

The following essay was written by a student in the School for New Learning, in support of an Independent Learning Pursuit (ILP). The student has agreed to share this with SNL Writing. Identifying details have been removed. November 2013.

**SCHOOL FOR NEW LEARNING
INDEPENDENT LEARNING PURSUIT SUBMISSION FORM**

Updated 7-31-13

Your ILP will be reviewed by two persons: your Faculty Mentor and a specialist in the competence area. If your ILP is in your Focus Area, your Professional Advisor will be the specialist reviewer. Your ILP will be assessed using the criteria stated on the following pages. The assessment will be based on the evidence submitted and on a rationale you prepare on its development. Review the criteria before you prepare your submission. Then complete this form and provide it with the rationale and evidence. **Please complete this form as a Word document only and send it to your Faculty Mentor via email as an attachment and include the rationale statement and any written documents you are submitting as evidence by email as Word attachments. After your mentor approves the ILP, a \$150 fee will be charged upon ILP submission. Graduating students, please note: ILPs should be submitted by the third week of the quarter before the quarter in which a student plans to graduate.**

STUDENT: _____

ID: _____

PHONE NUMBER: _____

E-MAIL: _____

FACULTY MENTOR: _____

P.A.: _____

COMPETENCE Letter and #: _____

P.A. Email Address: _____

COMPETENCE STATEMENT: *Can assess the social and personal value of civic engagement for achieving change.*

COMPETENCE CRITERIA:

1. *Critically analyzes national or local civic issues from a systemic perspective.*
2. *Explains the impact an engaged citizen can make to improve the effectiveness of a society.*
3. *Articulates a strategy for personal civic engagement.*
4. *Engages in an activity that positively contributes to the civic life of a community.*

Competence Criteria are the specific skills, abilities, or activities within the general statement of competence. Each criterion demonstrates an important aspect of the competence under review. List the criteria that relate to your ILP. To find the competence statements and criteria, go to the appropriate chapter the Foundations book at http://www.snل.depaul.edu/StudentResources/Forms/Undergraduate_Forms.asp If you designed the competence statement, clarify with your Faculty Mentor or Professional Advisor appropriate criteria and list these here.

Please Note: You should only complete ILPs for competencies you have not otherwise filled.

I certify that this work is my own independent work and that any others' work is fully credited. I understand that my work will be submitted for an online analysis to confirm that the content is original and that appropriate references and citations are included.

Student Signature: _____

Typing your name here and then submitting this form via your e-mail account will serve as your electronic signature.

Date Submitted for Assessment: _____

I am attaching:

1. Rationale for my ILP (See the next page for how to complete your Rationale for your ILP)

2. Evidence (Check any/all that apply):

Essay or other written document in addition to the rationale

Artifact Oral Report Certificate

Other: I have attached letters that document my public advocate speaking engagements as well as a copy of a recent newspaper article which highlights my most recent civic contribution.

Please note: I have attached two letters in one file as an artifact. Also, I am attaching this link as an artifact. It is a link to the Northwestern Memorial Hospital site. My artifact is a news article and it appears as the last link of the "5 Brain Tumor Survivor Stories."

<http://cancer.northwestern.edu/news/NBTIPatientStories>

RATIONALE FOR YOUR ILP

Please describe how your ILP relates to the competence you are demonstrating by addressing the areas listed on this form. You can either insert a one-paragraph statement after each question or write a separate essay in which you include your responses. This rationale should be submitted in addition to any other evidence you may be submitting to support your ILP. [Please note that the rationale does not, in itself, constitute sufficient evidence for an ILP.](#)

1. Context

Describe your own background—how does this experience on which you are basing the ILP relate to your work or studies?

The ILP that I have created for L-3 directly applies to my experiences and to the requirements for the SNL program. I completed a college level course at Bradley University called Intellectual and Cultural Events. While this coursework did not perfectly coincide with the L-3 competency, I believe it gave me a good foundation in learning about how to get involved at a community level and to experience the diversity that our communities offer us. In addition to this course, I have had a wealth of volunteerism/civic engagement opportunities throughout my life including opportunities in junior high, high school, and in my adult life. I have directly applied the skills and knowledge gained from these experience to areas of my life in practical ways. In addition, in this ILP, I have related current life experiences to those skills that I developed along my life path, and I have specifically stated how I currently use this background in my endeavors as a public advocate for cancer and research charities that support families battling cancer.

