

**School for New Learning
DePaul University
Course Syllabus: HC 319 ETHICAL CHOICES IN A GLOBAL COMMUNITY
Summer 2007**

1. General Information

Instructor: **Roberta Liebler, Ph.D.**
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Location: O'Hare

Dates/Time: Mondays, 6/18 - 8/20, 6:30-9:30pm

2. Course Description and Faculty Biographical Sketch

Ethical Choices in a Global Community

This course will introduce ethical dilemmas, which can only be resolved with an understanding of the many perspectives of the stakeholders. The reach of many current ethical issues such as environmental degradation, economic inequality, racial and sexual oppression, the AIDS pandemic, famine, and violence is global. However, though the 21st century requires us to think globally, identity groups (based on culture, ethnicity, gender, power status, etc.) view the issues from dissimilar perspectives. A discussion of different viewpoints expands our range of possible approaches to ethical issues that confront us as individuals, professionals, family members, community members, and world citizens. Dilemma paradigms and resolution principles will be explored suggesting frameworks for making choices. Each student will examine an ethical dilemma with global ramifications from several perspectives, conduct research from a variety of sources, compare and analyze the results, and finally commit to a substantiated approach to the dilemma.

Competencies: A4, A-3-C, H-5, H-1-B, H-4.

Roberta Liebler, Ph.

Faculty Biographical Sketch

Roberta Albom Liebler, Ph.D. has extensive and varied teaching and administrative experience in higher education, nonprofit management, and organizational development. Dr. Liebler is Visiting Faculty at the School for New Learning, where she has been teaching graduate and undergraduate students since 1998. She specializes in interdisciplinary learning for working professionals.

3. Competencies

A-3: Reflection and Meaning

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 issues or situation.

Students demonstrate this competency by using an ethical perspective to analyze a social issue. They may create their own ethical perspective, but should always engage the ideas of one or more significant ethicist. The issues or situations that students address in this competence should affect large groups of people. Students should explore the implication of this analysis for their own experience.

In this course, students will identify and describe social issues or situations from an ethical perspective. After exploring the concept of ethics, they will explore the ethical issues with dilemma paradigms and resolution principles. Students, working towards this competency, will select an individually meaningful social issue or situation for exploration from various ethical perspectives.

Ethics in the Contemporary World

A-4: Can analyze a problem using two different ethical systems.

1. Identifies and describes an ethical issue or problem.
2. Describes the distinctive assumptions of two different ethical systems
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

Students demonstrate this competence by applying two ethical systems to a particular issue or problem that permits substantial ethical examination (for example, business practices, uses of technology, reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.

Students, working towards this competency, will select an individually meaningful social issue or situation for exploration from two different ethical systems or two contrasting ethical thinkers.

The Human Community Category

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interaction or shape communities.

1. Defines “community” and identifies a community that embodies the definition.

2. Discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion.
3. Explains how the attributes of a community (listed in #2) interact.

Students demonstrate this competence by describing the community they have selected and explaining how its attributes (race, ethnicity, etc.) interact to shape past, present, or future circumstances of the community. In this instance “communities” refers to demographic realities rather than the behavior of individual persons (a phenomenon that is addressed in H-3-B). Students may approach this competency from a variety of perspectives, including history (such as the impact of slavery on southern towns), economics (such as the impact of industrialization on rural communities), and sociology (such as the impact of an aging population on a neighborhood), to name a few.

In this course, students will identify and describe how a significant ethical dilemma with a global perspective is viewed by two or more distinctive communities (such as race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion communities). Though both communities are confronted by the same ethical issue, their perspectives are shaped by their unique history, culture, and self-perception. After exploring in depth each community’s perspective, each student will explore ethical dilemma paradigms and resolutions principles to reach a proposal that would be acceptable by both.

Power and Justice

H-4 Can analyze power relations among racial, social, cultural, or economic groups in the United States.

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as citizen. In many ways this competency is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

In this course, students will explore how power relationships shape how ethical issues are viewed. The different perspectives may result in conflicts of issue. Students will explore ethical issues that have global implications from the perspective of two or more racial, social, cultural, or economic groups in the United States. They will

describe the unequal power relationships between these groups' results in ethical conflicts. After exploring the historical, sociological, or economic dynamics, the students will propose how dilemma paradigms and resolution principles to propose a mutually acceptable resolution.

