DePaul University

Course Catalog

School for New Learning Graduate Studies

Summer/Autumn 2010-2011

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General Information

Catalog Version

GRADUATE CATALOG UPDATE: JUNE 15, 2010
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Faculty

FACULTY
Selected from both professional and academic ranks, SNL faculty possess both content specialization and expertise in the processes of teaching adults in the student-centered, interdisciplinary manner. As each cluster of graduate students is admitted, a faculty mentor is assigned as their primary liaison and facilitator for instruction, cluster administration, advising, and assessment. Faculty mentors also maintain responsibility for the programs overall governance. Additional visiting faculty are identified to provide instruction for the Liberal Learning Curriculum.

Morry Fiddler, Ph.D.
Professor

Catherine Marienau, Ph.D.
Professor

Russell R. Rogers, Ph.D.
Professor, Program Director

Dana McDermott, Ph.D.
Associate Professor

Gabriele Strohschen, Ed.D.
Assistant Professor

Admission

Individuals interested in the graduate programs are encouraged to attend an SNL Graduate Programs Information Session or schedule an individual appointment with an SNL advisor. Information sessions are conducted throughout the year, free of charge at the Loop Campus. The session offers a brief overview of the program, along with an opportunity to ask questions and receive an application packet. Individual advising appointments are also available. Reservations are required for advising sessions and individual advising appointments and may be made by visiting the SNL website at http://snl.depaul.edu or calling the Assistant Director of Graduate Programs at 312/362-5744.

Upon submission of completed admission materials, applicants participate in a personal interview with a member of the Graduate Admission Committee. This session provides an opportunity for the applicant to receive a more detailed explanation of the program and for both the applicant and the admissions committee to ascertain the programs match with the applicants goals, motivations and abilities. Applicants are informed by letter of their admission status as soon after the interview as possible. Criteria for admission include the following:

- Appropriate academic background and ability (undergraduate degree from an accredited institution and skills in writing, collaboration, critical thinking, reflection, self-discipline, self-assessment and self-management adequate for graduate-level learning);
- Education and career goals congruent with the philosophy and scope of the M.A.A.P.S., M.A.E.A. or M.S.A.T. Program;
- Understanding of the purpose(s) and processes of the Graduate Program; and,
- Individualized, career-related Focus Area proposed for study (M.A.A.P.S.).

Acceptable Focus Areas in the M.A.A.P.S. are to be: (a) congruent with the students personal and professional goals; (b) available for investigation in accordance with the eight areas of Professional Competence; (c) described through a phrase that specifies both the core activity to be studied as well as its primary context for application; (d) unaddressed by existing DePaul graduate programs or by nationally recognized curricula leading to licensure; (e) supported by at least three years (or the equivalent) of student experience; and (f) supported by the students access to a professional setting within which to practice, apply, and/or derive learning throughout the Program.

Applications for admission are reviewed throughout the year for entry during various quarters. For specific application deadline dates per quarter, contact the Assistant Director of Graduate Program at the School for New Learning 312/362-5744.

The School for New Learning

THE SCHOOL FOR NEW LEARNING

The School for New Learning (SNL), established in 1972 as one of the schools and colleges of DePaul University, exists to foster, develop and certify the knowledge and abilities of adults and to prepare them to be self-managed, lifelong learners as they pursue a vision of a better world. To this end, the school offers competence-based degree programs and learning experiences that emphasize the application of what is learned in ways that are meaningful to adults. Further, SNL practices continuous program evaluation and enhancement and scholarly investigation to ensure that its curriculum meets the challenges of change in a contemporary society. See also http://snl.depaul.edu

The Learning Team

The teaching/learning transaction, which is central to the SNL Graduate Programs, involves several constituent groups: students, professional advisors and faculty mentor.

