SNL
Undergraduate Mentor Guide

October 2017
### Table of Contents

**Introduction** ........................................................................................................................................... 4

**SNL Mission Statement** ......................................................................................................................... 5

**Mentoring At SNL** .................................................................................................................................. 7

**Qualities and Principles for Assessing Learning at SNL** .......................................................................... 8

**Nuts & Bolts** .......................................................................................................................................... 10

  - Academic Progress Report (APR) ........................................................................................................ 10
  - Advanced Project .................................................................................................................................. 10
  - Advising Center Tab ............................................................................................................................. 10
  - Africa Diaspora Committee ................................................................................................................ 10
  - ArtShare .............................................................................................................................................. 11
  - Bachelor of Arts in Computing (BAC) .................................................................................................. 11
  - Bachelor of Arts in Early Childhood Education (BAECE) .................................................................... 11
  - Bachelor of Arts in General Business (BAGB) .................................................................................... 11
  - Changing Competencies ..................................................................................................................... 12
  - Chronic Illness Initiative (CII) ............................................................................................................ 12
  - Degree Conferral ................................................................................................................................ 12
  - Degree Progress Report (DPR) ........................................................................................................... 13
  - Dismissal Process ................................................................................................................................. 13
  - Email Communication .......................................................................................................................... 13
  - Externship ........................................................................................................................................... 13
  - Exceptions ............................................................................................................................................ 14
  - Final Committee Meeting .................................................................................................................... 14
  - Financial Aid and Financial Aid Appeals ............................................................................................. 14
  - First Committee Meeting .................................................................................................................... 14
  - Forms ................................................................................................................................................. 15
  - Foundations Book ............................................................................................................................... 15
  - GPA and Recalculation of GPA .......................................................................................................... 15
  - Grade Appeals ...................................................................................................................................... 16
  - Grade Changes ..................................................................................................................................... 16
  - Graduation and Graduation Requirements ......................................................................................... 16
  - Independent Study (FDIS and GIS) ....................................................................................................... 17
  - Interim Committee Meeting .............................................................................................................. 17
  - Men of Color Initiative ....................................................................................................................... 17
  - Mentor Reassignment ........................................................................................................................ 17
  - Negotiating Competencies .................................................................................................................. 18
  - Pass/Fail Grades ................................................................................................................................... 18
  - PLuS (Productive Learning u Strategies) Program ............................................................................... 19
  - Policies and Procedures ....................................................................................................................... 19
  - Pre '99 Program ................................................................................................................................. 19
  - Prerequisites and Waiver of Prerequisites .......................................................................................... 20
  - Professional Advisors (PAs) .............................................................................................................. 20

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Updated: 3/8/17
Appendix .............................................................................

SNL Undergraduate Graduation Eligibility and Commencement

SNL Undergraduate Commencement “What if . . .”

Degree Conferral Planning Worksheet

Deadline

Faculty Steps for SNL Undergraduate Degree Conferral (Graduation)

Guidelines for Substitute Mentors .............................................

Degree Conferral Process Guide ..................................................

What indicates readiness for graduation? A green DPR! ...............

Interim Meeting Checklist ..........................................................

Final Committee Meeting Checklist ...........................................

Joint Degree Programs – Graduation Preparation ..........................

Deadline Action Steps .............................................................

Degree Conferral Planning Worksheet – Sample (Autumn Graduation)

SNL Undergraduate Commencement “What if . . .” .......................

SNL Undergraduate Graduation Eligibility and Commencement Participation Self-Assessment

Appendix .............................................................................

Mentoring According to St. Pat ..................................................

few snapshots from a “mentoring” practice, by Russ Rogers ......

Sample Academic Progress Template for Mentors ..................

Instructions for the Student – Grade Appeals Process ..........

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Updated: 3/8/17
Introduction
In the SNL undergraduate competency-based programs students who pass the Foundations of Adult Learning course, which is solely taught by SNL tenure-track Faculty, become their advisees (known as “mentees”) until they graduate. Because SNL allows each student in the competency-based programs to create an individualized program, or enroll in a joint degree program, and because our students complete the program at different times and in different ways, it is important that mentors know what to do every step along the way. Additionally, students will need to be informed when they interact with SNL Academic Advisors, Professional Advisors (PAs), and SNL staff, who are also committed to our students’ success. The purpose of this guide, then, is to assist mentors in the essential work they do with and on behalf of their students.

While this guide does not contain a philosophical discussion of the art of mentoring, it does provide core principles that reflect SNL’s mission and commitments, and mentoring and assessment practices. All SNL undergraduate mentors, be they resident faculty or core, are encouraged and expected to attend SNL mentoring professional development opportunities, in which professional development, conversations centering on mentoring, and information-sharing take place.

Fred Wellisch, who served as Senior Director of Advising and Assessment until September 2010, created the “nuts and bolts” portion of this guide. Deborah W. Holton, while serving as Associate Dean for Mentoring and Part-time Faculty, updated it with additional items as needed (2010 – 2013) and in 2013, added sections including the Mission and Essential Commitments, Mentoring at SNL, Principles of Assessment, the Substitute Mentors Guide, the Undergraduate Degree Conferral Process Guide, and Grade Appeals Process Guide for Students. The appendix section has been expanded to include, among other items, text from Russ Roger’s reflections on the practice of mentoring.

(Original: March 1, 2007; Updated: August 3, 2016)
SNL Mission Statement

The DePaul University School for New Learning (SNL) is a college designed particularly for adults, who bring rich experience to their desire to advance, enhance, or change their careers and personal lives. Every element of the college, from curricula to support services, acknowledges the constant interaction of school, work, community and family, and empowers the student to reflect, so that experience becomes a source of knowledge and learning becomes a way of life. Rooted in Vincentian traditions of human dignity and social responsibility, SNL provides highly personalized opportunities and emphasizes the integrity, individuality, and responsibility of each student to develop competency and put learning to ever-new use.

The School for New Learning defines eight commitments as essential to its mission.

A Commitment to Learning as a Way of Life
For all of its learners SNL cares about the substance and process of learning – the knowledge, abilities and values they acquire, as well as the educational goals they attain. The School believes that adults learn deeply by reflecting, particularly on experience, drawing meaning and transferable knowledge from all they have done. When we are most successful, students refine their habits of learning, and experience the excitement of expanding their curiosity, of using formal inquiry, of developing as independent lifelong learners.

A Commitment to Competency
Curriculum design and assessment practices at SNL focus on the outcomes of learning – the student’s demonstrated knowledge and abilities, learned in a variety of ways. This focus on competency leads faculty to pursue excellence in curricular design, advising strategies, and teaching methods. It enables students to integrate classroom learning with learning from life and work, and to apply continuously what they are learning in other contexts.

A Commitment to Partnership with Students
In collaboration with learners, faculty and staff design, implement and assess individualized educational programs. This learning-centered partnership, based on mutual respect for each participant’s expertise, prior learning, and decision-making power, deepens and broadens learning.

A Commitment to Diversity
SNL faculty members develop teaching, advising and assessment practices that value human differences in the broadest sense. SNL seeks, in particular, to present a welcoming environment for those who have historically been excluded from higher education, and to enable all to benefit from the richness that diversity brings to a learning community.
A Commitment to an Evolving, Developing Organization
SNL is a continuously evolving organization, open and responsive to the emerging educational needs of individuals and groups in a constantly changing world. SNL’s response includes ongoing research in effective teaching, mentoring, and assessment, resulting in imaginative design of programs, structures, systems, courses and materials.

A Commitment to Community in Service of Learning
SNL students, faculty, and staff work and learn in a community that fosters the mutual regard and support necessary for learning. Individuals creatively address challenges caused by multiple locations, asynchronicity, and varying areas and levels of knowledge. Members commit themselves to the Vincentian personal regard for the dignity of individuals, respectfully dealing with conflict, setting goals which benefit individuals as well as DePaul and its urban, and global communities, and celebrating achievements.

A Commitment to Social Justice
SNL deliberately works to shape a more just, livable world; to ensure that those who have historically been ignored, excluded, marginalized, oppressed and economically disenfranchised benefit from the many learning opportunities available through SNL and beyond. In its curriculum, its classroom environments, its assessment practices, its advising strategies, and its formal advocacy, SNL creates an intellectual and social milieu where a plurality of worldviews, cultures and value systems are respected, understood, encouraged and appreciated.

Commitment to Adult Learning
The active, reflective practice of established and emerging principles of adult learning is central to the School for New Learning. Faculty and staff, who come from many formal disciplines, enable and encourage colleagues to develop, apply, and disseminate knowledge in the practice of adult education—continuously.
Mentoring At SNL

At the School for New Learning, effective mentoring relies on a variety of processes and procedures to support the development of an educative relationship between the student and her/his faculty mentor in both face-to-face and online environments.

Mentoring-student interactions require faculty mentors to be attentive toward students’ particular life contexts, goals, interests, as well as concerns or difficulties, while keeping the relationship within the boundaries of confidentiality and equity. Faculty mentors not only provide useful feedback but are also open to receiving the same from their students. As a representative of liberal learning ideals, faculty mentors offer support, challenge, and vision to aid the adult learner in achieving growth and success.

Faculty mentors guide students according to the academic standards of the program, college, and university, and consult and collaborate with administrators and staff to assure that each student is aware of available options, and that any administrative problems get solved. Faculty mentors also draw on their insights and experiences in order assure that the policies and programs of the larger university community are responsive to adult learners’ needs.

Please keep in mind that mentoring is a process that requires building a working, professional relationship with the student that centers on the student’s learning. Effective mentoring also supports the student’s intellectual growth and life-long learning development. To do so requires each mentor to model active listening, effective feedback, accountability and professional communication. Faculty’s attention to processes and administrative details should not supersede the substantive conversations between faculty and student that focus on the student’s academic achievements, growth and development as a lifelong learner.
Qualities and Principles for Assessing Learning at SNL

Assessment links teaching, advising, evaluating with learning; and, it is a process that provides information about a variety of aspects of learning to the learner. As such, it is a multi-level, multi-participant process that involves faculty, students, administrators, and often people from the extra-collegial community. School for New Learning advocates assessment strategies and practices oriented to learning goals and contexts of adult learners and integrated with relevant academic standards both within and outside of DePaul University.

Below is a set of nine guiding principles for good assessment practices at SNL. Given the individualized approach of SNL programs the comprehensive set of principles that are derived from current practices and guidelines for improvement is intended to provide a touchstone to inform assessment practices within the college.

The principles rest on a variety of beliefs regarding adult learning; among the most salient of these are:

- Learning is iterative and deepened when directed toward goals
- Assessment is conceptually separable from instruction—it focuses on outcome rather than input
- Learning occurs from interaction with and among a wide variety of knowledge sources, the experience of others and one’s self
- The evidence of learning may be captured in a variety of ways
- Self-assessment is a significant link between external assessment, learning, and development

These beliefs are embedded in the principles articulated below. Additionally, the application of the assessment principles should embody four qualities:

**Clarity**
communicating expectations, articulating criteria for the demonstration of competency and how the quality of level of learning is measured; providing accessible feedback

**Integrity**
applying the criteria for demonstrating learning and indicators of quality; applying the expectations and standards of the college and the University in an honest and constructive manner; providing feedback that informs subsequent learning agenda

**Flexibility**
recognizing learning through multiple forms of evidence; using multiple forms of assessment appropriate to measure learning outcomes; drawing on alternate sources of expertise when appropriate
Empathy providing feedback in sufficient detail to honor students’ efforts; communicating commentary in a constructive manner and tone; establishing a cooperative and trusting relationship between instructor and learner to promote assessment.

Principles Guiding Assessment of Student Learning at SNL

1. Assessment should feed back information to the learner to guide future learning.
2. Assessment should be based on multiple forms of evidence of learning.
3. Assessment strategies and activities should draw of the affective, cognitive, and conative domains of learning.
4. Assessment should be referenced to specified learning outcomes.
5. Assessment practices should support the overall development of students as well as measure progress toward specific learning outcomes.
6. Self-assessment should be included with the documentation of learning.
7. Assessment decisions should include the judgments of relevant experts.
8. Assessment processes should be designed to insure the assimilation of multiple sources of assessment data.
9. Assessment processes should informally recognize and affirm learning outside of competency areas specified by the curriculum.