Globalization

H-5 Can analyze issues and problems from a global perspective.

1. Analyzes one or more global issues and problems from a global perspective.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competency by discussing such issues as how local communities (in the U.S. and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases. Or they might explore the impact of science and technology on people's lives worldwide. They may study world religions, literature, or the arts as a means to better understanding other cultures. Students can fulfill the competence through courses and independent learning pursuits that analyze one or more aspects of global competencies. International travel and work may also be helpful. Global connects affect our lives in many ways. Many local issues have worldwide implications, and none are merely matters of science or of economics or of politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographic borders, its is complex enough to cross disciplinary borders.

In this course, students will analyze significant ethical issues and problems from a global perspective. Students will explore how the ethical issues affect individuals and societies both positively and negatively.

4. Learning Experience

Organize this section in two parts:

- a general section which identifies the learning resources and experiences that will be shared by everyone in the course, and
- particular sections for each competence which identify what in particular the students who are doing that competence will experience in the course.

Section 1:

- Learning Strategies:

A wide range of learning tools will be utilized to build skills, knowledge, and analytical ability. Lectures and class discussions will introduce issues, problems and perspectives. Assignments will emphasize close reading and understanding.

Applications of principles will take place during simulations, case studies, role playing, and small group problem solving. Each student will delve into a specific ethical issue using a wide-variety of sources and share this analysis with the class. Learners are expected to take an active part in their own education and that of their classmates.

- Required readings:

Kidder, R. M. (2003). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Simon & Schuster.

Singer, P. (2004). *One world: The ethics of globalization* (2nd ed.) (The Terry Lectures Series). New Haven, Ct., Yale University Press.

- Suggested readings:

Badaracco, Jr., J. L. (1997). *Defining moments: When managers must choose between right and right*. Boston, Harvard Business School Press.

Booth, K., Dunne, T. & Cox, M. (Eds.). (2001). *How might we live? Global ethics in the new century*. London: Cambridge University.

ETHICS UPDATES

<http://ethics.sandiego.edu/>

Applied Ethics in Professional Practice
Case of the Month Club

provided by the National Institute For Engineering Ethics

Murdough Center for Engineering Professionalism
Texas Tech University

<http://ethics.sandiego.edu/index.asp>

Ethics Updates is designed primarily to be used by ethics instructors and their students. It is intended to provide resources and updates on current literature, both popular and professional, that relates to ethics.

http://www.niee.org/Case_of_the_Month/index.htm

Institute for Global Ethics

<http://www.globalethics.org/>
see: Ethics Newslines

Useful Resources Depending on Competencies

Internet Sites: Ethics

Business Ethics Resources on WWW -Links to sites in the areas of codes of ethics, organizations, publications, specific topics, and papers.

<http://www.ethics.ubc.ca/resources/business>

Discussions of Ethics on the Net

List of Internet discussion groups with links and subscription addresses.

<http://frank.mtsu.edu/~jpurcell/iEthics/ethics.html>

Ethics Resources on the Net

Links to sites in areas of business ethics such as codes of conduct, reference sources, organizations, issues, corporations, consultants, and commentaries. Also includes links to other types of ethics sites (human rights, environment, etc.)

<http://www.depaul.edu/ethics/ethb1.html>

Online Journals and Newsletters

Ethikos and Corporate Conduct Quarterly <http://www.singerpubs.com/ethikos>

The On-Line Journal of Ethics <http://condor.depaul.edu/ethics/ethgl.html>

The Newsletter of DePaul University's Institute for Business & Professional Ethics

<http://www.depaul.edu/ethics/newslet.html>

Organizations

Note: Each summary is taken from material on the organization's web site.

