

MAAPS PROGRAM GUIDEBOOK

SECTION**G**

THE GRADUATE FOCUS AREA LEARNING PLAN

PART ONE: LP TEMPLATE FOR THE SELF-DESIGNED TRACK

ABOUT SECTION G :

This section offers a **WORKING DRAFT** of the MA in Applied Professional Studies (MAAPS) Program—Graduate Focus Area Learning Plan. (Note: There are two Graduate Focus Area Learning Plan templates: One is for the Self-designed Focus Area MAAPS and the other is for all defined MAAPS Focus Area tracks (EA, OD, SC).

Subsections include...

PART ONE:

- Introduction to the self-designed focus area track learning plan template.
- Working draft for the self-designed focus area learning plan
 - Title Page
 - Part I: Area of Focus for Graduate Study
 - Part II: Personal/Professional Context
 - Part III: Professional Competencies:
what/when/how
 - Part IV: Plans for Culmination (Graduate
 - Capstone or Supplemental Competences)

PART TWO:

- Introduction to the structured focus area track learning plan template.
- Working draft for the structured focus area learning Plan
 - Title Page
 - Part I: Track Title
 - Part II: Personal/Professional Context
 - Part III: Professional Competencies and how they are addressed (reflection on competencies as fulfilled through Core Track Requirements (course and non- course-based) or approved substitutes
 - Part IV: Plans for Culmination (Graduate Capstone or Supplemental Competences)

INTRODUCTION TO...

THE SELF-DESIGNED FOCUS AREA TRACK

Graduate Focus Area Learning Plan

Each SD Track student's Graduate Focus Area Learning Plan serves as both a guide through the MAAPS Program and a platform upon which the various parts of the degree are grounded.

The various audiences for the SD Track Graduate Focus Area Learning Plan include the following:

- (1) the Student (as their own audience!);
- (2) the Faculty Mentor;
- (3) the Professional Advisor;
- (4) the Graduate Student Program Review Committee (GSPRC);
- (5) the University; and,
- (6) anyone else with whom the student chooses to share the document.

WORKING DRAFT FOR...

SELF-DESIGNED FOCUS AREA LEARNING PLAN TEMPLATE

ELECTRONIC RESOURCES :

The following pages provide a working-draft/template for The Learning Plan for the Self-Designed Focus Area Track. Imbedded throughout are explanations and directions.

To assist each student in developing their own version, a copy of this mock-up is available in electronic format at <http://scps.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>.

MASTER OF ARTS PROGRAM IN APPLIED PROFESSIONAL STUDIES (MAAPS)

**GRADUATE LEARNING PLAN for the
Self-Designed Focus Area
for your name here**

•ADDRESS: your address here

•PHONE: your phone here •EMAIL: your email address here

DOCUMENT DATE: *date of this particular version/draft*

Focus Area Title	<p>▶ <u>title/phrase inserted here from Part I—Section A</u> [NOTE : This phrase must be <u>75 characters in length (including spaces)</u> in order to eventually appear on a University transcript.]</p>
Prof. Advisor	<p>▶ <u>name of professional advisor/PA (once approved)</u></p> <ul style="list-style-type: none">•PA Position/Title: _____•PA Home Address: _____•PA Phone: _____ •PA Email: _____
Faculty Mentor	<p>▶ <u>name of faculty mentor</u></p> <ul style="list-style-type: none">•Position/Title: <u>Resident Faculty, School of Continuing & Professional Studies, DePaul University</u>•Phone: <u>312-362-_____</u> •Email: _____

Academic Committee Endorsement	<ul style="list-style-type: none">•Student/Author endorsed this plan on <u> date </u>•Professional Advisor endorsed this plan on <u> date </u>•Faculty Mentor endorsed this plan on <u> date </u>
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NOTE: The Academic Committee's dated endorsements (above) are required prior to the plan being reviewed by GSPRC.

GSPRC Approval	<p>◆Graduate Student Program Review Committee (GSPRC) approved this plan on <u> date </u></p>
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PART I: Area of Focus for Graduate Study

Your purpose in Part I is to provide your readers with a title for, and explanation of, the individualized area of focus that you propose to investigate in/through your graduate study. Your readers will include yourself, your faculty mentor, your eventual professional advisor and the graduate faculty serving on the Graduate Student Program Review Committee.