2. The Experience(s)

Describe the experience(s) that led to gaining competence. What did this (these) involve and how did you participate?

The experiences that lead to gaining competence have been built upon over time. My first experience being involved in my community came when I was in junior high when I volunteered at events such as passing out tickets at the Naperville Rotary Club's Father's Day Fair, decorating the tent walls with streamers and banners at Naper Settlement's Oktoberfest, and clearing tables at Naper Nights, a concert series. While these activities were not overly impactful in changing lives, it was a great place to start helping in my local community. Next, I was exposed to training at a volunteer fair in which non-profits were soliciting for high schools students to become involved. This gave me good direction as to how I could help in meaningful ways. During high school I became a Physical Education leader in a volunteer capacity teaching lessons to fellow students. I also worked with other adults and students to organize events such as Hoops for Heart to benefit the American Heart Association.

Once in college, I became involved in many civic activities such as Make-A-Wish events, St. Baldrick events, Cure Search Walks, and Relay-for-Life. Most importantly, I made an impact on the lives of children by volunteering with the Shining Stars Foundation, a pediatric cancer charity. Over time, I became an advocate of this foundation and helped with event planning and fundraising to help foster activities for children with cancer.

In 2011, I was diagnosed with cancer. Since that time, I have become a public advocate for cancer and charities that support cancer patients. I have done several speaking engagements on the topic of cancer treatment, cancer trial drugs, and the importance of having a positive attitude while battling cancer. Each of these experiences was explained in detail in this L-3 ILP.

3. Relevance to Competence

How does (do) this (these) experience(s) relate to the competence you are demonstrating?

Each of the experiences that I listed above, and that I wrote about in detail in the ILP, directly relate to the L-3 competence. The competence is analyzing and understanding a local or national civic issue, understanding how a citizen can become personally involved in a strategy to make a change, and then engaging in such activities that will contribute positively to a community. I believe that each of my experiences directly relates to the competence, and through the ILP I showed a direct relationship to each experience and how I have gained competence as it relates to L-3.

I believe that I have provided competence of #1 (analyzing a national or local civic issue) by gaining not only an understanding of cancer through my own battle and by research, but my experience taught me how others may be feeling during this experience. By speaking out publicly, I believe that I have demonstrated understanding of this competence.

Second, #2 asks that I explain the impact that a citizen can make to improve the effectiveness of a society, and I believe that through my numerous experiences working with other adults and students in the planning of local charity events and fundraisers, as well as having a personal connection to the Shining Stars Foundation, directly shows that I can work with others to make an impact at a local level.

I was asked to speak about my cancer journey at several different cancer events and fundraisers. These opportunities have given me the direct opportunity to positively contribute to the civic life in the Chicago area. Offering the experiences from my journey have the opportunity to help other families understand the cancer battle and gain knowledge of what other cancer patients may be experiencing. I believe the act of making such speeches directly shows competence in #3 and #4 of this L-3 competence.

4. Reflection

What insights did you gain from your independent learning pursuit?

This ILP helped me take a closer look at the knowledge and experiences that I have gained and been involved with over time. I have realized that I have more than just acquired a specific skill for working effectively in the community, or being “civically engaged” as it might be called. It has become something that literally comes naturally for me. I enjoy speaking out about my cancer journey and on behalf of the cancer charities that support other cancer patients and their families.

I believe that by creating this L-3 ILP, I took the opportunity to research civic engagement in more detail, and I was able to think through my life experiences and realize how many different ways I have supported my community over my lifetime. I believe there is still more that can be done and I believe that I will continue to be civically involved in my community in the future.

5. Ideas

What theories, ideas, concepts, or principles did you learn as you completed this work?

For example, if you took a role as a Zoo Volunteer, what principles or ideas of animal care did you learn, such as “observe the animal’s behavior to figure out its needs,” or “animals in captivity need to maintain as much independence as possible”? If you worked on a design of a home, what principles of architecture did you learn, such as “form follows function” or another design principle?