Caux Round Table

Senior business leaders from Europe, Japan, and North America who are committed to the promotion of principled business leadership. <http://www.cauxroundtable.org>

DePaul University's Institute for Business and Professional Ethics

The mission of the Institute is to foster ethical behavior by providing for and participating in ethics-related education, offering resources to stakeholders (e.g. conferences, lecture series, on-site training, discussion and written materials), and supporting and disseminating cutting-edge scholarship of ethical relevance, <http://www.depaul.edu/ethics>

European Business Ethics Network

Its role is to stimulate and facilitate meetings of minds, discussion and debate on common ethical problems and dilemmas. Network members include business people, public sector managers, and academics.

<http://www.nijenrode.nl/research/eibe/eben/index.html>

International Business Ethics Institute

Its mission is to foster global business practices which promote equitable economic development, resource sustainability and democratic forms of government.

<http://www.business-ethics.org>

International Society of Business, Economics and Ethics

The aim of the Society is to facilitate the dissemination of information and to foster interaction among businesses, academics, professional societies, and others interested in the ethical dimensions of business and economics on the international level.

<http://www.nd.edu/~isbee>

The Minnesota Center for Corporate Responsibility

Assists business leaders in developing practical, productive and responsible relationships with key stakeholders.

http://www.stthomas.edu/www/mccr_http/index.html

Transparency International

Acts to counter corruption, both in international business transactions and at national levels.

<http://www.transparency.de>

University of British Columbia's Centre for Applied Ethics

The mission of the Centre is to bring moral philosophy into the public domain by advancing research in applied ethics, supporting courses with a significant ethical component and acting as a community resource.

<http://www.ethics.ubc.ca>

University of St. Thomas Koch Endowed Chair in Business Ethics

The Koch Endowed Chair in Business Ethics works with other entities on campus to ensure that ethics education remains a priority through business ethics education in both the undergraduate and MBA programs, faculty development, and the promotion of responsible corporate citizenship through professional development opportunities and other events.

<http://www.gsb.stthomas.edu/ethics>

Wharton Ethics Program

The Wharton School supports its commitment to the discussion of the ethical issues that confront business through its courses, faculty, research, and publications.

<http://rider.wharton.upenn.edu>

Attendance and Participation:

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments

However, students missing more than two classes of our ten week course will not have met the requirements for a passing grade.

Assignments are due on the assigned dates. Assignments will not be accepted after class 10 is finished.

- All assignments must be handed in by the specified due date unless permission from the instructor for an extension has been requested and approved before the due date.
- Incomplete grades will not be granted unless advance permission has been received. Only a student who is performing at a satisfactory level may apply for an incomplete.
- To pass the course, all of your work must be completed according to standards and guidelines that will be specified for each assignment.

Section 2:

All students will learn the basis for applied ethics, ethical dilemma paradigms, resolution principles, and how group identity, ethnicity, race, sexuality, nationality, economics, gender, and power shape perspectives to ethical dilemmas.

Each student will then focus on applying the specifics of their chosen competence/(ies).

By the end of the second class, each student will negotiate with the instructor on how a specific focus will demonstrate the chosen competence/(ies).

5. Outcomes

Use this section to inform students about what you expect they will know or will have addressed by the end of your course. It is helpful to list outcomes by competence.

Upon satisfactory completion of this course, learners will be able to:

- Explain the essential vocabulary of ethical study and discourse
- Identify ethical issues central to the professions
- Engage in ethical decision making using a critical framing and evaluation process

- Identify, analyze, and take an informed position in issues of ethics in personal, community, organization, national, and global contexts
- Appreciate the dynamic process of ethical development
- Take and support an ethical stance

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

- Identify, analyze, and take an informed position on a social issue from an ethical perspective.

A-4: Can analyze a problem using two different ethical systems.

- Compare and contrast the basic position of some leading ethical philosophers
- Compare and contrast a problem using two different ethical systems

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interaction or shape communities.

- Understand the impact of cultural, religious, and value frameworks in ethical choices
- Compare and contrast the impact of cultural, religious, and value frameworks in ethical decision making

H-4 Can analyze power relations among racial, social, cultural, or economic groups in the United States.

- Identify, analyze, and take an informed position in issues of ethics issues impacted by power relations among racial, social, cultural, or economic groups in the United States.
- Compare and contrast how groups with different power relationships view an ethical issue in the United States.