A. Focus Area TITLE:

*In this section, please provide your readers with a brief title that describes your individualized Graduate Focus Area. It should include a core activity (doing what?) and a primary context (where?). As such, this title should be **a phrase in length and be no longer than 75 characters (including spaces)** in order to eventually appear on a University transcript. Example: “designing and implementing basket-weaving interventions in outer space.”*

B. Focus Area EXPLANATION:

*In this section, please provide your readers with a detailed explanation of the title/phrase from “A” above---approaching it from each of the **vantage points** below. Here, please incorporate references to key professional and scholarly resources in your field in order to give your readers a fuller perspective of the area of study you have in mind. Part B should include the following five sections:*

✓ **Vantage Point #1: Defined Parts**

Dissect your focus area title into its key words and phrases. Then, (a) **briefly define** each word and/or phrase—drawing from professional/scholarly literature (avoiding Wikipedia or general dictionaries); and, (b) **briefly explain** how these words/phrases relate to one another and to the context of your professional practice in this area. [1-2 pages in length]

✓ **Vantage Point #2: Key Information Sources**

Identify **and briefly explain** the key sources of information that inform each of the parts of the focus area as well as their combination into a focus area. Sources *listed and explained* should include: key contributors/authors/researchers, key professional/community associations, key professional books and journals, etc. [2-3 pages in length]

✓ **Vantage Point #3: Key History/Foundations**

Identify **and briefly explain** the conceptual/professional origin(s)/foundation(s) of this focus area—drawing from professional/scholarly literature. **What are its historic strands or threads? On what is it based?** [2-3 pages in length]

✓ **Vantage Point #4: Key Evolutionary Trends**

Identify **and briefly explain** the major issues/directions currently impacting this focus area—drawing from professional/scholarly literature. **What are its trends/directions? Where does it seem to be headed?** [2-3 pages in length]

✓ **List of Resources Consulted**

List **and briefly annotate/explain** each of the resources (books, databases, websites, informational interviews, etc.) you consulted in investigating the vantage points above. (Some of



these resources may well have been identified within LLS-450 *Finding and Assessing Information.*)
[1-2 pages in length]

PART II: Personal/Professional Context

Your purpose in Part II is to provide your readers with an explanation of your background and goals with respect to your Focus Area as well as a description of the application setting where you'll apply learning throughout your graduate study. Your readers will include yourself, your faculty mentor, your eventual professional advisor and the graduate faculty serving on the Graduate Student Program Review Committee.

A. Personal/Professional BACKGROUND:

In this section, please provide your readers with a brief description/explanation of your personal/professional background as it relates to your focus area. What have been the major milestones in your experience that have led you to pursue study in this area? [2-3 pages in length]

B. Professional GOALS:

In this section, please provide your readers with a brief description/explanation of your professional goals as these relate to your focus area. What do you hope to accomplish through your graduate study? What contribution(s) do you hope to make regarding your focus area upon completion of your degree? [1-2 pages in length]

C. Application SETTING* & ROLE:

In this section, please provide your readers with a brief description of the setting (work or otherwise) that will serve as the "laboratory" where you will apply learning regarding your focus area. What is your application setting and what is your role in this context? [1 page in length]



PART III: Professional Competencies

Your purpose in Part III is to propose plans for key competencies you'll develop in support of your Focus Area. See OVERVIEW below.

Overview to Part III

The following NINE PAGES of the Graduate Learning Plan outline your plan for developing key competencies in the Focus Area in general and, more specifically, in support of graduate-level comprehension and skill-building regarding the **eight Professional Competence areas listed below**. One page is devoted to each of the eight competence areas—with the ninth page reserved for a supplemental competence in one of the previous areas. A fuller description of each competence area is included at the top of each of the subsequent pages.

AP-510: Ability to understand the main theories/ideas that guide and explain practice in the Focus Area.

AP-520: Ability to understand methods of research appropriate to the Focus Area.

AP-530: Ability to apply specialized skills appropriate to the Focus Area.

AP-540: Ability to engage communication modes appropriate to the Focus Area.

AP-550: Ability to understand the organizational and/or interpersonal dynamics within which practitioners in the Focus Area define and fulfill their roles/responsibilities.

AP-560: Ability to interpret challenges from larger contexts (e.g., temporal, social, or international) facing the Focus Area.

AP-570: Ability to analyze ethical issues involved within the Focus Area.

AP-574: Ability to engage reflection in/on practice within the Focus Area.

AP-585: A second competence (supplemental) in one of the previous areas.



• Professional Competence AP-510 •

Ability to understand the MAIN THEORIES and IDEAS guiding and explaining Focus Area practice.

“can describe and analyze at least two significant ideas (e.g., theories, models, principles, concepts) relevant to the focus area or related fields and explain their implications for professional practice.”