Additional Information

For additional information about the mentor role at both the undergraduate and graduate levels, see the following resources:

Foundations of Adult Learning Resources Book, Chapter 8, “Academic Committee” at http://snl.depaul.edu under Student Resources > Undergraduate Student Resources > Forms

M.A. in Educating Adults (MAEA), “Academic Committee”: http://snl.depaul.edu under Student Resources > Graduate Student Resources
Nuts & Bolts

Academic Progress Report (APR)
Eight out of ten DePaul students who achieve a 2.5 GPA and earn 48 credits in their first year will graduate in six years. For students who reach neither of these critical benchmarks in their first year—only two out of ten will graduate in six years. Each quarter SNL mentors receive an APR template from snlmentoring@depaul.edu that can be tailored for individual student needs. See the Appendix for a sample template. For more information about the APR initiative at DePaul see: http://teachingcommons.depaul.edu/Teaching_DePaul/apr.html

Advanced Project
Filling out an Advanced Project Proposal and Contract, found on the SNL website under Student Resources, is the first step toward completion of the Advanced Project. This should be submitted to the mentor and Professional Advisor for their review and signature. Please make sure that students register for FA 303 Advanced Project or FA 304 Advanced Project Course either the quarter before or early in the quarter in which they will be graduating.

Advising Center Tab
The Advising Center Tab, in Campus Connect under For Advisors>SNL Advisors, gives you the ability to e-mail your mentees, both individually and as a group, and log those communications. It also allows you to share files with them and save documents under their names. You can also check on their enrollment status, grade point average (GPA) and determine whether there are any holds preventing them from registering. Finally, you can directly access their unofficial transcripts and Degree Progress Reports. Please note that students who have been inactive for three or more quarters will not appear on your roster – whether or not you have been working with them. In those cases, you should encourage your students to return to SNL. Keep in mind that if students do not appear on your advising list, they will not be factored into your load. (See Readmission)

Africa Diaspora Committee
A proprietary group of faculty and staff formed to reflect SNL’s essential commitment to social justice, the Africa Diaspora committee regularly hosts events and programs in collaboration with DePaul’s Office of Institutional Diversity and Equity, Center for Intercultural Program, among others. Its purpose is to buttress student learning, while heightening awareness, creating community, providing leadership, and championing equity among and for students, faculty, and staff of Africa descent. With programs open to all SNL students, faculty and staff, the committee’s Dr. Martin Luther King Jr. Symposium on Social Justice and Social Action is but
ArtShare
If you have students who are painters, sculptors, musicians or are otherwise creative in the visual or theatrical arts, they may be interested in ArtShare. ArtShare is an Independent Learning Pursuit (ILP) option offered quarterly to students who wish to present evidence of learning that meets the criteria for competencies in the A2 Subcategory: Creative Expression. See [http://snl.depaul.edu](http://snl.depaul.edu) under Student Resources

Bachelor of Arts in Computing (BAC)
The is a joint program between SNL and DePaul’s College of Computing and Digital Media (CDM). Information and degree requirements can be found under Programs on the SNL website. A Resource Guide is under Undergraduate Forms on the SNL website. All questions regarding the program should be directed to Kenn Skorupa at kskorupa@depaul.edu. (See Joint Degree Programs – Graduation Preparation)

Bachelor of Arts in Early Childhood Education (BAECE)
This is a joint program between SNL and DePaul’s College of Education. Information and degree requirements can be found under Programs on the SNL website. A Resource Guide is under Undergraduate Forms on the SNL website. All questions regarding the program should be directed to Kenn Skorupa at kskorupa@depaul.edu. (See Joint Degree Programs – Graduation Preparation)

Bachelor of Arts in General Business (BAGB)
This is a joint degree between SNL and DePaul’s Dreihaus College of Business. Information and degree requirements can be found under Programs on the SNL website. A Resource Guide is under Undergraduate Forms on the SNL website. All questions regarding the program should be directed to Kenn Skorupa at kskorupa@depaul.edu. (See Joint Degree Programs – Graduation Preparation)

Bachelor of Arts Programme in Tangaza, Kenya
SNL offered the BAIFA in partnership with Tangaza College in Nairobi, Kenya. It is now retired.
Changing Competencies
It sometimes happens that students unwittingly duplicate competencies in courses they have already completed and wish to substitute one competency for another. In that case, he or she should email snlexceptions@depaul.edu. The key requirement is that no substitution can be made unless the competency was originally offered in the class and the instructor agrees to assess the new competency. See more details at Policies and Procedures under Student Resources > Undergraduate Student Resources on the SNL website.

Chronic Illness Initiative (CII)
This program is no longer a part of SNL. Students already registered with the CII will remain in the program. New students should be referred to the Office of Students with Disabilities.

Commencement
Students who wish to participate in Commencement must meet the criteria on the SNL website under Student Resources. Only students who have: a) completed and passed Advanced Project and Externship, b) successfully demonstrated or are completing all remaining competencies, c) scheduled or have had their Final Committee Meeting and, d) registered for Summit Seminar are encouraged to participate in the DePaul Commencement ceremony. Commencement is an annual event. If a student fulfills graduation requirements during Summer quarter, he or she may participate in the June Commencement in the following calendar year. A mentor may advocate for a student who has not fulfilled the above requirements only under exceptional circumstances. The final decision, however, rests with the associate dean. (See Degree Conferral)

Degree Conferral
Applying for Graduation – formerly known as Applying for Degree Conferral - is the process in which a student’s academic record is audited to make sure that she or he has completed all program degree requirements. During this process both SNL administrative offices and the University Registrar ensures all requirements have been met. If they have, the degree is conferred (or granted).

Before students can graduate, they must Apply for Graduation in Campus Connect. Only students who are fully ready to graduate should apply. To apply for graduation means that the student has fulfilled all registration and fee requirements for her or his degree. Failure to complete the undergraduate graduation process by the quarterly deadline may result in delay in future graduate registration. The process does not carry over to the next quarter or term. Students must apply in the correct quarter.
See: [http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/degree-conferral.aspx](http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/degree-conferral.aspx). For college requirements and deadlines go to the SNL Graduation webpage under Student Resources at [http://snl.depaul.edu](http://snl.depaul.edu)

Note: If a student is unable to apply online, he or she is probably not ‘active’ and will need to be readmitted. (See Readmission)

**Degree Progress Report (DPR)**

Each of your students has a degree progress report to which you access using Campus Connect. Its grid-like format shows your students’ progress toward degree completion. You may also run a “what if” query in the DPR to see if another program is a better match for your student. For more information about the DPR, contact [snlrecords@depaul.edu](mailto:snlrecords@depaul.edu).

**Dismissal Process**

Students with a GPA lower than 2.0 for three consecutive quarters (not excluding Summer) will be sent an e-mail (with a copy to the mentor) asking them to confer with you and fill out a document entitled “Plan For Academic Improvement.” This document asks them to make a case why they should not be dismissed from SNL and to describe in detail a plan for academic improvement. When you receive this, please urge your students to contact you. If the student fails to respond or does not make an adequate case, he or she will be dismissed. Each dismissal letter, which is sent by certified mail, return receipt requested, is accompanied by appeal instructions. For more information, review DePaul’s dismissal and readmission policy: [http://sr.depaul.edu/catalog/catalogfiles/current/undergraduate%20student%20handbook/pg22.html](http://sr.depaul.edu/catalog/catalogfiles/current/undergraduate%20student%20handbook/pg22.html)

**Email Communication**

Communicate to your mentees your email preferences as you would your classroom and online students. Normally, email communication should be within 24 to 48 hours, excluding weekends. If you find that you are unable to reply within that time, send a brief message to your student stating that you received her or his email and with a date and/or time when you will reply. (See Vacation)

**Externship**

Filling out an **Externship Proposal and Contract** (on the SNL website under Student Resources) is the first step toward completion of an Externship being done as an individually designed project rather than a course. The proposal and contract should be submitted to the mentor and Professional Advisor for their review and signature. The **Externship Toolkit**, available on the Faculty Forms page, is also available as a resource. For more information about the Externship
and its philosophical underpinnings, contact the Externship Champion. For the current Champion, see Committees under Faculty Resources on the SNL website.

**Exceptions**

Students seeking exceptions to SNL policies should contact the Exceptions Committee at snlexceptions@depaul.edu. Exceptions include but are not limited to waivers of pre-requisites and administrative withdrawals due to emergency circumstances.

**Final Committee Meeting**

The Final Committee Meeting should be a thoughtful, reflective experience of a student’s progress here at SNL. It should affirm skills and knowledge a student already possesses as well recommend what students might need to fulfill future goals and projects. Mentors and Professional Advisors (PAs) should consult prior to the meeting in order to approach the student with a shared voice. At this meeting, the committee should carefully review the DPR to verify that the student has satisfied all fifty competencies and is ready for graduation. It should also verify that a student has the 2.0 GPA required for graduation. Some mentors have found meeting with the student a week or two before the Final Committee Meeting to address any administrative details, including verification of the fifty competencies and focus area title review, an excellent way to efficiently address any concerns and to encourage more reflection on student achievement at the Final Committee Meeting.

After the Meeting, the mentor includes the title of each student’s focus area on the Final Committee Meeting and Focus Area Form for inclusion on the transcript. Focus area titles cannot exactly correspond to an existing DePaul major. Both of these can be found on the SNL website under Faculty Forms.

**Financial Aid and Financial Aid Appeals**

Students who have questions about financial aid should contact the Office of Financial Aid at 312-362-8091 and ask for an SNL counselor.

**First Committee Meeting**

It is desirable for students to have completed a First Committee meeting within a quarter after taking Foundations. This is the meeting at which you, the student, and the student’s Professional Advisor (PA) plot the student’s progress through SNL, review his or her Professional Goal and Action Plan (PGAP) and sign off on his or her Learning Plan. Prior to this meeting, students should have submitted a PA’s resume for your approval. Note that a PA
should have at least a Master’s degree or substantial work experience in the student’s focus area. PA responsibilities can be found under Faculty & Staff on the SNL website.

A suggested checklist for both on-ground and online meetings can be found in the Foundations Resource book. After the meeting, the faculty mentor should complete and submit the Final Committee Meeting and Focus Area Form. After the meeting, keep the student’s Professional Goal and Action Plan as well as the signed Learning Plan in your copy of a student’s file.

Forms
All necessary forms for students can be found under Student Resources on the SNL website. All necessary forms for faculty can be found under Faculty & Staff.

Foundations Resource Book
The Foundations Resource Book is the cornerstone of the BAIFA program. It contains the SNL philosophy, a description of the program, the entire competency framework, and additional resources. You should continue to refer your students to it long after Foundations is over. It can be found on the SNL website under Student Resources either as an entire document or by chapter.

GPA and Recalculation of GPA
Students must have a GPA of 2.0 or higher to graduate. Any quarter a student’s GPA falls below 2.0, he or she will be notified by e-mail (with a copy to the mentor) that he or she has been placed on academic probation and that his or her registration has been blocked. The e-mail will refer the student to the mentor so that the two of you can agree on an appropriate strategy for raising the student’s GPA. Your Advising Center Tab will also signal that your student’s GPA has fallen below 2.0. Once you and the student have identified a strategy, please e-mail your consent for the student to register to snlregistration@depaul.edu, who will arrange to temporarily lift the registration block and register the student.

The GPA, which appears on a student’s course history, may not always be accurate. Often this is the case when a student has repeated certain competencies that he or she had previously failed. IF a student has repeated SNL courses and obtained a better grade, her or his GPA will be automatically recalculated at the end of the quarter of their graduation to reflect the new grade.
Grade Appeals
The university is clear about grade appeal policy and processes. Students, however, may have difficulty attending to the steps involved to file an appeal. See the SNL Grade Appeals process guide in the appendix.

