ul style="list-style-type: none"> • Module 9 Power Point slides • Ungraded chapter 10 simulation MyITLab exercise (Under Module 9) 	
Module 10: Financial Functions	Required	10.1 Term Project 10.2 Assignment 8
	<ul style="list-style-type: none"> • Poatsy, M., Mulbery, and K., Davidson, J. (2019). Exploring: Microsoft Excel 2019, Comprehensive. Chapter 7. Specialized Functions: Logical, Lookup, Databases, and Finances [Video]. 	
	Highly Encouraged	
	<ul style="list-style-type: none"> • Test your Understanding exercises • Time Value of Money [Video - External] 	
	Optional	
	<ul style="list-style-type: none"> • Module 10 Power Point slides • Ungraded chapter 7 simulation MyITLab exercise (Under Module 10) 	

To see the course due dates, please check the Calendar on your course home page.

Assessment of Learning

Percentage distribution of Assessments

Grading Category	% of Final Grade
Assignments (x7)	42%
Discussion (x5)	15%
Project proposal	13%
Project (Paper)	30%
Total	100%
e-portfolio	5% bonus

There are eight (8) assignments in total that are to be completed on MyITLab. Each can be attempted multiple times before the deadline, and the highest score from each attempt will be taken. At the end of the course the lowest score from the eight MyITlab assignments will be dropped.

Grading Policies and Practices

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

Completed work must be uploaded on D2L. This includes all assignments and the e-Portfolio. The discussions and recaps are completed on D2L. The due dates for each of the assignments are listed on the course calendar. All late submissions without an approved extension will receive a 5% penalty for each day late. All coursework, with or without an approved extension, must be turned in by the end of the 10th week. After which, no submissions will be accepted.

General Assessment Criteria for All Writing Assignments

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

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

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing.

They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

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

College and University Policies

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

[Academic Integrity Policy](#) (UGRAD)

[Academic Integrity Policy](#) (GRAD)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format](#) (GRAD)

Additional Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

Discussion Forums

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

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

Course Expectations

Time Management and Attendance

SCPS's online course components are not self-paced and require a regular time commitment EACH week throughout the quarter. In addition to regular in person attendance you are required to spend substantial time online, alternate weeks, when not present as in-person class sessions.

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 and lab assignments.

Online course sessions 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 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 in the hybrid format, but the 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.

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 a 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.

View this link to the technology resources used in this course

<https://resources.depaul.edu/student-success/technology/Pages/default.aspx>

Course Netiquette

Course discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your commonsense, 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.

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.

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

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

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

DePaul University Incomplete Policy

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

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

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

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate,

graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

Description of Pass/Fail Grading Options

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

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

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

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

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

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the

quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by the beginning of the third week of the course. The grading basis may not be changed after these deadlines, with no exceptions.

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

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

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773)

325-1677 csd@depaul.edu

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

Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises.

Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at <http://studentaffairs.depaul.edu/dos/>.

Copyright and Student Privacy

In accordance with [DePaul's Acceptable Use Policy](#), commentary and materials within SNL Online classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.

Protection of Human Subjects

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

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

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

Credits

This course was designed and produced by Kurtis Todd, Ben Yeo, and staff at SCPS Online of the School of Continuing and Professional Studies (SCPS) of DePaul University.

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