

I.

KEY DOCUMENTS & FORMS

About Section I...

This section includes information and/or copies pertaining to key MAAPS documents, forms and templates. These materials are available in electronic format on the Program's website at:

<http://snl.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>

■ MAAPS Program Brochure	I-2
■ MAAPS Program Guidebook	I-2
☒ PA: Info. for Prospective Professional Advisors (PA)	I-3...
▶ Grad. Focus Area <u>Learning Plan Template</u> (Working Draft)	I-5
* Learning Product Assessment Form	I-6...
◆ Integrating Project—Proposal Review Form	I-9
◆ Integrating Project—Final Product Review Form	I-9
✦ Graduate Narrative Transcript Template	I-10...

## ▶ **MAAPS Program Brochure**

Copies of the MAAPS Program Brochure are available from the SNL Graduate Programs Office. The brochure may also be found at:

<http://snl.depaul.edu/student-resources/graduate-resources/Pages/brochures.aspx>

## ▶ **MAAPS Program Guidebook**

Copies of the MAAPS Program Guidebook are distributed to graduate students as they begin their programs of study. Sections are also available (and regularly updated) in electronic format at:

<http://snl.depaul.edu/student-resources/graduate-resources/Pages/guidebooks.aspx>

DEPAUL UNIVERSITY ♦ SCHOOL FOR NEW LEARNING ♦ GRADUATE PROGRAMS  
1 E. Jackson (mailing); 14 E. Jackson (office location), Chicago, IL 60604 [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu)

## Information for Prospective Professional Advisors (MA Program in Applied Professional Studies/MAAPS)

Thank you for considering the possibility of serving as a Professional Advisor (PA) for one of our graduate students. To assist you in making this decision, please find below some “Frequently Asked Questions” about the role:

### (1) What is a Professional Advisor (PA)?

Within the MA Program in Applied Professional Studies, each graduate student designs and pursues learning and demonstrates competence in relation to a professional area of focus. In so doing, he/she identifies and nominates a “master practitioner” in that area (or a closely related area) to join with his/her Faculty Mentor (from DePaul’s resident faculty) to help guide the program of study. Together, these three individuals (Student, Faculty Mentor and Professional Advisor) form the student’s Academic Committee and work to help the student identify long-range professional goals and crucial professional competencies and provide the student with ongoing challenge and support throughout the Program in accomplishment of those competencies.

### (2) What are the qualifications & responsibilities associated with the PA role?

- Possessing an advanced academic degree appropriate to the student’s Graduate Focus Area (typically a minimum of a Master’s degree) and/or evidence of an equivalent record of distinguished involvement and practice (teaching, publication, service) relevant to the Focus Area. [Note: To avoid conflicts-of-interest, relatives and/or individuals currently serving in direct reporting relationships to students are not eligible to serve as Professional Advisors.]
- Serving as the student’s primary advisor regarding the Graduate Focus Area. (This function includes interacting with the student regularly as he/she moves through the program.)
- Assisting the student in refining his/her **Graduate Focus Area Learning Plan** and identifying appropriate Professional Competencies (sought outcomes), Learning Activities (the means to achieve them) and Learning Products (demonstrations).
- Participating in the student’s Academic Committee Meeting and, if possible, his/her initial Assessment & Integration Session. Both of these meetings include further orientation to the PA role as well as the MA Program in Applied Professional Studies in general.
- Reviewing and approving all proposals for work in the Focus Area (as presented in the **Graduate Focus Area Learning Plan** or amended learning agreements).
- Assessing no more than 75% of the student’s Learning Products completed in the Focus Area—providing substantive feedback within two weeks of receipt of products.
- Assisting in the identification of additional assessors for the remaining Learning Products completed in the Focus Area.
- Serving as assessor and primary advisor for the culmination phase of the student’s program, i.e., Supplemental Competencies or Integrating Project Proposal/Final Project.
- Participating (if possible) in the student’s Graduation Review session at program’s end.

