C. Program OVERVIEW

About Section C...

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

Subsections include…

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▶ Three Major Components

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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. capacity to *demonstrate **advanced knowledge** with respect to their individualized areas of study (knowledge/content)*;
2. capacity to *apply **reflective acuity** in executing their individualized areas of study (reflection/professional practice);*
3. capacity to *engage methods of inquiry to improve practice in their individualized areas of study (**inquiry**);*
4. capacity to *take initiative to add value in their professional practice (**agency**):*
5. capacity to *adapt and engage from an ever-broadening repertoire of responses (**flexibility**);* and,
6. capacity to *contribute to achieve collective results (**collaboration**).*

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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 in a general location. *The passenger & the driver are <u>different</u> people.*

A MOTORCYCLE, on the other hand, waits only for an individual, makes its own roads, stops as the driver wishes and arrives at the driver's precise destination. *The passenger & the driver are <u>one and the same</u>!*

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

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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, then, 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 the development of ways of thinking and talking about phenomena with the creation of a learning environment in which the thinking and learning also grow from direct experiences in the 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 possesses (and can demonstrate) an effective array of facilities and abilities in the following two areas:

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

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

<u>STUDIES...</u>

As mentioned earlier in the Guidebook, 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 <u>sustained inquiry</u> regarding a particular focus that incorporates, and results in, an enhanced capacity for both analysis/synthesis and accountability. ***To study*** at the graduate level means to engage in a process of interaction between and 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 himself/herself. 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 so students learn ideas ***for*** action
  and become increasingly astute regarding both conceptual learning and informed
  practice;

• a diversity of approaches regarding the study and practice of students' fields such that they
  are able to further develop a sound personal philosophy of, and approach to, their
  practice (i.e., a philosophy and approach based more upon broad exposure than narrow
  experience);

• 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
  and that press for an ever-deepening comprehension of the finer distinctions requisite
  within reasoned judgment;

• opportunities for students to practice oral and written commentary in such a manner as to
  minimize faulty premises and oversimplification;

• 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 capability and sophistication in 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, Assessment & Integration**
   The MAAPS Program begins with the individual student and both his/her curiosity-to-learn and learning goals/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 his/her progress forward. As that progress unfolds, and in keeping with the Program's focus on Professional Competence and its emphasis on self-managed learning, the process of assessment is woven into all program components. *(See **Section D** for more information pertaining to Program Planning, Assessment & Integration.)*

2. **Liberal Learning in Reflective Practice**
   Professionals contribute specialized expertise (see #3 below) and do so from a base of *reflective practice* critical to all professionals regardless of specialization. This base of reflective practice is the agenda of "liberal learning" and comprises key domains—*AGENCY effectiveness, COLLABORATION effectiveness, FLEXIBILITY effectiveness* and *INQUIRY effectiveness. (See **Section E** for more information pertaining to Liberal Learning in Reflective Practice.)*

3. **Graduate Focus Area**
   The Graduate Focus Area is the individualized, career-related portion of the MAAPS Program. It is designed by each 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). Here, students identify desired learning outcomes, learning activities to accomplish such, and forms of evidence (learning products) for demonstration and assessment of competence. *(See **Section F** for more information pertaining to the Graduate Focus Area.)*

SAMPLE SCHEDULE

Individualized programs of study proceed at *individualized* rates of speed. That said, the following "sample" offers a guide. Working with their Graduate Focus Area Learning Plans as well as their Faculty Mentors and Professional Advisors, students are free to follow the guide or proceed 'faster' or 'slower' as appropriate to their circumstances and motivation/readiness to move ahead. *(At the slower end, students are advised of University policy requiring students to complete degree requirements within a six-year period from the date of their first registration.)*