Students: The graduate students in the M.A.A.P.S are adults with at least three years of experience related to their fields of study who want to tailor their degree programs to address their personal and professional goals. Thus, the program serves a variety of students studying in diverse fields and ranging

in age from their mid-twenties to their mid-sixties. In general, students come from fields which are not readily served by existing graduate programs, either because these fields are new or rapidly changing or because students wish to take existing fields in new directions. In addition, some students, having previously completed graduate study in other programs, utilize this program as a systematic means to update and expand their knowledge and skills as well as gain an additional graduate degree.

M.S.A.T. students want to advance in the computer science or information systems industries by gaining credit for their relevant professional experience.

M.A.E.A. students are practioners in fields connected to the education of adults.

To encourage collaboration among the rich diversity and resourcesfulness of learners in the graduate programs, students engage in the Liberal Learning Curriculum in learning clusters with fellow students. The cluster provides a suppportive learning environment as well as a professional network.

Professional Advisors: Within the individualized Focus Area portion of the M.A.A.P.S program, each student works with a professional advisor (a recognized practitioner/expert in that field). Along with the student and the faculty mentor, the professional advisor serves as a member of the students Academic Committee and acts as a crucial source of both challenge and support to the student. Further, the professional advisor plays a key role in directing and facilitating the individualized portion of the curriculum and, in conjunction with the faculty mentor, helps the student identify long-range professional goals and design a program of study appropriate to meet these goals. Professional advisors are chosen based on their qualifications given the nature and scope of the students identified Focus Area.

Professional Advisors in the M.S.A.T. and M.A.E.A. can be faculty or recognized experts in each program's respective Focus Areas.

The Programs

Master of Arts in Educating Adults (MAEA)

The M.A.E.A. is designed with adult students in mind, who bring their experiences, expertise, and desire for improving their practice to a collaborative learning setting. While grounding ourselves as co-learners in the prevailing theories and goals in the broad field of adult education and adult learning, the learning activities during the program strengthen practitioners within the intersection of assessing, designing, facilitating, evaluating, and researching best practices.

A focus in all courses and seminars is critically examining theories and practices, so the M.A.E.A. graduate emerges with an expansive, practiced, and applied set of skills to enhance praxis in a selected area. Toward these ends, the M.A.E.A. brings into the classroom the latest in instructional technology, program and course designing, effective learning facilitation, learning theories, presentational skills, Internet-based practices and awareness of emerging issues. The program allows adults to customize portions of study to match individual needs. Mentoring, coaching, and assignments that allow students to apply what they learn in their work or a vocational setting aim at making this a practical, no nonsense, nuts-and-bolts program of study The program can be completed part-time in 2-3 years.

See also http://snl.depaul.edu

Master of Science in Applied Technology (MSAT)

Drawing on the strengths of SNL and the College of Computing and Digital Media, the Master of Science Program in Applied Technology (MSAT) provides students with a unique opportunity to enhance both their understanding of information technology and to apply that technology in the service of their individual and organizational contexts, creating the synergy of technology and humanity.

Founded in 1999, the MSAT is designed to deepen student use and understanding of technology, integrating a base of personal and enhanced professional knowledge and skills to contribute to the development of their organizations. Students in this program are diverse and experienced learners seeking to develop as leaders of people and projects through an integration of work and academic learning. The program can be completed part-time in 2-3 years.

See also http://snl.depaul.edu

Master of Arts in Applied Professional Studies (MAAPS)

Originally developed in 1984 under a national grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the Master of Arts Program in Applied Professional Studies (MAAPS) serves as both a model for professional education and as an innovative response to societys pressing need for a more

adaptive workforce. Unlike many traditional graduate programs which are discipline-based and/or lead to a major in a specific field, MAAPS is designed to provide students the framework within which to study a particular area of focus. Their individualized curriculum is combined with a series of seminars which facilitate the learning of broad, general skills deemed critical for all professionals, i.e., the skills of liberal learning.

A pre-existing area of focus in Parenting Education and Support is an curriculum option.