### (3) What are the typical time commitments associated with the PA role?

- Design/Brainstorming Stage: A few hours interspersed through this stage to brainstorm the Focus Area with the student and review his/her initial plan for exploring such.
- Academic Committee Meeting: A meeting (with the student and Faculty Mentor) of approximately two hours to offer final and official review/refinement of the student’s **Graduate Focus Area Learning Plan**, i.e., when it is ready for such review.

- **Periodic Coaching:** Periodic exchanges (via email, phone or in-person) with the student as mutually determined by both the student and the PA. The Program recommends that these interactions transpire at least once a quarter and address progress in the Program to date, learning in the Focus Area, new developments, etc.
- **Assessment of Learning:** Review and assessment of Learning Products developed by the student. As soon as the student's **Graduate Focus Area Learning Plan** is approved, the student is free to engage the Learning Activities and produce the Learning Products. Typically, the numbers of products range between 9 and 13. Upon completion, each product is: (a) self-assessed by the student; (b) assessed by either the PA or some other relevant "practitioner" depending on the focus of the particular project; and then, (c) assessed by the Faculty Mentor. For items involving the PA, the assessment process typically takes 45-60 minutes per product and may involve an iterative process of coaching the student on advance drafts prior to considering the product for final assessment.
- **Culmination Coaching & Review:** Possible consultation and assessment regarding a final Integrating Project. At the end of the program, the student may choose to complete an "integrating project." If he/she chooses this option, the student will prepare a proposal for the PAs and Faculty Mentor's review, and once approved, complete the project and submit it for PA and Faculty Mentor assessment. At this stage of the student's program, the PAs role might involve a few hours of consultation about possible Integrating Projects, review of the Project proposal, and assessment of the Final Product.

#### (4) What remuneration is available to the PA?

Full compensation for a PA's professional services is not possible. However, the Program hopes that the opportunity to work with a committed graduate student and, through such, to contribute to and invest in the future of a field or area of interest shared by both the PA and student offer some deep and generative "return" to the PA. In addition, as an expression of appreciation (and as resources permit), the MAAPS Program offers a modest honorarium to the PA at the beginning of the student's program when his/her **Graduate Focus Area Learning Plan** is officially approved. Similarly, the Program offers an honorarium to the PA for each Learning Product (including the Integrating Project, if applicable) that a PA is involved in assessing within the student's Focus Area. *[Note: DePaul resident faculty serving as PAs are exempt from receiving honoraria.]*

#### (5) One Final Thought...

The comments above are general and are obviously subject to being shaped by the unique relationship between each student and his/her PA. Fundamentally, however, the hallmark of this graduate program is advancing **professional initiative, resourcefulness, self-management and accountability** ...and, all of its students are "seasoned professionals" to one degree or another. Hence, the PA and Faculty Mentor roles are more akin to "coaching...and providing feedback" than "leading/motivating" *per se*. In short, the large majority of MAAPS graduate students pride themselves on their initiative, follow-through, dependability, and thoroughness, i.e., they are working in, and through, this graduate program to deepen and broaden their competencies as worthy and dynamic colleague-professionals—**not** as "high-maintenance" functionaries.

#### (6) How do we proceed?

Each student nominates his/her potential PA to the Faculty Mentor by submitting: (1) a brief rationale for the nomination; and, (2) a copy of the PA's current resume. The Faculty Mentor then contacts the PA-nominee to discuss the role in greater detail and to determine, on behalf of the MAAPS Program, if the fit is appropriate. If the PA-nominee is acceptable, the Faculty Mentor informs the Graduate Programs Office which, in turn, sends the PA a Letter of Agreement. The PA confirms by email.