	PLANNING & INTEGRATION	LIBERAL LEARNING…	FOCUS AREA COMPETENCIES
	See Section D.	**See Section E.**	**See Section F.**
Quarter #1➜	AP-501 (4 cr hrs) **Learning Plan Research & Development Seminar**	LLS-450a (2 cr hrs) **Finding & Assessing Information** *(inquiry domain)*	
Quarter #2➜	AP-502 (2 cr hrs) **Learning Plan Review**	During the first quarter, students complete **LLS-450a** (above). Later in their programs, they also complete **LLS-450b (4crhrs) Applying Systematic Inquiry.** In addition to the six credit hours (listed above) in the **INQUIRY** domain, students complete their choice of three additional seminars (4cr hr each) offered within the other three *Domains of Liberal Learning in Reflective Practice*: -**AGENCY** -**COLLABORATION** -**FLEXIBILITY** For maximum breadth of perspective, students are advised to diversify their study across all domains as much as possible.	**Prof Competencies (2 cr hr ea.)** -1 prof. competence TBD -learning activity & product TBD
Quarter #3➜	AP-528 (0.5 cr hrs) **Assessment & Integration Session I**		**Prof Competencies (2 cr hr ea.)** -1 prof. competence TBD -learning activity & product TBD
Quarter #4➜	AP-548 (0.5 cr hrs) **Assessment & Integration Session II**		**Prof Competencies (2 cr hr ea.)** -1 prof. competence TBD -learning activity & product TBD
Quarter #5➜			**Prof Competencies (2 cr hr ea.)** -2 prof. competencies TBD -learning activities & products TBD
Quarter #6➜	AP-558 (0.5 cr hrs) **Assessment & Integration Session III**		**Prof Competencies (2 cr hr ea.)** -2 prof. competencies TBD -learning activities & products TBD
Quarter #7➜	AP-578 (0.5 cr hrs) **Assessment & Integration Session IV**		**Prof Competencies (2 cr hr ea.)** -2 prof. competencies TBD -learning activities & products TBD
Quarter #8➜			**Culmination Options** •Supplemental Competencies TBD -4 prof. competencies -learning activities & products (OR) •Integrating Project TBD -proposal (2 cr hrs) -final project (6 cr hrs)
	GRADUATION REVIEW *including* **Grad Narrative Transcript**		
SubTotals:	*8 cr hrs*	*18 cr hrs*	*26 cr hours*
TOTAL:	*52 cr hrs*		

KEY ROLES & RESPONSIBILITIES:

(1) **The Graduate Student**

Given the MAAPS Program's emphasis of individually-designed and executed plans of study, the role of the MAAPS graduate student is particularly critical. MAAPS graduate students are viewed as *adults* (more as a function of maturity than age) and are considered to be 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 and/or officially approved Graduate Focus Area Learning Plan or by one's Faculty Mentor. 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. *(NOTE: The six-year limit pertains to degree integrity insofar as the University—when it confers a degree—certifies a knowledge/competence-base that has been assessed as <u>current</u> within no-longer-than the six years prior to degree conferral. Here, as rapidly as knowledge is accumulating and changing in all fields, this integrity is critical—both to the University and to the employers/clients who come to seek out, and rely upon, its alumni.)*

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 pull the instructor back from doing all the teaching, directing, motivating, entertaining, etc., and presume that learners have both a vested interest in the subject matter and are ready/willing/able to fill the void with non-passive, inquisitive, and conscientious behaviors. In short, this means that 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 in order 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; informed statements; 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-honed self-reflection. As students encounter each component of the Program, they are invited to reflect on their performance and, thereby, better 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 3.0 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. Here, 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 two roles: Faculty Mentor & Seminar Instructor.

▶**FACULTY MENTOR.** The Faculty Mentor is a member of the DePaul University/School of Continuing and Professional Studies' resident faculty. 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 necessarily serving as content specialists (related to individualized Graduate Focus Areas) *per se*, Faculty Mentors possess expertise in the design and implementation of individualized curricula for adults and, as such, assist students in framing problems, asking questions, and identifying appropriate strategies and resources in support of their own learning. The ultimate responsibility of the Faculty Mentor is thus to enable the student to manage (increasingly assume responsibility and accountability for) his/her own learning and growth.

Serving as the primary link between advisees/mentees and the MAAPS Program, the Faculty Mentor's role includes the following specific responsibilities:

(a) providing instruction & individual program administration:
-serving as primary faculty for the Learning Plan Research & Development Seminar (AP-501, the Learning Plan Review (AP-502), Assessment Sessions (AP-528, 548, 558 & 578), the Culmination Option, and the Graduation Review;
-working with each student to develop a working draft of his/her Graduate Focus Area Learning Plan;
-supporting the student in his/her search for a Professional Advisor; reviewing PA-nominees in terms of their credentials and appropriateness for the role; contacting appropriate PA-nominees to explore the PA role in greater detail and "fit" of nominee to program; approving PA (where appropriate) and providing him/her 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 his/her 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 (e.g., the Narrative Transcript).