As its overarching aim, the MAAPS seeks to enable practitioners to enhance their effectiveness as both professionals and leaders and to respond dynamically to the changing conditions and expectations in their work contexts. Thus, the two central goals of the Program are to assist practitioners:

(1) to achieve expertise in their areas of study by building on and integrating a base of personal and enhanced professional knowledge; and,
(2) to integrate skills of liberal learning into their performance and practice as professionals and as socially responsible individuals.

These two goals are accomplished through the Programs unique approach to graduate educationan approach that integrates theory and practice, enhances professional performance, seeks to create new knowledge in emerging professional fields, and educates Master Practitioners who are able to make significant contributions to their professions and society as a whole.

See also http://snl.depaul.edu

THE MAAPS CURRICULUM PLAN
To accomplish its goals, the Master of Arts Program in Applied Professional Studies is comprised of six major components: Assessment and Planning, the Focus Area, the Liberal Learning Curriculum, Assessment Sessions, Program culmination options, and the Graduation Review. A sample program schedule is shown below:

First Quarter	Secound Quarter	Third Quarter	Fourth Quarter
• Learning Plan Research & Development Seminar (LPRD)	• Learning Plan Review • Applying Research Methods Seminar • Focus Area Professional Competencies	• Understanding Personal and Organizational Change Seminar • Focus Area Professional Competencies • Assessment & Integration I	• Improving Team Effectiveness Seminar • Focus Area Professional Competencies • Assessment & Integration II
Fifth Quarter	**Sixth Quarter**	**Seventh Quarter**	**Eighth Quarter** (and beyond, if necessary)
• Valuing Human Differences Seminar • Focus Area Professional Competencies	• Engaging Ethical Reasoning Seminar • Focus Area Professional Competencies • Assessment & Integration III	• Exercising Effective Leadership Seminar • Focus Area Professional Competencies • Assessment & Integration IV	• Culmination Options: Integrating Project Or Supplemental Professional Competencies • Graduation Review

GRADUATION PROCESS & REVIEW
As students near the completion of their programs of study (two or three quarters in advance), they are advised to consult the Programs current Registration Bulletin for key steps (and dates) pertinent to graduation preparation and readiness.
During the last quarter, when all aspects of the MAAPS PROGRAM are complete (52 credit hours), the student meets with his/her Faculty Mentor and Professional Advisor (if possible) for a final committee meeting. The purpose of this meeting is fundamentally celebration (with an agenda!!).
When ready, the steps for graduation review are as follows:

(1) MEETING: Student schedules meeting with at least the Faculty Mentor and, hopefully, both the Faculty Mentor and the Professional Advisor.

(2) NARRATIVE TRANSCRIPT: Student prepares an electronic version of his/her Narrative Transcript and submits it to the Faculty Mentor. (See Narrative Transcript in HANDBOOK SECTION H.)

(3) REVIEW: Student and Faculty Mentor (as well as Professional Advisor, if present) review the Narrative Transcript, the students registration history, and the students document file to insure that all are complete and accurate.

(4) REFLECTION: Student and Faculty Mentor (as well as Professional Advisor, if present) discuss:
 the state of the students knowledge-base, understanding, and competence relative to the aims of the graduate Program (Liberal Learning and Professional Competence) and any changes in such since his/her study began;
 the students experience in the program (e.g., significant challenges and learning gleaned from the manner in which these were handled; suggestions for Program, etc.); and,
 the students anticipated next steps (personal/professional development for the next five years including areas in need of further learning as well as initial plans regarding methods for addressing these areas).

(5) GRADUATION CLEARANCE: Subsequent to the Graduation Review, the Faculty Mentor makes any final changes/corrections to the narrative transcript and submits it to the Graduate Programs Office clearing the student for graduation.

(6) Graduates (alumni) wishing to secure copies of their DePaul University transcript or their SNL Narrative Transcript should contact the Universitys Student Records Office at: http://sr.depaul.edu . When applying for additional study elsewhere, students are advised to request that both transcripts be sent on their behalf.

