

DEPAUL  
UNIVERSITY

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## **Course Catalog**

**School for New Learning Graduate Studies**

**Summer/Autumn 2011-2012**

# Table of Contents

Table of Contents	2
General Information	3
Catalog Version	3
Location & Facilities	3
Administration & Staff	3
Faculty	4
Mission & Purpose	7
Mission & Purpose	7
Graduate Program & Courses	8
Master of Arts in Applied Professional Studies (MAAPS)	8
Master of Arts in Educating Adults (MAEA)	10
Master of Science in Applied Technology (MSAT)	12
Certificates	14
Certificates	14
Admissions	15
Applying to SNL Graduate Programs & Certificates	15
Earning a Second SNL Graduate Degree	16
Reactivation, Reapplication, Readmission	16
SNL Graduate Student Handbook	18
Introduction	18
Academic & Enrollment Status	18
Registration & Requirements	19
Probation (Special Review) & Dismissal	19
Graduation	20
Additional Policies & Procedures	21
Accreditation	22
Accreditation	22
The Vincentian Character of DePaul University	23
The Vincentian Character of DePaul University	23

# General Information

School for New Learning - Graduate Studies ▫ General Information

## Catalog Version

### **GRADUATE CATALOG UPDATE: MAY 15, 2011**

Please use the menu items to the left for current catalog navigation. Access archived catalogs by choosing the link to the right.

School for New Learning - Graduate Studies ▫ General Information ▫ Location & Facilities

## Location & Facilities

### **Main Office**

The main office for the School for New Learning (including the Graduate Programs) is located at 14 E. Jackson Blvd. (14 and 15 floors), Chicago, IL

### **Campus Locations**

As appropriate to specific programs and plans of student, graduate students may utilize any of DePaul University's campus facilities.

#### **Lincoln Park Campus**

2320 North Kenmore Ave.  
Chicago, IL 60614

#### **Loop Campus**

1 East Jackson Blvd.  
Chicago, IL 60604

#### **Naperville Campus**

150 West Warrenville Rd.  
Naperville, IL 60566

#### **Oak Forest Campus**

16333 South Kilbourn Ave.  
Oak Forest, IL 60452

#### **O'Hare Campus**

8770 West Bryn Mawr Ave., suite 100  
Chicago, IL 60452

#### **Rolling Meadows Campus**

2550 West Golf Rd., suite 255  
Rolling Meadows, IL 60008

School for New Learning - Graduate Studies ▫ General Information ▫ Administration & Staff

## Administration & Staff

School for New Learning (SNL)

Dean: Marisa Alicea, Ph.D.  
Associate Dean: Corinne Benedetto, Ph.D.  
Associate Dean: Deborah Holton, Ph.D.  
Associate Dean: Susan Reed, Ph.D.

### **SNL Graduate Programs**

Director: Russ Rogers, Ph.D.  
Associate Director: Sarah Hellstrom, M.A.  
Assistant Director: Helen Brusek, M.A.  
Staff: Nije Lane

### **SNL Graduate Program Coordinators**

MA Program in Applied Professional Studies: Russ Rogers, Ph.D.  
MA Program in Educating Adults: Catherine Marienau, Ph.D.  
MS Program in Applied Technology: Morry Fiddler, Ph.D.  
Liberal Learning Seminars: Morry Fiddler, Ph.D.

School for New Learning - Graduate Studies [□](#) General Information [□](#) Faculty

## **Faculty**

Faculty associated with the School for New Learnings Graduate Programs are drawn both from the academic ranks of the Universitys professoriate as well as from the larger professional community.

### **RESIDENT FACULTY**

Possessing both content specialization and expertise in the processes of teaching adults in a student-centered, interdisciplinary manner, the Schools Resident Faculty include:

Marisa Alicea, Ph.D.  
Associate Professor

Corinne Lally Benedetto, Ph.D.  
Associate Professor

Ellen Benjamin, Ph.D.  
Associate Professor

Miriam Ben-Yoseph, Ph.D.  
Associate Professor

Joseph Chen, Ph.D.  
Assistant Professor

Ludovic Comeau Jr., Ph.D.  
Associate Professor

Nancy Davis, Ph.D.  
Associate Professor

Kevin Downing, Ph.D.  
Professor

Susanne Dumbleton, Ph.D.  
Professor

Morry Fiddler, Ph.D.  
Professor

Ruth Gannon-Cook, Ph.D.

Associate Professor

Kenya Grooms, Ph.D.  
Instructor

Mechthild Hart, Ph.D.  
Professor

Dan K. Hibbler, Ph.D.  
Associate Professor

Deborah W. Holton, Ph.D.  
Associate Professor

John Kimsey, Ph.D.  
Associate Professor

Betta LoSardo, M.A.  
Full-Time Faculty

Catherine Marienau, Ph.D.  
Professor

Akilah Martin, Ph.D.  
Assistant Professor

Arieahn Matamonasa, Ph.D.  
Assistant Professor

Dana McDermott, Ph.D.  
Associate Professor

Susan McGury, Ph.D.  
Associate Professor

Patricia Monaghan, Ph.D.  
Professor

Raymond Sambuli Mosha, M.A.  
Instructor

Michelle Navarre Cleary, Ph.D.  
Assistant Professor

Donald Opitz, Ph.D.  
Assistant Professor

Edward Paulson, Ph.D.  
Instructor

Barbara Radner, Ph.D.  
Associate Professor

Susan Reed, Ph.D.  
Associate Professor

Russ Rogers, Ph.D.  
Professor

Beth Rubin, Ph.D.  
Assistant Professor

Pat Ryan, M.A.

Full-Time Faculty

J. Warren Scheideman, Ed.D.  
Assistant Professor

Michael Skelley, Ph.D.  
Associate Professor

Regina Spellers, Ph.D.  
Instructor

Ann Stanford, Ph.D.  
Professor

Gabriele Strohschen, Ed.D.  
Associate Professor

Derise Tolliver, Ph.D.  
Associate Professor

Steffanie Triller, M.A.  
Instructor

Fred Wellisch, J.D.  
Full-Time Faculty

Kate Wozniak, M.A.  
Instructor

Gretchen Wilbur, Ed.D.  
Associate Professor

# Mission & Purpose

School for New Learning - Graduate Studies ▢ Mission & Purpose

## Mission & Purpose

### DEPAUL UNIVERSITY

Founded by the Vincentian Fathers in 1898, DePaul University has grown over the years from a small institution with a limited curriculum to a comprehensive university including nine schools and colleges that offer a wide range of academic and professional programs for a student body of over 22,000.