Grade Changes
In order to submit a grade change in your class, please access the grade change feature through Campus Connect. Once you have located the correct roster, an option for changing a particular student’s grade will appear. This application also contains a drop-down menu with reasons for the grade change. Please note that DePaul and SNL policy prohibit the changing of a final grade (not an Incomplete or R) on the basis of submitting additional work once the final grade has been posted.

Graduation and Graduation Requirements
Students at the undergraduate level who have met degree requirements should consult the Undergraduate Graduation webpage for details, due dates, and instructions. If you are a mentor for undergraduate students consult the Degree Conferral Process Guide included in this document for additional information. (See also Degree Conferral)

Independent Learning Pursuits (ILPs)
SNL students are encouraged to convert their life and work experience into learning to satisfy specific competencies in their program. As faculty mentor, you are the first reader on all ILP’s. As a first step, students should submit to you the ILP worksheet, found on the Undergraduate Forms webpage on the SNL website to show how their proposed ILP fits the criteria of the competency they are trying to satisfy.

If you are convinced that they have a viable ILP, you should encourage students to submit the actual ILP and supporting documents or artifacts to you online, using the ILP submission form, found on the Undergraduate Forms webpage: . When reading the ILP, you should consult SNL’s Principles of Assessment found on the Faculty Forms webpage to determine whether an ILP meets acceptable first reader standards. And, if a Lifelong Learning or Liberal Learning submission, check to make sure that their competency statement and assessment criteria are matched to their ILP by referring to the appropriate chapter in the Foundations Book, available on the SNL website. If the submission does not meet standards, or does not fit the competency, or both, you should return it to the students with constructive feedback and ask them to resubmit it to you. If the ILP is acceptable you should follow the next steps:

1. Focus area ILPs should be sent to the Professional Advisor for feedback and possible approval. Once you and the Professional Advisor have signed off on the ILP, it should be sent to SNLassessment@depaul.edu for processing. (Note: In practice, mentors often ask students to submit focus area ILP’s to mentors and PAs simultaneously so that a fruitful three-way discussion can occur.)
2. Non-focus area ILPs should be submitted directly to SNLassessment@depaul.edu once you have signed off on them. These ILPs will be run through Turnitin.com and then forwarded to subject matter expert second readers. You will be apprised of their progress through the system, including the point at which they are approved and posted on the student’s course history.

Independent Study (FDIS and GIS)
Information and instructions about Independent Study at SNL can be found on the SNL website. Remember that your student should confer with you and/or the PA to confirm that a proposed independent study fits with the student’s learning plan.

Interim Committee Meeting
Although considered an unofficial meeting, the Interim Committee Meeting is critical to a student’s academic success, when the students may a) need intervention with the faculty mentor, or academic committee; or b) the student has passed Research Seminar. If the student has passed Research Seminar, consult the Interim Meeting Checklist within the Degree Conferral Process Guide below for ideas and next steps. Should the student require additional supports or is in need of intervention, the Academic Progress Report Template below contains information and support recommendations. The associate dean or senior director for mentoring may have additional suggestions: snlmentoring@depaul.edu.

Men of Color Initiative
The Adult Men of Color Initiative launched in Fall 2011 to:
• Support the recruitment and retention of adult men of color in SNL and other DePaul degree programs;
• Support and challenge adult men of color to achieve academic success and complete their degrees;
• Encourage and support men of color in engaging in the DePaul student experience;
• Promote involvement and inclusion in student leadership opportunities;
• Offer networking and mentoring opportunities; and
• Promote community service and engagement.
For more information about the Initiative or if you know a man of color interested in pursuing a degree, email snlmenofcolor@depaul.edu.

Mentor Reassignment
Students may request one mentor reassignment during their matriculation at SNL. Mentor reassignment is contingent on mentor availability and load capacity at a requested campus. There are four categories of requests for mentee reassignments: 1) a student may be pleased with the mentor and because he or she found a “better fit” requests reassignment; 2) a student
may not be pleased with the mentor and seeks reassignment for a variety of reasons; 3) a student is nearing completion and doesn’t like the feedback the mentor has (or has not) provided; and, 4) a mentor is unable to work with a student, which is rare. Each reassignment request is considered on an individual basis; students are encouraged to communicate their intentions or raise concerns with their mentor before requests are considered, and more communication may be warranted as categories 2 – 4, suggest.

The student will not be granted a mentor reassignment, however, where the student uses reassignment as means to circumvent reasonable academic requirements requested by either the faculty mentor, academic committee, or both. Students should also bear in mind that requests for mentor reassignment late in their program may delay their graduation. Please be advised requests are not automatically granted and in all cases reasonable efforts to communicate and work with one’s mentor is expected. In cases where the F1, Advanced Project, or Committee Externship requires a grade change, the previous mentor will make the change at the new mentor’s request. For more information, contact the associate dean or senior director for mentoring at snlmentoring@depaul.edu.

**Negotiating Competencies**

At times it happens that students nearing the end of their program need a competency not offered in a class. In that case, students may wish to negotiate a competency with the professor. Students should begin this process by following the instructions on the Negotiating Competencies form found on the SNL website. Ideally, they should do this prior to registration, but, in any event, no later than the fourth week of the quarter in which they wish to take the competency.

**Pass/Fail Grades**

There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: *Independent Learning Seminar* (course number LL 102; competency L-1), *Foundations of Adult Learning* (course number LL 250; competencies L-2 and F-1), *Advanced Project* (course number FA 303 / 304, competencies F-11 and F-12) and *Summit Seminar* (course number LL 390; competency 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 SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: *Writing to Competency* (course number LL 260; competency L-4), *Critical Thinking* (course number LL 270; competency L-5), *Research Seminar* (course number LL 300; competencies L-8 and L-9) and *Externship* (course number LL 302; competencies L-10 and L-11). In addition, SNL’s undergraduate *Writing Workshop* (course number LL 140; competency 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.

In addition, 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 competency 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 competency 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.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

CSD (Center for Students with Disabilities)
You may have mentees with learning disabilities or attention deficit disorder who might benefit from services provided by DePaul’s CSD. A full description of the program and its services can be found at https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx.

Policies and Procedures
SNL policies and procedures can be found under Student Resources on the SNL website.

Pre ’99 Program
Some of you may have returning students who began SNL in the Pre ’99 program. Some of these students may even have Pre ’99 competencies posted to their course histories or other official records. To determine how these competencies equate to the current (B.A. ’99) program on the DPR, please consult snlrecords@depaul.edu. Please note that all returning students previously in the Pre ’99 program are required to complete the current program.
Prerequisites and Waiver of Prerequisites

Please remember that L1, L2, L3, L4, and L5 are prerequisites to Research Seminar (L8, L9) and that Research Seminar is a prerequisite to the Advanced Project (F11, F12) and the Advanced Electives (E1, E2). The completion of F1 is a prerequisite to registering for and submitting all other focus area work.

Students who wish to waive prerequisites should contact snlexceptions@depaul.edu. Normally, such exceptions will be granted only when the mentor supports the waiver and the instructor of the course agrees. The Exceptions Committee may also ask the student to forward academic writing samples to the instructor of the class for which the waiver is being requested.

Professional Advisors (PAs)

The requirements for and obligations of PAs can be found under People on the SNL website. Although finding a PA is the student’s responsibility and part of the required work for satisfying the F1 competency, there are various useful resources available to students. One of these is the ASK (Alumni Sharing Knowledge) program database, available to students through DePaul’s Career Center. See more PA information under Faculty Resources on the SNL website.

Proficiency Exams

Students may take proficiency exams to satisfy the L4 (Academic Writing for Adults), L5 (Critical Thinking), and L6 (Quantitative Reasoning) competencies. For information about these exams, please direct your students to the proficiency exam webpage under Student Resources on the SNL website. Please note that students should register for proficiency exams at least two quarters prior to their expected graduation date to avoid last-minute problems.

Readmission

Students who have not registered for formal coursework for three or more quarters need to be readmitted to SNL. Students must complete an online application for ‘readmission’ found on the university’s admissions webpage. As a mentor, you will be unable to see their records on the Advising Center Tab in Campus Connect until they do, although you may have limited access to their unofficial transcript. Please keep in mind that a readmitted student’s status will revert back to discontinued/inactive if the student does not register for the term indicated on her/his readmission form. Once a student has been readmitted, your student will first work with an SNL readmission advisor to help the student update records, including transcripts, and assist with registration. Once the process is complete you, as mentor, will be contacted and notified of any issues. Instructions for them can be found here:
http://www.snl.depaul.edu/StudentResources/Academic_Advising/Returning_Student_Readmission.asp  (See also Student Files)

Reallocation of Transfer Coursework
(See Transfer Coursework below)

Research Seminar (RS) Academic Progress Audit
Each student enrolled in Research Seminar receives from the SNL Student Success Team a visual snapshot of their current Degree Progress Report that includes important information, such as the student’s current GPA, credit hour total, and graduation readiness. The student is encouraged to have an interim meeting or conversation with you, her or his faculty mentor. For more information, contact snlaudit@depaul.edu.

Residency Requirements
The following competencies must be taken at SNL: L1, L2/F1, L3, L4, L5, L8/9, L10/11, L12, F11/F12.

SNL Bridge Program
SNL’s non-traditional, competency-based, and interdisciplinary undergraduate program (BAIFA) caters to the learning needs of adults and awards credit for skills and knowledge not only gained in college courses but also from work or life experience. SNL therefore welcomes adult students from two of Chicago’s City Colleges (CCC), Truman and Wright College, by giving them the unique experience of taking classes together with SNL students. These “Bridge courses” allow CCC students to register and acquire official credit at Truman or Wright College, familiarize them with the SNL program, and invite them to “bridge over” to SNL. (See Transfer Coursework)

SNL Mentor Library e-Reserve
A library e-reserve is available for SNL resident and core faculty. First established in 2011, the e-reserve database contains recommended and suggested readings. If you have articles to share, forward electronic copy or links to the associate dean or senior director. The database was first established in 2011. Because the library is updating its databases the SNL Mentor e-reserve will be available again Autumn quarter, 2013. To access the reserves: http://www.lib.depaul.edu/ Course Number = SNL000; Course Name = SNL Mentors; Password = snlmentors
SNL Scholarships
Information about scholarships can be found under Student Resources on the SNL website.

SNL Student Association (SNLSA)
The purpose of SNL Student Association (SNLSA) is to give the SNL students a voice within the college and the University at large; serve as a conduit for internal and external University information; provide forums for networking opportunities and other open exchanges; and serve as a general resource for students of SNL. With the DePaul Writing Center and SNL Events, the SNLSA hosts the SNL Writing Boot Camp, open to students who need to finish incomplete grades, Advanced Projects, ILPs, and more. See the SNLSA webpage for information about the organization and upcoming Boot Camps.

SNL Chapter of Alpha Sigma Lambda
Alpha Sigma Lambda is the premier national honor society for adult students. Founded in 1945 to “recognize the special achievements of adults who accomplish academic excellence while facing competing interests of family, community and work.” More than 450 SNL undergraduate students have been inducted into DePaul’s Chapter, Delta Lambda Pi, since its inception in February, 2002. For more information, email AlphaSigmaLambda_SNL@depaul.edu.

Student Files
Student files are located in several electronic places, including the Advising Center Tab in Campus Connect from which mentors can retrieve the unofficial transcript, DPR, BlueStar, as well as other information; and, WebNow, which contains electronically scanned documents, including transcripts and advising and writing notes and feedback, if any. See the appropriate sections in this document for more information. For assessments of student work completed in SNL competency-based courses, contact snlcourseassessment@depaul.edu.