## ▶ **Grad. Focus Area Learning Plan Template** ***(“working draft” )***

The copy of the template for the ***Graduate Focus Area Learning Plan*** (“working draft”) is available in Section G of this Program Guidebook. An electronic copy is also available at:

<http://snl.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>

DEPAUL UNIVERSITY ♦ SCHOOL FOR NEW LEARNING ♦ GRADUATE PROGRAMS  
 1 E. Jackson (mailing); 14 E. Jackson (office location), Chicago, IL 60604 [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu)



*Individualized Learning*

LEARNING PRODUCT ASSESSMENT

(MA Program in Applied Professional Studies)

This form can be found at **Graduate Student Resources** (*Forms & Special Documents*).  
 See <https://snl.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>

COMPETENCE 3-digit # (e.g., AP-510 or 520 or 530...)	➔	# AP- _____
STUDENT'S NAME	➔	
Student's DePaul ID #	➔	
Faculty Mentor's Name	➔	
Fac. Mentor's Email Address	➔	

[This form is for review of a product in its FINAL VERSION, i.e., after completion/review of earlier drafts.]

**Step 1:** Student completes information above and his/her portion of the narrative assessment (**Self-Assessment**) below. Student is *first assessor*. [Note: For completion of the assessment process and grade posting within a current quarter, learning product(s)—along with their *Learning Product Assessment Forms*—are due to one's Faculty Mentor (having been already assessed by prior assessors) by no later than two weeks PRIOR to the last day of the quarter. If this deadline is missed, an "R" (research in progress) grade may be assigned by the Faculty Mentor. As soon thereafter as the work is assessed (within the time-limit afforded by the "R" grade), the "R" grade will be replaced with the appropriate letter grade.]

**Step 2:** Student submits the following **three items** to the **second assessor**\*:

- (a) **this form** (in WORD-format);
- (b) the relevant **Professional Competence Page** (from the approved Graduate Focus Area Learning Plan or as other approved by the Faculty Mentor); and,
- (c) the **Learning Products** (evidence of learning; deliverables).

\*The **second assessor** is the Professional Advisor/PA or an Outside Assessor—approved by the Faculty Mentor per competence.)

**Step 3:** Approved **second assessor** completes his/her portion of the narrative assessment below and, upon completion, forwards the three items in Step 2 to the Faculty Mentor.

**Step 4:** Faculty Mentor (**third/final assessor**): (a) completes his/her portion of the narrative assessment; (b) determines a final grade (A-F)\* upon taking under advisement all narrative assessment per criteria; (c) forwards the completed assessment form back to the Student; and, (d) submits the SNL Payment Form authorizing honorarium disbursement to the second assessor if/as appropriate.

\*The associated letter grade is then posted for student access within DePaul University's Campus Connect (<https://campusconnect.depaul.edu>) at the end of the current quarter. If the registration for the competence occurred during a previous quarter and received an "R" grade (research in progress) that is still pending (per the R-grade time-limit), the "R" is changed and the student is informed via a 'grade-change' email.

**Step 5:** Student is encouraged to review the completed/returned assessment form with his/her Professional Advisor and Faculty Mentor as part of the student's ongoing discussions regarding program and professional progress.

**CRITERIA GUIDING ASSESSMENT:** The following criteria apply to all MAAPS Professional Competencies and should be incorporated into each assessor's narrative comments.