Despite its growth and stature as the nation's largest Catholic university, DePaul remains committed to maintaining its values-centered, urban character as well as serving individuals from a broad range of professional, cultural, ethnic and religious backgrounds. Indeed, in and through all of its programs of study, DePaul University seeks to: foster through higher education a deep respect for the dignity of all people and to instill in its students a dedication to the service of others. See also <http://www.depaul.edu/about/mission/index.asp>.

### SCHOOL FOR NEW LEARNING (SNL)

The School for New Learning, 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 curricular programs meet the challenges of change in a contemporary society. See also <http://snl.depaul.edu>.

### SNL GRADUATE PROGRAMS

Each of the School for New Learning's three graduate programs (MA in Applied Professional Studies; MA in Educating Adults; and, MS in Applied Technology) seeks to enable adult professionals to expand their knowledge and skills with respect to their areas of study while enhancing the related competency and competitiveness of their contributions. In so doing, each program incorporates the following key elements:

- (a) sustained inquiry regarding a particular focus--incorporating, and resulting in, analysis, synthesis and accountability;
- (b) *reasoning through* rather than *reacting to* ;
- (c) *analyzing and synthesizing* rather than *describing* ;
- (d) using *primary* sources alongside *secondary* ones;
- (e) *learning actively* rather than *passively* ;
- (f) handling *multiplicity and complexity* rather than being *single-minded and simplistic* ;
- (g) bridging the artificial gulf between ideas and practice to engage *ideas-for-practice* ;
- (h) understanding and using frameworks to interpret behaviors and experiences; recognizing how frameworks interact;
- (i) engaging in reflective learning & behaving *in* as well as *on* practice (able to stand back, make decisions, connect concepts that underpin a skill or practice and evaluate both one's learning and one's performing/contributing);
- (j) trying out theory in practice leading to deeper understanding and/or new forms of knowledge;
- (k) abstracting meaning from experience(s); understanding how one's knowledge is shaped by one's experiences; and,
- (l) respecting the authority of systemic observation and evaluated experience.

# Graduate Program & Courses

School for New Learning - Graduate Studies ▢ Graduate Program & Courses

## Master of Arts in Applied Professional Studies (MAAPS)

The Master of Arts Program in Applied Professional Studies (MAAPS), founded in 1984, serves adults who wish to design and execute their graduate study in a personally-relevant area that is otherwise not served by typical course-based, already-structured programs. These entrepreneurial learners come with a personal/professional area of study they want to pursue, a desire to build and manage their own learning processes, and a goal to both learn and shape their learning into contributions that make a difference.

### KEY FEATURES

1. You design your own area of study (an area of professional contribution in a particular setting) guided by a graduate framework. Your idea; your design.
2. You learn to think in terms of learning for both intentional outcomes and timely applications.
3. You build a plan for learning that incorporates an array of learning strategies (not just classes!) strategies that fit your sought outcomes and learning preferences and result in products you can use.
4. You manage the pace, place and process of implementing your plan.
5. You receive assistance from a team of advisors from the University as well as your own particular professional community.
6. You engage in a brief/intensive series of liberal learning seminars designed to rekindle and/or deepen your practice in areas of inquiry, change, interpersonal communication, diversity, ethical reasoning and leadership.
7. You accomplish your goal of graduate study focusing on an area of importance to you and earning an accredited graduate degree with competencies endorsed by the University.

### DEGREE REQUIREMENTS

1. A minimum of 52 graduate credit hours completed with a cumulative GPA of not less than 3.0.
2. Successful completion of Planning & Integration coursework.
  - AP-501** Learning Plan Research and Development Seminar
  - AP-502** Learning Plan Review
  - AP-528** Assessment & Integration I
  - AP-548** Assessment & Integration II
  - AP-558** Assessment & Integration III
  - AP-578** Assessment & Integration IV
3. Successful completion of Liberal Learning coursework.
  - LLS-425** Exploring Modes & Processes of Systematic Inquiry
  - LLS-435** Understanding Personal and Organizational Change
  - LLS-445** Improving Interpersonal Dynamics
  - LLS-455** Valuing Human Differences
  - LLS-465** Engaging Ethical Reasoning
  - LLS-475** Exercising Effective Leadership
4. Successful completion of Individualized Learning Strategies (designed and executed by you given your graduate area of study and learning preferences). These strategies (classes, independent studies, work projects, etc.) are engaged to enhance your understanding and competence development in relation to each of the following aspects of your individually-tailored area of focus.
  - AP-510** Theories, Models, Ideas
  - AP-520** Methods of Research
  - AP-530** Specialized Skills
  - AP-540** Communication Modes
  - AP-550** Organizational/Interpersonal Dynamics
  - AP-560** Challenges from Larger Contexts
  - AP-570** Ethical Issues
  - AP-574** Reflection in/on Practice
  - AP-585** Supplemental (elective)
5. Successful completion of individualized program culmination (designed and executed by you given your graduate area of focus and learning preferences). Toward the end of your program, you choose one of two approaches to complete your graduate study.
  - AP-586, AP-587, AP-588 & AP-589** Supplementals (electives) -or- **AP-591 & AP-592** Integrating Major Project

### COURSE DESCRIPTIONS

#### Planning & Integration

#### **AP-501 (4 cr hrs) u Learning Plan Research and Development (LPRD)**

The LPRD Seminar explores the aims of graduate education with particular focus on the program of study leading to the MA in Applied Professional Studies its purpose, scope, philosophy, key roles and processes. Special emphasis is placed on developing a working draft of the Graduate Learning Plan for the individualized portion of the Program (i.e., the Focus Area), attaining a fuller understanding of individual fields of professional study, and applying Liberal



Learning Skills in professional practice. In addition, the process is initiated for establish each students guidance committee (Academic Committee) consisting of the Student, the Faculty Mentor and a Professional Advisor (i.e., an established practitioner in the students professional Focus Area).