DESCRIPTION of AP-510 (2 cr hrs): Through this competence area, students address knowledge and understanding of theories, models and/or conceptual frameworks—including implications for practice—relevant to their areas of focus. In areas where theories are not well established (e.g., in emerging fields of study or unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

- (a) Knowledge of the differences among the terms—theory, concept, principle and model;
- (b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

PLAN for AP-510	
(1) Competence Statement	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Given the description above, what is your “sought outcome?”</i></p> <p><i>-Example: “can describe and analyze X and Y as two significant ideas in my focus area and explain their implications for professional practice.” (Specify X and Y.)</i></p>
(2) Learning ACTIVITIES	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</i></p> <p><i>-Example: See partial list of Learning Activities in Guidebook Section F.</i></p>
(3) Learning PRODUCT(s)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include a bibliography of resources explored using APA citation format.]</i></p> <p><i>-Example: See partial list of Learning Products in Guidebook Section F.</i></p>
(4) Assessor <i>(anticipated)</i>	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</i></p> <p><i>-Note: If unknown, indicate “TBD” (to be determined later). Also, the Professional Advisor may assess no more than 75% of one’s Learning Products/Professional Competencies.</i></p>
(5) Schedule <i>(anticipated)</i>	<p><i>-When ready, replace this italicized material with your response.</i></p>



	<p><i>-During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</i></p> <p><i>-Note: If unknown, indicate “TBD” (to be determined later).</i></p>
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• Professional Competence AP-520 •

Ability to understand METHODS OF RESEARCH appropriate to the Focus Area.

“can describe and analyze at least two methods of gathering data appropriate to the focus area and develop a detailed protocol for implementing one in professional practice.”

DESCRIPTION of AP-520 (2 cr hrs): Through this competence area, students address the systematic gathering of data and interpretation of findings as practiced within their areas of focus or related fields. Successful demonstration of competence in this area includes:

- (a) Knowledge of the types, purposes, and relative utility of research methods (not “tools” such as library and internet research per se) currently practiced in the profession;
- (b) Understanding contingencies involved in the appropriate application of each; and,
- (c) Ability to develop a protocol for implementation.

PLAN for AP-520	
(1) Competence Statement	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Given the description above, what is your “sought outcome?”</i></p> <p><i>-Example: “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.” (Specify X and Y.)</i></p>
(2) Learning ACTIVITIES	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</i></p> <p><i>-Example: See partial list of Learning Activities in Guidebook Section F.</i></p>
(3) Learning PRODUCT(s)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include a bibliography of resources explored using APA citation format and is to be appended with a description of where—in relation to which other competence—you will implement the protocol as part of that competence’s Learning Activities.]</i></p> <p><i>-Example: See partial list of Learning Products in Guidebook Section F.</i></p>
(4) Assessor (anticipated)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Who, in addition to yourself (Student) and the Faculty Mentor, will you ask to review the Learning Product(s)?</i></p> <p><i>-Note: If unknown, indicate “TBD” (to be determined later). Also, the Professional Advisor may assess no more than 75% of one’s Learning Products/Professional Competencies.</i></p>



(5) Schedule (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</u></p> <p>-Note: If unknown, indicate "TBD" (to be determined later).</p>
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• Professional Competence AP-530 •

Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area

"can describe and demonstrate a skill (or set of skills) relevant to the focus area and explain its application to professional practice."

DESCRIPTION of AP-530 (2 cr hrs): Through this competence area, students identify, develop and demonstrate skills that are particular to their areas of focus and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:

- (a) Selection of a skill (or set of skills) that appropriately represents the profession & one's professional goals; and,
- (b) Application of the skill (or set of skills) at a level appropriate to both professional contribution & graduate study.

PLAN for AP-530	
(1) Competence Statement	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Given the description above, what is your "sought outcome?"</u></p> <p>-Example: "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." (Specify X.)</p>
(2) Learning ACTIVITIES	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</u></p> <p>-Example: See partial list of Learning Activities in Guidebook Section F.</p>
(3) Learning PRODUCT(s)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include: (a) a description of the skill (including criteria for assessing it—as drawn from relevant literature in the field); (b) its demonstration; and, (c) a bibliography of resources explored using APA citation format.]</u></p> <p>-Example: See partial list of Learning Products in Guidebook Section F.</p>
(4) Assessor (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</u></p> <p>-Note: If unknown, indicate "TBD" (to be determined later). Also, the Professional Advisor may assess no more than 75% of one's Learning Products/Professional Competencies.</p>



(5) Schedule (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</u></p> <p>-Note: If unknown, indicate "TBD" (to be determined later).</p>
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• Professional Competence AP-540 •

Ability to engage COMMUNICATION MODES appropriate to the Focus Area

“can describe and demonstrate a communication mode/method relevant to the focus area and explain how its applied in professional practice.”