Through my research, I learned more about the theories of civic engagement. There are many ways to view civic engagement and the research gave me the opportunity to really take an in-depth look at how people are involved in a civic way. The work of Ehrlich was fascinating as I had never know there were so many different types of civic engagement, but by understanding the work of Cotterman, and her engagement wheel, it is much more clear the levels we take part in. Another expert in the field, Kopell, discussed the importance of people being involved in their communities. Also, the theories about how high school and college students fit into our communities and make our communities a better place is certainly noteworthy.

6. Application

How did you apply those ideas in your experiences, and/or how might you apply the competence you gained from this (these) experience(s) in the future?

Throughout the ILP, I showed not only how I acquired the knowledge and skills that related to civic engagement, but how I have applied what I learned. From all of the different charities that I have helped with, and all of the ways in which I have become involved, clearly show that I have learned how to engage in the community to help make an impact. Most importantly, I believe my current work as a public advocate for cancer and charities that support cancer patients has given me an opportunity to use what I have learned over time. I believe that I will continue to use these skills and the confidence that I have gained by being civically engaged.

7. Self-Assessment

You’ll be attaching documentation of the development of this competence. Explain here how your work meets the SNL assessment standards listed on the ILP Submission Form and the criteria for the competence you are addressing.

I believe that the ILP that I have submitted shows college level work. I have used college quality academic sources, and all of my research has been documented in APA style accordingly. I believe that I have thoroughly explained in detail how my experiences directly relate to the competence of L-3. In addition, I have related my experiences to the theories and the research of experts in the field of civic engagement. All of my writing has been proofread and is composed at a college level. I have also used the resources offered in the DePaul Library and Writing Center. I believe my work represents competence of L-3 Civic Engagement.

Any statements from a source must be cited using APA or MLA style.

It is recommended that students consult with the Writing Center for assistance as they prepare their Rationale and any elements of the ILP that involve original writing.

ILP ASSESSMENT FORM Assessment of Student Work: FACULTY MENTOR

Your Faculty Mentor completes this assessment of your completed report and documentation. The following assessment charts indicate the specific standards that are used to assess your work.

Directions to the Faculty Mentor:

After you complete the assessment chart (below), if you are not requesting a revision, email this form and any student product to snlassessment@depaul.edu. If the evidence submitted is not a text document, then forward it separately. The ILP form and documentation will be sent to a content specialist or to the Professional Advisor for the next assessment.

If you indicate that the student needs to make revisions, communicate that directly to the student; then submit to snlassessment@depaul.edu upon satisfactory completion of those revisions.

Signature is not required; the emailed form will be used to verify authorization.

SNL Assessment Standards

Content and Communication Standards	Meets	Improvements Needed (note here)
Student's work addresses the competence at a college level of proficiency.		
Student describes and reflects on own experiences/knowledge.		
Student relates others' views to own learning experiences and/or demonstrates the ability to view experiences from multiple perspectives.		
Assertions are supported with evidence.		
All information and statements from sources are cited.*		
Focus and conclusion(s) are clear.		
Presentation format is well organized, coherent, skillfully executed and appropriate to both the topic and audience.		
Grammar, syntax, spelling are correct.		
Citations and works cited are consistently provided using APA or MLA format.		

___ This work needs revision as indicated above.

An ILP receiving this rating is to be returned to the student for revision.

___ This work is ready for review by a Second Reader or Professional Advisor

Comments: _____

ILP ASSESSMENT FORM Assessment of Student Work: SECOND READER

The Professional Advisor or a specialist in the area of the ILP will use the following standards to evaluate the ILP.

Directions to the Second Reader:

Send the completed ILP form e-mail as a Word document to snlassessment@depaul.edu.

If you make any notes directly on the student's submitted work, include that document when you send the form.

SNL Assessment Standards

Standards to be used to assess specific content area or Focus Area	Meets	Improvements Needed (note here)
Student demonstrates the competence at a college level of proficiency.		
Student demonstrates learning consistent with contemporary standards of the field.		
Student addresses the complexity of a subject, skill, or practice.		
Student incorporates relevant resources.		

___ This work is approved—the student has demonstrated the competence

___ This work needs revision as indicated above.

An ILP receiving this rating is to be returned to the student for revision.

Comments: _____

Signature: _____

Date: _____