**AP-502 (2 cr hrs) u Learning Plan Review (LPR) (2 cr hrs)**

During the LPR, students finalize their Learning Plans, convene their Academic Committees (comprised of themselves, their Professional Advisors and their Faculty Mentors) to review their Learning Plans. Once approved by ones Academic Committee, the Learning Plan is submitted to the Graduate Student Program Review Committee for final approval and endorsement. Thereafter, the student is at liberty to begin to implement the approved plan.

**AP-528, AP-548, AP-558 and AP-578 (0.5 cr hrs each) u Assessment & Integration Sessions I, II, III & IV**

On four occasions interspersed through the program, students meet with their Faculty Mentors for purposes of ongoing assessment and integration regarding all aspects of the program. Prior to each session, the Faculty Mentor informs students regarding the agenda for the upcoming session, its assignment and the criteria for assessment by which the assignment and session participation will be evaluated.

**Liberal Learning**

**LLS-425 (3 cr hrs) u Exploring Modes and Processes of Systematic Inquiry**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through exploring modes and processes of systematic inquiry. Students develop researchable questions and use these questions to gather and critically evaluate information and identify appropriate research methodologies. In addition, students practice searching, managing and analyzing information sources and building integrative literature reviews.

**LLS-435 (3 cr hrs) u Understanding Personal & 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 professional settings.

**LLS-445 (3 cr hrs) u Improving Interpersonal Dynamics**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through improving interpersonal dynamics. Students are introduced to various models for working collaboratively with diverse constituents over multiple contexts. In addition, students are provided opportunities to strengthen their interpersonal relations and communication skills (per context) by learning and practicing strategies and techniques that foster skill development.

**LLS-455 (3 cr hrs) u Valuing Human Differences**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, dynamics and costs of prejudice and other barriers that interfere with respectful pluralism are explored in relation to the increasing diversity of todays world. In addition, students are provided with opportunities to gain a deeper understanding of individual prejudices and develop personal and professional appreciation for human diversity.

**LLS-465 (3 cr hrs) u Engaging Ethical Reasoning**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through engaging ethical reasoning. Ethical decision-making frameworks and the impact of ethical issues within professional contexts are explored. In addition, students are provided with opportunities to design a personal model of ethical decision-making for application within various contexts.

**LLS-475 (3 cr hrs) u Exercising Effective Leadership**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Key theories and principles relative to the management/leadership continuum are examined as well as implications of current trends in leading self and others in a changing world.

**Professional Area of Focus (Individualized per student)**

Fundamental to the design of the MAAPS program is the premise that learning happens in many ways not solely via courses. Consequently, instead of fixing the *means* (lectures, courses, etc.), the MAAPS Program fixes the *ends* (learning outcomes) thereby allowing the *means* to vary (student by student) as each individual student designs and proposes the most effective and efficient *means* for him/her to achieve the sought outcome. The following areas are then NOT courses per se (or are not necessarily courses). They are areas for learning and eventual demonstration of learning areas that each student addresses and executes in terms of building his/her own learning activity or set of activities to achieve a designated sought outcome. Such learning activities MAY include courses from other graduate programs at DePaul or elsewhere; however, they may also include independent studies, work projects, certification programs, etc.

**AP-510 (2 cr hrs)** Ability to understand the main theories that guide and explain practice in ones Focus Area.

**AP-520 (2 cr hrs)** Ability to understand methods of research appropriate to ones Focus Area.

**AP-530 (2 cr hrs)** Ability to apply specialized skills appropriate to ones Focus Area.

**AP-540 (2 cr hrs)** Ability to engage communication modes appropriate to ones Focus Area.

**AP-550 (2 cr hrs)** Ability to understand the organizational and/or interpersonal dynamics within which practitioners in ones Focus Area define and fulfill their roles/responsibilities.

**AP-560 (2 cr hrs)** Ability to interpret challenges from larger contexts (e.g., temporal, social or international) facing ones Focus Area.

**AP-570 (2 cr hrs)** Ability to analyze ethical issues involved within ones Focus Area.

**AP-574 (2 cr hrs)** Ability to engage reflection in/on practice within ones Focus Area.

**AP-585 (2 cr hrs)** Supplemental (elective)

**Culmination (8 cr hrs)** Four additional supplementals (electives) or Integrating Major Project

Please visit <http://snl.depaul.edu/graduateschool> for more information about the MAAPS Program, its learning components and admission/application processes. Additional information also exists in the **MAAPS Program Guidebook** available from the SNL Graduate Programs Office.

School for New Learning - Graduate Studies ▢ Graduate Program & Courses ▢ Master of Arts in Educating Adults (MAEA)

## Master of Arts in Educating Adults (MAEA)

The Master of Arts Program in Educating Adults (MAEA), founded in 2006, is designed for people who, working formally or informally in diverse settings, support the process and practice of adults learning. Grounded in key theories, current research and best practices in adult education and learning, the program provides a learning laboratory for learners to build and deepen their knowledge and skills in assessment, design, facilitation, evaluation and ongoing research to improve practice.

### KEY FEATURES

1. You design expand your knowledge of key theories and best practices in adult learning including the latest in instructional technology, course design, learning facilitation, internet-based practices and emerging trends.
2. You further develop competencies as an adult educator and expand your repertoire of core and cutting-edge knowledge and skills.
3. You study with other adult educators in a collaborative learning environment.
4. You customize portions of your study to match your individual learning needs and goals and carry out an applied project that contributes to adults learning in your particular area of practice.
5. You receive assistance from a team of advisors from the University who provide coaching and mentoring to ensure your success.
6. You engage in a brief/intensive series of liberal learning seminars designed to rekindle and/or deepen your practice in areas of inquiry, change, interpersonal communication, diversity, ethical reasoning and leadership.
7. You accomplish your goal of graduate study enhancing your contribution as an educator of adults and earning an accredited graduate degree with competencies endorsed by the University.

### DEGREE REQUIREMENTS

1. A minimum of 57 graduate credit hours completed with a cumulative GPA of not less than 3.0.
2. Successful completion of Professional Core coursework & project.