DESCRIPTION of AP-540 (2 cr hrs): Through this competence area, students identify, develop and demonstrate facility with communication modes relevant to their areas of focus. It requires an understanding of the relationships among key communication variables (the message, the method, the audience and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary. Successful demonstration of competence in this area includes:

- (a) Selection of an appropriate communication mode/method in relation to the context (audience and environment) in which the communication will occur; and,
- (b) Application of the mode/method at a level appropriate to both professional contribution & graduate study.

PLAN for AP-540	
(1) Competence Statement	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Given the description above, what is your “sought outcome?”</u></p> <p>-Example: <i>“can describe and demonstrate X as a communication mode/method relevant to my focus area and explain how it's applied to professional practice.”</i> (Specify X.)</p>
(2) Learning ACTIVITIES	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</u></p> <p>-Example: See partial list of Learning Activities in Guidebook Section F.</p>
(3) Learning PRODUCT(s)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include: (a) a description of the skill (including criteria for assessing it—as drawn from relevant literature in the field); (b) its demonstration; and, (c) a bibliography of resources explored using APA citation format.]</u></p> <p>-Example: See partial list of Learning Products in Guidebook Section F.</p>
(4) Assessor (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</u></p> <p>-Note: If unknown, indicate "TBD" (to be determined later). Also, the Professional Advisor may assess no more than 75% of one's Learning Products/Professional Competencies.</p>



(5) Schedule (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</u></p> <p>-Note: If unknown, indicate “TBD” (to be determined later).</p>
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• Professional Competence AP-550 •

Ability to understand the ORGANIZATIONAL and/or INTERPERSONAL DYNAMICS within which practitioners in the Focus Area define their roles and fulfill their responsibilities.

“can describe and analyze an organizational and/or interpersonal dynamic (or set of dynamics) relevant to the focus area and explain its implications for professional practice.”

DESCRIPTION of AP-550 (2 cr hrs): Through this competence area, students address the human and structural issues relevant to professional practice in their areas of focus. This includes exploration regarding how professional practice per focus area is affected by systems, technology, structure, and other people. Successful demonstration of competence in this area includes:

- (a) Identification of a relevant dynamic (e.g., open/closed systems, power, trust, culture, conflict, diversity, gender, communication, change, impact of technology, etc.); and,
- (b) Description and analysis of the particular dynamic in relation to its impact on professional practice and vice versa.

PLAN for AP-550	
(1) Competence Statement	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Given the description above, what is your “sought outcome?”</u></p> <p>-Example: “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.” (Specify X.)</p>
(2) Learning ACTIVITIES	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</u></p> <p>-Example: See partial list of Learning Activities in Guidebook Section F.</p>
(3) Learning PRODUCT(s)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include a bibliography of resources explored using APA citation format.]</u></p> <p>-Example: See partial list of Learning Products in Guidebook Section F.</p>
(4) Assessor (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</u></p> <p>-Note: If unknown, indicate “TBD” (to be determined later). Also, the Professional Advisor may assess no more than 75% of one’s Learning Products/Professional Competencies.</p>



(5) Schedule (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</u></p> <p>-Note: If unknown, indicate "TBD" (to be determined later).</p>
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• Professional Competence AP-560 •

Ability to interpret CHALLENGES FROM LARGER CONTEXTS facing the Focus Area.

"can describe and analyze a challenge (or set of challenges) from the larger context impacting the focus area and explain its implications for professional practice."

DESCRIPTION of AP-560 (2 cr hrs): Through this competence area, students demonstrate the ability to situate their areas of focus (including their issues and problems) within one of the following contexts: the temporal context (historical development and future directions of the focus area); the social/cultural context (relationship of the focus area to its societal context); or, the international context (the state of the focus area globally). Successful demonstration of competence in this area includes:

- (a) Identification of a significant challenge facing practitioners in the profession; and,
- (b) Analysis of the selected challenge within a framework that emphasizes one or more of the aspects listed above (temporal, social/cultural, or international).

PLAN for AP-560	
(1) Competence Statement	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Given the description above, what is your "sought outcome?"</u></p> <p>-Example: <i>"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."</i> (Specify X.)</p>
(2) Learning ACTIVITIES	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</u></p> <p>-Example: See partial list of Learning Activities in Guidebook Section F.</p>
(3) Learning PRODUCT(s)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include a bibliography of resources explored using APA citation format.]</u></p> <p>-Example: See partial list of Learning Products in Guidebook Section F.</p>
(4) Assessor (anticipated)	<p>-When ready, replace this italicized material with your response.</p> <p>-<u>Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</u></p> <p>-Note: If unknown, indicate "TBD" (to be determined later). Also, the Professional Advisor may assess no more than 75% of one's Learning Products/Professional Competencies.</p>
(5) Schedule (anticipated)	<p>-When ready, replace this italicized material with your response.</p>



	<p><i>-During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</i></p> <p><i>-Note: If unknown, indicate “TBD” (to be determined later).</i></p>
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• Professional Competence AP-570 •

Ability to analyze ETHICAL ISSUES involved within the Focus Area.