H-5 Can analyze issues and problems from a global perspective.

- Identify, analyze, and take an informed position in issues of ethics in a global context.
- Compare and contrast different global perspectives on global issues.

6. Evidence the Students will Submit

Students will be evaluated on their ability to consistently apply sophisticated thinking strategies throughout the course, including:

- **Successful completing all assignments.**
- **Contributing to all activities.**
- **Leading the class through a discussion on an article about a current ethical issue.**
- **Submitting an oral presentation and written ethnic dilemma paper based on an ethical issue according to the requirements and on time**

OUTLINE FOR PEER LEAD DISCUSSION ON AN ARTICLE ABOUT A CURRENT ETHICAL ISSUE

1. **What is the issue?**
2. **In which location does this issue take place?**
3. **Describe at least two groups that are influenced by the issue.**
4. **What are the values reflected in the perspectives?**
5. **What are the ethical implications?**
6. **What are the rights in conflict?**
7. **What dilemma paradigm you would apply?**
8. **What resolution principle would you apply?**
9. **What resolution would you suggest?**

OUTLINE FOR ETHICAL DILEMMA ORAL PRESENTATION (Emphasize the emphasis of the competencies you are seeking)

1. What is your position on the issue before reading the essay?
2. What is the dilemma?
3. What is the author's hypothesis? What are the author's values?
4. What dilemma paradigms apply in this essay?
5. What are the premises? How are these premises supported?
Evaluate the rationality of the premises.
6. How are opposing positions addressed? Evaluate the strength of the argument.
7. What decision making framework is used? How effective is the framework?
8. What is the author's conclusions? Does the conclusion follow from the premise?
9. What have you learned from this essay about the topic? About argument?
10. Has your position changes or been strengthened by this essay?

OUTLINE FOR ETHICAL DILEMMA PAPER (The body of the paper should be approximately 5-8 pages)

(An alternative that includes all necessary elements may be acceptable)

COVER PAGE

Identifying yourself- full name, address, phone, e-mail, student number Identify course - name of course, term, professor Competencies - 1 or 2

INTRODUCTION

- Frame the issue - begin with a broad perspective then proceed to the focused question you will be exploring
- State the specific question you are addressing
- Ethical dilemma - right of _____ versus right of _____
- Your position before you did the exploration

BODY

- Facts about the issue taken from the discipline that is **relevant to your competencies**
- Be certain to use citations whenever you introduce information that is not commonly known
- Compare and contrast the opposing perspectives on the ethical dilemma •

Position 1 A. B. C.

Position 2 A. B. C.

- Analysis - include the ethical dilemma paradigm you are using to frame the issue and explain why A1-A2 B1-B2 C1- C2
- Discuss the two options using a decision making framework
- Come to a solution with supports. You may choose one or the other "right" or propose your own solution

CLOSING

How your view has changes (or strengthened) since you began your research

REFERENCES

(A minimum of 6 sources with at least 4 from varied academic sources)

I suggest you use APA form; however I will accept without penalty any other standard form which is used correctly and consistently. Be sure you use the most recent form for on-line and electronic sources

APPENDIX - Information referred to in the paper but not included (optional)

CITATIONS

Use the same style as used in the bibliography. Be certain to cite all information that comes from a source other than your mind or common knowledge. Citations are a courtesy from one scholar to another enabling easy further exploration of the topic.

Ethical Behavior

The highest level of academic integrity is expected. Using another's work without appropriate references is unacceptable.

Abide by the University's guidelines on academic integrity (see policy in addenda below)

The DePaul Student Handbook defines plagiarism as follows: “*Plagiarism includes but is not limited to the following: (a) 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 in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.*” *Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

7. Criteria for Assessment

Include:

- Your grading practices and/or policies. Assessment criteria should be clear and detailed enough that students might use them to evaluate their own work. Using clear language on this issue in your syllabus will provide you with a method to clearly present your rationale for the grades you assign when you write narrative assessments as well. N.b. this example:

Work Will be Evaluated As Follows:

A= *designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea expressed in standard English. Form and content requirements are closely followed.*

B= *designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas expressed in standard English with no more than a few minor errors. Form and content requirements are followed.*

C= *designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete; grammatical errors take away from understanding. Form and content requirements are not closely followed.*

D= *designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or*

simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments.

