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Program OVERVIEW

About Section C...

This section provides an **OVERVIEW** of the MA in Applied Professional Studies (MAAPS) Program.

Subsections include...

▶ Program History & Purpose (*Learning Outcomes*)

▶ Degree Title: Applied Professional Studies

▶ Three Major Components

- Program Planning and Integration
- Liberal Learning in Reflective Practice
- Graduate Professional Focus Area

▶ Sample Schedule

▶ Key Roles & Responsibilities

- The Graduate Student
- Student Colleagues
- The Faculty (Faculty Mentor & Seminar Faculty)
- The Professional Advisor
- Outside Assessors
- The Academic Advisor

▶ Professional Advisor: Role, Responsibilities, Nomination, Compensation

PROGRAM HISTORY & PURPOSE (*Learning Outcomes*)

The *Master of Arts Program in Applied Professional Studies (MAAPS)* was initiated in 1984 under a federal grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

The MAAPS Program is designed to serve adults who wish to enhance their effectiveness as both professionals and leaders and who seek to respond dynamically to changing conditions and expectations at work and in their communities. The Program particularly seeks to provide graduate education for those persons *whose areas of study are not well served by existing graduate programs*. This includes practitioners in newly emerging or rapidly changing fields; those who wish to take existing fields in new directions; those who wish to integrate several fields into a cohesive program of study; and those who wish to enhance their professional skills.

The overarching purpose of the MAAPS Program is to create a supportive/challenging environment and process whereby students are able to grow/develop and demonstrate the following six capacities (**Learning Outcomes**):

1. Demonstrate **advanced knowledge** in their areas of professional study (*knowledge/content*).
2. Cultivate a regular practice of **reflection** on their professional activity (*reflection/professional practice*).
3. Engage methods of **inquiry** to improve practice in their areas of study (*inquiry*).
4. Take initiative to broaden professional networks and continually develop and refresh key skills (**agency**).
5. Anticipate, adapt, and engage with developing and changing issues in their areas of study and practice (**flexibility**).
6. Exercise personal agency and collaborative skill to attain personal, organizational, and professional goals (**collaboration**).

A Working Metaphor for the MAAPS Program—

Two different ways to travel—a **BUS** and a **MOTORCYCLE**.

A **BUS** waits for a group, needs a road, makes predetermined stops and arrives at a general location. *The passenger & the driver are different people.*

A **MOTORCYCLE**, on the other hand, waits only for an individual, makes its own roads, stops as the driver chooses and arrives at the driver's precise destination.

The passenger & the driver are one and the same!

In this sense, MAAPS is a program where graduate students are guided and supported in pursuing journeys of graduate-level inquiry and professional development aligned to their unique visions of who they can best learn and contribute. It's a "motorcycle-oriented" program—a program for those who want to **DRIVE---**rather than merely ride along.

Experts in the field of adult education have reviewed the MAAPS Program and provided the following endorsements:

This is an excellent Program... (Its) combination of clearly defined outcomes and individual learning contracts maximizes learning for mid-career adults with significant work experience... (It) responds to forces driving change in higher education and is consistent with research and theory concerning adult learning. In short, the Program's strongest aspects are: (1) the combination of structure and flexibility; (2) the program characteristics that are consistent with best practices for adult learners; (3) the emphasis on outcomes and assessment, backed by detailed criteria; and (4) the careful attention to quality assurance —

for individual students and for the Program itself.

- Dr. Arthur Chickering (Distinguished Professor, Vermont College of Norwich University)

The MAAPS Program takes more seriously the knowledge needed for future leaders and professionals, the adult learning process, and measures to assure academic quality and learning outcomes than most alternative graduate programs with which I am familiar. (It) deals exceptionally well with the issues of adult learning and the future substantive needs of the working professional. I am very impressed with the way the Program has applied some of the very best ideas in educating working adults to meet the present and future needs of their professions.

- Dr. Alan Guskin (Distinguished Professor & President Emeritus, Antioch University)

DEGREE TITLE: Applied Professional Studies

Each of the key areas of the degree's title (Applied Professional Studies) is described below:

APPLIED...

The concept of application within the MAAPS Program includes two separate, but related, ideas: (1) that the Program serves as a forum for students to intentionally focus on furthering their professional knowledge and understanding by applying themselves to careful study and analysis; and, (2) that the theoretical and practical components of learning are integrated and enhanced (rather than dissected) when concepts studied in whatever settings are applied in personal and professional contexts.