“can describe and analyze an ethical issue or dilemma (or set of issues/dilemmas) relevant to the focus area—using various philosophical/ethical frameworks—and explain its implications for professional practice.”

DESCRIPTION of AP-570 (2 cr hrs): Through this competence area, students address the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including areas of conflict) relevant to their areas of focus. Successful demonstration of competence in this area includes:

(a) Identification of a significant problem, dilemma, or circumstance in the focus area requiring ethical decision-making;

(b) Ability to both analyze such using various philosophical/ethical frameworks or constructs and propose an appropriate response/solution.

PLAN for AP-570	
(1) Competence Statement	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Given the description above, what is your “sought outcome?”</i></p> <p><i>-Example: “can describe and analyze X as an ethical issue or dilemma (or set of issues/dilemmas) relevant to my focus area—using various philosophical/ethical frameworks—and explain its implications for professional practice. (Specify X.)”</i></p>
(2) Learning ACTIVITIES	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</i></p> <p><i>-Example: See partial list of Learning Activities in Guidebook Section F.</i></p>
(3) Learning PRODUCT(s)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include a bibliography of resources explored using APA citation format.]</i></p> <p><i>-Example: See partial list of Learning Products in Guidebook Section F.</i></p>
(4) Assessor (anticipated)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</i></p> <p><i>-Note: If unknown, indicate “TBD” (to be determined later). Also, the Professional Advisor may assess no more than 75% of one’s Learning Products/Professional Competencies.</i></p>
(5) Schedule (anticipated)	<p><i>-When ready, replace this italicized material with your response.</i></p>



	<p><i>-During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</i></p> <p><i>-Note: If unknown, indicate "TBD" (to be determined later).</i></p>
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• Professional Competence AP-574 •

Ability to engage REFLECTION ON/IN PRACTICE in the Focus Area

"can describe and analyze an approach to reflection and apply such to a particular personal situation involving one's professional practice in the focus area."

DESCRIPTION of AP-574 (2 cr hrs): Through this competence area, students address the interplay between thinking, doing and reflecting in order to generate new ways of mentally organizing ideas and identifying new possibilities to inform future practice in their areas of focus. Successful demonstration of competence in this area includes:

- (a) Identification of a particular approach to reflection (e.g., experiential learning, transformative learning, emancipatory learning, mindfulness, meditation, contemplation, journaling, after action review, etc.); and
- (b) Ability to analyze one's own experience through said reflective approach.

PLAN for AP-574	
(1) Competence Statement	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Given the description above, what is your "sought outcome?"</i></p> <p><i>-Example: "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." (Specify X.)</i></p>
(2) Learning ACTIVITIES	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Through what specific strategies or processes do you intend to accomplish the competence outcome (above)? (Briefly explain what you propose to do and how.)</i></p> <p><i>-Example: See partial list of Learning Activities in Guidebook Section F.</i></p>
(3) Learning PRODUCT(s)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-What specific form of evidence will you submit for assessment in demonstration of the competence outcome (above)? [Note: Product is to include: (a) a description of the method (including criteria for assessing it—as drawn from relevant literature in the field); (b) its demonstration; and, (c) a bibliography of resources explored using APA citation format.]</i></p> <p><i>-Example: See partial list of Learning Products in Guidebook Section F.</i></p>
(4) Assessor (anticipated)	<p><i>-When ready, replace this italicized material with your response.</i></p> <p><i>-Who, in addition to the Student and the Faculty Mentor, will you ask to review the Learning Product(s)?</i></p> <p><i>-Note: If unknown, indicate "TBD" (to be determined later). Also, the Professional Advisor may assess no more than 75% of one's Learning Products/Professional Competencies.</i></p>



(5) Schedule (anticipated)	<i>-When ready, replace this italicized material with your response.</i> <i>-During what quarter/year do you anticipate submitting the Learning Product(s) for assessment?</i> <i>-Note: If unknown, indicate "TBD" (to be determined later).</i>



• Professional Competence AP-585 •

(Supplemental Competence I)

DESCRIPTION of AP-585 (2 cr hrs): Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection In/On Practice regarding which to develop and demonstrate competence.

