

# The “Best and the Brightest”

***Disclaimer:** Please check the online course for the most up-to-date version of course materials and assignments. If the online materials differ from this print study guide, the online materials take precedence*

## Course Information

### Course Description

In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles and techniques of assessing human traits (reliability, validity, bias and other systematic errors), and apply them to intelligence testing. We will work to define “intelligence” and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing.

### Course Learning Goals

After completing this course, you will be able to:

- Describe the history of intelligence testing and its effects on different groups.
- Describe and contrast theories of unitary and multiple intelligences and their ability to predict work and other outcomes.
- Describe and contrast the concepts of inborn, immutable intelligence vs. developed skills and their implications for selection, training, education and public policy
- Understand and know how to apply concepts of measurement, reliability, validity, random and systematic error (bias.)
- Describe the difficulty of selecting appropriate personnel for opportunities such as jobs, training and education
  - Understand and describe strengths and weaknesses of using various intelligence tests to select people for jobs, training and education.
  - Identify alternatives to intelligence tests for selecting people for jobs, training and education

If you opt to address an H-3-A competence, you will be able to:

- H-3-A: Describe arguments and research supporting and opposing each type of theory of intelligence (unitary vs. multiple, and inborn/immutable vs. developmental)

If you opt to address an S-3-D or F-X competence, you will be able to:

- Apply concepts of reliability, validity, random and systematic error to specific tests used for selecting and placing people into jobs, training or education.
- Describe the effects of systematic bias on the measurement of an intangible construct such as intelligence, and the impact on equality of opportunity.

If you opt to address an A-3-C competence, you will be able to:

- Describe the ethical implications of each type of theory of intelligence (unitary vs. multiple, and inborn/immutable vs. developmental)
- Describe the ethical implications of different definitions of validity and bias.
- Analyze, from an ethical perspective, the effects of using intelligence tests to make decisions about people

## Course Resources

### Required Reading:

Gould, S.J. (1996). *The Mismeasure of Man*. W. W. Norton & Company. **ISBN-10:** 0393314251.

"Intelligence and Achievement Testing: Is the Half Full Glass Getting Fuller?" *Psychology Matters*: APA Online. <http://www.psychologymatters.org/iqtesting.html>

"Intelligence," Microsoft® Encarta® Online Encyclopedia 2007  
<http://encarta.msn.com> © 1997-2007.  
[http://encarta.msn.com/encyclopedia\\_761570026/Intelligence.html](http://encarta.msn.com/encyclopedia_761570026/Intelligence.html)

Gardner's theory:

"Theory of Multiple Intelligences," Wikipedia.

[http://en.wikipedia.org/wiki/Theory\\_of\\_multiple\\_intelligences](http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences)

Guilford's theory:

Kearsley, G (2007), "Structure of the Intellect ((J.P. Guilford)," *Theory Into Practice*.

<http://tip.psychology.org/guilford.html>

Sternberg's theory:

Kearsley, G (2007), "Triarchic Theory (R. Sternberg)," *Theory Into Practice*.

<http://tip.psychology.org/stern.html>

First three sections:

"Measurement," *Quantitative Methods in Social Sciences (QMSS) E-Lessons*.

[http://ccnmtl.columbia.edu/projects/qmss/meas\\_about.html](http://ccnmtl.columbia.edu/projects/qmss/meas_about.html)

Pages on Reliability and Validity:

Jonathan Howell, Paul Miller, Hyun Hee Park, Deborah Sattler, Todd Schack, Eric Sperry, Shelley Widhalm, and Mike Palmquist. (2005). *Reliability and Validity*. Writing@CSU. Colorado State University Department of English. <http://writing.colostate.edu/guides/research/relval/>.

Read this example of validity and reliability:

Fred Beauvais, F., Edwards, R. and Oetting, E. (2003) *American Drug and Alcohol Survey*. Rocky Mountain Behavioral Science Institute.

<http://www.rmbsi.com/relvalid.html>

Read and watch videos.

"Bias in Measurement: Measurement Error" and "Bias in Measurement: Testing your Measurement Bias," *Learning Math: Data Analysis, Statistics and Probability*. Annenberg Media.

[http://www.learner.org/channel/courses/learningmath/data/session1/part\\_c/index.html](http://www.learner.org/channel/courses/learningmath/data/session1/part_c/index.html)

Benson, E. (2003). *Intelligent Intelligence Testing*. *Monitor on Psychology*: APA Online.

<http://www.apa.org/monitor/feb03/intelligent.html>

Jencks, C. (1998) *Racial Bias in Testing*. In Jencks, C. and Phillip, M. (Eds.), *The Black-White Test Score Gap*. Brookings Press, pp. 55 – 85.