Historically, the educational process has tended to separate the practical from the theoretical. Hence, liberal arts or general education concepts often are addressed apart from professional preparation content. More recently, however, educators have called for a different approach—one that focuses on **integrating liberal and professional education** in the service of advancing more connected and applied forms of learning. This approach seeks to link theoretical learning with practical learning and the development of intellectual skills with identified vocational needs (Berberet & Wong, 1995; Sullivan & Rosen, 2008). The result is integration—an integration that *both* analyzes parts *and* synthesizes them into greater wholes.

The MAAPS Program seeks to facilitate this educational integration/application for its students by bringing together aspects of the academic experience that are often dichotomous:

- classroom/library *and* workplace;
- theoretical concepts *and* practical applications; and,
- liberal learning *and* technical/professional expertise.

Emphasis is placed on blending together ways of thinking and talking about phenomena in the context of a learning environment in which the processes of *thinking* and *learning* also grow from direct experience of *doing*. Thus, the MAAPS Program seeks to assist students in integrating:

- analysis and synthesis;
- theory and practice;
- personal experience and professional standards;
- content and context; and,
- ideas and actions.

PROFESSIONAL...

Graduate education seeks to incorporate students into the mission, standards, methods, and norms of their respective fields. In graduate programs that are discipline-based, this involves familiarizing students with the knowledge-base and values unique to that discipline or profession. However, discipline-based skill development and technical expertise alone are no longer sufficient to enable professionals to solve the complex and ever-changing problems they face in today's workplace. Thus, within the MAAPS Program, the focus is not on one particular discipline *per se*, but rather on

developing “reflective practitioners” (Schön, 1983) who bring both breadth and depth to their practice. As such, the Program maintains that a professional is one who both possesses and can demonstrate an effective array of facilities and abilities in the following two areas:

- ▶ **Professional Competence** (*applicable to one’s area of study, called the Focus Area*)
 - ability to understand the main theories/ideas guiding and explaining one’s practice;
 - ability to engage various methods of research appropriate to one’s practice;
 - ability to apply various specialized skills appropriate to one’s practice;
 - ability to engage various communication modes appropriate to one’s practice;
 - ability to understand the organizational and/or interpersonal dynamics within which practitioners define their roles and fulfill their responsibilities;
 - ability to interpret challenges from larger contexts (e.g., temporal, social, or international) facing one’s practice;
 - ability to analyze ethical issues involved within one’s practice;
 - ability to engage reflection in/on practice within one’s practice.

- ▶ **Liberal Learning** (*applicable to all professional arenas*)
 - facility with Four Domains of Liberal Learning in Reflective Practice: agency effectiveness, collaboration effectiveness, flexibility effectiveness and inquiry effectiveness).

STUDIES...

Graduate education at the master’s level has a rich and important heritage. Although originally intended to prepare individuals for secondary and college-level teaching and scholarship in the arts and sciences, master’s-level education in the United States has evolved over the years to incorporate the much broader purpose of professional development across numerous fields of endeavor.

Graduate study includes investigating, probing, reflecting, comprehending, and applying. The process of graduate education, therefore, involves sustained inquiry on a particular object of study that results in an enhanced capacity for both analysis and synthesis. To study at the graduate level means to engage in a process of interaction among three variables: (1) the knowledge-base or content of a field; (2) the realities of professional practice or context; and (3) the individual graduate student themselves. Graduate study also is more in-depth than general, more about reasoning through than reacting to, more concerned with synthesizing than describing, more inclusive of primary rather than secondary sources, more active than passive, more objective than subjective, more collegial than hierarchical, and more oriented toward multiplicity and complexity than single-mindedness and simplicity. To this end, the MAAPS Program provides the following components of study:

- a bridging of the artificial gulf between ideas and action: students learn to think in terms of actionable ideas and the relationships between conceptual learning and informed practice;
- a diversity of approaches regarding the study and practice of students’ fields so they can develop a sound personal philosophy of, and approach to, their practice;
- opportunities for students to actively interact with relevant theory, focused practice, and pertinent knowledge-bases, as well as an array of practitioners, colleagues, and faculty;
- learning activities that require application of knowledge and insight to particular problems;
- opportunities for students to practice oral and written commentary appropriate to academic and professional discourse;
- a blend of challenge and support that enables students to enhance their own cognitive, emotional, interpersonal, and moral abilities;

- opportunities for students to develop self-confidence and professional identity appropriate to their respective fields and at a level commensurate with graduate-level study; and,
- opportunities for students to increase their ability to exercising initiative, direction, self-management, and accountability regarding all areas of their lifelong learning (personal and professional).