(b) providing advising:
-sharing responsibility with the PA for advising the student as he/she progresses 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 work undertaken in the Focus Area (Learning Activities, Learning Products, Culmination Options);
-facilitating and reviewing materials for Assessment Sessions and the Graduation Review;
-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

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student program review/GSPRC, etc.).

Students wishing to change their Faculty Mentor assignment (or Faculty Mentors wishing to change their advisee assignment) may do so with the approval of the Graduate Programs Office (Director or Associate Director). *See page H-1 (Mentor/Mentee Change) for process.*

▶**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)

The Professional Advisor (PA) is an accomplished practitioner in the student's Graduate Focus Area. Identified and nominated by the student, the PA (once approved) acts as a crucial source of both challenge-and-support to the student's learning and serves (along with the student and Faculty Mentor) as a member of the student's Academic Committee. Further, he/she plays a key role in directing and facilitating the individualized portion of the MAAPS curriculum and, in conjunction with the Faculty Mentor, helps the student identify long-range professional goals and design a program of study appropriate to meet them. *[For details regarding "finding, nominating, appointing and orientating" a PA, see the last major portion of Section C—this section—of the MAAPS Guidebook.]*

Specific **PA qualifications and responsibilities** include:

(a) Possessing an advanced academic degree appropriate to the student's Graduate Focus Area (master's degree minimum; doctoral degree preferred) 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 PAs (e.g., supervisor--subordinate; business consultant--client; customer--vendor; etc.).]*

(b) Serving as the student's primary advisor relative to his/her Graduate Focus Area--
-helping the student hone his/her direction and purpose;
-providing information regarding the field's possibilities, trends, issues, professional organizations, and major publications;
-facilitating networking opportunities (as appropriate);
-offering a "reality check" regarding student perceptions and aspirations; and,
-interacting with the student as he/she moves through the Learning Activities and chosen Culmination Option of the Focus Area. *(The Program recommends that the student and PA have contact—in person, by phone, letter or email—at least once a month. More*

frequent meetings may be appropriate if the student and PA are working together on a particular Learning Activity. At a minimum the PA and student are expected to have substantial interaction—primarily initiated by the student—at least once per quarter.);

(c) Assisting the student to refine his/her Graduate Focus Area Learning Plan in general and, in particular, with respect to identifying appropriate Professional Competencies and their subsequent Learning Activities and Products in the Focus Area;

(d) Participating in the student's initial Academic Committee Meeting and, as possible, the initial Assessment & Integration Session which includes further orientation to the PA role;

(e) Reviewing and approving the student's Graduate Focus Area Learning Plan and chosen Culmination Option;

(f) Serving as an assessor for no more than 75% of the student's Professional Competencies and their subsequent Learning Products completed in the Focus Area. [Assessment involves providing substantive feedback regarding all work *within two weeks* of receipt.];

(g) Assisting in the identification of additional assessors (as needed) for the remaining Professional Competencies and their subsequent Learning Products in the Focus Area;

(h) Serving as an assessor and the primary advisor for the Integrating Project, i.e., if the student chooses the Integrating Project as his/her Culmination Option; and,

(i) Participating, if possible, in the student's Graduation Review session.

In appreciation for the contribution provided by the Professional Advisor (and as resources permit), the MAAPS Program offers a modest honorarium to each PA upon official completion (grading) of AP-502/Learning Plan Review. Similarly, the MAAPS Program offers an honorarium to the PA upon official completion (grading) of each Learning Product (including the Integrating Project, if applicable) that a PA is involved in assessing within the student's Focus Area.

(5) The Outside Assessor

To ensure that students are exposed to a broad range of perspectives during their graduate study, 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 DePaul faculty members as well as the broader professional community. These individuals may be identified by the student, Professional Advisor, Faculty Mentor or Chair 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 Integrating 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) <u>The Academic Advisor</u>

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.

