*DePaul University ⯁ School of Continuing and Professional Studies ⯁ Graduate Programs*

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**Graduate Program—NARRATIVE TRANSCRIPT**

***(MA Program in Applied Professional Studies/MAAPS)***

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| **STUDENT:** |  |
| **Faculty Mentor:** |  |
| **Professional Advisor:** |  |
| **FOCUS AREA TITLE:** |  |

**~PROGRAM OVERVIEW~**

The Master of Arts in Applied Professional Studies is a curriculum for adults who want to tailor their graduate studies to address focused personal and professional goals. As such, the program incorporates four major components: (I) Program Planning, Assessment and Integration—enabling students to develop a Graduate Focus Area Learning Plan to guide their study and keep it aligned and congruent from start to finish; (II) the Liberal Learning Seminars—designed to strengthen and refine skills in various aspects of personal, interpersonal, organizational, values & inquiry effectiveness; (III) the Focus Area—the individualized, career-related portion of the program designed and demonstrated (in terms of competencies) by each student in consultation with a Faculty Mentor from the School of Continuing and Professional Studies and a Professional Advisor (an established practitioner in the student’s chosen field); and, (IV) Program Culmination—either a Final Integrating Project or Culminating Competencies in the Focus Area.

The Faculty Mentor provides ongoing academic advisement throughout the Program and ensures that the student’s individualized plan for learning in the Focus Area meets the highest academic standards. The Professional Advisor serves as a master artisan for the student—refining and honing the Focus Area, identifying key learning activities and essential outcomes, and being actively engaged (along with other key resources) in assessing the student’s work/competence.

## The Graduate Focus Area

The **Graduate Focus Area** is the individualized, career-related portion of the Program designed by each student in consultation with a Professional Advisor (an experienced, practicing professional in the student’s chosen Focus Area) and a Faculty Mentor (a resident faculty member from the School of Continuing and Professional Studies). Within the Focus Area’s required areas of competence development and demonstration, students identify desired learning outcomes, learning activities to accomplish such, and forms of evidence (learning product) for demonstration and assessment of competence.

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-510**(2 cr) | *- can describe and analyze two significant ideas in my focus area and explain their implications for professional practice.* | *- self-designed and managed learning (example for all SDML, individual competence)* |  |

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-520**(2 cr) | *- can describe and analyze two methods of gathering data appropriate to my focus area and develop a detailed protocol for implementing both in professional practice.* |  |  |

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-530**(2 cr) | *--can describe and demonstrate a specialized skill (or set of skills) relevant to my focus area and explain its application to professional practice.*  | *-EA 517 Facilitating Adult Learning (example using a course)* |  |

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-540**(2 cr) | *-can describe and demonstrate a communication mode/method to my focus area and explain how its applied to professional practice.* |  |  |

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-550**(2 cr) | *-can describe and analyze an organizational or interpersonal dynamic (or set of dynamics) relevant to my focus area and explain its implications for professional practice.* |  |  |

### VI. CHALLENGES FROM LARGER CONTEXTS: Ability to interpret issues and problems in the field within its larger contexts (e.g., temporal, social or global contexts).

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-560**(2 cr) | *-can describe and analyze a challenge (or set of challenges) from the larger context impacting my focus area and explain its implications for professional practice.* |  |  |

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-570**(2 cr) | *- can describe and analyze an ethical issue or dilemma (or set of issues/dilemmas) relevant to my focus area and explain its implications for professional practice.* |  |  |

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

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-574**(2 cr) | *-can describe and analyze an approach to reflection and apply such to a particular situation in my professional practice in the focus area.* |  |  |

### SUPPLEMENTAL COMPETENCE #1

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-585**(2 cr) |  |  |  |

## Program Culmination

Supplemental Professional Competencies: The four Supplemental (culminating) Competencies offer the student an opportunity to bring closure to the Graduate Program through developing and demonstrating additional competencies across the eight areas of the Focus Area.

### SUPPLEMENTAL COMPETENCE #2

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-586**(2 cr) |  |  |  |

### SUPPLEMENTAL COMPETENCE #3

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-587**(2 cr) |  |  |  |

### SUPPLEMENTAL COMPETENCE #4

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-588**(2 cr) |  |  |  |

### SUPPLEMENTAL COMPETENCE #5

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| ***Item*** | ***Graduate Competence*** | ***Evidence/Demonstration*** | ***Grade*** |
| **AP-589**(2 cr) |  |  |  |

**-OR-**

Integrating Project: This Project offers the student an opportunity to bring closure to the Graduate Program through an original, independently-conducted project that incorporates elements of both theory-and-practice and knowledge-and-skill. As a culminating work, this project demonstrates an integration of the Liberal Learning Skills and the Professional Focus Area and provides a means for the student to make a significant contribution to his/her professional field.

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| ***Item*** | ***Graduate Degree Component*** | ***Grade*** |
| **AP-591**(2 cr) | Integrating Project: PROPOSAL |  |
| **AP-592**(6 cr) | Integrating Project: FINAL PRODUCT**Title of Integrating Project:**XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX |  |