<http://brookings.nap.edu/books/0815746091/html/55.html> - or on reserve

Reserve Reading:

Neisser, U. (1998). Introduction: Rising Test Scores and What They Mean. In Neisser, U. (Ed.), *The Rising Curve* (pp. 3-22). Washington, D.C.: American Psychological Association

### **Recommended reading (not required)**

Interactive map of research on intelligence: Plucker, J. A. (Ed.). (2003). Human intelligence: Historical influences, current controversies, teaching resources.

<http://www.indiana.edu/%7Eintell/map.shtml>

*Optional resources for unitary intelligence tests:*

- Salny, A., "Mensa Workout," Mensa International. <http://www.mensa.org/workout2.php>
- "The Classic IQ Test," Tickle, Inc. [http://web.tickle.com/tests/uiq/index\\_main.jsp](http://web.tickle.com/tests/uiq/index_main.jsp)

*Optional resources for multiple intelligence tests:*

- "Multiple Intelligences for Adult Literacy and Education: Assessment: How Are You Smart?" Literacy Works. <http://www.literacyworks.org/mi/assessment/index.html>.
- "Multiple Intelligences"  
[http://www2.bgfl.org/bgfl2/custom/resources\\_ftp/client\\_ftp/ks3/ict/multiple\\_int/what.cfm](http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm)

*Optional resources for validated intelligence tests:*

General information about the Wechsler:

[http://en.wikipedia.org/wiki/Wechsler\\_Adult\\_Intelligence\\_Scale](http://en.wikipedia.org/wiki/Wechsler_Adult_Intelligence_Scale)

Publisher's info about the Wechsler:

<http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8980-727>

General information about the Stanford-Binet: [http://en.wikipedia.org/wiki/Stanford-Binet\\_IQ\\_test](http://en.wikipedia.org/wiki/Stanford-Binet_IQ_test)

Publisher's info about Stanford-Binet

<http://www.riverpub.com/products/sb5/index.html>

Publisher's Information about the Wonderlic Personnel Test (Revised)

<http://www.wonderlic.com/products/selection/wptr/default.asp>

Overview of several major tests: "IQ Test List: Most Widely Used and Recognized IQ Tests," ExtremeIntellect.com

<http://www.extremeintellect.com/ei2007/IQ/IQtestlist.html>

ETS dataset (Search for "Intelligence")

<http://sydneyplus.ets.org/search.asp?TemplateGUID=e155429b-993a-4ba0-898a-4d75d5a7103a&mode=public>

Buros listing of mental measurements: (Search for "Intelligence")

<http://buros.unl.edu/buros/jsp/search.jsp>

Harcourt Assessment listing of intelligence tests:

<http://harcourtassessment.com/HaiWeb/Cultures/en-us/harcourt/Community/Psychology/results.htm?Community=CognitionIntelligence>

Sternberg, Ch. 6. (2001). "Dr. Jekyll Meets Mr. Hyde: Two Faces of Research on Intelligence and Cognition. In Halonen, J. S. and Davis, S. F., **The Many Faces of Psychological Research in the 21st Century**. The Society for the Teaching of Psychology.

<http://teachpsych.lemoyne.edu/teachpsych/faces/text/Ch06.htm>.

## Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement and Facets
<b>H-3-A</b>	Can use two or more theories of human psychology to understand and solve problems.
<b>S-3-D</b>	Can use scientific knowledge to understand varying perspectives on a policy issue.
<b>A-3-C</b>	Can examine a social issue from an ethical perspective.
<b>FX</b>	Can analyze cognitive abilities tests used for personnel selection or placement, and recommend appropriate uses.

## How the Competences will be Demonstrated in this Course

All of you will explore the concepts of intelligence, measuring intelligence, and using measures of intelligence to make decisions. You will be exposed to the basic concepts of measurement: reliability, validity, and random and systematic error (bias). You will read and discuss the history of intelligence testing, learn about the biases of early researchers and the assumptions about cognitive skills that are embedded in attempts to measure how smart people are, and learn how these tests have been used to select and place people and develop public policy. This content defines the course. You will all develop a definition of intelligence, both in a group and individually. You will understand test bias first hand by developing a biased test; take two online intelligence tests; and research a commonly-used, published intelligence test. **In addition:**

H-3-A: Can use two or more theories of human psychology to understand and solve problems.

1. Articulates two or more theories or models explaining human behavior.
2. Identifies a problem and proposes a solution using appropriate theoretical approaches.