Summit Seminar
Please make sure your students register for LL 390 Summit Seminar early in the quarter in which they will be graduating. Summit attendance follows Final Committee Meeting, and students should have that meeting before attending the seminar. (See also Graduation)

Transcripts
Please direct your students to have official transcripts sent directly to DePaul University, Office of Admissions - SNL, 1 East Jackson Blvd., Chicago, IL 60604.
**Transfer Coursework**

Students will review and hand in transfer coursework if appropriate during Foundations, at or around the time of their First Committee Meeting or until the posted deadlines prior to their graduation. Students are encouraged to complete their transfer work early in their programs to assure accurate planning of their remaining learning activities. Mentors and students should refer to the Online Resources for SNL Transfer Students for coding and other important information, including the DPR.

1. **Pre-approved courses.** Certain courses have been pre-approved for specific competencies and can be found on the [Pre-approved course list](https://www.snl.edu/forms/pre-approved-course-list) under Forms on the SNL website. These should be posted on the students’ Degree Progress Reports by the time they register for Foundations. If they are not, contact [snrecords@depaul.edu](mailto:snrecords@depaul.edu) to request that they be posted.

2. **Non-Pre-approved courses.** Courses which have not been pre-approved should be submitted to [SNLTCW@depaul.edu](mailto:SNLTCW@depaul.edu) on the middle section of the [Transfer coursework log form](https://www.snl.edu/forms/transfer-coursework-log-form), found under Undergraduate Forms on the SNL website.

   Each of these should be accompanied by a [Transfer coursework assessment form](https://www.snl.edu/forms/transfer-coursework-assessment-form), found under Undergraduate Forms on the SNL website, fully filled out by the student and signed by you.

3. **Focus area courses.** No focus area courses have been pre-approved for competency. These courses should be submitted to [SNLTCW@depaul.edu](mailto:SNLTCW@depaul.edu) on the final section of the [Transfer coursework log form](https://www.snl.edu/forms/transfer-coursework-log-form), found under Undergraduate Forms on the SNL website. Each of these should be accompanied by a [Transfer coursework assessment form](https://www.snl.edu/forms/transfer-coursework-assessment-form) found under Undergraduate Forms on the SNL website, fully filled out by the student and signed by the Professional Advisor.

4. **Reallocation of transfer courses.** Sometimes students take competencies at SNL that duplicate competencies already filled by transfer courses. In that case, students should fill out the reallocation section of the log form. If the student wishes to reallocate a transfer course to a focus area competency, both the mentor and the professional advisor must agree.

5. **SNL Bridge courses.** Students who transfer from one of the SNL Bridge colleges may be eligible to transfer an additional competency, providing they satisfied the competency requirements in an SNL Bridge course. Contact [snlbridge@depaul.edu](mailto:snlbridge@depaul.edu) for more information.

**Vacation**

Resident faculty members and core part-time mentors are entitled to four weeks of vacation per calendar year, taken either consecutively or separately. The following policy and procedures insure that mentoring is not substantially interrupted during these vacations.
If you are going to be absent for **two weeks or less** and will not be responding to e-mails or phone calls, please set up an automatic reply that clearly informs students when you will be returning and responding to their concerns. This e-mail should also direct students to the Advising Center for administrative/registration issues in the undergraduate program that cannot wait and that do not require academic mentoring. Graduate faculty will rely upon each other for advising of students during vacation so their emails should include the name of the resident faculty member who students should contact.

If you are going to be absent for **more than two weeks** and do not intend to respond to e-mails or phone calls, the associate dean or senior director for mentoring will assign a core part-time faculty member or instructor to provide academic mentoring for your mentees in the undergraduate program. For the graduate faculty, another graduate faculty member will be appointed and compensated at the same rate as a core part-time faculty member. In order for a timely transition, mentors should notify the associate dean or senior director for mentoring no later than the quarter before you plan to vacation.

When you begin your vacation, please set up an automatic reply that clearly informs students of your return date and when they can expect a reply from you. Your e-mail should also direct your students to the Advising Center for administrative/registration issues that cannot wait and that do not require academic mentoring (for undergraduates). Finally, your e-mail should include the name of the core part-time faculty member (or graduate faculty member) assigned to advise your students on pressing academic issues in your absence. See the Substitute Mentor Guide for more information.

**WebNow**

WebNow is where you can find transcripts and other admission documents as well as student responses with faculty comments from the Learning Assessment Seminar. See [https://webnow.is.depaul.edu/webnow/](https://webnow.is.depaul.edu/webnow/) For more information, including a PowerPoint that explains WebNow features, contact the LAS Coordinator at snllas@depaul.edu.

**Who to Contact**

The SNL website provides a list of email addresses for student and mentor inquiries.

**Writing Resources**

There are five forms of writing support available to students. They are: enrolling in LL 260 Writing to competency (Academic Writing for Adults) (if they have not already taken it); working with the DePaul Writing Center, see [http://condor.depaul.edu/writing/](http://condor.depaul.edu/writing/) and registering for LL 140 the Writing Workshop, a four-credit hour course which awards competency in H-3-J; and, consulting the SNL Writing Guide for SNL Students on the SNL website.
Guidelines for Substitute Mentors¹

Occasionally, there is need within the college for mentors to serve as substitutes when mentors are on academic or medical leave. Leaves can range from one month to over a year.

Before mentoring any SNL student, substitute mentors must be familiar with current expectations and requirements for either or both graduate and undergraduate programs. If you are a new or inexperienced mentor, the associate dean or program coordinator will assign to you a seasoned mentor, a “buddy,” to help guide you. This guide is for both new and seasoned substitute mentors and clarifies or structures current practices.

Please keep in mind that mentoring is a process that requires building a working, professional relationship with the student that centers on the student’s learning. Effective mentoring also supports the student’s intellectual growth and life-long learning development. To do so requires each mentor to model active listening, effective feedback, accountability and professional communication. **Faculty’s attention to processes and administrative details should not supersede the substantive conversations between faculty and student that focus on the student’s academic achievements, growth and development as a lifelong learner.**

If you are new to Substitute Mentoring . . .

1. Attend scheduled orientation sessions for new mentors. Check with the associate dean for mentoring for time and date;
2. Review and refer to orientation documents the associate dean for mentoring shared with you.
3. Attend all mentoring professional development meetings;
4. Consult the Undergraduate Mentors Guide, the Graduate Program’s Mentor’s Guide, and other mentoring related materials on the SNL website that describe programmatic expectations;
5. Familiarize yourself with the undergraduate Academic Advisors syllabus and Life After Foundations student guide, as well as Guidebooks for the graduate programs;
6. Read the undergraduate Foundations of Adult Learning Resource guide, assigned books used in Foundations of Adult Learning; graduate program guides, books, and all associated and related faculty materials;
7. Adhere to the requirements, deadlines, policies, and protocols of each program, both undergraduate and graduate;
8. Adhere to the requirements, deadlines, policies, and protocols established by the university, such as add/drop, graduation, etc.;

¹ Deborah W. Holton (author), Associate Dean – Mentoring (2010-2013), 2013
9. Familiarize yourself with student resources such as the SNL Writing Guide, boot camps and workshops, DePaul Center for Writing Based Learning, and the Career Center;
10. Familiarize yourself with admissions, registration, financial aid, registrar, and other university functions and support systems (Campus Connection, PeopleSoft, DPR, WebNow, Digication, etc.). Locate SNL staff associated with such functions, including Academic Advisors and the Readmission team;
11. Shadow your mentor “buddy” in both live and online meetings with mentees. Request one if your program coordinator, or the associate dean, has not already assigned one to you;
12. Meet with your buddy regularly to learn as much as you can. Include the following topics and actions:
   a. Discuss how principles of adult learning are operationalized as they pertain to undergraduate and graduate mentoring;
   b. Attend and debrief committee meetings; discuss student demonstrations of learning objectives and expected outcomes the college programs require;
   c. Review exemplary documents; locate and discuss resources;
   d. Review actions pertaining to document administration, prepare students for graduation and graduation;
   e. Discuss difficult cases, should they arise, and options for problem solving before taking action.
13. Consult with your mentor “buddy” if you have any questions or concerns.
14. If your programmatic questions remain, consult with the graduate program coordinator, or if pertaining to the undergraduate programs, the associate dean for mentoring.

Preparing for and Interacting with the Mentor of Record

The graduate program coordinator or the associate dean for mentoring will discuss with you the financial terms for substitution. Point allocations depend on available resources, your faculty status, the timing of need, and duration of substitution. In all instances, load point reallocation in lieu of overpayment is preferred.

For undergraduate assignments, the associate dean for mentoring works closely with the associate dean for curriculum who maintains records about your course cancellations and load points. The mentoring associate dean will confer with the curriculum associate dean about your potential for point allocation. If you have a cancelled course, the curriculum associate dean will reassign the load point for your course to mentoring in lieu of overload payment. Discuss with the associate dean for curriculum your load points and FAP revision.

For graduate assignments, the graduate program coordinator works closely with the program director about course cancellations, and the curriculum associate dean about load points. The curriculum associate dean will confer with the mentoring associate dean if there is an opportunity for a load point reallocation.
The substitute mentor (substitute) assists the mentor of record (mentor) in the mentor’s absence over the duration of their leave. This means that the substitute is responsible for reviewing student work and facilitating their learning and academic progress through their program, including reviewing and commenting on student work, grading, and facilitating committee meetings to support student learning. An understanding and working rapport between the substitute and mentor is therefore critical to the successful transition in the mentor’s absence. If the mentor has guidelines established, for example, the substitute should follow the mentor’s guidelines (such as Advanced Project guides). At the same time, the mentor agrees to enter, with timeliness, any grades the substitute submits on a student’s behalf without additional mentor review.

1. **At least two meetings are required between the mentor and the substitute.** Either the mentor or the substitute can initiate meetings. Schedule these meetings as soon as possible.
   a. The mentor and substitute mentor will meet at least once to discuss student progress and share files before substitute assumes duties. The first should be well in advance of the mentor’s departure. **Items to discuss are not limited to the following:**
      i. Mentor’s mentoring philosophy and mentoring style, and how they are harmonious and/or differ from your own
      ii. Expectations and agreements with students
      iii. Expectations and agreements about how to communicate with the Professional Advisor (PA) when a committee meeting is imminent; students should also notify their PA
      iv. Approaches to on-ground and online mentoring
      v. Mentor guidelines, newsletters, and other means of communicating;
      vi. Mentor’s communication style (what have students come to expect?). Agree upon a way to communicate that will maintain consistency and student expectations;
      vii. Student writing (what is acceptable from the mentor’s perspective and what are “deal breakers,” such as typed vs. hand-written work, style guides, incomplete learning plans, and/or writing errors). Discuss the writing standards the mentor expects students to follow and approaches to minimize student confusion
      viii. Students nearing degree completion (discuss checklists and files; agree upon record-keeping methods)
      ix. Student files and documents (electronic and print)
      x. Student documents review
      xi. Individual student development (agree on methods for feedback to share with student, and record-keeping to share with mentor)

2 There may be instances, however, when the substitute must serve as the primary mentor. Such cases include, but are not limited to a faculty member’s extended and unanticipated absence or medical leave.
b. The mentor and substitute will exchange contact information to facilitate any grade changes that may arise in the mentor’s absence.
   i. The substitute will grade student work in the mentor’s absence.
   ii. The mentor will submit grade changes to Campus Connection.
   iii. The mentor will confirm the grade change with the substitute

c. The debriefing meeting should be as soon as possible after the mentor returns to exchange notes, files, and comments on each student progress. Discuss all project revisions and recommendations where applicable. Forward email exchanges as well.

2. Promptly submit all verification forms, such as the undergraduate First and Final Committee form, to the appropriate SNL staff member. If you have questions about this process, consult the guides for mentors in the undergraduate and graduate programs.

3. Keep a log of your activities and conversations for each student you mentor, including email exchanges, and phone and Skype calls. If you send general notices to mentees, keep a log of time spent developing and posting them.

4. Both mentor and substitute report activities and share feedback with the mentoring associate dean or program coordinator within one grading cycle of your substitute mentoring experience.
Degree Conferral Process Guide

SNL Undergraduate Faculty competency-based Programs

*No Surprises – Go DPR Green!*

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3 Deborah W. Holton (author), Associate Dean – Mentoring (2010-2013), August 2013
Degree Conferral Introduction

The SNL undergraduate competency-based programs provide structure for the individualized curriculum each student develops with her or his mentor and professional advisor (PA). To successfully complete the program, students, mentors and PAs, are each responsible for attending to the administrative details that are integral to the documentation of the student’s comprehensive and rich college-level learning.

