*DePaul University ⯁ School for New Learning ⯁ Graduate Programs*

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**Graduate Narrative Transcript**

**for M.A. Program in Applied Professional Studies**

**INSTRUCTIONS:**

Students who graduate from the MAAPS Program receive TWO separate transcripts: a University Registrar’s Transcript (credit hours, course abbreviations, etc.) and a Program Narrative Transcript. The latter (prepared by the student and finalized during Graduation Review) officially outlines the core curricular components of the MAAPS Program, documents the student’s individual GRADUATE FOCUS AREA and records the specific COMPETENCIES demonstrated by the student. The Graduate Narrative Transcript is a graduation requirement and, upon approval by one’s Faculty Mentor and the SNL Graduate Programs Office, is maintained on file with the DePaul Registrar.

To prepare the Graduate Narrative Transcript, please see the following steps:

1. Secure a copy of your approved Graduate Focus Area Learning Plan from your own personal files. *(Hopefully, and in the spirit of self-managed learning, you have kept it “up-to-date” in light any official changes you made as you progressed through your program of study.)*
2. Secure copies of all assessment forms you were provided throughout the program—particularly those associated with Focus Area Learning Product Assessments, etc. *(Hopefully, and in the spirit of self-managed learning, you have kept copies of these in your own personal files.)*
3. Secure copies of your grade reports.
4. Print out this first page (for INSTRUCTIONS). Thereafter, delete “instructions”---do NOT include instruction page when you submit your final narrative transcript.
5. COVER PAGE: --Enter information as requested. Date of Admission and Date of Degree Completion can be written as academic terms (e.g., Fall, 2015; Spring, 2016). Focus Area Title must be entered as it has been officially approved by the Graduate Student Program Review Committee—when your plan was officially approved or subsequently/officially revised.
6. PART I & II: --Enter grade and date (e.g., B+/Summ, 14; Pass/Fall, 15) for all parts.
7. Part III: --RE: Competence—Enter individualized competence (outcome) statements for all of the nine competencies. See Part V of your Learning Plan for exact wording or, if officially revised, insert approved final wording per revision.

--RE: Evidence/Description—Enter brief description of the evidence you submitted for each competence. If evidence was a formal course, include course number and title and where the course was taken (if not DePaul).

 --RE: Grade/Date—Enter grade earned and date (e.g., B+/Fall, 15).

1. Part IV: --Complete the appropriate culmination option and delete the other one. If “Integrating Project,” please enter the official title of Integrating Product as directed.
2. **Submit Narrative Transcript to Faculty Mentor in conjunction with the Graduation Review. Faculty Mentor then makes final changes/corrections and submits it to the SNL Graduate Programs Office---clearing the student for graduation.**

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**Graduate Program—NARRATIVE TRANSCRIPT**

***(MA Program in Applied Professional Studies/MAAPS)***

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| **STUDENT:** |  |
| **Support Data:** | **DePaul ID # \_\_\_\_\_\_\_\_\_\_\_\_** | **DOB:** \_\_\_\_\_\_\_\_\_\_\_\_ |
| **ADDRESS:** |  |
| **PHONE:** | **(h)**  | **(w)**  |
| **EMAIL:** |  |
| **♦Admission Status:** | **Date of Admission:** \_\_\_\_\_\_\_\_\_\_\_\_ (Cluster # \_\_\_\_\_) |
| **♦Degree Status:** | **Date of Degree Completion: \_\_\_\_\_\_\_\_\_\_\_\_**  |
| **Faculty Mentor:** |  |
| **Professional Advisor:** |  |
| **FOCUS AREA TITLE:** | **xxxxxxxxxxxxxxxxxxxxxxx****xxxxxxxxxxxxxxxxxxxxxxxxxxxx***• Graduate Student Program Review Committee Approval: \_\_\_\_\_\_\_\_\_\_* |