**EA-515** Developing Professional Identity

**EA-516** Designing Educational Offerings

**EA-517** Facilitating Adult Learning

**EA-518** Enhancing Practice with Theory in Adult Learning

**EA-525** Conducting Practice-based Inquiry

**EA-526** Assessing Learning and Evaluating Programs

+ **electives**

**EA-507** Applied Inquiry Project Proposal I

**EA-508** Applied Inquiry Project Proposal II

**EA-528** Applied Inquiry Project

3. Successful completion of Liberal Learning coursework.

**EA-527** Finding and Managing Information

**LLS-435** Understanding Personal and Organizational Change

**LLS-445** Improving Interpersonal Dynamics

**LLS-455** Valuing Human Differences

**LLS-465** Engaging Ethical Reasoning

**LLS-475** Exercising Effective Leadership

4. Successful completion of Reflective Practice coursework.

**EA-535** Reflective Practice I

**EA-536** Reflective Practice II

**EA-537** Reflective Practice III

**EA-538** Reflective Practice IV

### COURSE DESCRIPTIONS

#### Professional Core

#### **EA-515 (4 cr hrs) Developing Professional Identity (DPI)**

In this cornerstone course, participants examine aspects of their identity as practitioners involved in educating adults. Their individual profile experiences, characteristics, philosophies, competencies, goals and aspirations are explored within the larger context of adult learning/adult education. Participants arrive at a clear platform (identity stance) from which to carry out their practice of educating adults in varied settings. Participants create their own credos and action plans for further study in the program, including intersections with the liberal learning seminars and skills. Emphasis is also placed on expanding participants professional networks in their area(s) of practice.

#### **EA-516 (4 cr hrs) Designing Educational Offerings (DEO)**

This course builds participants competence in the major components of designing educational offerings for adult

learners in various settings, including on-line and technology-based. The emphasis is on designing for learning outcomes and assessment. Relevant theories, concepts and principles of adult learning that inform design approaches and practices are considered. Participants develop (or revise) an educational offering appropriate to their selected adult clientele.

#### **EA-517 (4 cr hrs) Facilitating Adult Learning (FAL)**

This course expands participants repertoire of effective facilitation of adults learning in various settings. It emphasizes adult learner-centered strategies and techniques for instruction, interpreting group interactions and working with individuals in both in-person and distance education environments. This course intersects with course design, learning outcomes and assessment processes elements of which are addressed in EA-616 & EA-526.

#### **EA-518 (4 cr hrs) Enhancing Practice with Theory in Adult Learning (EPTAL)**

This course grounds participants areas of practice with deeper examinations of relevant theories, models and principles of adult learning and development. Participants investigate various strands of research and theory that support, challenge and enhance their practices in working with adult learners in their selected settings. Participants share their investigations thereby enhancing each others theoretical foundations.

#### **EA-525 (4 cr hrs) Conducting Practice-based Inquiry (CPBI)**

This course builds participants competence in practicing a repertoire of formal and informal inquiry processes. Participants explore a range of research methodologies and identify those most relevant to their practice environments. Participants gain further skills in defining research problems and questions, conducting literature reviews, creating research designs, citing sources and protecting human subjects in research. This course helps lay the groundwork for the Applied Inquiry Proposal & Project.

#### **EA-526 (4 cr hrs) Assessing Learning and Evaluating Programs (ALEP)**

This course expands participants knowledge base in approaches, strategies and tools for assessing learning outcomes of individuals and for evaluating programs intended to meet learners needs. Participants develop criteria for selecting and applying assessment and evaluation models relevant to their practice environments. They also gain skills in designing assessment and evaluation instruments. This course builds on the design principles explored in EA-516.

#### **EA-507 & EA-508 (1 cr hr each) Applied Inquiry Proposal (I & II)**

Each participant designs his/her Applied Inquiry Project in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus and conducting a literature review. Proposal II emphasizes the purpose and design of the inquiry project and audience(s) for dissemination.

#### **EA-528 (4 cr hrs) Applied Inquiry Project**

In consultation with the faculty mentor and a project advisor, each participant designs and accomplishes a project that addresses a significant question/issue in the participants area of practice. Knowledge and skills gained in EA-525 are implemented with the aim of enhancing practice informed by relevant frameworks and ideas.

#### **Electives (8 cr hrs)**

Participants choose electives (courses, independent studies and/or demonstrations of learning from prior experience) in specific areas of relevance to their practices as adult educators

#### **Liberal Learning**

##### **EA-527 (2 cr hrs) Finding and Managing Information**

This foundational course provides participants with skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; discerning credibility of courses; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style

##### **LLS-435 (3 cr hrs) Understanding Personal & 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 professional settings.

##### **LLS-445 (3 cr hrs) Improving Interpersonal Dynamics**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through improving interpersonal dynamics. Students are introduced to various models for working collaboratively with diverse constituents over multiple contexts. In addition, students are provided opportunities to strengthen their interpersonal relations and communication skills (per context) by learning and practicing strategies and techniques that foster skill development.

##### **LLS-455 (3 cr hrs) Valuing Human Differences**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, dynamics and costs of prejudice and other barriers that interfere with respectful pluralism are explored in relation to the increasing diversity of today's world. In addition, students are provided with opportunities to gain a deeper understanding of individual prejudices and develop personal and professional appreciation for human diversity.

##### **LLS-465 (3 cr hrs) Engaging Ethical Reasoning**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through engaging ethical reasoning. Ethical decision-making frameworks and the impact of ethical issues within professional contexts are explored. In addition, students are provided with opportunities to design a personal model of ethical decision-making for application within various contexts.

##### **LLS-475 (3 cr hrs) Exercising Effective Leadership**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Key theories and principles relative to the management/leadership continuum are examined as well as implications of current trends in leading self and others in a changing world.

## Reflective Practice

### EA-535, EA-536, EA-537, EA-538 (0.5 cr hrs each) Reflective Practice Sessions I, II, III & IV

Interspersed throughout the MAEA Program, participants meet (individually and/or with a small group of other graduate learners) with their Faculty Mentor to assess process, integrate learnings and engage in purposeful reflection in-and-on practice. Four elements of practice frame the objectives and activities of these Reflective Practice sessions: reflection, inquiry, flexibility/adaptability and decision-making.