The Curriculum Plans

I. Learning Plan Research & Development Seminar (4 credit hours)

The first component of the program is the Learning Plan Research & Development Seminar (AP 501). This Seminar explores the aims of graduate education with a focus on the particular program of study in the M.A.A.P.S., M.A.E.A. or M.S.A.T.

It explores purpose, scope, philosophy, key roles and processes. The development of a working draft of the Learning Plan for the individualized portion of the program (i.e., the Focus Area) is emphasized. Moreover, attaining a fuller understanding of individual fields of professional study and applying Liberal Learning Skills in professional practice are themes of the seminar. The students are supported by faculty mentors to establish an academic committee consisting of the student, the faculty mentor, and a professional advisor (an established practitioner in the students professional Focus Area).

***Learning Plan Review.* (2 credit hours)** Throughout the second quarter, students finalize their Learning Plans, convene their Academic Committee (comprised of themselves, their professional advisor, and their faculty mentor) to review their Learning Plans, and upon initial approval, submit their Learning Plans for official program approval.

II. The Focus Area (18 credit hours)

This portion of M.A.A.P.S. program is individualized, career-related, and designed by each student in consultation with his/her professional advisor and faculty mentor. The title of the Focus Area is chosen by the student to reflect the core activity to be studied and its primary context for application. Study in the Focus Area includes the development of a personalized learning plan incorporating at least nine learning activities which address eight aspects of professional competence.

The M.A.A.P.S. has a pre-set focus area in Parenting Education and Support has is pre-arranged. In the M.A.E.A. and M.S.A.T., this area is more prescribed. See http://snl.depaul.edu for further information.

THE PROFESSIONAL COMPETENCE CRITERIA
 Knowledge of the main theories appropriate to the Focus Area (710).
 Ability to engage in modes of research appropriate to the Focus Area (720).
 Ability to demonstrate expertise in the specialized skills of the Focus Area (730).
 Facility with the communication modes that practitioners use within the Focus Area (740).
 Knowledge of organizational and/or interpersonal dynamics within which professionals in the Focus Area define their roles and fulfill their responsibilities (750).
 Ability to interpret issues and problems of the Focus Area within larger temporal, social or international contexts (760).
 Ability to analyze issues of ethics appropriate to the Focus Area (770).
 Ability to engage reflection on practice in the Focus Area (774).

After developing a Learning Plan, students complete the identified learning activities through on-the-job projects, documented prior learning, coursework, professional certification programs and independent research, among other options.

III. The Liberal Learning Curriculum (18 credit hours)

The Liberal Learning Curriculum is designed to develop and refine facility in the following essential skills rooted in the timeless tradition of the liberal arts:

THE LIBERAL LEARNING SKILLS
 Self-assessment and self-managed learning.
 Critical, systemic and creative thinking.
 Applying moral reasoning to issues of values and ethics.
 Facility in various modes of communication.
 Interpersonal relations.

These five Liberal Learning Skills are addressed through a series of short seminars. Each seminar emphasizes a specific topic area deemed critical for all professionals. The seminars provide opportunities for students to interact with one another as professionals from diverse fields, to experience a variety of perspectives regarding major professional issues, and to develop and refine their Liberal Learning Skills in relation both to their Focus Areas and personal experiences.

627A FINDING AND MANAGING INFORMATION
This seminar provides M.S.A.T. students with skills of collection, analysis, and synthesis of literature and resources in their respective area(s) of professional interest. Through hands-on experiences, and guided discussion and reflection, students will familiarize themselves with current research techniques and resources.

LLS 425 EXPLORING MODES AND PROCESSES OF SYSTEMATIC INQUIRY
This seminar provides students with an opportunity to develop the Liberal Learning Skills through applying research methods. Basic concepts, principles and methods of research, analysis of relevant literature in students individualized Focus Areas, and the adaptation of traditional models of academic research to the workplace are discussed. Students are provided with opportunities both to further their skills in critical thinking, conceptualization and problem-solving and to develop strategies for the successful management of independent research and self-managed learning.