PLAN for AP-585	
(1) Competence Statement	<i>-insert from appropriate previous page and follow directives accordingly</i>
(2) Learning ACTIVITIES	<i>-insert from appropriate previous page and follow directives accordingly</i>
(3) Learning PRODUCT(s)	<i>-insert from appropriate previous page and follow directives accordingly</i>
(4) Assessor <i>(anticipated)</i>	<i>-insert from appropriate previous page and follow directives accordingly</i>
(5) Schedule <i>(anticipated)</i>	<i>-insert from appropriate previous page and follow directives accordingly</i>

PART IV: Plans for Culmination

Your purpose in Part IV is to identify which of the two Culmination Options you are currently considering. Your readers will include yourself, your faculty mentor, your eventual professional advisor and the graduate faculty serving on the Graduate Student Program Review Committee.

Part IV's plans are held as *tentative—pending further evolution and refinement as your study in the Focus Area progresses*. As possible, you are encouraged to finalize your Culmination Option plans as early as possible in order to integrate all aspects of the Program.

At this point, I'm leaning toward... *(Please check one and elaborate.)*

_____ **Option A—Four Supplemental Competencies (2 cr hrs each)**

[AP-586, AP-587, AP-588, AP-589]

Listed below are a few initial topics/areas—related to my Focus Area—that I may later propose for exploration through the **four supplemental competencies**. Additional possibilities may also emerge through my study in the preceding competence areas.

-When ready, list areas that may eventually be developed and proposed as additional Supplemental Competencies.

_____ **Option B—Graduate Capstone Project Proposal & Final Product (6 cr hrs)**

[AP-591 (2 cr hrs) & AP-592 (4 cr hrs)]

Listed below are a few initial topics/areas—related to my Focus Area—that I may later propose for exploration via a **Graduate Capstone Project**. Additional possibilities may also emerge through my study in the other competence areas.

-When ready, briefly explain the topic/area that may eventually be developed and proposed as a Graduate Capstone Project (Proposal & Product).

_____ **Uncertain**

-When ready, briefly explain the nature of your uncertainty.

[NOTE: As you proceed with your MAAPS study, you are encouraged to finalize your culmination plans sooner rather than later. This will enable you to further integrate your learning across the various parts of your MAAPS program.]

PART TWO: LEARNING PLAN TEMPLATE: STRUCTURED TRACK

INTRODUCTION TO...

THE LEARNING PLAN: STRUCTURED FOCUS AREA TRACK

Graduate Focus Area Learning Plan

Each structured track student's focus area section of their Learning Plan serves as both a guide through the MAAPS program and a platform upon which the various parts of the degree are grounded.

The various audiences for the structured track focus area Learning Plan include the following:

- (1) the Student (as their own audience!);
- (2) the Faculty Mentor;
- (3) the Track Champion and Professional Advisor;
- (4) the Graduate Student Program Review Committee (GSPRC);
- (5) the University; and,
- (6) anyone else with whom the student chooses to share the document.

WORKING DRAFT FOR...

GRADUATE FOCUS AREA LEARNING PLAN

ELECTRONIC RESOURCES :

The following pages provide a working-draft/template for The Learning Plan for the Structured Focus Area track..

To assist each student in developing their own version, a copy of this mock-up is available in electronic format at <http://scps.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>.

PART TWO: LP TEMPLATE STRUCTURED FOCUS AREA TRACK

MASTER OF ARTS PROGRAM IN APPLIED PROFESSIONAL STUDIES (MAAPS)

**GRADUATE LEARNING PLAN
Structured Focus Area Track
for your name here**

•ADDRESS: your address here

•PHONE: your phone here •EMAIL: your email address here

DOCUMENT DATE: date of this particular version/draft

Focus Area Title	▶ <u>Insert title of focus area track here</u>
Prof. Advisor	▶ <u>name of professional advisor/PA (once approved)</u> •PA Position/Title: _____ •PA Home Address: _____ •PA Phone: _____ •PA Email: _____
Faculty Mentor	▶ <u>name of faculty mentor</u> •Position/Title: <u>Resident Faculty, School of Continuing & Professional Studies, DePaul University</u> •Phone: <u>312-362-_____</u> •Email: _____

Academic Committee Endorsement	<ul style="list-style-type: none"> •Student/Author endorsed this plan on <u> date </u> •Professional Advisor endorsed this plan on <u> date </u> •Faculty Mentor endorsed this plan on <u> date </u>
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NOTE: The Academic Committee's dated endorsements (above) are required prior to the plan being reviewed by GSPRC.

