**DePaul University ⯁ School of Continuing and Professional Studies ⯁ MA Program in Educating Adults (MAEA)**

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**Graduate Guided Individualized Study (GGIS)**

The **Graduate Guided Individualized Study (GGIS)** option offers the MAEA student a process ***to undertake a specific, individualized learning project with guidance from a designated “resource guide”—guiding in the design, accomplishment and assessment of the learning project.*** The GGIS option can be proposed and designed for variable graduate credit hours (1-2-3-4 credit hour increments).

PART I: How GGIS Works

Step 1: PROPOSAL

1. Student proposes idea of GGIS study to his/her MAEA Faculty Mentor.
2. MAEA Faculty Mentor and Student initially shape the idea and identify a Resource Guide to guide and assess the study. *[NOTE: Current SCPS Full-time or Part-time Faculty may serve as Resource Guides. Other qualified professionals may also serve if approved by the Faculty Mentor and the SCPS Graduate Programs Director upon review of resume/vitae. If new to DePaul’s instructional ranks, SCPS’s Assistant Dean for Administration and Budget will contact Resource Guide with hiring details. As needed, the SCPS Grad Office will orient the individual to DePaul’s Campus Connect systems (roster-retrieval, grading, etc.). If the proposed GGIS builds upon an SCPS undergraduate course (to bring it to the graduate-level), the GGIS Resource Guide will be the undergraduate course instructor.]*
3. Student completes **GGIS Learning Agreement Portion** (Part II below) and proposes it to his/her MAEA Faculty Mentor and approved Resource Guide.
4. MAEA Faculty Mentor and Resource Guide approve GGIS Learning Agreement. *Student maintains master copy of this GGIS document.*

**Step 2: REGISTRATION**

1. MAEA Faculty Mentor submits Graduate Special Registration Request (GSRR) Form to SCPS Grad Office—thus authorizing SCPS Grad Office to register student for a specific number of GGIS credit hours in specific quarter with a specific Resource Guide.
2. SCPS Grad Office registers student for a designated section of SCPS 532 Graduate Guided Individualized Study—section assigned to specific Resource Guide in accordance with specified number of graduate credit hours. Graduate tuition is charged accordingly.

**Step 3: EXECUTION & ASSESSMENT**

1. Student pursues GGIS in accordance with approved GGIS Learning Agreement and guidance offered by designated Resource Guide.
2. When Student and Resource Guide agree that the work/learning is completed, Student submits both final product and copy of GGIS document (from 1d above) to Resource Guide for assessment.
3. Resource Guide completes **GGIS Learning Assessment Portion** (Part III below) of GGIS document and submits copies to both Student and MAEA Faculty Mentor.
4. Resource Guide posts letter grade for SCPS 532 per section-roster available via Campus Connect. *[Note: If GGIS extends beyond the quarter of registration, Resource Guide posts a grade of “R” grade (research in progress) for item. Work must be completed within one year or the “R” grade converts to an “F”.*

**Step 4: DEGREE REQUIREMENT LINKAGE**

1. MAEA Faculty Mentor links completed SCPS 532 GGIS to appropriate portion of student’s degree progress report (DPR).

PART II: GGIS Learning Agreement

Per Step 1 (Part I above), the GGIS Learning Agreement portion is to be completed by the Student and approved by both his/her MAEA Faculty Mentor and the approved Resource Guide (guide for this learning project) ***prior to*** GGIS registration and ***prior to*** starting the work of the project.

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| --- | --- |
| **Student Name:** |  |
| **Student DePaul ID #:** |  |
| **Student Phone #:** |  |
| **Student Email:** |  |
| **MAEA Faculty Mentor Name:** |  |
| **MAEA Faculty Mentor Email:** |  |
| **GGIS Resource Guide Name:** |  |
| **GGIS Resource Guide Phone #:** |  |
| **GGIS Resource Guide Email:** |  |

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| **# of Credit Hours** 🡪 |  |

Student is to provide content (brief paragraph per item) in response to the following six areas---*adding space as needed.*

1. PROGRAM LINK: How many credit hours are you proposing for this GGIS? What is your rationale for this number of credit hours?
2. TOPIC/FOCUS: What is the topic(s) and focus for this GGIS study; How does this topic relate to your area & practice?
3. CONNECTIONS: Explain if you are building on previous knowledge in the design and intended outcomes for this GGIS, or if this is a relatively new area of study for you.
4. LEARNING OUTCOMES: What are you intending to learn? What will you know and/or be able to do upon completion of this GGIS?
5. LEARNING ACTIVITIES: What activities do you intend to engage to reach your learning outcomes? (For each sought outcome, please be specific regarding probable learning activities.)
6. LEARNING EVIDENCE: What specific forms of evidence (i.e. products) do you intend to submit for assessment?

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| ***Endorsement may include signature/date on form or accompanying email in lieu of signature.*** |
| **Student Endorsement:** |  ***(date:\_\_\_\_\_\_\_\_)*** |
| **Faculty Mentor Endorsement:** |  ***(date:\_\_\_\_\_\_\_\_)*** |
| **Resource Guide Endorsement:** |  ***(date:\_\_\_\_\_\_\_\_)*** |

***Once endorsed by the Student, Faculty Mentor and Resource Guide, the Faculty Mentor submits Graduate Special Registration Request to the SCPS Grad Office which authorizes the Grad Office to execute registration.***

PART III: GGIS Learning Assessment

Per Step 3 (Part I above), the GGIS Learning Assessment portion is to be completed by the designated Resource Guide when the Student and Resource Guide determine the work is complete. At that point, the Resource Guide is to provide content (narrative commentary) in response to the following assessment criteria—*adding space as needed or appending separate pages*.

1. Evidence demonstrates **effective development of intended outcomes**:
2. Evidence demonstrates **clear statement of focus and conclusions**
3. Evidence demonstrates **learning consistent with contemporary standards in the field**:
4. Evidence demonstrates **use of ideas, models and/or theories to interpret practice and experiences AND/OR derives practices and applications from models, ideas and/or theories**:
5. Evidence demonstrates **reflection on elements of ideas and/or practices for their meaning in one’s context(s)---more than simply describes**:
6. Evidence demonstrates **relevant support for assertions offered**:
7. Evidence demonstrates **effective organization of project**:
8. Evidence includes **relevant sources and cites appropriate references using APA format**:
9. Evidence demonstrates **correct use of grammar, syntax and spelling**:
10. **Other criteria** applied (if any):

(K) **General Comments**:

***Once completed by the Resource Guide, the Resource Guide submits a copy of this document to the Student and the Faculty Mentor. The Resource Guide also posts a final letter grade for SCPS 532 per section roster available via Campus Connect.***

*Updated Jan 2020*