If you opt to address this competence, you will compare and contrast at least two competing models of human intelligence: a unitary model vs. at least one multi-dimensional model; and an immutable and inborn model vs. a developmental model. You will describe these models in the class discussion, and explore the effects of different models on decisions such as selection, placement, equality of opportunity and social policy; write a short research paper describing the model of intelligence reflected in a commonly-used, published intelligence test; and take two intelligence tests and analyze one focusing on the model of intelligence reflected and its utility from multiple perspectives, making recommendations about its use.

S-3-D: Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issue that has significant scientific or technological elements.
2. Analyses the scientific theories, methods, or standards taken by two or more perspectives on this issue.

If you opt to address this competence, you will focus on the reliability, validity and bias in intelligence testing, and the effects of these factors on decisions such as selection, placement, equality of opportunity and social policies such as education and affirmative action. You will discuss these phenomena, as well as different definitions of test bias, and their effects. You will write a short research paper describing the development, reliability, validity and systematic error in a commonly-used, published intelligence test; and take two intelligence tests and analyze one focusing on its reliability, validity and systematic error, its utility from multiple perspectives, and make recommendations about its use.

A-3-C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation

If you opt to address this competence, you will focus on the ethics of intelligence testing. You will discuss the effects of intelligence testing, and different models of intelligence (unitary vs. multidimensional, and inborn and immutable vs. developmental), on outcomes such as selection, placement, equality of opportunity and social policies such as education and affirmative action. You will examine different definitions of test bias and consider the ethical implications of each; and write a research paper describing the development, reliability, validity and systematic error in a commonly-used, published intelligence test, and examine its use from the ethical perspective of its effects on various groups in society.

F-X: Can analyze cognitive abilities tests used for personnel selection or placement, and recommend appropriate uses.

If you opt to address this competence, you will focus on the reliability, validity and bias in intelligence testing, and the effects of these factors on decisions such as selection, placement, equality of opportunity and social policies such as education and affirmative action. You will develop a working definition of intelligence; write a short research paper describing the development, reliability, validity and systematic error in a commonly-used, published intelligence test; and take two intelligence tests and analyze one focusing on its reliability, validity and systematic error, its utility from multiple perspectives, and make recommendations about its use. You will identify alternative means of selecting employees.

## Assessment of Competence

Competence	Competence Assessment
H-3-A	<ul style="list-style-type: none"> <li>• Define of the concept of intelligence; explain the implications of different definitions; and develop a personal working definition.</li> <li>• Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.</li> <li>• Understand test bias by developing a biased test of cognitive abilities</li> <li>• Write a paper analyzing the model of human intelligence implied by and reflected in a cognitive abilities test, as well as excluded aspects of intelligence; examine how well the test meets managerial and employee needs; and integrate their findings into a recommendation about use of the test.</li> <li>• Write a short research paper describing a commonly used, standardized published cognitive abilities test, focusing on the construct of intelligence measured.</li> </ul>

<b>S-3-D</b>	<ul style="list-style-type: none"> <li>• Define of the concept of intelligence; explain the implications of different definitions; and develop a personal working definition.</li> <li>• Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.</li> <li>• Understand test bias by developing a biased test of cognitive abilities</li> <li>• Write a paper describing how to ensure the reliability, validity, and minimize the error (systematic and random) of a cognitive abilities test; examine how well the test meets managerial and employee needs; and integrate their findings into a recommendation about use of the test.</li> <li>• Write a short research paper describing a commonly used, standardized published cognitive abilities test, including the construct of intelligence measured and the test's reliability, validity and likely sources of error.</li> </ul>
<b>A-3-C</b>	<ul style="list-style-type: none"> <li>• Define of the concept of intelligence; explain the implications of different definitions; and develop a personal working definition.</li> <li>• Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.</li> <li>• Understand test bias by developing a biased test of cognitive abilities</li> <li>• Write an extended research paper describing a commonly used, standardized published cognitive abilities test, including the construct of intelligence measured, its development, reliability, validity and likely sources of error; the history of use of the test; an analysis of the ethical implications of its uses based on its effect on multiple groups (e.g., cultural or ethnic groups); and recommendations for either its continued use or limitations on its use.</li> </ul>
<b>FX</b>	<ul style="list-style-type: none"> <li>• Define of the concept of intelligence; explain the implications of different definitions; and develop a personal working definition.</li> <li>• Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.</li> <li>• Understand test bias by developing a biased test of cognitive abilities</li> <li>• Write a paper describing how to ensure the reliability, validity, and minimize the error (systematic and random) of a cognitive abilities test; examine how well the test meets managerial and employee needs; and integrate their findings into a recommendation about use of the test.</li> <li>• Write a short research paper describing a commonly used, standardized published cognitive abilities test, including the construct of intelligence measured and the test's reliability, validity and likely sources of error.</li> </ul>

## Course Structure

This course consists of 8 modules. The estimated time to complete each module is 1-2 weeks (two modules last for 2 weeks).