GSPRC Approval	◆ Graduate Student Program Review Committee (GSPRC) approved this plan on <u> date </u>
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PART I: Area of Focus for Graduate Study

Your purpose in Part I is to provide your readers with an explanation of the individualized emphasis you propose to develop within and in conjunction to the pre-existing parts of your focus area. Your circle of readers will include yourself, your faculty mentor, your track champion, your eventual professional advisor, and the graduate faculty serving on the Graduate Student Program Review Committee.

A. Focus Area TITLE:

In this section, please insert the title of the structured track you have chosen as your Professional Focus Area.

B. Focus Area EXPLANATION:

*In section 1.B, please provide your readers with an explanation of the approach you plan to take in your structured track beyond the terms of the track title alone. Your responses to the **vantage points** below will help you to give a personalized slant to the components in your structured track. Where possible, incorporate references to key professional and scholarly resources in your field to give your readers a fuller perspective of the area of study you have in mind. Feel free to draw from research you completed in AP 504 (Investigating Professional Pathways) and LLS-450 (Finding and Assessing Information.)*

✓ **Vantage Point #1: Defined Parts**

Briefly define each word in your Focus Area track title, drawing from professional/scholarly literature (avoiding Wikipedia or general dictionaries); and (b) **briefly explain** how the track title relates to your professional practice. *[approx. 1 page in length]*

✓ **Vantage Point #2: Key Information Sources**

Identify **and briefly explain** 3 key sources of information about your focus area and how they relate to the way you are customizing your structured track focus area to make sure it fits you. Sources *listed and explained* should include: key contributors/authors/researchers, key professional/community associations, key professional books and journals, etc. *[approx. 2-3 pages in length]*

✓ **Vantage Point #3: Key History/Foundations**

Identify **and briefly explain** the conceptual/professional origin(s)/foundation(s) of the approach you plan to take in your chosen track's focus area, drawing from professional/scholarly literature. **What are the most important historic strands or threads relating to the approach you plan to take in your structured track?** *[approx. 2-3 pages in length]*

✓ **Vantage Point #4: Key Evolutionary Trends**

Drawing from professional/scholarly literature, Identify **and briefly explain** the most important issues/directions currently impacting your interests in this focus area—drawing from professional/scholarly literature. **What trends/directions do you see? Where do they seem to be headed?** *[approx. 2-3 pages in length]*

✓ **List of Resources Consulted**

List **and briefly annotate/explain** each of the resources (books, databases, websites, informational interviews, etc.) you consulted in investigating the vantage points above. Some of these resources you may have already identified in AP 504 (Investigating Professional Pathways) and LLS-450 (Finding and Assessing Information.) *[approx. 1-2 pages in length]*

PART II: Personal/Professional Context

Your purpose in Part II is to provide your readers with an explanation of your background and goals with respect to your chosen structured track focus area as well as a description of the application setting where you hope to apply learning throughout your graduate study.* Your readers will include yourself, your faculty mentor, your track champion, your eventual professional advisor, and the graduate faculty serving on the Graduate Student Program Review Committee.

A. Personal/Professional BACKGROUND:

In this section, please provide your readers with a brief description/explanation of your personal/professional background as it relates to your chosen structured focus area. What have been the influences and experiences that motivated you to pursue study in this area? [2-3 pages in length]

B. Professional GOALS:

In this section, please provide your readers with a brief description/explanation of your professional goals as these relate to your structured focus area. What do you hope to accomplish through your graduate study? What contribution(s) do you hope to make in your professional field upon completion of your degree? [1-2 pages in length]

C. Application SETTING* & ROLE:

In this section, please provide your readers with a brief description of the setting (work or otherwise) that will serve as the laboratory where you will apply learning regarding your focus area. What is your application setting and what is your role in this context? [1 page in length]

**In cases where the application setting is still being determined, students should suggest two possible application settings they plan to investigate.*

PART III: Professional Competencies

Your purpose in Part III is to propose plans for key competencies you'll develop in support of your Focus Area.

The following pages of the Graduate Learning Plan template outline your plan for developing key competencies in the Focus Area in general and, more specifically, in support of graduate-level comprehension and skill-building regarding the **eight Professional Competence areas listed below**.

AP-510: Ability to understand the main theories/ideas that guide and explain practice in the Focus Area.

AP-520: Ability to understand methods of research appropriate to the Focus Area.

AP-530: Ability to apply specialized skills appropriate to the Focus Area.

AP-540: Ability to engage communication modes appropriate to the Focus Area.

AP-550: Ability to understand the organizational and/or interpersonal dynamics within which practitioners in the Focus Area define and fulfill their roles/responsibilities.

AP-560: Ability to interpret challenges from larger contexts (e.g., temporal, social, or international) facing the Focus Area.