PROFESSIONAL ADVISOR: Finding, Nominating, Appointing & Orienting

(1) Finding a PA-nominee…

Some students enter the Program with possible PA-nominees in mind; however, for most students, the process of PA identification begins during the Learning Plan Research & Development Seminar (AP-501) using the following steps:

(a) During AP-501, students research their proposed Graduate Focus Areas by conducting library research, investigating professional associations, exploring professional networks, consulting with universities, reviewing key publications, identifying major contributors, etc. Where possible, they also conduct **informational interviews** pertaining to the proposed focus area in order to solicit further ideas to consider as they build their learning plans. Through these interviews, students frequently identify potential candidates to nominate for the PA role, i.e., in addition to accomplishing the interview's primary purpose of gleaning information regarding the focus-area-under-construction.

(b) As the Focus Area is honed in depth and specificity and as students are ready to begin exploring possible nominees for the PA role, they review the required qualifications and responsibilities of the PA role (outlined earlier in Section C). Students may also include other factors they wish to consider such as breadth/difference of experience, willingness/ability to give candid feedback, availability to meet, format/location for meetings (in person vs. virtual), shared values for co-creating a working/learning relationship together, etc.

(c) Drawing upon their professional networks (including recent network additions added via informational interviews), students identify potential PA nominees and request meetings to explore the PA opportunity and their evolving Focus Area aspirations. During these interactions, students provide potential PA nominees with a copy of the document titled— INFORMATION FOR PROSPECTIVE PROFESSIONAL ADVISORS. (See Section I.) This document is a helpful aid in explaining the PA role. The document can be secured from the SCPS Graduate Program Office or the Program Website (student resources > forms).

(d) If both the student and potential PA nominee remain interested in pursuing this professional relationship after "c" (above), students proceed to nominate the PA-candidate (see below). If interest wanes as a result of "c", students return to their professional network to identify another candidate.

(2) Nominating, Appointing & Orienting the PA...

The following steps apply as soon as students have found PA candidates to nominate:

(a) Student secures copy of PA-nominee's resume and develops a brief written rationale indicating why the PA-nominee is deemed appropriate by/to the student. Both documents (resume and rationale) are submitted to the Faculty Mentor.

(b) The Faculty Mentor reviews the nomination materials submitted. Thereafter, if materials submitted warrant proceeding, the Faculty Mentor interviews the PA-nominee (typically phone conversation) to review the expectations of the role and make "official" contact on behalf of the MAAPS Program.

(c) If the PA-nominee is deemed acceptable by the Faculty Mentor*, the Faculty Mentor sends an appointment email to the Graduate Programs Office (scpsgrad@depaul.edu) approving the PA candidate. This email includes: name of student; name of program (MAAPS); name of PA; and, the PA's email address. Faculty Mentor retains copy of PA resume. *[Upon receipt of the appointment email, the Graduate Programs Office sends PA Letter of Agreement as well as information regarding the MAAPS Program Guidebook.]*

(d) The Faculty Mentor Informs the student that PA has been approved. This approval enables the student to begin the process of scheduling his/her first Academic Committee meeting as soon as the first draft of the Graduate Focus Area Learning Plan is deemed by the student and Faculty Mentor to be ready for review. (NOTE: If the prospective PA is deemed unacceptable, the Faculty Mentor informs the student and the process of identifying and nominating another PA candidate begins anew.)

(e) The PA is oriented to the PA role in the following ways:

-Student provides PA with document titled—INFORMATION FOR PROSPECTIVE PROFESSIONAL ADVISORS. (See Section I.);

-Faculty Mentor outlines purpose, philosophy and expectations for the PA role within the initial interview;

-Graduate Programs Office information to the PA;

-the PA (as member of the student's Academic Committee) meets with the student and

Faculty Mentor to approve the Graduate Focus Area Learning Plan. During this meeting, all three engage in fuller discussion and clarification regarding the Program and its processes;

-the PA is invited by the student to the first Assessment & Integration Session; and,

-the PA is encouraged to maintain contact with the student and the student's Faculty Mentor throughout the student's program of study.

NOTE: Students wishing or needing to change their PA once appointed may do so with the approval of their Faculty Mentors. In such an event, it is the student's responsibility to terminate the standing relationship with the current PA and reinitiate the previous steps for appointing a new Professional Advisor. Depending on the stage of the student's program and the portion of the PA honorarium paid-to-date, the honorarium for the new PA may be adjusted accordingly.

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