The current deadlines for graduating undergrads in the competency-based programs have changed, effective the 2013-2014 academic year. To support this change, this process guide documents current university-wide and college policies and practices that pertain to each undergraduate student’s competency-based academic program. As such, the guide was created with input from stakeholders responsible for program and systems administration throughout the college, and reflects shared agreements about deadlines and requirements to assure an optimum graduation experience for each student, regardless of program. Lastly, the undergraduate Degree Conferral Process Guide is a companion to, rather than a substitute for, the important and necessary substantive work centering on learning and development that mentors engage in with their students and their committees.

General Information

Degree Conferral is the process in which a student’s academic record is audited to make sure that she or he has completed all program degree requirements. During this process both SNL administrative offices and the University Registrar ensures that all requirements have been met. If they have, the degree is conferred (or granted). Degree conferral = Graduation.

Before students can graduate, they must apply for graduation. Only students who are fully ready to graduate should apply. To apply for graduation means that the student has fulfilled all registration and fee requirements for her or his degree. Failure to complete the undergraduate graduation process may result in delay in future graduate registration. The graduation process does not carry over to the next quarter or term. Students must apply in the correct quarter. See: http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/degree-conferral.aspx. For college requirements and deadlines go to the SNL Graduation page.

Please familiarize yourself with the frequently asked questions surrounding the process at: http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/degree-conferral.aspx;

Stakeholders include: SNL Graduation; SNL Registration; SNL TLA; SNL Student Records; BA Advising and Mentoring Committee; Champion, Summit Seminar; SNL Exceptions; Academic Advising; SNL Graduate Programs; SNL Joint Degree Programs; SNL Staff – Undergraduate Support; and SNL Resident Faculty. Thank you to all stakeholders for their diligence and thoughtful contributions to the Guide.
and, share this link with your students. Note: once a student has conferred, nothing on her or his academic record, including grades, can be changed.

1. Students registered for courses in the quarter in which they applied for graduation must pass those courses. If a student fails a course, their degree will not be conferred. See above.

2. Remember, the university establishes deadlines that staff must follow. SNL staff are unable to make changes “on the fly” for individual mentors no matter how persuasive. Students will be referred back to the faculty mentor to resolve any inconsistencies. If the faculty mentor is not available, they will be referred to the associate dean - Mentoring. Encourage your students to complete and discuss with you the Graduation Eligibility and Commencement Participation Self-Assessment before applying for graduation.
What indicates readiness for graduation? **A green DPR!**

Students who participate in the Commencement ceremony before they earn the right to do so by completing their degree requirements are far less likely to return to complete their undergraduate degrees. Encourage your students to complete all of their degree requirements by the quarter of their anticipated graduation. Encourage them to use the *Graduation Eligibility and Commencement Participation Self Assessment* tool available on the SNL undergraduate forms page. Their DPR should be either **all GREEN** or predominantly **GREEN**, with ten percent or less competencies remaining that will be completed the final graduation quarter. The student who has completed all prerequisites and has **fewer** than six competencies or twelve credit hours remaining to pass during the final graduation quarter is better positioned to succeed.

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<th>Your student is ready if</th>
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<td>She or he has a GPA of 2.0 or better; <strong>and</strong></td>
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<td>— Has completed all 50 competencies; <strong>or,</strong></td>
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<td>— Has completed all prerequisites, except Advanced Project, Externship, and Summit, and will successfully pass these remaining residence requirements during the graduation quarter; <strong>or,</strong></td>
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<tr>
<td>— In the graduating quarter, she or he has a maximum of (meaning, no more than) twelve (12) credit hours or six (6) competencies, including AP and Summit, remaining to successfully pass. The student must pass all competencies with a C- or better to maintain at least a 2.0 GPA or above.</td>
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<td>— All of her or his ILPs and transfer coursework have been approved (including Focus Area) at least two quarters <strong>before</strong> the quarter in which she or he applies for graduation.</td>
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5 BAC Combined Degree Program cumulative GPA minimum is 3.3; BAECE is 2.75. Refer to those sections for more information.

6 Note: Once a student completes the prerequisite Research Seminar she or he can fulfill the competency requirements for AP and/or Externship any time before the graduation quarter.

7 Students working toward a DePaul Commerce Minor must complete any additional requirements.
Faculty Steps for SNL Undergraduate Degree Conferral (Graduation) - Seek Closure

Interim Meeting Checklist

1. Review the deadlines on the SNL website for graduation and mark them on your calendar.

2. Communicate with students each quarter about their graduation options and deadlines. Ask them to complete and return to you the Graduation Eligibility and Commencement Participation Self Assessment form. Have a conversation about their readiness and help them prepare for graduation.

3. Have an interim meeting with students who have passed Research Seminar (RS).
   a. Require that students update their Plans in preparation for the meeting by writing in all X competency statements. Refer to transfer coursework assessment forms, ILP submissions, and course syllabi for approved language. Refer to FAL Resource Guide for more information about creating competency statements.
   b. Invite them to update their learning portfolios (paper or on Digication) to discuss at the Interim meeting.
   c. Discuss progress thus far and celebrate good work, achievements, promotions, etc.;
   d. Discuss student needs and goals—what’s changed and what’s changing?
   e. Discuss any enhancements and/or adjustments to communication with mentor and/or committee needed going forward;
   f. Review with each student their Student Success Center RS audit as a snapshot of their degree progress.
   g. Discuss remaining competencies and how the student will demonstrate them.

i. For ILP submissions, direct students to the ILP Worksheet on the SNL forms page, which is the **First Step** in preparing an ILP for submission. In addition, review with the student the general guide for ILPs on the SNL TLA website. Students interested in submitting Expedited ILPs will need to refer to the Expedited ILP document and guide.

ii. For transfer coursework, direct students to the Assessments, Log, and Pre-Approved Course List, in addition to the SNL TLA webpage.

   Students who have yet to receive competence credit by examination are encouraged to do so no later than **two** quarters before their graduation quarter. For more information go to the SNL TLA webpage.

iii. If students are planning to take Proficiency Exams, urge them to do so no later than **two** quarters before they plan to degree confer. See the SNL TLA webpage for more details.

iv. Discuss plans and deadlines for completing the Advanced Projects (AP) and/or Externship.

h. **Note due dates for submissions and meeting deadlines.** Impress upon students the need to keep deadlines and meet academic expectations (and the mentor’s need to do the same). Discuss consequences if students are unable to meet the deadlines; reinforce that the deadlines for graduation are FIRM. Every student cannot be an exception. Help students comprehend the meaning of the deadlines.

i. If the student is nearing graduation (within the academic year), share the Graduation Eligibility and Commencement Participation Self Assessment form, using it as a way to review expectations and plan remaining steps;

j. Impress upon students that their eligibility to participate in Commencement is tied to their successful completion of all graduation requirements **no later than** the quarter in which they apply for graduation. In other words, they need to have their major requirements completed (AP approved, Externship approved) **BEFORE** the end of the quarter, including their Final Committee Meeting;

k. Review the Focus Area Title for accuracy; note it on the online **Final Committee Meeting and Focus Area Form** and the student’s Plan. Keep a copy of the Plan with all competency statements for future reference. **Tip: create a spreadsheet or list of students and their Focus Area titles from First Committee meeting that you can consult, modify, or confirm at this point.**
l. Project Plan A and Plan B scenarios for degree completion. Discuss process steps for completing the projects;

m. Develop a timeline for completion (see below);

n. Set a tentative Final Committee Meeting date (see UG Faculty - Final Committee Meeting Checklist);

o. Set deadlines for submitting any/all remaining work;

p. Affirm communication methods and expectations.

4. Quarterly, review the Graduation list and affirm that students who have applied for graduation will complete their work the following quarter. Return the list to the SNL Graduation Coordinator ASAP. Add additional students if they are eligible. Contact the student to remind him/her that graduation applications do not carry over each quarter. Confirm graduation status with the Graduation Coordinator.

5. Quarterly, review the Summit Seminar list

   a. List and affirm a student’s readiness to complete the final competencies the college requires. Students are eligible to attend Summit Seminar if they a) have had their Final Committee Meeting; b) completed their Advanced Project and Externship; c) will complete any remaining degree requirements during the quarter in which they are taking Summit; and d) have met all registration requirements for remaining competencies, including but not limited to AP, Externship, and Summit.

   b. Add the Focus Area Title to the Summit Seminar Spreadsheet and return to the SNL Graduation Coordinator ASAP.

Final Committee Meeting Checklist

Before the meeting:

1. Meet separately to finalize all administrative details, including the DPR review. If the DPR is green, great. If not green discuss where and why. Confirm final steps toward graduation (If the student is not ready, do not hold the Final Committee Meeting).

   a. By the Final Committee Meeting, the AP should be complete and ready for grading.
i. Assess work using the rubric assessment; the PA, Student and you each should complete the assessment. Send completed form to TLA

ii. Submit grade changes

b. Have student revise and submit their Plan. All competency statements should be listed. Check for accuracy and give feedback before the meeting.

At the meeting:

1. If you’ve not done so before, spend a few minutes before the meeting with the PA. Get on the same page about the student’s progress and readiness for graduation. Is the AP worthy of an Excellence Award? Discuss that, too.

2. With student and PA review early Plan goals and talk about what changed. Confirm student’s competency-based program. If the student is in one of the joint-degree programs, refer to clarifications below. Get the student talking about her or his learning achievement and accomplishments.

3. Confirm the Focus Area title on the completed Plan. Keep a copy for your records.

4. **Submit the Focus Area title when submitting the online Final Committee Meeting and Focus Area Form.** The Focus Area title will appear on the student’s transcript. (See **Final Committee Meeting** in the Nuts and Bolts section for additional processing information)

5. Review Plan competency statements in Liberal Arts and Lifelong learning domains, including all X competency statements. What did she or he learn in these areas that will bridge and inform other areas of life, including focus area?

6. Review highlights of AP and Externship. Use this as a coaching session for Summit.

7. Review “benchmark” moments with the student. What learning experiences strengthened their confidence to succeed?

8. Create space within the meeting for student to share frustrations and/or feedback to the committee. Be open to the student’s voicing concerns and criticisms. Be a good listener. Share your reflections. Seek closure in the best way possible. And if warranted, share student concerns (or PA and yours) with appropriate SNL offices. Follow-up with student, if need be, before Summit.

9. Discuss next steps. What will the student do next? Will they need letters of recommendation?

11. Discuss Commencement. Timely graduation (as in submitted within deadlines) triggers name in Commencement booklet. This is non negotiable.

12. Thank the peer committee member; thank the PA; complete the online Final Committee Meeting and Focus Area Form.

13. Celebrate the student’s achievement. Mark the moment with enthusiasm for her/his success.

14. Encourage the student to celebrate her/his success at Commencement; encourage student to attend all SNL events that honor her/his achievement (Awards Program, if applicable).

15. After the meeting, submit the Final Committee Meeting and Focus Area Form.
Joint Degree Programs – Graduation Preparation

BAC

1. BAC students must complete at least 5 of their 50 program requirements as CDM courses.

2. BAC students in the Combined Degree Program must maintain a GPA of 3.3 to graduate in that program. They are eligible for undergraduate Commencement once they meet all undergraduate degree requirements (see above). Consult with snlgraduation@depaul.edu.

3. BAC students have the option of selecting the Focus Area Track that they complete in the program. If they select one of the 10 Specialized Focus Area Tracks, that track has a name assigned to it which appears on the student's transcript and degree progress report, listed as a sub-plan.