- (1) **Agreement:** Submission fulfills the **sought outcomes** (deliverables) outlined in the Competence Page from the approved Graduate Focus Area Learning Plan—including any adjustments negotiated in advance of submission and in writing with the Faculty Mentor. (*Excellent/A= agreement fulfilled and attached by student; Strong/B = most of agreement fulfilled; Satisfactory/C = sufficient portions of agreement fulfilled but with gaps.*)
- (2) **Investigation:** Submission demonstrates **investigation** across multiple data points including peer-reviewed scholarly resources and situates the product within a framework of relevant ideas, principles, concepts and/or theories in the focus area. (*Excellent/A = minimum 10 scholarly resources per 2 crhrs; Strong/B = minimum 8 scholarly resources per 2 crhrs; Satisfactory/C = minimum of 6 scholarly resources per 2 crhrs.*)
- (3) **Analysis/Synthesis:** Submission develops a **point of view that incorporates analysis and synthesis** drawn from multiple vantage points; i.e., (a) it evidences understanding beyond simple/simplistic description and/or mere opinion; and, (b) it evidences knowledge of, and ability to use, professional and scholarly literature in the field or related fields. (*Excellent/A = substantial analysis/synthesis; ballpark 20-pages/4000-words\*; Strong/B = some analysis/synthesis as well as description; ballpark 15-pages/3000-words\*; Satisfactory/C = primarily description; ballpark 10-pages/2000-words\**) [*\*Note: Ballpark pages/word-count do not include the bibliography and addenda and may be adapted—with approval from Faculty Mentor—for artifacts other than research papers.*]
- (4) **Application:** Submission addresses **application** of the competence consistent with contemporary best practices/standards of practice in the focus area. (*Excellent/A= deep description/demonstration of application addressing/analyzing complexities involved; Strong/B = solid description/demonstration of application; Satisfactory/C = basic description/demonstration of application.*)
- (5) **Organization/Coherence:** Submission is **well-organized, coherent, skillfully executed and presented in sufficient detail** to be understood and evaluated by an “outside” party. (*Excellent/A = well-organized and coherent; Strong/B = solidly organized; Satisfactory/C = unevenly organized/lacking a framework.*)
- (6) **Polish:** Submission demonstrates **graduate-level “polish”**—free of grammatical errors, typos, haphazard appearance, APA citation format errors, etc. (*Excellent/A = well written; free of grammatical errors; correct APA citation format; Strong/B = some grammatical errors; APA errors, etc.; Satisfactory/C = numerous grammatical errors, APA errors, etc.*)
- (7) **Reflection:** Submission includes the student's **reflection** on his/her learning process through working on this competence. This review of “lessons learned” is typically included within an **addendum** to the product submitted. (*Excellent/A = deep and nuanced reflection on learning and implications for practice going forward; Strong/B = solid reflection on learning; Satisfactory/C = some reflection on learning.*)



► **STUDENT's Self-Assessment:**

Applying criteria from Page 2, student provides narrative assessment of Learning Product(s) ↓

<i>(Add space as needed or append with extra pages.)</i>				
<b>Rating (check):</b>	<input type="checkbox"/> <i>Excellent</i>	<input type="checkbox"/> <i>Strong</i>	<input type="checkbox"/> <i>Satisfactory</i>	<input type="checkbox"/> <i>Marginal/Unacceptable</i>

**Student Signature:** \_\_\_\_\_ \* **Date:** \_\_\_\_\_

*\*Email submission is sufficient in lieu of signature. When the first page of the form and this self-assessment portion are complete, the student proceeds to Step 2 (as outlined on the first page of this form).*

► **SECOND Assessor (*Professional Advisor or Approved Outside Assessor*)**

Applying criteria from Page 2, next assessor provides narrative assessment of Learning Product(s) ↓

<i>(Add space as needed or append with extra pages.)</i>				
<b>Rating (check):</b>	<input type="checkbox"/> <i>Excellent</i>	<input type="checkbox"/> <i>Strong</i>	<input type="checkbox"/> <i>Satisfactory</i>	<input type="checkbox"/> <i>Marginal/Unacceptable</i>

**Assessor Signature:** \_\_\_\_\_ \* **Date:** \_\_\_\_\_

*\*Email submission is sufficient in lieu of signature. When this assessment portion is complete, the assessor proceeds to Step 3 (as outlined on the first page of this form).*

Assessor Information— <b>REQUIRED</b> in order to receive assessor honorarium	
Name ( <i>type or print clearly</i> ) →	
Email Address →	
If DePaul FT employee, insert DePaul ID # →	
If <u>not</u> DePaul FT employee, insert home mailing address →	
<b>IMPORTANT NOTE:</b> To receive assessor honorarium, non-DePaul FT employees must have a W9 Tax ID form on file with the University. If you haven't filed one, please do so. See <a href="http://financialaffairs.depaul.edu/forms/Vendor%20Information%20Form.pdf">http://financialaffairs.depaul.edu/forms/Vendor%20Information%20Form.pdf</a> .	