THREE MAJOR COMPONENTS

To accomplish its purpose and give integrity to the various parts of its degree title (see above), the MAAPS Program involves three major components:

1. Program Planning and Integration

The MAAPS Program begins with each student's curiosity and learning objectives. Early in the Program, the student explores the purpose, scope, philosophy, roles, and processes associated with graduate study and builds a Graduate Focus Area Learning Plan to guide their progress forward (either self-designed or structured). As that progress unfolds, the process of assessment is woven into all program components.

2. Liberal Learning in Reflective Practice

The MAAPS program views the integration of professional expertise with reflective practice as critical to all professionals, regardless of specialization. This foundation of reflective practice is cultivated in the liberal learning portion of the MAAPS degree and is rooted in four key aspects of effectiveness: *AGENCY effectiveness*, *COLLABORATION effectiveness*, *FLEXIBILITY effectiveness* and *INQUIRY effectiveness*.

3. Graduate Focus Area

The Graduate Focus Area is the career-related portion of the MAAPS Program. In the case of the self-designed MAAPS track option, the Focus Area is designed by the graduate student in consultation with a Faculty Mentor (a resident faculty member from SCPS) and a Professional Advisor (an experienced, practicing professional in the student's chosen area of focus). In this track, students identify desired learning outcomes, learning activities to accomplish such, and forms of evidence (learning products) for demonstration of competence. In the case of the structured Focus Area options in MAAPS (the Educating Adults, Organizational Leadership, and Social Change track options) the Focus Area is also designed by the graduate student in consultation with a Faculty Mentor and a Professional Advisor, but there is also a track champion to provide preliminary guidance about the Focus Area track choice. (See **Section F** for more information pertaining to the Graduate Focus Area.)

SAMPLE SCHEDULES

For current sample schedules, see cover page and the SCPS graduate website.

MAAPS SUPPORT TEAM: KEY ROLES & RESPONSIBILITIES:

(1) The Graduate Student

The MAAPS Program provides its students with a variety of options for program customization. Most graduate programs allow students to choose among a few elective courses, but MAAPS students take a more active role in building their degrees. For example, all students have the option to present write-ups of relevant prior learning for assessment and possible application as credit through SCPS's rigorous system of prior learning assessment (PLA).

Students who choose the self-designed focus area have the highest amount of program customization potential because they address the nine learning competencies that structure the MAAPS Focus Area not only through courses but by designing and executing a number of learning demonstration projects. Students in the structured professional focus area tracks (the Educating Adults track, the Organizational Leadership track, the Social Change track) have required courses in their focus areas, but they too are allowed room to make choices that customize their graduate degrees. Because of the variety of customization options this program offers, an expert support team is particularly critical to each MAAPS student. MAAPS graduate students are viewed as adults and are co-responsible, along with the faculty, for the integrity and quality of their learning experiences.

Responsibilities of MAAPS students include:

- (a) adhering to **DePaul University and MAAPS policies and procedures**. DePaul policies and procedures are contained in DePaul's University Catalog, *Academic Student Handbook* and *Code of Student Responsibility* (<http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx>). MAAPS policies and procedures are contained the *MAAPS Guidebook*, *SCPS Graduate Programs Quarterly Registration Bulletin* and other resources posted on the MAAPS website;
- (b) maintaining currency of **official contact information** (phone, address, email) on *Campus Connect*. (<http://campusconnect.depaul.edu>) Under the Family Educational Rights and Privacy Act (FERPA), only students are authorized to update their information;
- (c) obtaining **official approval of one's Graduate Focus Area Learning Plan** by the end of the 2nd quarter of enrollment (See Section D.) and registering for and completing **MAAPS degree requirements** as outlined in the MAAPS Guidebook. Students who are actively working with their Academic Committees and are facing extenuating circumstances may extend approval of the Learning Plan up to the end of the 4th quarter. Students who do not have their Learning Plan officially approved by the end of the 4th quarter may be subject to a "registration hold" and/or Special Review Status/probation.
- (d) registering in accordance with the following **registration and degree completion parameters**:
 - MAAPS admission status authorizes MAAPS students to register for approved degree requirements only.
 - MAAPS students who **lack registration activity for more than three consecutive quarters**—excluding summers—are discontinued by the University and must reapply and be readmitted to continue.
 - MAAPS students are afforded **six years for degree completion** (six years from the point of first enrollment) and must reapply to continue thereafter.