AP-570: Ability to analyze ethical issues involved within the Focus Area.

AP-574: Ability to engage reflection in/on practice within the Focus Area.

AP-585: An additional (supplemental) competence in one of the previous areas.

PART III: Professional Competencies



Your purpose in Part III is to lay out plans for addressing and reflections on the MAAPS competencies you'll develop in your Focus Area.

Overview to Part III

The following pages of the Graduate Learning Plan template help you outline your plans for developing the professional competencies in your Structured Track's Focus Area.

Because of the amount of pre-existing structure, the focus area section of the Learning Plan template for the defined MAAPS tracks is less detailed than the corresponding section in the learning plan template for the self-designed focus area track. However to ensure that your degree is as customized as possible within the confines of the structure and requirements of the EA, OD, or SC tracks, it is important that you document and reflect on the choices you make and how your track requirements enable you to demonstrate each of the MAAPs Program's Focus Area competencies.

The MAAPS competencies are:

AP-510: Ability to understand the main theories/ideas that guide and explain practice in the Focus Area.

This competency will be addressed through:

- A) A track required course**
- B) An elective course**
- C) an independent or prior learning project**
- D) other—specify**

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 510 by engaging with it in the way you did.



AP-520: Ability to understand methods of research appropriate to the Focus Area.

This competency will be addressed through:

- A) A track required course
- B) An elective course
- C) an independent or prior learning project
- D) other—specify

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 520 by engaging with it in the way you did.

AP-530: Ability to apply specialized skills appropriate to the Focus Area.

This competency will be addressed through:

- A) A track required course
- B) An elective course
- C) an independent or prior learning project
- D) other—specify

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 530 by engaging with it in the way you did.



AP-540: Ability to engage communication modes appropriate to the Focus Area.

This competency will be addressed through:

- A) A track required course
- B) An elective course
- C) an independent or prior learning project
- D) other—specify

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 540 by engaging with it in the way you did.

AP-550: Ability to understand the organizational and/or interpersonal dynamics within which practitioners in the Focus Area define and fulfil their roles/responsibilities.

This competency will be addressed through:

- A) A track required course
- B) An elective course
- C) an independent or prior learning project
- D) other—specify

In 2 full paragraphs, discuss what you hope to learn/ did learn about your competency in 550 by engaging with it in the way you did.



AP-560: Ability to interpret challenges from larger contexts (e.g., temporal, social, or international) facing the Focus Area.

This competency will be addressed through:

- A) A track required course
- B) An elective course
- C) an independent or prior learning project
- D) other—specify

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 560 by engaging with it in the way you did.

AP-570: Ability to analyze ethical issues involved within the Focus Area.

This competency will be addressed through:

- A) A track required course
- B) An elective course
- C) an independent or prior learning project
- D) other—specify

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 570 by engaging with it in the way you did.



• Professional Competence AP-585 •

(Supplemental Competence I)

DESCRIPTION of AP-585 (2 cr hrs): Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection In/On Practice regarding which to develop and demonstrate competence.

This competency will be addressed through:

- A) A track required course**
- B) An elective course**
- C) an independent or prior learning project**
- D) other—specify**

In 2 full paragraphs, discuss what you hope to learn/did learn about your competency in 585 by engaging with it in the way you did.



PART IV: Plans for Culmination

Your purpose in Part IV is to identify which of the two Culmination Options you are currently considering. Your readers will include yourself, your faculty mentor, your track champion, your eventual professional advisor, and the graduate faculty serving on the Graduate Student Program Review Committee.

Part IV's plans are held as tentative, pending further evolution and refinement as your program of study progresses.

At this point, I'm leaning toward... *(Please check one and elaborate.)*

_____ **Option A—Four Supplemental Competencies (2 cr hrs each)**

[AP-586, AP-587, AP-588, AP-589]

Listed below are a few initial topics/areas—related to my Focus Area—that I may later propose for exploration through the **four supplemental competencies**. Additional possibilities may also emerge through my study in the preceding competence areas.

-When ready, replace this italicized material with your response. List areas that may eventually be developed and proposed as additional Supplemental Competencies.

_____ **Option B—Graduate Capstone Project Proposal & Final Product (6 cr hrs)**

[AP-591 (2 cr hrs) & AP-592 (4 cr hrs)]

Listed below are a few initial topics/areas—related to my Focus Area—that I may later propose for exploration via a **Graduate Capstone Project**. Additional possibilities may also emerge through my study in my track -required courses and other courses.

-When ready, briefly explain the topic/area that may eventually be developed and proposed as a Graduate Capstone Project (Proposal & Product).

_____ **Uncertain**

-When ready, briefly explain the nature of your uncertainty.