4. If the BAC student has selected the Customized Focus Area Track, that student has designed an individualized focus area with the academic committee. That student's transcript and degree progress report list "Customized" as the Sub-plan. If this is the case, the student can select a name for the focus area in the same way that BA Individualized Focus Area (BAIFA) students do in the SNL program and will have that name as the Focus Area Title. However, BAC students choosing this option are not allowed to select any name that has been assigned to one of the Specialized Focus Area Tracks.

5. The Focus Area Title is reported on Final Committee Meeting and Focus Area Form. The Advanced Project Advisor is the individual who assists the BAC student with completion of the BAC Advanced Project.

---

9 BAC Combined Degree Program is available to students in the BAC degree program. The Combined Degree Program allows students in the BAC to take up to 3 Graduate level CDM courses and apply them to both the BAC program requirements and a Master's level program at CDM including the MSAT joint degree program with SNL (see MSAT program description below). These courses carry the CDM Undergraduate tuition rate and require admission to the Combined Degree Program and a special registration process with the approval of the student's Professional Advisor (a CDM faculty advisor). For more information consult the BAC Resource Guide.
6. The Focus Area Title reported on the Final Committee Meeting and Focus Area Form should be **either** the name of the Specialized Focus Area Track **or** the name selected by the student to represent the Customized Focus Area Track.

7. BAC students receive a Bachelor of Arts in Computing. However, they may not participate in the CDM Commencement ceremonies; BAC students participate instead in the SNL Commencement ceremonies. Consult snlgraduation@depaul.edu, for specific instructions no later than the deadline for graduation (see above). The student’s name will be listed in the SNL Commencement book.

**BAGB**

1. BAGB students must complete A4 with an approved Business Ethics related course.

2. BAGB students must complete S5 with an approved Management Information Systems course.

3. BAGB students must complete the Business Electives with approved traditional business courses.

4. All BAGB business course requirements must comply with the College of Business rules and regulations.

5. The Focus Area Title for BAGB students is "General Business" and is reflected on the student’s transcript, degree progress report and diploma as Bachelor of Arts in General Business. **This Focus Area Title does not need to be reported and cannot be changed to another title.**

6. BAGB students may participate in the Dreihaus College of Business Commencement ceremonies, if they desire. Consult snlgraduation@depaul.edu, for specific instructions no later than the deadline for graduation (see above). The student’s name will be listed in the SNL Commencement book.

**BAECE**

1. BAECE students must be approved by the College of Education to graduate in addition meeting SNL graduation requirements.

2. BAECE students must maintain a cumulative GPA of 2.75 to graduate.

3. BAECE students complete L7, L10 and L11, F11 and F12 as COE course work.
4. All BAECE education course and certification requirements must comply with the College of Education rules and regulations.

5. The Focus Area Title for BAECE students is "Early Childhood Education" and is reflected on the student's transcript, degree progress report and diploma as Bachelor of Arts in Early Childhood Education. This Focus Area Title does not need to be reported and cannot be changed to another title.

Remember *No Surprises – Go DPR Green!*
Deadline Action Steps

Below is a series of actions mentors can use to help their students plan for their graduation during their last undergraduate year at SNL. Consult the Graduation webpage for current graduation due dates and links.

Degree Conferral Planning Worksheet – Sample (Autumn Graduation)
Attach the DPR, curriculum Plan, and/or other support documents

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID:</th>
<th>Goal Year: 2013</th>
<th>Goal Quarter: Autumn</th>
<th>Commencement Date (see SNL Graduation webpage) Spring 2014</th>
</tr>
</thead>
</table>

**2 Quarters before = Spring 2013**

<table>
<thead>
<tr>
<th>STUDENT Actions</th>
<th>MENTOR Actions</th>
<th>Date Planned</th>
<th>Date submitted</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completes all remaining ILPs</td>
<td>Mentor submits ILPs, including Focus Area ILPs, to <a href="mailto:snlassessment@depaul.edu">snlassessment@depaul.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student completes remaining courses for transfer to competency; student sends official transcript to university for articulation; student submits to mentor necessary assessments and log form, with PA approvals if Focus Area related</td>
<td>Mentor submits log and assessments to <a href="mailto:snltcw@depaul.edu">snltcw@depaul.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student submits the Advanced Project and/or individualized Externship proposal to the Academic Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student takes S-5 and/or L-6 Proficiency Exams. Student consults TLA guidelines for more information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1 Quarter before = Summer**
<table>
<thead>
<tr>
<th>Action items</th>
<th>Date Planned</th>
<th>Date submitted</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT</strong></td>
<td><strong>MENTOR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student, if ready, applies for graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If student has a few (no more than three) remaining transfers, she or he must submit them to the mentor no later than the third week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor will send to <a href="mailto:snltcw@depaul.edu">snltcw@depaul.edu</a> all approved work <strong>no later than the sixth week</strong>, indicating in the email Subject line, “Graduate – Please Rush”(^{10}) Mentor sends email with electronic log and required assessment forms to <a href="mailto:snltcw@depaul.edu">snltcw@depaul.edu</a>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If student has a few (no more than three) remaining ILPs, including Focus Area, she or he must submit them to the mentor no later than the third week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor will send to <a href="mailto:snlassessment@depaul.edu">snlassessment@depaul.edu</a> all approved work <strong>no later than the sixth week</strong>, indicating in the email Subject line, “Graduate – Please Rush.”(^{11}) Mentor sends email with electronic ILP submission forms, including PA assessments, to <a href="mailto:snlassessment@depaul.edu">snlassessment@depaul.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student takes S-5 and/or L-6 Proficiency Exams no later than the third week. Student consults TLA guidelines for more information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: The Joint Degree Programs director additionally monitors and reviews students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{10}\) TLA will send a notice to the student and mentor when submissions are received after the deadline. All official transcripts for transfer coursework must be in the student’s record. There is no guarantee that transfers and ILPs submitted after posted deadlines will be approved or posted in time for graduation. Any late submissions may postpone the student’s graduation.

\(^{11}\) TLA will send a notice to the student and mentor when submissions are received after the deadline. There is no guarantee that transfers and ILPs submitted after posted deadlines will be approved or posted in time for graduation. Any late submissions may postpone the student’s graduation.
for eligibility and completion of all joint degree requirements. The director sends an email to mentors communicating student readiness.

Student registers for remaining residency requirements and other competencies

Mentor approves student’s graduation on spreadsheet, and returns it by email to snlgraduation@depaul.edu

<table>
<thead>
<tr>
<th>Action items</th>
<th>Date Planned</th>
<th>Date submitted</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Quarter = Autumn 2013</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **STUDENT**                                                                  |              |                |          |
| Mentor reviews DPR and confirms student registrations for remaining competencies, including Summit Seminar |

| **MENTOR**                                                                  |              |                |          |
| Mentor, by SNL Graduation deadline, sends spreadsheet confirmation of student registration and readiness to attend Summit Seminar to snlgraduation@depaul.edu |

| **Student, with mentor and Professional Advisor, holds Final Committee Meeting no later than published deadline (see UG Faculty - Final Committee Meeting Checklist).** | Mentor confirms Focus Area Title at the Final Committee Meeting, and adds it to the **Final Committee Meeting and Focus Area Form.** |

| **Mentor, by SNL Graduation deadline, indicates the student’s Focus Area Title on Final Committee Meeting and Focus Area Form.** | Mentor submits **Final Committee Meeting and Focus Area Form.** |

<p>| <strong>Mentor submits final grades for Advanced Project,</strong> |  |  |  |</p>
<table>
<thead>
<tr>
<th></th>
<th>Externship if completed independently with mentor, and other competencies, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attends Summit Seminar; passes all remaining competencies with a cumulative 2.0 GPA or better</td>
<td>Mentor submits all completed AP assessment rubrics to TLA</td>
</tr>
</tbody>
</table>
SNL Undergraduate Commencement “What if . . .”

Students who apply for graduation during the academic year are added to an eligibility list for the June Commencement ceremony. If the student completes ALL requirements, including passing the Advanced Project (AP), she or he is eligible for Commencement. If the student, however, has not completed ALL requirements, she or he is not eligible to participate in Commencement.\(^\text{12}\)

The associate dean grants exceptions for Commencement participation on a case-by-case basis. Generally, only students whose circumstances are extreme and unusual—such as near immediate death—and who have completed at least 90 percent or more of their academic program, including the AP, may be eligible for an exception. Mentors are encouraged to review with students their Graduation Eligibility and Commencement Participation Self-Assessment form to help them reflect on their readiness. Below are a few “what if . . .” questions and answers to help us all navigate with our students the roiling waters that surround the current SNL undergraduate Commencement ceremony experience.

1. **What if my student is “finished,” except that she hasn’t completed the Advanced Project? Can she participate in the Commencement ceremony?**

   A student who has completed 95 percent or more of her AP, AND has met all other requirements, including the final committee meeting, AND has no financial or academic holds, AND has extenuating circumstances that prevented completion before the deadline is a good candidate for an exception. Send an email to the associate dean if the student has met all of these requirements. Otherwise, encourage the student to complete the degree requirements first.

2. **What if my student finished everything, including his AP, Summit, and his Final Committee Meeting, but didn’t degree confer in time? Can he participate in Commencement?**

   A student who hasn’t applied for graduation, but has completed and passed all requirements as verified by the faculty mentor AND the student’s record, may participate in Commencement with the understanding that the **deadline for being included in the Commencement book may have passed**. The student will still need to order his cap and gown and other thing associated with Commencement. It’s easier to remove a student from the Commencement ceremony list than to add it. If you, as mentor, believe your student will most likely pass his remaining competencies, add him to the graduation list that the graduation coordinator first sends out. Let the student know that he must order his cap and gown and other thing associated with Commencement.

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\(^{12}\) If enrolled in one or more competencies during the spring quarter, the student will need to pass all competencies to complete degree requirements that quarter. For the purpose of this document, “ALL” includes competencies that the student may be registered for spring quarter.
coordinator know that your student’s readiness is pending your review of his records. When you are certain that he is ready, let the graduation coordinator know ASAP. Keep in mind that the graduation coordinator is bound to a university deadline that changes from quarter to quarter and is, nevertheless, hard and fast. If a student doesn’t apply for graduation by the coordinator’s deadline, the coordinator will be unable to add the student’s name to the Commencement book. Mentors are therefore urged to contact the graduation coordinator as soon as possible if you believe your student will meet ALL requirements. The sooner the coordinator knows, the better; there may still be time to add the student to the Commencement book.13

3. What if my student didn’t pass a competency during the Commencement quarter? She’s walked across the stage and has gotten the “diploma” the university president himself gave her. Didn’t she finish because she participated in Commencement?

No. Your student didn’t finish because she didn’t complete her degree requirements. And, she won’t receive an official diploma until she does so. She’ll need to retake the competency or demonstrate her learning in another way to earn it. For this there are no exceptions.

4. What if my student told his parents in Sweden that he’s graduating, hasn’t even started work on his Advanced Project, and will not make the graduation deadline? Why can’t he participate in Commencement? His parents have bought their tickets and everything.

As most SNL undergraduate mentors know from experience first-hand, students who participate in Commencement and have not met requirements, especially regarding the AP, are less likely to complete their degrees; students believe they are “done,” contrary to all evidence, when they walk across that stage. The fact that he hasn’t met the requirements is sufficient reason to deny participation at the Commencement ceremony. As soon as possible review with him the Graduation Eligibility and Commencement Participation Self-Assessment form. Get a commitment from him regarding a realistic timeline for completing his AP and any other requirements he may need to complete.

And, if you believe that he should be an exception, have a conversation with the associate dean about it. Be prepared to show evidence of your student’s strong academic record (e.g. high GPA, consistency in passing competencies, ILP success, etc.) and his agreed-upon trajectory for completing his requirements during the next quarter. His parent’s purchase of plane tickets alone is not a good enough reason to grant an exception.

13Although inserting names into the Commencement book cannot be done, the graduation team is exploring ways to publically announce SNL graduates each quarter.
5. My student told me she has a financial block on her account. Can she still participate in Commencement? She’s otherwise in good shape.