► **THIRD/FINAL Assessor (*Faculty Mentor*)**

Applying criteria from Page 2, final assessor provides narrative assessment of Learning Product(s) ↓

<i>(Add space as needed or append with extra pages.)</i>				
<b>Rating (check):</b>	<input type="checkbox"/> <i>Excellent</i>	<input type="checkbox"/> <i>Strong</i>	<input type="checkbox"/> <i>Satisfactory</i>	<input type="checkbox"/> <i>Marginal/Unacceptable</i>

**Final Assessor's Signature:** \_\_\_\_\_ \* **Date:** \_\_\_\_\_

*\*Email submission is sufficient in lieu of signature. When this assessment portion is complete, the assessor proceeds to Step 4 (as outlined on the first page of this form).*





## ► Integrating Project ↘

-PROPOSAL Review

-FINAL PRODUCT Review

The MAAPS Program comes to completion with one of the following two Culmination Options:

**-Option A:**

Four Supplemental Competencies (2 credit hours each) involving additional study in competence areas. See Guidebook Section F.

**-Option B:**

Integrating Project Proposal (2 credit hours) & Final Product (6 credit hours) involving focused study aligned with one of four inquiry approaches—*discovery, creative/artistic expression, integration or practice enhancement*. See Guidebook Section F.

► Templates for reviewing an Integrating Project...

...PROPOSAL (per each inquiry approach)

and/or

...FINAL PROJECT (per each inquiry approach)

can be found at:

<http://snl.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>

DEPAUL UNIVERSITY ♦ SCHOOL FOR NEW LEARNING ♦ GRADUATE PROGRAMS  
 1 E. Jackson (mailing); 14 E. Jackson (office location), Chicago, IL 60604 [snlgrad@depaul.edu](mailto:snlgrad@depaul.edu)

**Graduate Program—NARRATIVE TRANSCRIPT**  
**(MA Program in Applied Professional Studies/MAAPS)**

<b>STUDENT:</b>	
<b>DePaul ID #:</b>	
<b>ADDRESS:</b>	
<b>PHONE:</b>	
<b>EMAIL:</b>	
<b>♦ Admission Status:</b>	<b>Date of Admission:</b> _____ (Cluster # _____)
<b>♦ Degree Status:</b>	<b>Date of Degree Completion:</b> _____
<b>Faculty Mentor:</b>	
<b>Professional Advisor:</b>	
<b>FOCUS AREA TITLE:</b>	<p><b><u>XX</u></b>  <i>(75 characters in length—including spaces)</i></p> <p>• Graduate Student Program Review Committee Approval: _____</p>

**~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.

<b>OFFICIAL USE:</b>	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.

<i>Item</i>	<i>Graduate Degree Component</i>	Grade (Date)
<b>AP-501</b> (4 cr)	<b>Learning Plan Research &amp; Development Seminar</b>	
<b>AP-502</b> (2 cr)	<b>Learning Plan Review</b>	

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.

<i>Item</i>	<i>Graduate Degree Component</i>	Grade (Date)
<b>AP-528</b> (.5cr)	<b>Assessment &amp; Integration Session #1</b>	
<b>AP-548</b> (.5cr)	<b>Assessment &amp; Integration Session #2</b>	
<b>AP-558</b> (.5cr)	<b>Assessment &amp; Integration Session #3</b>	
<b>AP-578</b> (.5cr)	<b>Assessment &amp; Integration Session #4</b>	

**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).

<i>Item</i>	<i>Graduate Degree Component</i>	Grade (Date)
<b>LLS-450a</b> (2cr)	Finding and Assessing Information (required)	
<b>LLS-450b</b> (4cr)	Applying Systematic Inquiry in Prof. Practice (required)	