Please visit <http://snl.depaul.edu/graduateschool> for more information about the MAEA Program, its learning components and admission/application processes. Additional information also exists in the **MAEA Program Guidebook** available from the SNL Graduate Programs Office.

School for New Learning - Graduate Studies ▢ Graduate Program & Courses ▢ Master of Science in Applied Technology (MSAT)

## Master of Science in Applied Technology (MSAT)

The Master of Science Program in Applied Technology (MSAT), founded in 1999, is designed for people who want to deepen their understanding and use of technology while enhancing their skills and knowledge for improving the interface between technology and humanity in organizational settings.

### KEY FEATURES

1. You draw on the strengths of two of DePaul University's nine colleges: the School for New Learning (a leader in adult education) and the College of Computing and Digital Media (a leader in information technology).
2. You develop advanced and applied capabilities in one of the following areas of applied technology specialization:
  - Applied Information Systems
  - Applied Network Technology
  - Applied IT Project Management
  - Applied Information Technology
  - Applied Human Computer Interaction
3. You customize portions of your study by combining coursework with on-the-job applied learning projects.
4. You receive assistance from a team of advisors from the University and professional community who provide coaching and mentoring to ensure your success.
5. You engage in a brief/intensive series of liberal learning seminars designed to rekindle and/or deepen your practice in areas of inquiry, change, interpersonal communication, diversity, ethical reasoning and leadership.
6. You accomplish your goal of graduate study by enhancing your expertise in applying technology and earning an accredited graduate degree with competencies endorsed by the University.

### DEGREE REQUIREMENTS

1. A minimum of 58 graduate credit hours completed with a cumulative GPA of not less than 3.0.
2. Successful completion of Planning & Integration coursework.
  - AT-598** Special Topics in Applied Technology I
  - AT-598** Special Topics in Applied Technology II
  - AT-598** Special Topics in Applied Technology III
  - AT-598** Special Topics in Applied Technology IV
3. Successful completion of Liberal Learning coursework.
  - LLS-425** Exploring Modes & Processes of Systematic Inquiry
  - LLS-435** Understanding Personal and Organizational Change
  - LLS-445** Improving Interpersonal Dynamics
  - LLS-455** Valuing Human Differences
  - LLS-465** Engaging Ethical Reasoning
  - LLS-475** Exercising Effective Leadership
4. Successful completion of Professional Core coursework in an area of applied technology specialization (Applied Information Systems, Applied Network Technology, Applied IT Project Management, Applied Information Technology, Applied Human Computer Interaction).
  - Prerequisite coursework per specialization** (if applicable and needed)
  - Foundational coursework per specialization**
  - Advanced coursework per specialization**
5. Successful completion of Independent Work-based Projects chosen from three areas below.
  - AT-519** Theories, Models, Ideas
  - AT-529** Methods of Research
  - AT-539** Specialized Skills
  - AT-549** Communication Modes
  - AT-559** Organizational/Interpersonal Dynamics
  - AT-569** Challenges from Larger Contexts
  - AT-579** Ethical Issues
  - AT-589** Reflection in/on Practice (required)

### COURSE DESCRIPTIONS

## **Planning & Integration**

### **AT-598 (1 cr hr each Special Topics in Applied Technology I, II, III & IV**

Interspersed throughout the MSAT Program, participants meet with other MSAT students to explore key topics of interest relevant to professionals in the applied technology world. These topic sessions provide opportunity to integrate technical knowledge with the liberal learning skills.

### **Liberal Learning**

#### **LLS-425 (3 cr hrs) Exploring Modes and Processes of Systematic Inquiry**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through exploring modes and processes of systematic inquiry. Students develop researchable questions and use these questions to gather and critically evaluate information and identify appropriate research methodologies. In addition, students practice searching, managing and analyzing information sources and building integrative literature reviews.

#### **LLS-435 (3 cr hrs) Understanding Personal & 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 professional settings.

#### **LLS-445 (3 cr hrs) Improving Interpersonal Dynamics**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through improving interpersonal dynamics. Students are introduced to various models for working collaboratively with diverse constituents over multiple contexts. In addition, students are provided opportunities to strengthen their interpersonal relations and communication skills (per context) by learning and practicing strategies and techniques that foster skill development.

#### **LLS-455 (3 cr hrs) Valuing Human Differences**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, dynamics and costs of prejudice and other barriers that interfere with respectful pluralism are explored in relation to the increasing diversity of today's world. In addition, students are provided with opportunities to gain a deeper understanding of individual prejudices and develop personal and professional appreciation for human diversity.

#### **LLS-465 (3 cr hrs) Engaging Ethical Reasoning**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through engaging ethical reasoning. Ethical decision-making frameworks and the impact of ethical issues within professional contexts are explored. In addition, students are provided with opportunities to design a personal model of ethical decision-making for application within various contexts.

#### **LLS-475 (3 cr hrs) Exercising Effective Leadership**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through exercising effective leadership. Key theories and principles relative to the management/leadership continuum are examined as well as implications of current trends in leading self and others in a changing world.

### **Professional Core Coursework & Independent Work-based Projects**

Coursework (24 cr hrs) in one of five areas of applied technology specialization (Applied Information Systems, Applied Network Technology, Applied IT Project Management, Applied Information Technology, Applied Human Computer Interaction). Specific courses are offered by DePaul's College of Computing & Digital Media (CDM). For CDM course descriptions, see <http://www.cdm.depaul.edu/academics/pages/coursecatalog.aspx>.

Independent Work-based projects (12 cr hrs) designed, developed and executed by participants to enhance their abilities with respect to any three of the following including AT-589:

**AT-519** (4 cr hrs) -Theories, Models, Ideas

**AT-529** (4 cr hrs) -Methods of Research

**AT-539** (4 cr hrs) -Specialized Skills

**AT-549** (4 cr hrs) -Communication Modes

**AT-559** (4 cr hrs) -Organizational/Interpersonal Dynamics

**AT-569** (4 cr hrs) -Challenges from Larger Contexts

**AT-579** (4 cr hrs) -Ethical Issues

**AT-589** (4 cr hrs) -Reflection In/On Practice (required)

Please visit <http://snl.depaul.edu/graduateschool> for more information about the MSAT Program, its learning components and admission/application processes. Additional information also exists in the **MSAT Program Guidebook** available from the SNL Graduate Programs Office.