To view the course schedule, click on the Schedule link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

## Assessment

You will participate consistently and constructively by completing the activities listed below by their due dates. You will:

- Read and discuss readings on the history, development, and use of intelligence testing for selection and placement.
- Define the concept of intelligence and explore the implications of different definitions in small groups, developing both a group definition and a personal working definition.
- Describe how to develop a basic test of cognitive abilities
- Describe (in general terms) how to assess the reliability and validity of a test of basic cognitive abilities
- Actually develop questions for that test embedding systematic bias favoring a specific social or ethnic group
  - Describe how you embedded bias into the test
  - Take another student's biased test
  - Analyze the other test and your reactions to it
- Take two intelligence tests, one of a unitary concept of intelligence and one of a multi-dimensional concept of intelligence.
- Research a commonly-used, published and standardized test of cognitive abilities.

If you opt to address Competence H-3-A, you will also

- Analyze one of the tests that you took from the following perspectives:
  - Describing the model of human intelligence implied and reified by the test, and any aspects of intelligence that are left out.
  - Examining how the test meets managerial needs (efficiency of assessment and making decisions and the accuracy of decision-making)
  - Examining how the test meets employee needs (equal opportunity, fairness and equitable treatment)
  - Then integrating all perspectives presented to make recommendations about the use of the test
- Research the commonly used, standardized and published cognitive abilities test that you identified. Write a short (one page) paper about the test's development and the model of intelligence that it reflects, including implications of the model.

If you opt to address Competence S-3-D, you will also

- Analyze one of the tests that you took from the following perspectives:
  - Applying the science of measuring human traits (reliability, validity, systematic error), to describe how you would ensure and assess the reliability, validity, and systematic error in the test. Describe your analysis of the likely reliability, validity and bias.
  - Examining how the test meets managerial needs (efficiency of assessment and making decisions and the accuracy of decision-making)
  - Examining how the test meets employee needs (equal opportunity, fairness and equitable treatment)
  - Then integrating all perspectives presented to make recommendations about the use of the test
- Research the commonly used, standardized and published cognitive abilities test that you identified. Write a short (one page) paper about the test's development and assessment, including reliability, validity, and any likely sources of systematic error (bias)

If you opt to address Competence A-3-C, you will also

- Research the commonly used, standardized and published cognitive abilities test that you identified. Write an extended paper describing the test's development, history, validity and use, focusing on its effects on various groups. Be sure to address the ethical implications of the various uses of the test and its effects on various groups in society, including any critiques of its fairness. Integrate the different perspectives to either recommend continued use or limitations on the use of the test.

If you opt to address Competence F-X, you will also

- Analyze one of the tests that you took from the following perspectives:
  - Applying the science of measuring human traits (reliability, validity, systematic error), to describe how you would ensure and assess the reliability, validity, and systematic error in the test. Describe your analysis of the likely reliability, validity and bias.
  - Examining how the test meets managerial needs (efficiency of assessment and making decisions and the accuracy of decision-making)
  - Examining how the test meets employee needs (equal opportunity, fairness and equitable treatment)
  - Then integrating all perspectives presented to make recommendations about the use of the test
- Research the commonly used, standardized and published cognitive abilities test that you identified. Write a short (one page) paper about the test's development and assessment, including reliability, validity, and any likely sources of systematic error (bias)

If you are taking H-3-C and either S-3- or F-X, you will complete the work for both competences. You may write a single paper analyzing one of the tests that you took. The paper will analyze the test from the following perspectives:

- Focusing on the model of human intelligence implied and reified by the test, and the aspects of intelligence that are left out
- Focusing on the science of measuring human traits (reliability, validity, systematic error)
- Examining how the test meets managerial needs (efficiency of assessment and making decisions and the accuracy of decision-making)
- Examining how the test meets employee needs (equal opportunity, fairness and equitable treatment)
- Then integrating all perspectives presented to make recommendations about the use of the test

### **Assessment Criteria for Writing Assignments**

- All written assignments will be evaluated on the basis of their accuracy of representation of course concepts; accuracy of application of course concepts; depth of analysis and application; and breadth of analysis and application; and writing style (as below).
- All writing assignments are to be submitted according to APA standards. Citation guides are available at [http://www.lib.depaul.edu/eresource/infotype\\_subject\\_search.asp?MaterialID=8](http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8).
- It is strongly suggested that if you are using word processing software that you use spell- and grammar-check tools before submitting any draft or final project. In any case, proofreading is essential.
- Be sure to avoid plagiarism. Read the information on this page: [http://condor.depaul.edu/~tla/html/student\\_academic\\_integrity.htm](http://condor.depaul.edu/~tla/html/student_academic_integrity.htm). Papers will regularly be



submitted to "TurnItIn.com" in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact.