Students who have a financial block can participate in the ceremony. They won’t receive their diploma or official transcript until their account is cleared, though. Only the student can tell us when the block on the account is cleared. Please have your student contact the graduation coordinator as soon as your student clears the financial block.
SNL Undergraduate Graduation Eligibility and Commencement Participation Self-Assessment

Dear Student:

This is a tool to help you self-assess your readiness for graduation. Return this form to your Faculty Mentor and discuss your plans for achieving your goals. Answer all sections unless prompted otherwise.

What you need to know:

- Don’t apply for graduation unless you’re sure you’re eligible for graduation. Complete this self-assessment first. Talk with your Faculty Mentor next. Decide together if the time is right. Only then should you apply for graduation.
- All DePaul students must apply for graduation in order to graduate (see also the DPU Undergraduate Student Handbook at http://sr.depaul.edu)
- If you apply prematurely (that is, before you are ready to graduate), the university will deny your application and you will have to reapply.
- Please note that your “academic records will be locked upon graduation. Under no circumstances will changes be made to the academic record after graduation.”
- For all published deadlines referred to in this document, including graduation, go to the SNL UG Graduation webpage.

Your Name: __________________________
ID: __________________________________
Faculty Mentor: ________________________

I plan to graduate in the following quarter/year: (Circle/highlight one)
Winter  Spring  Summer  Fall  Indicate Year: 20__

Please read complete the self-assessment below. Circle/highlight your answers or list where indicated. Follow the recommendations in each section.

I. GPA Requirement

All DePaul undergraduate students must graduate with at least a 2.0 GPA or better. If you’ve retaken competencies or classes, your GPA will be automatically recalculated at the end of your quarter of graduation.

---

14 This is a sample only. Updated versions of this form are found on the SNL Forms webpage:
I have confirmed that my GPA is at least 2.0, which is acceptable for graduation. 

If NO, STOP: discuss with your Faculty Mentor your plans to raise your GPA in future quarters to satisfy minimum graduation requirements. Provide a detailed and realistic timetable for retaking competencies along with other strategies for improving your GPA. Students with a GPA below 2.0 will not be considered for graduation and are thus ineligible for participation in Commencement ceremonies.

II. Remaining Competencies (demonstration of 50 are required for graduation)

I have passed all competencies in my SNL undergraduate program, including Advanced Project (AP) and Externship. 

Y  N

a. If you answered YES - proceed to section V below.

b. If you answered NO, list all competencies that remain, including Advanced Project, Externship, and Summit Seminar, as well as all transfer coursework assessment forms or ILPs you have left to write. Add more rows if necessary. Indicate when you plan to complete remaining competencies. Your completion dates should be within the graduation deadlines published on the SNL Undergraduate Graduation webpage.

<table>
<thead>
<tr>
<th>competency</th>
<th>Means of Attainment (SNL course, Transfer, ILP)</th>
<th>Quarter/Year anticipated completion</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

As soon as possible, discuss with your Faculty Mentor your plans to demonstrate the remaining competencies, especially those in the quarter in which you plan to graduate. If you are planning to transfer credits or submit ILPs, make sure you do so well in advance of the published deadlines; keep in mind, too, that there are multiple steps involved to post approved work (For example, have you had your transcripts showing your most recent credits sent to the university? Have you completed and submitted the necessary logs and assessment forms? Has your Academic Committee reviewed and signed your submissions?).

All submissions are reviewed and approved by the Teaching, Learning, and Assessment (TLA) committee. There is an assessment fee for ILPs.

If you have any transfer work or ILP submissions that are still under review, consult with your Faculty Mentor as soon as possible, well before the graduation deadlines for Final Committee Meeting. The deadline for submitting ILPs and transfer coursework is two quarters prior to your anticipated graduation quarter.
Answer Sections III – V below.

III. The Externship (L10/L11)

Either your Faculty Mentor, with your PA (if you chose the independent option), or your Externship instructor (if you chose to take an SNL course) must assess your Externship before it is considered complete. Students are required to fulfill the Externship competencies to be eligible for graduation.

| I am completing/have completed the course option for Externship. | Y | N |
| I am completing/have completed the independent option for Externship. | Y | N |
| 1. My instructor / Academic Committee has approved your Externship proposal. | Y | N |
| 2. My instructor / Academic Committee has reviewed and commented on my Externship first draft. | Y | N |
| 3. If YES to questions 1 and 2, I will submit (or, have submitted) my final draft for my instructor / Academic Committee to review. | If independent, the date should be within the published deadline for Final Committee Meetings; if a course, the date should be the quarter in which you intend to graduate, at the latest: |
| 4. I confirm this date is before the published graduation deadline. | Y | N |
| 5. I understand that my Faculty Mentor and PA must assess my AP before I can consider it complete. | Y | N |

If you answered **NO** to both the course option and the independent option, **STOP**: discuss with your Academic Committee your plans for completing your work. Provide them with a **detailed and realistic timetable**. Once you have completed Externship you may be eligible for the next graduation deadline and Commencement the following year.

If you answered **NO** to questions **1 and 2**, and you have selected the independent option, **STOP**: discuss with your Academic Committee your plans for completing your work to meet the next graduation deadline. Provide them with a **detailed and realistic timetable**, taking into account your Committee’s schedule and availability to review your work if you’ve selected the independent option. Complete all necessary forms to expedite the process.

If you answered **YES** to questions **1 - 5**, and you have selected the independent option, discuss with your Faculty Mentor and PA their plans to submit their assessment of your Externship. Discuss any remaining deadlines. Complete all necessary forms to expedite the process.

IV. The Advanced Project (F11/F12)
Either your Faculty Mentor, with your PA (if you chose the independent option), or your Advanced Project Course instructor (if you chose to take an SNL course) must assess your Advanced Project before it is considered complete. Students are required to fulfill the Advanced Project competencies to be eligible for graduation.

1. My Academic Committee has approved my AP proposal.  
   Y  N

2. My Academic Committee has reviewed and commented on my AP first draft.  
   Y  N

3. If YES to both questions, I will submit (or, have already submitted) my final draft for my Academic Committee to review.  
   Date provided should be within the published deadline for Final Committee Meetings:

4. I confirm this date is before the published graduation deadline.  
   Y  N

5. I understand that my Faculty Mentor and PA must assess my AP as passing before I can consider it complete.  
   Y  N

If you answered YES to all questions, discuss with your Faculty Mentor and PA their plans to submit their assessment of your AP. Discuss any remaining deadlines. Complete all necessary forms to expedite the process.

If you answered NO to questions 1 and 2, STOP: discuss with your Academic Committee your plans for completing your AP. Provide them with a detailed and realistic timetable, taking into account your Committee’s schedule and availability to review your work. Complete all necessary forms to expedite the process.

V. Final Committee Meeting, Assessments, and Registrations

1. I have scheduled my Final Committee Meeting within the deadline published on the SNL Undergraduate Graduation webpage.  
   Y  N

2. I understand that my participation in the Summit Seminar (L12) follows my successful completion of my Final Committee meeting (including approval of my AP and Externship).  
   Y  N

3. I have registered for Advanced Project.  
   Y  N

4. I have submitted my Advanced Project to my Committee for final assessment and grading.  
   Y  N

5. I have registered for Externship.  
   Y  N

6. I have submitted my Externship to my Committee for final assessment and grading (independent option).  
   Y  N

7. I have passed Externship (course option).  
   Y  N

8. I have registered for Summit Seminar.  
   Y  N

9. I have registered for all remaining competencies I will complete at SNL.  
   Confirm registrations below (this list must correspond to Section II):
   • (Insert registration information)
   • (Insert registration information)
   • (Insert registration information)  
   Y  N
10. I have confirmation that I have passed any Incomplete competencies remaining, and that the grade will be changed before the published deadlines (attach email confirmation(s) to this document). Y N

- If you answered YES, and you have answered YES to all previous questions in this self-assessment and no transfer coursework or ILPs to submit, you are in good position for graduation, and participation in Commencement this June. Consult with your Faculty Mentor for next steps. Communicate your good news to your Academic Committee.

- If you answered YES to all except questions 1, 3, 5, 8, and 9 in section V, you may be in good position to graduate. Consult with your Faculty Mentor to confirm. Register for remaining competencies and schedule your Final Committee Meeting. Keep in mind that any remaining transfer coursework or ILPs awaiting assessment may impact your graduation eligibility. See section II above.

- If you answered NO to any questions in sections I - IV, contact your Faculty Mentor ASAP to discuss next steps. Plan now to answer YES to all questions. You may be eligible for graduation next quarter and Commencement the following June.

###
Mentoring According to St. Pat

“Mentoring According to St. Pat,” (Richard “Pat” Ryan, that is), as told to Donald Opitz and modified and expanded (slightly) by Fred Wellisch and Deborah Holton:

1. Enjoy each of your mentees and show it.
2. Make your mentee your entire focus on the phone or in the office.
3. Do what you say you will do.
4. Communicate that you care about their experience of school, their learning, their success.
5. Respond to their initiatives.
6. Expect great things from them.
7. Bad news from you needs to travel twice as fast as good news.
8. Rewrite and reframe your feedback so that the student will hear the message as clearly and as positively as possible, instead of hearing only “you” delivering the message.
9. Be as specific as you can about what doesn’t work and what needs to be done in revision.
10. When your student shows real passion and interest in learning, help her or him find ways to make it work efficiently and within the constraints of the program and timetable.
10. Take notes of decisions and put in the student’s records.
11. Fill out forms, immediately. Submit them immediately.
12. Learn the system to help students avoid frustration.
13. Acknowledge that you have received their work even if you are not able to assess it immediately.
14. Don’t use e-mail to answer complex questions or settle differences; pick up the phone and encourage them to do the same.
A few snapshots from a “mentoring” practice, by Russ Rogers

...fragments of thought along a convoluted and yet-evolving path

As you may recall, I commented at our last meeting about the challenge of languaging challenge. To get back to that point and expand on it, I need to start by offering some context. Please bear with me as I spiral from some presuppositions forward into some reflections on my practice of mentoring.

First----6 quick snapshots into my thinking...

(1) My practice of mentoring is informed by my work in leadership science, org. behavior and performance engineering—as well as my earlier roots in philosophy and cognitive linguistics/general semantics. Ideas, concepts and models from these fields inform my practice.

(2) Four key presuppositions:
   a. About position. Leadership science (social causation) would tell us that—“Having a position (org. title) no more makes one a leader than being in a barn makes one a donkey.” I believe the same thing is true of the position or title of “mentor.” I don’t believe in it. I make a distinction between “leader by title” vs “leading by practice.” Similarly, I make a distinction between “mentor by position” vs “mentoring by practice.” In short, I find the notion of “having a mentoring practice” to be much more helpful (and productively haunting) than to overly-swallow the label of “mentor.”
   b. The focus of my practice is “improved performance” (at various levels of system---personal, interpersonal, organizational). With my assigned advisees, the focus is EACH ONE’s “improved performance.” That’s my focus. The question is---is this a SHARED focus with the advisee?
   c. Two models inform my views of “improved performance” or “improving performance.”
      ◆ Worthy Performance = Valuable Accomplishments over (divided by) Costly Behavior (Tom Gilbert/HP-engineering)
      ◆ \( D = \text{Challenge+1 over Support} \) (Sandy Astin, Nevitt Sanford, Lee Knelfelkamp); too much challenge = stress-shutdown/intimidation; -too much support = boredom-shutdown/coddling
   d. So, I’m practicing to activate full/fuller consideration and capacity-building to both numerator (VA & C+1) and denominator (CB & S).