# Certificates

School for New Learning - Graduate Studies ▢ Certificates

## Certificates

The School for New Learning currently offers two certificates.

### **Certificate in Applied Leadership for Professionals**

SNL awards a Certificate of Achievement in Applied Leadership for Professionals to graduate students who successfully complete the Liberal Learning portion (17-18 credit hours) per graduate program (MAAPS, MAEA, MSAT). This portion includes:

**LLS-425** Exploring Modes & Processes of Systematic Inquiry (or) **EA-527** Finding & Managing Information  
**LLS-435** Understanding Personal and Organizational Change  
**LLS-445** Improving Interpersonal Dynamics  
**LLS-455** Valuing Human Differences  
**LLS-465** Engaging Ethical Reasoning  
**LLS-475** Exercising Effective Leadership

### **Certificate in Educating Adults**

SNL awards a Certificate of Achievement in Educating Adults to graduate students or non-degree-seeking professionals who successfully complete three core courses (12 credit hours) that relate directly to the effective design, implementation and assessment of learning programs in any setting. The three courses include:

**EA-516** Designing Educational Offerings  
**EA-517** Facilitating Adult Learning  
**EA-526** Assessing Learning & Evaluating Programs

Please visit <http://snl.depaul.edu/graduateschool> for more information about the Certificate in Educating Adults, its learning components and admission/application processes.

# Admissions

School for New Learning - Graduate Studies ▢ Admissions

## Applying to SNL Graduate Programs & Certificates

As indicated, the following process and components apply to all of the School for New Learnings (SNL) graduate programs and certificates.

### APPLICATION STEPS

#### Step 1: Basic Information.

Applicant becomes knowledgeable about a particular SNL graduate program/certificate. Various options are available for this purpose, e.g., materials, information sessions, advising appointments, etc. See SNL graduate programs website for details.

#### Step 2: Application and Required Materials.

Applicant submits required application materials including:

- a completed Application Form and Application Fee\* (*\*The application fee is waived for DePaul alumni.*);
- a current resume;
- an Application Essay\* (writing sample) that addresses key questions pertinent to assessing the fit of the particular program to the student and vice versa (*\*Application Essay is waived for certificate applicants.*) ; and,
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution.

*NOTE: Standardized test scores are not required; however, applicants who have taken tests such as the GRE, GMAT, Miller Analogies, etc., within the previous three years are encouraged to submit their scores. International students are advised to consult the University Coordinator of International Admissions to learn of further University requirements that may apply.*

#### Step 3: Interview.

Upon initial review of application materials, a representative of the SNL Graduate Admissions Committee invites qualified applicants to an admissions interview. The purpose of this interview is to enable both the particular program and the applicant to further ascertain the match or alignment between what the particular graduate program/certificate offers and what the applicant is seeking in terms of his/her graduate-learning or certificate-learning experience.

#### Step 4: Review.

Information gleaned from each applicants materials and interview is reviewed and assessed by the SNL Graduate Admissions Committee in accordance with the particular programs admission considerations. See admissions considerations below.

#### Step 5: Decision.

An admission decision is rendered and communicated to the applicant in writing. As necessary, SNL Graduate Programs reserve the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the students acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

### ADMISSION CONSIDERATIONS

The following areas are considered in making admission decisions:

- applicants reasoning in selection of the particular graduate program or certificate (including investigation of other graduate programs/certificates);
- applicants understanding of the particular SNL graduate program/certificate;
- applicants professional background including, for graduate program applicants, his/her possession of at least three years of experience, or equivalent, relevant to the particular SNL graduate

- program/certificate under consideration;
- applicants possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SNL graduate/certificate program);
- applicants educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;
- applicants motivation to increase competence and ability to sustain effort to achieve such;
- applicants learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and, organize areas of knowledge and skill into themes and describe evidence in support of such);
- applicants cognitive/intellectual values and skills [willingness and ability to investigate prior to making claims; engage in curiosity leading to focused and sustained attention (analysis/synthesis) regarding a point of inquiry; investigate various knowledge sources (libraries, data bases, etc.); broaden perception by exploring multiple context(s) in which knowledge exists; analyze underlying assumptions and tolerate/explore ambiguity; discriminate information from opinion; form and adapt commitments amid various contexts; reflect on the meaning of discovery; and, develop and engage a breadth of interest across multiple disciplines];
- applicants communication values and skills (willingness and ability to express oneself in written and oral forms including appropriately documenting sources; decipher verbal and nonverbal messages; and, respond effectively);
- applicants psychosocial values and skills (willingness and ability to understand and manage emotions; function with autonomy and interdependence; tolerate and appreciate differences; build and sustain positive interpersonal relationships; develop and engage a sense of self in a social, historical, and cultural contexts; and, function with moral and ethical integrity);
- applicants access to, and ability to use, e-mail, the Internet, and necessary computer-based software; and,
- applicants undergraduate cumulative GPA. *(For MSAT applicants, the required minimal undergraduate cumulative GPA is 2.5.)*

*NOTE: The School for New Learning/DePaul University considers students on the basis of individual merit and without regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, handicap, or other factors irrelevant to participation in its programs.*

## **ADMISSION STATUS**

Students are to matriculate in the quarter for which they are admitted. Students failing to do so (and who later wish to start) are responsible to update their admissions materials and, if necessary depending on changes to those materials, reapply. The Graduate Programs Office maintains an admission file/status for one year from the date of admission.

School for New Learning - Graduate Studies ▢ Admissions ▢ Earning a Second SNL Graduate Degree

## **Earning a Second SNL Graduate Degree**

Students/alumni from any SNL Graduate Program (MAAPS, MAEA or MSAT) wishing to apply to a second SNL graduate program must follow the admission process outlined for the second program. Upon acceptance, up to 15 credit hours for graduate liberal learning seminars (approximately 25% of degree requirements) completed within the first SNL graduate program may be applied (within ten years of their completion) to the second graduate program and, hence, waived as part of the second graduate programs requirements. All other degree components in the second graduate program must be fulfilled or, if already applied within a previous SNL graduate program, must be replaced with officially proposed and approved current substitution equal in credit hours and aligned with the second graduate programs focus. Waiver of any credit-hours/degree requirements into a third SNL graduate program is prohibited.