**~PROGRAM OVERVIEW~**

The Master of Arts in Applied Professional Studies is a curriculum for adults who want to tailor their graduate studies to address focused personal and professional goals. As such, the program incorporates four major components: (I) Program Planning, Assessment and Integration—enabling students to develop a Graduate Focus Area Learning Plan to guide their study and keep it aligned and congruent from start to finish; (II) the Liberal Learning Seminars—designed to strengthen and refine skills in various aspects of personal, interpersonal, organizational, values & inquiry effectiveness; (III) the Focus Area—the individualized, career-related portion of the program designed and demonstrated (in terms of competencies) by each student in consultation with a Faculty Mentor from the School for New Learning and a Professional Advisor (an established practitioner in the student’s chosen field); and, (IV) Program Culmination—either a Final Integrating Project or Culminating Competencies in the Focus Area.

The Faculty Mentor provides ongoing academic advisement throughout the Program and ensures that the student’s individualized plan for learning in the Focus Area meets the highest academic standards. The Professional Advisor serves as a master artisan for the student—refining and honing the Focus Area, identifying key learning activities and essential outcomes, and being actively engaged (along with other key resources) in assessing the student’s work/competence.

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| OFFICIAL USE: | Faculty Mentor Authorization (name & date): |

PART I: Program Planning, Assessment & Integration

The **Learning Plan Research & Development Seminar** and the **Learning Plan Review** are designed to enable the student: (a) to explore the purpose, scope, philosophy, roles and processes of graduate study within the MAAPS Program; and, (b) to develop a working draft of his/her Graduate Focus Area Learning Plan in accordance with the curricular framework and graduate-level requirements.

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| ***Item*** | ***Graduate Degree Component*** | Grade (Date) |
| **AP-501** (4 cr) | Learning Plan Research & Development Seminar |  |
| **AP-502** (2 cr) | Learning Plan Review |  |

Interspersed at four points throughout the Program, **Assessment & Integration Sessions** afford the student an opportunity to assess and integrate his/her progress through all elements of the MAAPS Program. This process occurs with the assistance of the Faculty Mentor.

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| ***Item*** | ***Graduate Degree Component*** | Grade (Date) |
| **AP-528** (.5cr) | Assessment & Integration Session #1 |  |
| **AP-548** (.5cr) | Assessment & Integration Session #2 |  |
| **AP-558** (.5cr) | Assessment & Integration Session #3 |  |
| **AP-578** (.5cr) | Assessment & Integration Session #4 |  |

**Credit Hours for Part I: (8)**

#### PART II: The Liberal Learning Curriculum

The **Liberal Learning Curriculum** consists of a variety of seminars spanning five *Domains of Applied Effectiveness* (personal, interpersonal, organizational, values & inquiry).

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| ***Item*** | ***Graduate Degree Component*** | Grade (Date) |
| **AP-505** (2 cr) | Finding and Managing Information (required) |  |
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**Credit Hours for Part II: (minimum of 18)**

## PART III: The Graduate Focus Area

The **Graduate Focus Area** is the individualized, career-related portion of the Program designed by each student in consultation with a Professional Advisor (an experienced, practicing professional in the student’s chosen Focus Area) and a Faculty Mentor (a resident faculty member from the School for New Learning). Within the Focus Area’s required areas of competence development and demonstration, students identify desired learning outcomes, learning activities to accomplish such, and forms of evidence (learning product) for demonstration and assessment of competence.

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| **FOCUS AREA TITLE:** | **xxxxxxxxxxxxxxxxxxxxxxx****xxxxxxxxxxxxxxxxxxxxxxxxxxxx***• Graduate Student Program Review Committee Approval: \_\_\_\_\_\_\_\_\_\_* |