- The previous cautions also applies to email and discussion postings. While daily postings on the discussion may be less formal than submitted assignments, under no circumstances should correct punctuation, correct spelling or the division of posted material into paragraphs be considered optional. If you use someone else's words, use quotation marks; if you use someone else's ideas, cite them.

### **Assessment Criteria for Online Discussion Participation**

- In online discussions, you will clearly and consistently link what you are learning in the course, including course readings, to your real life experiences. These discussions are a place for you to exchange reflections with others in the class.
- Specifically, in order to receive credit for participation in the online discussion parts of the course it is important that:
  - you actively contribute substantive work (as defined below) at least 3-4 times per week in all discussion forums and in a range of topics in each forum.
  - you accurately integrate information from multiple sources, particularly class readings. (Be sure to cite your sources appropriately; see "Online Participation Guidelines" for more information).
  - you provide both depth and breadth of comments and analysis.
  - you actively contribute to the online discussions in a collegial fashion, maintaining a respectful tone toward other participants, greeting others by name and closing with a signature.
  - you contribute original ideas to the online discussion in ways that facilitates learning for other people, relating personal ideas to course ideas.
  - you demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you should pay attention, address the commentary of others with openness, and offer constructive and interested commentary, whether in the form of questions or statements.
  - you otherwise follow the "Online Participation Guidelines."

### **Course Grading Scale**

A = 94 to 100	A- = 90 to 92	B+ = 87 to 89
B = 84 to 87	B- = 80 to 82	C+ = 77 to 79
C = 73 to 76	C- = 70 to 72	D+ = 67 to 69
D = 60 to 66	F = 59 or below	INC

For SNL courses taken for Pass/Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2<sup>nd</sup> week of the quarter.

## Percentage distribution of Assessments

H-3-A, S-3-D, F-X:

Percentage	Element of Course
25	Discussion
10	Definition of Intelligence (group and individual)
10	Describe new test and its reliability and validity
10	Develop and analyze biased version of new test
5	Take 2 intelligence tests
25	Analysis of one test taken (with appropriate focus)
15	Research paper on commonly-used published test (short)

A-3-C:

Percentage	Element of Course
35	Discussion
10	Definition of Intelligence (group and individual)
10	Describe new test and its reliability and validity
10	Develop and analyze biased version of new test
5	Take 2 tests
30	Research paper on commonly-used published test, its uses and ethical implications (extended)

## Online Participation Guidelines

The class Discussion is the forum for your participation, analysis and application of information in this class. It is the equivalent of our classroom.

Three discussions will help you get off to a good start on the course:

- Introductions: This is where you introduce yourselves to your classmates, and begin to develop a learning community
- Course Q&A: this is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers.
- A social meeting space for discussion that is not directly related to course content.

Every week there will be discussions set up to focus on the class content. This participation is graded, and that grade is a significant component of your overall class grade.

- Participation is essential, so please connect to the course at least every second day, preferably daily.
- **New questions will be added to the discussion topics throughout the week.** Respond to the initial question or assignment early in the week; later in the week post comments to other class members to extend the discussion, and respond to additional questions from your instructor. The entire week is designed for you to actively engage in a range of ideas and topics.
- Discuss critically, give support to your peers, provide your own ideas and experiences, challenge the ideas of others or just make a comment that you read the posting.
- Include ideas, theories, research, and applications from the class readings.

- The role of the instructor is to make it easy for learners to interact, to promote significant discussion, to give feed back on postings and offer help where needed.
- This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of time is to be spent on this course of ten weeks.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

## 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 or visit <http://studentaffairs.depaul.edu/homehandbook.html> 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.
- The paraphrasing of another's work or ideas without proper acknowledgement.

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

### Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

### Incomplete Grades

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). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

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.

## **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:

1. 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.
2. 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.
3. 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.
  - a. 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>

## Course Expectations

### Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

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

If you find yourself getting behind, please contact the instructor immediately.

### Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

### Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

### Credits

*This course was designed and produced by Beth Rubin and staff at the Center for Distance Education of the School for New Learning of DePaul University.*

© 2006 School for New Learning, DePaul University  
All Rights Reserved by SNL during contractual interval with the Author.