School for New Learning - Graduate Studies ▢ Admissions ▢ Reactivation, Reapplication, Readmission

## **Reactivation, Reapplication, Readmission**



After three consecutive quarters of no registration (no credit hours or continuing activity status on the record), students are deemed INACTIVE and, therefore, discontinued by the University. Students wishing to **reactivate** after being discontinued for lack-of-registration reasons may do so by requesting reactivation through the SNL Graduate Programs Office at [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu).

Students who have been discontinued for failure to fulfill conditions of admission, for academic/special review reasons and/or for failure to complete their graduate program/certificate within the six-year limit from point of admission must **reapply** and be **readmitted**. In such cases, readmission may require students to re-enroll and re-complete portions of their respective program/certificate.

**Reapplication** includes submitting updated application materials supplemented with a letter/essay addressing the reasons for degree-completion-delay and/or dismissal and addressing students current status and proposed plan forward (if re-admitted). Students wishing to reapply (and be readmitted) are advised to contact the SNL Graduate Office at [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu) for direction.

Students reactivating and/or readmitted after a period of absence are subject to University and program materials in effect at the time of reactivation/readmission and may be assigned to a new Faculty Mentor.

# SNL Graduate Student Handbook

School for New Learning - Graduate Studies □ SNL Graduate Student Handbook

## Introduction

In addition to the **DePaul University Graduate Student Handbook**, each of DePaul's schools and colleges provides a school/college-based student handbook including requirements, rules and regulations for its graduate programs. This **School for New Learning Graduate Student Handbook** is found here. Additional program information and regulations applicable to specific graduate programs can be found in each graduate program's **Program Guidebook** and specialized student resources. See [http://snl.depaul.edu/StudentResources/Graduate\\_Resources/index.asp](http://snl.depaul.edu/StudentResources/Graduate_Resources/index.asp)

All graduate students assume responsibility to know and meet both the general and particular regulations, procedures, policies and deadlines set forth in these materials. In addition, all graduate students are expected to adhere to the Student Code of Responsibility (available in the DePaul University Graduate Student Handbook), to follow the policies, procedures and regulations of the University, and to fulfill any particular stipulations which the School for New Learning Graduate Programs may have made in individual cases at the time of admission or, subsequently, through official action. Failure to do so may be grounds for dismissal from the applicable graduate program.

Upon admission to SNL's graduate programs, students are to follow all catalog requirements and official materials in effect at the time of entrance. Students who are readmitted or who change their program or enrollment status are subject to the terms of the catalog and official materials in effect at the time of readmission or status change.

While every effort is made to provide herein accurate and firm information, this handbook does not constitute a contract between the student and the University. The University reserves the right to revise the content of any of its handbooks 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.

School for New Learning - Graduate Studies □ SNL Graduate Student Handbook □ Academic & Enrollment Status

## Academic & Enrollment Status

### ACTIVE STATUS Full-time & Part-time

Students are considered ACTIVE as long as they are registered each quarter for either credit hours or continuing activity status (see below). Graduate students enrolled for 8 or more credit hours are considered FULL-TIME. Those enrolled in 4-7 credit hours are considered HALF-TIME. Those registered for less than 4 credit hours are considered less than half-time.

All admitted graduate students who use the facilities of the University (library, laboratory, etc.) or who consult with faculty members regarding program components are to be registered each quarter.

### CONTINUING ACTIVITY STATUS

Students who need to interrupt their programs of study for any reason should register for continuing activity status (CAS) during the quarter(s) of interruption. This is a minimal registration (nominal fee) which enables the student to **maintain his/her ACTIVE STATUS** during the interruption, and thereby maintain access to his/her Faculty Mentor, the DePaul libraries and computer laboratories, and DePaul Online.

### DISCONTINUED STATUS

After three consecutive quarters of no registration (no credit hours or continuing activity status), students are deemed INACTIVE and, therefore, are discontinued by the University. Students wishing to reactivate after

being discontinued for lack-of-registration reasons may do so by requesting reactivation through the SNL Graduate Programs Office at [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu) . Student reactivating after a period of no-registration are subject to the requirements and procedures of the program/certificate that are current at the time of reactivation.

### **SPECIAL REVIEW STATUS (Probation)**

Students whose performance jeopardizes their satisfactory academic progress as outlined in program materials are subject to being placed on special review status by the Graduate Student Program Review Committee (GSPRC). See PROBATION (Special Review) & DISMISSAL.

### **WITHDRAWAL STATUS**

Students wishing to withdraw from a graduate program are to inform the SNL Graduate Programs Office at [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu) and complete the withdrawal/leave of absence form in CampusConnect under Registration & Records.

School for New Learning - Graduate Studies □ SNL Graduate Student Handbook □ Registration & Requirements

## **Registration & Requirements**

### **Quarterly Registration**

Registration processes are announced in advance of each quarter. Graduate students who are deemed ACTIVE (see ACADEMIC STATUS) are notified of registration processes and quarterly deadlines via the Quarterly Registration Bulletin. For information regarding graduate **Quarterly Registration Bulletin** , contact SNL Graduate Programs Office at <http://snl.depaul.edu/Courses/Graduate/index.asp> .

Only admitted graduate students who are duly registered are permitted to attend SNL graduate classes.

### **Acceptable Grades**

Grades of A through C are acceptable for registrations (courses or competencies) applied to SNL graduate programs. Grades of C- or lower require re-registering and re-completing course/competence. Pass/No Pass is only applicable to specified program components as explicitly designated within each graduate programs

**Curriculum Guidebook** .

### **Transfer Coursework**

Up to eight credit hours of graduate study may be transferred from other programs/universities in partial fulfillment of approved portions of SNLs graduate programs requirements. Such coursework must have received a grade of C or better, been from an regionally-accredited university, and been completed no longer than six years prior to SNL graduate degree conferral.

### **Cumulative GPA**

SNL graduate programs require a cumulative GPA of no less than 3.0 at the point of graduation in order to complete the respective degree and enable degree conferral.