Work must be submitted or demonstrated by the due date. Written work may be submitted to the Blackboard site..

8. Class Schedule

Class 1 - June 18

Course Introduction to Ethics: What is ethical?

Which values determine your ethics?

Different perspectives - transcendent vs. empirical

How are moral judgments made?

What is an ethical dilemma? Right versus wrong right versus right

Group exercises Preliminary Discussion of Project

Assignment for Week 2: Read- Chapter 1,2; additional reading as assigned

Select Specific Ethical Issue for Your Project that adheres to your competency(ies)

Write your opinion on your issue before you begin research

Determine Your Research Question

(at least 2 sources)

Class 2 - June 25

Ethical Dilemmas in the Private Sphere

Theories about the Nature of Morality:

The Ethical Dilemma Paradigms:

- Truth vs. Loyalty
- Individual vs. Community
- Short-term vs. Mercy

Private sphere ethical dilemma dialogues by learners

Introduction to Human Rights Perspective

Identification to Human Rights Perspective Ethical Decision-Making

Frameworks Personal Morality

Review of Sample Problems

Small Group Exercises: The standards for writing an academic research paper

Approval of topic

Assignment for Week 3:

Read Chapters 3 & 4 and reading as assigned

Rough Draft of Portfolio Project including: outline, at least 4 sources

Class 3 - July 2

Principles for decision-making

- Ends-based
- Rules-based
- Care-based
-

Introduction to Professional Ethics

What does it mean to be a professional?

Instruction to Organizational Ethics

To whom does an organization have a responsibility?

What is the role of a mission statement?

Profession Ethics ethical dilemma dialogue lead by learners

Assignment for Week 4:

Read Chapters Kidder 5 & 6 and Singer – Chapter 1 A Changing Word reading as assigned

Final Project including: Thesis sentence, outline, at least 5 sources

Class 4 - July 9

Right versus Rights: The Nature of Dilemma Paradigms

Introduction to Ethical Developmental Theories

Community Ethics Application of Ethical Developmental Theories

Assignment for Week 5:

Read Kidder Chapters 7 & 8 and Singer – Chapter 2 One Economy reading as assigned

Final Project including: Thesis sentence and two topic sentences, outline, at least 6 sources

Class 5 - July 16

Power Issues in Global Ethics

Applying the Ethical Decision-making frameworks

Viewpoint in ethical decision making including power issues

Small Group Exercises

Assignment for Week 6:

Read Kidder Chapters 9 and Singer – Chapter 3 One Economy reading as assigned

Final Project including: Introductory paragraph, outline, at least 6 sources

Class 6 - July 23

What does it mean to be a global citizen?

How are the rights of the individual balanced with the needs of the many?

Is compassion fatigue an acceptable excuse?

Is charity the answer or the problem?

Assignment for Week 7:

Reading Singer – Chapter 4 One Law as assigned

Final Project including: Introductory paragraph, outline, References of all sources

Seek written information about current global issues

Class 7 - July 30

Ethical rights in conflict:

Animal's rights

Women's rights

Children's rights

What rights do the privileged have towards the oppressed?

Assignment for Week 8:

Readings Singer – Chapter 5 One Community as assigned

Final Project including: Introductory paragraph, outline, References of all sources

Seek written information about current global issues

Class 8 - August 6

Is war ever justified?

What rights are in conflict during deadly conflicts/

What does just war theory add to the understanding of war?

Assignment for Week 9:

Readings Singer – Chapter 6 A Better Word? as assigned

Final Project including: Complete final draft

Seek written information about current global issues

Class 9 - August 13

What does the present owe the future?

Environmental issues

Prepare your oral presentation

Complete your final paper

Class 10 - August 20

Share your learning with us - Oral Presentation

Peer Feedback

Submit your written final project

Instructor evaluation

Celebration of accomplishment

Addenda

DePaul University Academic Integrity Policy

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.

DePaul University Incomplete Policy

Undergraduate and graduate students have 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. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. 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.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.