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(3) From ontological base-camp (body/language/emotion) and org behavior 101 (energy in motion around purpose): I orient my work in org behavior from the perspective that, fundamentally, human beings are a conversation—a person is a conversation, a friendship is a conversation, a family is conversation, an organization is a conversation, etc. The “conversations” differ to be sure—but, fundamentally, to change the person, family, relationship, organization—the conversations must change. Absent this, efforts at change are mere window-dressing. Hence, in my mentoring practice or in org behavior practice: “I’m a conversation(1) attempting to engage other in a conversation between us(2) that ultimately enables other to alter the conversation(3) that other is—and thus engage with greater capacity.” Three conversations that need to somehow mesh. Who-I-am is occurring inside my conversations (intrapersonal, interpersonal, organizational, global, etc.). To be in a conversation-for-better (an interesting vision of what learning is or can be!), I need to let-go-of the conversation-I-am in favor of the next-better-version of me-as-my-next-conversational-manifestation. (Consider B. Fuller’s—*I Seem To Be A Verb*)

(4) All change, then, is linguistic in nature. There’s a fundamental connection between language and action. Reality arises in language and exists in interpretation. Stories we tell ourselves shape our responses to our environment and our perception of our capacities. I am MORE than the story I tell myself (or tell others). I am MORE than a character in that story. I am author or, at least, part-author. My advisees are MORE than the stories they bring, they tell, they’re stuck-in. The role of character-in-story (or, if you will, victim-in-story) doesn’t suit them. I mustn’t over-believe (collude with) their story so much that it under-challenges them and keeps them from discovering or enhancing the author, or part-author, they are.

(5) This brings me to the critical role of “conversation”----of differentiating a NICE CHAT from a PROVOCATIVE CONVERSATION (pattern interrupt; reorganization; not ratify what we already think). My “practice” is around the latter----engaging “word practices” (John Searle’s “speech acts”) that open up new possibilities, finding/tinkering with evocative metaphors that help gather, integrate and nudge the conversation “out there” into new noticing & choice-making—seeking to nudge the fundamental shifts of mind that permit one to alter the conversation “in here” and thus engage with greater capacity. (Richard Paul—“the quality of life is given in the thinking guiding it.”)

(6) This brings me to conclude that LANGUAGE is never beside the point in human life. As Mark Twain wrote, “Language is the Trojan Horse through which ideas get into the mind.” Or, L.
Wittenstein’s: “The limits of my language are the boundaries of my world.” Or, Heidegger/Husserl’s —language is the house we build and then get stuck inside. Or Wendell Johnson’s “Verbal Cocoons.”

So what? Now what? —How am I currently tinkering in my practice to language challenge?

a) Hosting a conversation about the conversation. Partnering for performance. We’re in this conversation together. How do we want to co-create this space? ---co-creating a “conversation for possibility.” ---frontloading some agreements about our working relationship. Revisit periodically.

- What do you hope for in our working relationship (mentoring/advising/coaching)?
- What can I do to help you get the most out of our working relationship (mentoring/advising/coaching)?
- If you experience too much challenge/not enough support (or too much support/not enough challenge) from me, how will you let me know so we can tinker with the mixture?
- If I think you’re coasting (not stepping-up professionally or academically), how would you like me to approach you? ---what advice do you have for me in approaching you with such observations/POV?
- If I think you’re harboring a “costly behavior” that’s compromising your performance, do you want me to let you know and, if so, how? ---what advice do you have for me in approaching you?
- If I’m doing something that bugs the heck out of you, how will you let me know so we can discuss it?
- How would you prefer to structure our interaction(s)? (-I contact you? -you contact me? -we have email conversations? -we have phone conversations? -we meet periodically? -we meet regularly? -we meet ‘as needed’? -etc.???)

b) Metaphors I think about. . .and sometimes actually “use” out loud—
---Having a flu shot; hating needles; fainting; doctor’s/nurse’s approach
---Beowulf—Grendel—Grendel’s mother (nudging thinking without awakening defensiveness that shuts down thinking)
---Pick-up-sticks
---Velveteen Rabbit “...needing to be carefully kept”
---Facets
---Linkage (floss, rope, chain, bar, bungee cord)
---Rheostat---dialing up/down the_____candor/diplomacy; challenge/support; etc.
---Continua (1-10)

c) Making entry----in search of an ever-widening array of options (portfolio of ideas):
“Permission to meddle…?”
“Permission to speak frankly…”
   “Do I have your permission to tell you what I think?”
   “May I offer you another point of view?”
   “That’s interesting, tell me more. (repeat back what I think I heard) I have a different perspective, may I offer it for your consideration?”
   “What role would you like me to play in this conversation? How would you like me to contribute?”
   “As your ‘mentor,’ I think I have a special role to serve you as a coach. Are you ok with this? If I think I have a suggestion for increasing your effectiveness, how would you like me to offer it?”
   “WP= VA/CB ----“Comment on VA. As one of your champions or cheerleaders for WP, I wonder if we could talk about the CB side of things a bit?”
   “I’d like to stir the pot…”
   “Brace yourself, I’m about to stir the pot…”
   “For the sake of testing assumptions, let me offer a different POV”
   “My intent is not make you wrong. Rather, I’d like to suggest another POV for our consideration…”
   “I don’t want to presume on the title SNL gave me to be your mentor. Are you giving me authority to comment?”
   “How candid would you like me to be in our relationship....in this conversation?”
   “Are you willing to consider another possibility?”
   “How willing are you to consider other possibilities?”
   “How have you contributed to creating this current situation?”
   “To what extent do you see yourself as part of the cause of what you’re trying to fix/make better?”

   d) If “challenge” awakens defensiveness (rather than engaged/stretched thinking)...
   “Let’s slow this down....”
   “Let’s unpack this a bit....”
   “I’m glad you voiced that because it gives me a chance to clarify my point...”
   “What I just said isn’t quite right. Let me see if I can get closer to what I really want to say...”
   “As they say in the Navy when there’s a problem: ‘let’s stand down and take a look...’”
   “This doesn’t seem to be working. Let’s slow this down...”
   “Let me take a few moments to gather my thoughts...” (hold the silence; reorient/restate purpose)
   “Let’s put the pin back in the grenade...”
   “I think we’ve slipped straight to Final Jeopardy...”
   “Well, that certainly wasn’t my intention. My intention was/is XXXX. What suggestions do you have for me that would help me better get my intention through?”
   “Wait a minute. I want to be able to hear this...and I’m noticing that I’m getting a little irritated/frustrated---which is NOT going to help either of us.” Pause.
   “Can we agree to work on this?”
“We seem to be disagreeing. How would you like to proceed?”
“What are you requesting that I do differently?”

e) Current “edges” in my practice...
   --being present to/for what’s happening
   --catching myself being preoccupied; meeting without meeting-on-purpose
   --talking without choosing words “on purpose”
   --playing it safe----rather than risking challenge or risking support
   --listening-to-reply rather than listening-to-understand
   --not listening to the way I’m listening
   --problem-narrative (more permissible to complain than state commitments)
   --forgetting “right vs effective”

f) A few resources that I’ve found helpful (thought-provoking) in nudging my practice...
   -Susan Scott’s Fierce Conversations
   -Annette Simmons’ A Safe Place for Dangerous Truths
   -Doug Stone’s Difficult Conversations (Harvard Negotiation Project)
   -Kerry Patterson’s Crucial Conversations (also Crucial Confrontations)
Sample Academic Progress Template for Mentors

Date __________

Dear (Student Name):

I am contacting you out of concern for your academic success at SNL. Your instructor, INSERT NAME, reports that you are not meeting the academic requirements of his/her class and that you are in danger of receiving a failing grade.

I urge you to take one or more of the following actions as interventions:

Take Time to Talk with Your Instructor
Be sure to alert your instructor, if you have not already done so, to any questions or problems you are experiencing related to this class

Consider Withdrawing from the Class
The last date to withdraw from classes this term is February 24, 2013. You will not receive a tuition refund.
However, if you think you will not be able to significantly improve your work for this class, your academic record will be much less impacted by a “W” than a “D” or “F” grade. Before withdrawing from classes, check with the Financial Aid office (312-362-8610) to find out what impact withdrawing will have on your aid.

Use All Available University Academic Support Options:

University Center for Writing Based Learning
Available online or on campus. Offers assistance with all aspects of writing; flexible hours.
Loop 312-362-6726 LPC 773-325-4272
http://condor.depaul.edu/writing/index.html

Center for Students with Disabilities
Provides advocacy, support and accommodations for those students with disabilities.
Provides clinical support for students throughout the university with learning disabilities and ADD/ADHD.
773-325-1677 or TTY 773-325-7296
https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/students-with-disabilities.aspx

University Counseling Services
Offers personal counseling supportive of the diverse issues of the campus community.
Walk-in hours and scheduled appointments available.

Updated: 10/3/16
University Ministry
Offers support and spiritual guidance; religious diversity.
773-325-7902 http://studentaffairs.depaul.edu/ministry

Office of Veterans Affairs
Offers veterans information and a variety of resources.
312-362-5656 http://studentaffairs.depaul.edu/va/index.html

Contact your SNL Mentor
I am glad to discuss your options for addressing the issues your instructor raised. Contact me at EMAIL or by phone at PHONE. If you cannot reach me, you can contact the SNL Advising Center at snladvising@depaul.edu or 312-362-5445.

I hope you find the assistance you need to be successful this term and going forward. I wish you every success as you continue to pursue your goal of obtaining a Bachelor’s degree at DePaul University in the School for New Learning.

Best regards,
(Mentor Name)

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Instructions for the Student – Grade Appeals Process

1. In order for your grade appeal to be official, **all requests** for a grade appeals hearing, including the formal letter and documents **must come directly through the office of the Dean**.
   a. Should the dean designate another to handle such cases, such as an associate dean or senior director, the designee will copy the dean on all correspondence.
   b. Note that neither the office of the Dean nor the AD on Call, acting as the dean’s designee, will serve as an advocate for you in support of your appeals case. The grade appeals committee alone determines the outcome of your case.

2. Before you direct your official appeal and materials to the office of the Dean, **attend to all points below**: 
   b. **You may only appeal your grade on the following grounds**: 
      i. The methods or criteria for evaluating academic performance made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
      ii. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
      iii. The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:
         1. The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
         2. Predetermined criteria were not explained at the beginning of the quarter or semester.
   c. You must provide evidence that you have discussed and clarified your grade with your instructor before filing an official appeal.
      i. Only if there is an impasse after that discussion should you consider requesting an official appeal.
      ii. In your appeal letter, summarize the nature of your discussion with your instructor.
   d. Be advised that the **grade appeals policy clearly places the burden of proof on you**. To make the best case possible, it is incumbent on you to **provide a typed statement of your reasons for the appeal that are both clear and coherent, along with any supporting documents you have that are reflective of your appeal.**
i. Note that the committee will forward all of your documents and statement will be forwarded to the instructor for a response. The instructor has two weeks to respond, after which the committee will evaluate the case.

ii. All materials should be submitted electronically via email. Your name should appear as part of your filename, and both your ID number should be clearly referenced in your letter and documentation.

e. The grade appeals committee at its discretion may ask for clarifications from either party; however the appeal process is not one of repetitive rebuttal between the student and the instructor, so the evidence you provide initially is the foundation of your appeals case.

1. The committee will follow the process outlined in the handbook and render its decision no later than two months after it receives the official notice from the Dean.

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<th>Checklist for a Grade Appeal</th>
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<td>I have reviewed the grade appeals policy</td>
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<td>According to the grade appeals policy my case meets the conditions of a grade appeal</td>
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<td>I have spoken with my instructor</td>
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<td>I am at an impasse with my instructor</td>
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<td>I have documentation to verify my conversation</td>
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<td>I have provided a summary statement of my conversation in my appeal letter</td>
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<td>I have included conversation documentation with my appeal materials</td>
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<td>I have provided additional documentation to support my case</td>
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<td>I acknowledge that the burden of proof is on me</td>
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<td>I acknowledge that I cannot rebut my case once I file my foundation documents (letter and support materials)</td>
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<td>My letter provides clear reasons for my appeal</td>
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<td>My letter follows the standards of formal grammar, punctuation, and style</td>
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<td>My name and ID number appears on my documents</td>
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<td>My name is part of all of my documents filename</td>
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<td>I understand the committee’s timeframe and actions involved before reaching a final decision</td>
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<td>Meeting all of the conditions above, I have submitted my materials to the Dean, or to AD on Call for forwarding to the Dean.</td>
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