### **Six-Year Time Limit**

All graduate degree requirements must be satisfied within six years commencing with the term of initial enrollment. Students who fail to complete their graduate program/certificate requirements within the six-year limit must reapply and be readmitted. In such cases, readmission may require students to re-enroll and re-complete portions of their respective program/certificate in order to ensure currency of the knowledge-base/skill-base. See ADMISSIONS/Reactivation, Reapplication, Readmission.

School for New Learning - Graduate Studies □ SNL Graduate Student Handbook □ Probation (Special Review) & Dismissal

## **Probation (Special Review) & Dismissal**

Students whose performance jeopardizes their satisfactory academic progress as outlined in program materials are subject to being placed on special review status (academic probation) by the Graduate Student Program Review Committee (GSPRC). In such cases, the student's Faculty Mentor develops a draft of the concerns and conditions for review. Upon GSPRC deliberation and decision, the GSPRC Chair prepares and distributes the special-review letter outlining issues/concerns as well as conditions/deadlines that need to be met for Special Review Status to be lifted. The Faculty Mentor monitors the student's progress in meeting the conditions of the special review/probation. Failure to comply with any of the terms of special review will result in academic dismissal from the applicable graduate program.

Students receiving financial aid whose cumulative GPA falls below 2.0 are automatically placed on **financial aid probation** and are expected to improve their GPA in subsequent quarters, keeping in mind that a minimum 3.0 cumulative GPA is required for graduation at the graduate-level. For information regarding **financial aid probation**, see <http://depaul.edu/admission/FinancialAid/International/MaintainingEligibility/SAP.asp>.

A student who has been dismissed for academic/special-review reasons may, after a period of time not less than two quarters, reapply for readmission. See ADMISSIONS Reactivation, Reapplication, Readmission.

School for New Learning - Graduate Studies □ SNL Graduate Student Handbook □ Graduation

## Graduation

### MEETING DEGREE REQUIREMENTS

Students must successfully complete all of the general and specific degree requirements as listed in the program section of the catalog (See GRADUATE PROGRAMS & COURSES.) and/or the applicable SNL Graduate Program **Guidebook**, **MAAPS Program Guidebook**, **MAEA Program Guidebook**, **MSAT Program Guidebook**. All requirements must be completed by the grading deadline of the degree conferral quarter.

### GRADUATION STEPS

A detailed list of Graduation Steps is provided for all SNL graduating graduate students. This can be found at: <http://snl.depaul.edu/WebMedia/StudentResources/10graduation.pdf>.

### DEGREE CONFERRAL

Applying for degree conferral requires the anticipated completion of all program components in accordance with all program requirements by the stated deadline. Submitting the on-line degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are reviewed at the end of the expected completion term indicated.

Failure to have components and requirements in place by the end of degree conferral term will prompt the Graduate Office to deny degree conferral. Students wishing to postpone degree conferral or who are ineligible to graduate must reapply for degree conferral during a later term.

All conferred degrees will be finalized within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Student Records Office, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly for those graduating students who have set (before the end of the completion term) their Privacy Settings in Campus Connect to indicate this as releasable information. Many companies and agencies use this service to verify awarded degrees.

### DEADLINES FOR DEGREE CONFERRAL AND COMMENCEMENT PARTICIPATION

The University confers graduate degrees four times per year after the autumn, winter, spring, and summer terms. The deadlines for applying for degree conferral are posted on the Student Records website at: <http://sr.depaul.edu/General/FAQs/DegreeConferral.asp>. The deadline for applying for the June commencement ceremony is February 1 of that academic year.

### COMMENCEMENT

The graduation ceremony is symbolic. It is held in June of each year.

## **Additional Policies & Procedures**

The School for New Learning provides additional policies, program information and regulations applicable to each of its specific graduate programs within each graduate programs ***Program Guidebook (MAAPS Program Guidebook, MAEA Program Guidebook, MSAT Program Guidebook)*** and specialized student resources. See [http://snl.depaul.edu/StudentResources/Graduate\\_Resources/index.asp](http://snl.depaul.edu/StudentResources/Graduate_Resources/index.asp).

# Accreditation

School for New Learning - Graduate Studies ▢ Accreditation

## Accreditation

### **DEPAUL UNIVERSITY IS ACCREDITED BY :**

The Association to Advance Collegiate Schools of Business  
The American Chemical Society  
The American Psychological Association  
The Association of American Law Schools  
The Commission of Institutes of Higher Education of  
The North Central Association of Colleges and Schools  
The National Association of Schools of Music  
The National Council for Accreditation of Teacher Education  
The National League for Nursing

### **DEPAUL UNIVERSITY IS ON THE APPROVED LIST OF:**

The American Bar Association  
The Illinois Board of Higher Education  
The Illinois Department of Registration and Education  
The Illinois Office of Education, State Teacher Certification Board  
The National Association for Music Therapy  
The State Approving Agency for Veterans Training

### **DEPAUL IS A MEMBER OF:**

The American Association of Colleges of Nursing  
The American Association of Colleges for Teacher Education  
The American Association on Higher Education  
The American Association of Theatre for Youth  
The American Association of University Women  
The American Council on Education  
The Association of American Colleges and Universities  
The Association of Catholic Colleges and Universities  
The Association of Governing Boards of Universities and Colleges  
The Chicagoland Advocates for Signed Theatre  
The Consortium of Conservatory Programs  
The Council on Graduate Schools  
The Federation of Schools of Accountancy  
The Graduate Management Admission Council  
The Illinois Arts Alliance  
The International Association of Theatre for Children and Young People  
The League of Chicago Theatres  
The Midwest Alliance in Nursing  
The National Association of Independent Colleges and Universities  
The National Catholic Education Association  
The National Council of Educational Opportunity Associations  
The National League for Nursing

# The Vincentian Character of DePaul University

School for New Learning - Graduate Studies □ The Vincentian Character of DePaul University

## **The Vincentian Character of DePaul University**

DePaul, a Catholic university, takes its name from St. Vincent dePaul. The religious community founded by Vincent, commonly known as Vincentians, opened the university and endowed it with a distinctive spirit: to foster in higher education a deep respect for the God-given dignity of all persons, especially the materially, culturally, and spiritually deprived; to instill in educated persons a dedication to the service of others. In each succeeding generation the women and men of DePaul have pursued learning in this spirit of Vincent dePaul.