LLS 435 UNDERSTANDING PERSONAL AND ORGANIZATIONAL CHANGE
This seminar provides students with an opportunity to develop the Liberal Learning Skills through understanding personal and organizational change. Multiple dimensions and dynamics of change and the roles and responsibilities of professionals as change agents are explored. Special emphasis is placed on analyzing change processes using both linear and systems models and formulating interventions to facilitate productive change in the workplace (profit and nonprofit).

LLS 445 IMPROVING TEAM EFFECTIVENESS
This seminar provides students with an opportunity to develop the Liberal Learning Skills through improving team effectiveness. Key concepts and models are explored regarding characteristics and dynamics of effectively functioning teams including patterns of group interaction, trust, openness, influence, conflict and decision-making. Strategies for both resolving (or minimizing) barriers to effective group effort and improving team functioning are addressed.

LLS 455 VALUING HUMAN DIFFERENCES
This seminar provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, nature and costs of prejudice and other barriers that interfere with the valuing of human differences are explored in and of themselves and in relation to the increasingly diverse workforce in todays organizations. In addition, through group discussions and interviews, students are provided with opportunities to gain a deeper understanding of their own assumptions and to develop a rationale for revaluing human differences in their own lives.

LLS 465 ENGAGING ETHICAL REASONING
This seminar provides students with an opportunity to develop the Liberal Learning Skills

through engaging ethical reasoning. A variety of ethical decision-making frameworks are explored as well as the nature and impact of ethical issues and questions pertinent to social and organizational contexts. Case studies are used to stimulate reflection on individual and societal moral values. In addition, particular attention is given to designing a personal model of ethical decision-making for application within various contexts.

LLS 475 EXERCISING EFFECTIVE LEADERSHIP
This seminar provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Major themes of each of the previous seminars are integrated within the concept of effective leadership in a changing world. Key theories and principles relative to the management/leadership continuum are examined as well as the implications of current trends for the future of leadership both in general and within students personal/professional contexts.

IV. Assessment & Integration Sessions (2 credit hours)

At various intervals throughout the Liberal Learning Curriculum, students and their faculty mentor meet to ascertain progress-to-date and further the process of integration among seminar topics, Liberal Learning Skills, and students Focus Areas.

V. Culmination Options

Integrating Project or supplemental professional competencies (8 credit hours)
The M.A.A.P.S. culminates in one of two options: Option A (Integrating Project) or Option B (Four Supplemental Professional Competencies). Both of these options are described below.

OPTION A: The Integrating Project
The Integrating Project is an original, independently conducted project that both incorporates elements of theory and practice and demonstrates integration of Liberal Learning and Focus Area competencies. It is intended to make an original contribution to the students professional field and often involves a practice-based problem with an appropriate solution. Insofar as it is designed to integrate the students current program of study, the Integrating Project may not be fulfilled through a prior learning submission.

OPTION B: Four Supplemental Professional Competencies
Instead of an Integrating Project, students may choose to develop and demonstrate supplemental competencies across the eight areas of Focus Area.

VI. The Graduation Review

The Graduation Review serves as the final culmination of the graduate program in terms of review, reflection, summative integration and completed documentation. Emphasis in the Graduation Review is placed on demonstrating competency relative to integrating Liberal Learning and Professional Competence (in relation to the Focus Area), and ones professional plans for the future. Perspectives

regarding the programs overall effectiveness also are solicited.

Courses

Courses

Please visit Campus Connection at https://campusconnect.depaul.edu for current course information or http://snl.depaul.edu for further program information. Alternatively, click on Course Descriptions in the upper right. If you do not have a password for Campus Connection, you may log on as a Guest. Once you are in Campus Connection, please select 'C ourse Descriptions' followed by the Subject Area: SNL.

School for New Learning Graduate Student Handbook

Introduction

In addition to the DePaul University Graduate Student Handbook , The School for New Learning Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook.This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Please see MAAPS and MSAT Program Handbooks for program-specific information.