### I. THEORIES: Knowledge of main theories guiding & explaining practice in the field.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-510**(2 cr) | *-insert here your approved competence statement, e.g., can describe and analyze X and Y as two significant ideas in my focus area and explain their implications for professional practice.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### II. RESEARCH: Ability to engage various methods of research appropriate to the field.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-520**(2 cr) | *-insert here your approved competence statement, e.g., can describe and analyze X and Y as two methods of gathering data appropriate to my focus area and develop a detailed protocol for implementing X or Y (either one) in professional practice.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### III. SKILLS: Ability to apply various specialized skills appropriate to the field.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-530**(2 cr) | *-insert here your approved competence statement, e.g., can describe and demonstrate X as a specialized skill (or set of skills) relevant to my focus area and explain its application to professional practice.*  | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### IV. COMMUNICATIONS: Ability to engage various comm. modes appropriate to the field.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-540**(2 cr) | *-insert here your approved competence statement, e.g., can describe and demonstrate X as a communication mode/method to my focus area and explain how its applied to professional practice.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### V. INTERPERSONAL/ORGANIZATIONAL DYNAMICS: Ability to understand the organizational & interpersonal dynamics within which practitioners in the field define their roles and fulfill their responsibilities.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-550**(2 cr) | *-insert here your approved competence statement, e.g., can describe and analyze X as an organizational or interpersonal dynamic (or set of dynamics) relevant to my focus area and explain its implications for professional practice.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### VI. CHALLENGES FROM LARGER CONTEXTS: Ability to interpret issues and problems in the field within its larger contexts (e.g., temporal, social or global contexts).

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-560**(2 cr) | *-insert here your approved competence statement, e.g., can describe and analyze X as a challenge (or set of challenges) from the larger context impacting my focus area and explain its implications for professional practice.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### VII. ETHICAL ISSUES: Ability to analyze ethical issues in the field.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-570**(2 cr) | *-insert here your approved competence statement, e.g., can describe and analyze X as an ethical issue or dilemma (or set of issues/dilemmas) relevant to my focus area and explain its implications for professional practice.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### VIII. REFLECTION IN/ON PRACTICE: Ability to engage reflection in the field.

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-574**(2 cr) | *-insert here your approved competence statement, e.g., can describe and analyze X as an approach to reflection and apply such to a particular situation in my professional practice in the focus area.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### SUPPLEMENTAL COMPETENCE #1

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-585**(2 cr) | *-insert here your approved competence statement, e.g., see examples above.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

## PART IV: Program Culmination

Supplemental Professional Competencies: The four Supplemental (culminating) Competencies offer the student an opportunity to bring closure to the Graduate Program through developing and demonstrating additional competencies across the eight areas of the Focus Area.

### SUPPLEMENTAL COMPETENCE #2

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-586**(2 cr) | *-insert here your approved competence statement, e.g., see examples above.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### SUPPLEMENTAL COMPETENCE #3

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-587**(2 cr) | *-insert here your approved competence statement, e.g., see examples above.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### SUPPLEMENTAL COMPETENCE #4

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-588**(2 cr) | *-insert here your approved competence statement, e.g., see examples above.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

### SUPPLEMENTAL COMPETENCE #5

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade/Date*** |
| **AP-589**(2 cr) | *-insert here your approved competence statement, e.g., see examples above.* | *-insert here brief description of the learning product, e.g., Research Paper and Annotated Bibliography* | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

**⮞ Credit Hours for Part IV: (8)**

**-OR-**

Integrating Project: This Project offers the student an opportunity to bring closure to the Graduate Program through an original, independently-conducted project that incorporates elements of both theory-and-practice and knowledge-and-skill. As a culminating work, this project demonstrates an integration of the Liberal Learning Skills and the Professional Focus Area and provides a means for the student to make a significant contribution to his/her professional field.

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| ***Item*** | ***Graduate Degree Component*** | ***Grade/Date*** |
| **AP-591**(2 cr) | Integrating Project: PROPOSAL | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |
| **AP-592**(6 cr) | Integrating Project: FINAL PRODUCT**Title of Integrating Project:**XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | *Insert here the grade & Qtr/Yr, e.g., A (Fall, ‘15)* |

**⮞ Credit Hours for Part IV: (8)**

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| --- | --- | --- | --- | --- |
| ***Program Total:*** | ***52 credit hours*** |  | ***Date of Degree Completion:*** | ***XXXXXX*** |