Upon reapplication, graduate students who are readmitted proceed in accordance with both program specifications in place at the point of readmission and any special directives provided within official readmission correspondence.

- (e) maintaining **regular and substantive contact with one's Faculty Mentor and Professional Advisor**. (Note: Together, the student, Faculty Mentor and Professional Advisor comprise the student's Academic Committee.)
- (f) exercising **internal locus of control**: being an active agent rather than a passive recipient. Adult learning transactions disrupt the traditional model that has the instructor doing all the teaching, directing, motivating, entertaining, etc. In the adult learning context, the learners have a vested interest in the subject matter and are ready to engage in active, inquisitive, and conscientious behaviors to maximize their learning. In short, the students are in charge of managing their programs of graduate study. As such, they are expected to take an active stance in articulating what they need to advance their learning agendas — asking questions, taking initiative, becoming familiar with policies and procedures, keeping copies of all correspondence and documentation, and adhering to deadlines.
- (g) contributing **focused and collaborative engagement**. Such engagement includes curiosity, involvement, attentive discussion, positive attitude, openness to ideas, respectful interpersonal interactions, and depth/breadth of scholarship as exhibited in writing, speech, and preparation.
- (h) engaging ongoing **self-assessment and reflection**. The assessment of progress toward one's learning goals is a critical part of the MAAPS Program. In this regard, student's performance is assessed from the perspective of Faculty Mentors, Professional Advisors, Outside Assessors, and their own increasingly well-honed self-reflection. As students encounter each component of the Program, they are invited to reflect on their performance to monitor and manage their own learning.
- (i) functioning with **honesty and integrity**. Insofar as higher learning purports to enable deeper insight and self-understanding, those who carry (or seek to carry) "higher" degrees are expected to manifest a measure of truthfulness and ethical wisdom well beyond a moral minimum. (<http://academicintegrity.depaul.edu/>)
- (j) achieving a **satisfactory cumulative grade point average** (no less than 2.5 on 4.0 scale) at the point of graduation. *[Note: At the graduate-level, grades of C- or lower require re-registering and re-completing the degree component. In addition, students are advised to avoid multiple unresolved "incomplete" or "research-in-progress" grades at any one point in time as these may jeopardize one's grade point average, scholarship eligibility and/or financial aid status.]*

Failure to fulfill these responsibilities may result in the student being placed on Special Review Status and/or being dismissed from the MAAPS Program.

(2) Student Colleagues

In addition to the intellectual, professional, and personal socialization experiences which the MAAPS Program seeks to facilitate through its formal curricular offerings, the Program encourages students to initiate colleague relationships with individuals and small groups throughout the Program. While students are not required to move through the Program as a designated group, many find it beneficial to progress with other colleagues---beneficial in terms of both support and challenge as well as the ongoing and deepening dialogue that incorporates the diverse backgrounds and perspectives of colleague-learners.

(3) The Faculty

Faculty associated with the MAAPS Program fulfill three roles: Faculty Mentor, Professional Focus Area Track Champion, and Seminar Instructor.

► **FACULTY MENTOR.** The Faculty Mentor is a member of the DePaul University/School of Continuing and Professional Studies' faculty, either a full time or an established adjunct member. Faculty Mentors are assigned to graduate learners as students are admitted to the Program and serve as primary academic/curricular guides for these students throughout their programs of study. Rather than serving as content specialists, Faculty Mentors possess expertise in the design and implementation of applied professional studies and individualized curricula for adults. The ultimate responsibility of the faculty mentor is to help the student to assume responsibility and accountability for their own learning and growth.

Faculty Mentors are the primary link between advisees/mentees and the MAAPS Program. Therefore, the Faculty Mentor's role includes the following specific responsibilities:

- (a) providing instruction & individual program administration:
- serving as either primary or secondary faculty for the Professional Planning Proseminar (AP-501), the non course-based Graduate Capstone option for program culmination, and the Graduation Review;
 - working with each student and, where relevant, their track champions and/or Professional Advisors, to develop a working draft of their Graduate Focus Area Learning Plan and its amendments, as necessary;
 - supporting the student in their search for a Professional Advisor; reviewing PA-nominees in terms of their credentials and appropriateness for the role; advising PA-nominees to explore the PA role in greater detail and fit of nominee to program; approving PA (where appropriate) and providing them with the necessary contract and Program materials;
 - serving as the primary resource for the PA (e.g., orienting PA to the MAAPS Program, its processes, and means of assessing student's work in the Focus Area);
 - serving as a member of the student's Academic Committee (along with the student and their PA);
 - meeting with the student and PA to review and approve the student's Graduate Focus Area Learning Plan and, as necessary, to revise it;
 - presenting the Graduate Focus Area Learning Plan (once approved by the student's Academic Committee) to the Graduate Student Program Review Committee; and,
 - ensuring the completion and acceptability of all components required for the student's graduation.
- (b) providing advising:
- sharing responsibility with the PA for advising the student as they progress through the Program; and,
 - providing academic counseling and other assistance to students on an as-needed basis.
- (c) providing assessment:
- reviewing application materials, conducting admission interviews, and providing Graduate Programs Office with timely input regarding admission decision recommendations;
 - reviewing and grading all non-course-based learning undertaken in the Focus Area (Learning Activities, Learning Products, Graduate Capstone project, where applicable);
 - monitoring, and intervening (where appropriate) in support of student's growth and development throughout all aspects of the Program; and,
 - bringing individual student situations before the Graduate Student Program Review

Committee (GSPRC) for consideration of Special Review Status.

- (d) participating within program governance:
 - contributing to various SCPS committees/processes involved in program governance (e.g., graduate program admissions, graduate curriculum oversight, graduate student program review/GSPRC, etc.).

► **The TRACK CHAMPION.** Track Champions are experts in the fields represented by the defined tracks in MAAPS. Champions have both academic credentials and practical experience and are engaged in an active network of practitioners in their areas.

The Track Champion's role includes the following:

- (a) introducing new MAAPS students to the professional track they oversee;
- (b) championing, remaining current with, and anticipating trends in the curriculum in their track;
- (c) serving as temporary guide to all MAAPS student interested in their area of expertise in the pre-committee phase;
- (d) assisting the mentor in the identification of an appropriate Professional Adviser (PA);
- (e) supporting the mentor by serving as supplementary assessors for structured track students when necessary.

► **The SEMINAR INSTRUCTOR.** Seminar Instructors are full-time or part-time faculty drawn from across DePaul University as well as Chicago's professional community. As such, they possess both theoretical knowledge and practical expertise in their professional fields as well as in relation to the objectives of the seminar they are charged to teach.

The Seminar Instructor's role includes the following areas of responsibility:

- (a) consulting policies, guidelines and/or representatives of the Program to ascertain the purpose, scope and procedures regarding designated seminars and the assessment of student performance therein;
- (b) designing and delivering seminars incorporating the objectives and format delineated by the Program and its official representatives;
- (c) complying with Program and University procedures and directives as provided by designated Program officials;
- (d) participating in faculty development activities sponsored by the Program; and,
- (e) participating in evaluation processes related to ongoing program improvement.

(4) The Professional Advisor (PA)

What is a Professional Advisor?

Within the MA Program in Applied Professional Studies, each graduate student pursues learning and demonstrates competence in relation to a professional area of focus. In so doing, they identify and nominate a master practitioner in that or a closely related area to join with their Faculty Mentor to help guide the program of study; that master practitioner is called the Professional Advisor (PA). Together, these three individuals (Student, Faculty Mentor and Professional Advisor) form the student's Academic Committee and work to help the student identify the optimal components of their Focus Area based on each student's current and long-

range professional goals. This Academic Committee is the advisory system in place to support all MAAPS students.

Students in the self- designed track work closely with their Academic Committee throughout their degree programs because of the likelihood of changes to their learning plans. Students in the structured tracks tend to have most need for advising support at the beginning and end of their programs. For this reason, they have access to a provisional PA called the Track Champion until they have identified a PA. Though not an official member of the Academic Committee, the track champion provides broad guidance in the professional area of the track, directs the student/s progress through the track's required courses, and helps to identify an appropriate PA for each student in the track. Despite some differences in how the Academic Committee functions in the self-directed versus the structured tracks, these committees provide all students with ongoing challenge and support as they advance through the professional competencies in the MAAPS program.

What are the responsibilities associated with the Professional Advisor (PA) role?

All PAs in DePaul's MAAPS program will:

- Possess an advanced academic degree appropriate to the student's Graduate Focus Area (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.
- Serve as the student's primary advisor regarding the Graduate Focus Area, interacting on an as needed basis with the student regularly as they move through the program.
- Assist student in refining the Focus Area Learning Plan.
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- Participate in the student's Academic Committee Meetings at the start, midpoint, and pre-culminating phase (capstone or supplemental competence phase) of the program.
- Oversee the culmination phase of the student's program according to the student's choice of four options:
 - consultant/advisor for integration of Supplemental Competencies
 - consultant/advisor for course- based Graduate Capstone seminar
 - advisor/primary assessor for independent Graduate Capstone Projects.
- Contribute to the student's Professional Studies Integration Seminar at the point of transitioning to the program's culmination phase.