**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.

<b>FOCUS AREA TITLE:</b>	<p><u>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</u>  <u>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</u></p> <p>• Graduate Student Program Review Committee Approval: _____</p>
--------------------------	--

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

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

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

Item	Graduate Competence	Evidence/Demonstration	Grade/Date
AP-520 (2 cr)	-insert here your approved competence statement, e.g., <u>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.</u>	-insert here brief description of the learning product, e.g., <u>Research Paper and Annotated Bibliography</u>	Insert here the grade & Qtr/Yr, e.g., <u>A (Fall, '15)</u>

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

Item	Graduate Competence	Evidence/Demonstration	Grade/Date
AP-530 (2 cr)	-insert here your approved competence statement, e.g., <u>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.</u>	-insert here brief description of the learning product, e.g., <u>Research Paper and Annotated Bibliography</u>	Insert here the grade & Qtr/Yr, e.g., <u>A (Fall, '15)</u>

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

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

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

<b>Item</b>	<b>Graduate Competence</b>	<b>Evidence/Demonstration</b>	<b>Grade/Date</b>
<b>AP-550</b> (2 cr)	<i>-insert here your approved competence statement, e.g., <u>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.</u></i>	<i>-insert here brief description of the learning product, e.g., <u>Research Paper and Annotated Bibliography</u></i>	<i>Insert here the grade &amp; Qtr/Yr, e.g., <u>A (Fall, '15)</u></i>

**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).**

<b>Item</b>	<b>Graduate Competence</b>	<b>Evidence/Demonstration</b>	<b>Grade/Date</b>
<b>AP-560</b> (2 cr)	<i>-insert here your approved competence statement, e.g., <u>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.</u></i>	<i>-insert here brief description of the learning product, e.g., <u>Research Paper and Annotated Bibliography</u></i>	<i>Insert here the grade &amp; Qtr/Yr, e.g., <u>A (Fall, '15)</u></i>

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

<b>Item</b>	<b>Graduate Competence</b>	<b>Evidence/Demonstration</b>	<b>Grade/Date</b>
<b>AP-570</b> (2 cr)	<i>-insert here your approved competence statement, e.g., <u>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.</u></i>	<i>-insert here brief description of the learning product, e.g., <u>Research Paper and Annotated Bibliography</u></i>	<i>Insert here the grade &amp; Qtr/Yr, e.g., <u>A (Fall, '15)</u></i>

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

<b>Item</b>	<b>Graduate Competence</b>	<b>Evidence/Demonstration</b>	<b>Grade/Date</b>
<b>AP-574</b> (2 cr)	<i>-insert here your approved competence statement, e.g., <u>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.</u></i>	<i>-insert here brief description of the learning product, e.g., <u>Research Paper and Annotated Bibliography</u></i>	<i>Insert here the grade &amp; Qtr/Yr, e.g., <u>A (Fall, '15)</u></i>

**SUPPLEMENTAL COMPETENCE #1**

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

**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**

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

**SUPPLEMENTAL COMPETENCE #3**

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

**SUPPLEMENTAL COMPETENCE #4**

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

**SUPPLEMENTAL COMPETENCE #5**

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

► **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.

<b>Item</b>	<b>Graduate Degree Component</b>	<b>Grade/Date</b>
<b>AP-591</b> (2 cr)	<b>Integrating Project: PROPOSAL</b>	Insert here the grade & Qtr/Yr, e.g., <u>A (Fall, '15)</u>
<b>AP-592</b> (6 cr)	<b>Integrating Project: FINAL PRODUCT</b>  <b>Title of Integrating Project:</b> <b>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX</b>	Insert here the grade & Qtr/Yr, e.g., <u>A (Fall, '15)</u>

► **Credit Hours for Part IV: (8)**

<b>Program Total:</b>	<b>52 credit hours</b>	<b>Date of Degree Completion:</b>	<b>XXXXXX</b>
-----------------------	------------------------	-----------------------------------	---------------