PAs Working With Students Pursuing Independent Learning Activities will:

- Provide detailed guidance at the point of AP 501 course completion on the construction of the Focus Area.
- Review the student's planned non-course Learning Activities and then engage in the triaged assessment of Learning Products process as follows:

Upon completion, each non-course learning product is: (1) self-assessed by the student; (2) assessed by either the PA or another relevant practitioner depending on the focus of the particular project; and then (3) 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.

PA Nomination Process

Each student nominates his/her potential PA to the Faculty Mentor by submitting a brief rationale for the nomination and a copy of the PA's current resume. The Faculty Mentor is responsible for approving and providing any information or training that may be needed for PAs from outside the MAAPS community.

PA Compensation

Professional Advisor services are compensated with a modest honorarium to the PA at the beginning and end of the student's program. This PA honorarium is provided for PA advising work with each MAAPS student's initial Learning Plan, their Mid -point integration Review, and their program culmination plan. Additional stipends are provided for each independent Learning product review, including the Graduate Capstone Project, if the student opts to complete it in committee rather than in the structured seminar format.

Note: DePaul resident faculty serving as PAs are exempt from receiving honoraria.

(5) The Outside Assessor

To ensure that students are exposed to a broad range of perspectives during their graduate study, and to respond to the varying needs of students in the self-designed MAAPS Track, assessors from outside of the students' Academic Committees are used to assess a portion of the Learning Products in the Focus Area.

Outside Assessors are drawn from the ranks of the DePaul faculty as well as the broader professional community. These individuals may be identified by the student, Professional Advisor, Track Champion, Faculty Mentor, or a member of the Graduate Student Program Review Committee.

Specific **Outside Assessor qualifications and responsibilities** include:

- (a) Possessing an advanced degree (master's degree minimum; doctoral degree preferred)

and/or evidence of equivalent professional competence such as a distinguished record of teaching, publication, or service relevant the individual product to be assessed. [Note: To avoid conflicts-of-interest, relatives of students and/or individuals currently serving in direct reporting relationship to students are not eligible to serve as Outside Assessors (e.g., supervisor--subordinate; business consultant--client; customer--vendor; etc.).]

- (b) Providing substantive feedback regarding designated projects *within two weeks* of receipt using Program forms and criteria.

Upon discussing the appropriateness (per Learning Product) of a particular potential Outside Assessor with the Faculty Mentor and Professional Advisor, the student nominates an individual by submitting the following to the Faculty Mentor: (a) the nominated assessor's resume; and (b) a brief written rationale indicating why the student believes this individual is appropriate and for what specific assessment task. The Faculty Mentor officially approves/rejects the nominated Outside Assessor per assessment task. Faculty for university courses that are approved for use within students' Learning Plans are automatically approved to serve as Outside Assessors for the work of the course.

In appreciation for the contribution provided by the Outside Assessor (and as resources permit), the MAAPS Program offers a modest honorarium to each Outside Assessor upon official completion (grading) of each Learning Product (including the Graduate Capstone Project, if applicable) that an Outside Assessor is involved in assessing within the student's Focus Area. No honorarium is paid for work associated with a course in which the Outside Assessor was/is the instructor.

(6) The Academic Advisor

Upon admission, an academic advisor (from the SCPS Academic Advising Center) is automatically assigned to each graduate student through Campus Connect. This individual serves as a key resource regarding such items as:

- (a) Finding DePaul offices and on-line resources for help with specific issues (for example, the Career Center, tutoring services, Student Financial Aid, The Writing Center, University Counseling, etc.);
- (b) Offering strategies for working closely with instructors in classes based on delivery method;
- (c) Providing additional perspectives regarding the purposes and goals of one's degree in relation to one's personal/professional aspirations;
- (d) Helping to explain one's curriculum and graduation requirements as well as university and college policies and procedures; and,
- (e) Solution-finding regarding registration questions.

NOTE: Questions pertaining to the MAAPS Focus Area should be addressed to one's Faculty Mentor—not the Academic Advisor.

Students can identify their *academic advisor* in Campus Connect under Student Center: Program Advisor, as well as on/through their Degree Progress Report.

