

C.

Program OVERVIEW

About Section C...

This section provides an OVERVIEW of the Curriculum of the MA in Educating Adults program. Specifically, this section includes the following subsections:

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Program Goals

MAEA graduate students will be able to:

- demonstrate advanced knowledge critical to adults learning (knowledge/context)
- apply reflective acuity in support of adult learning (reflective practice)
- engage methods of inquiry to improve the practice of adult learning (inquiry)
- take initiative to add value in their professional practice (agency)
- adapt and engage from an evert-broadening repertoire of response (flexibility)
- contribute to achieve collective results (collaboration)

Degree and Certificates Awarded

Students completing the MAEA program will earn a Master of Arts in Educating Adults degree. Upon completion of three core courses – EA 517, 516, 526 – students are eligible to receive a **Certificate of Achievement in Educating Adults**.

Upon completion of 18 hours of liberal learning seminars, students are eligible to receive a **Certificate of Achievement in Applied Liberal Learning for Professionals**.

Students must email the graduate program office (scpsgrad@depaul.edu) when they have satisfied the requirements for any certificate in order for it to be issued. Include your name, ID#, and title of certificate.

MAEA Focus Area Options

The MAEA Program provides its graduate students with the option of devoting 12 credit hours of their programs into targeted study pertaining to designated area of focus, relevant to the broad field of educating adults. When approved and fulfilled, this designated area of focus will be specifically documented on the student's DePaul University transcript.

Students wishing to complete their MAEA programs without targeting 12 credit hours in a particular area are welcome to do so.

*See G-2 for requirements and approval process for steps for those MAEA students who are interested in pursuing the option of a MAEA focus area.

Community-engaged Learning: This focus area is designed to help adults effect change and growth within their local contexts. Students electing this focus area will work with others to facilitate positive change for individuals, groups, and/or communities. Related areas include community development, community engagement, social change, social impact, and social justice.

Learning and Development: This focus area is designed to help adults develop their growth and performance potential in the workplace. Students electing this focus area center their work on assessment and evaluation, curriculum/program development, delivery/facilitation, and/or curriculum design. Related areas include employee engagement, human resources, instructional design, performance improvement, talent development, and training.

Technology-enhanced Learning: This focus area is designed to help adults learn using technology in various ways and for various purposes. Students electing this focus area use a range of platforms, strategies and tools for designing and delivering learning in on-line, on-ground, and/or hybrid environments. Related areas include E-learning, gamification, and social media.

TDB/Individualized: This focus area is to-be-developed by the individual student in the event that none of the three designated areas above reflects the student's interests and career aspirations. (If proposing one's own individualized focus area, students are advised to consider the perspectives of external audiences such as employers and graduate schools.)

Focus Area PROPOSAL Development.

-Student, in consultation with his/her Faculty Mentor, builds a *Focus Area Proposal* by listing and completing the following six components in a 1-2 page document:

1. Student's Name: ____ (Please insert name.)
2. Student's Email Address: ____ (Please insert email address.)
3. Name of Student's Faculty Mentor: ____ (Please insert name.)
4. MAEA Cohort Number: ____ (Please insert number.)
5. Title of Focus Area: ____ (Please insert title—*Community-engaged Learning; Learning & Development; Technology-enhanced Learning; or, an individualized proposed title*).
6. Plan for 12 credit hours supporting the Focus Area:
 - a. Applied Inquiry Project (4cr): ____ (Please insert the title of your proposed Applied Inquiry Project.)
 - b. (8cr) Additional Credit Hours: ____ (Please explain where/how you will apply at least 8 credit hours in support of the focus area identified. List specific courses or other pursuits (e.g., GILP, GIS). Provide a brief explanation of how the content supports your focus area. These courses/credit hours may be drawn from electives, core courses and/or liberal learning seminars—as appropriate to the focus area identified.

Focus Area PROPOSAL Submission & Approval Process.

- As a student is submitting his/her *Applied Inquiry Project Proposal*, he/she is to also submit the *Focus Area Proposal* to his/her Faculty Mentor. The Faculty Mentor, in turn, forwards both proposals to the Graduate Student Program Review Committee (GSPRC) for review/approval.
- The Faculty Mentor will relay GSPRC's action (approval; request for more information; rejection) back to the student. If approved, the student may proceed with the Focus Area.

Focus Area Review.

- As a student is submitting his/her *Final Applied Inquiry Project*, he /she is to also submit a status-report regarding his/her *Focus Area* to his/her Faculty Mentor. The Faculty Mentor, in turn, forwards both the Final Applied Inquiry Project and Focus Area update to the Graduate Student Program Review Committee (GSPRC) for review/approval.
- The Faculty Mentor will relay GSPRC's action (approval; request for more information; rejection) back to the student. If endorsed as complete, the Focus Area will be authorized for inclusion within the student's official DePaul Transcript.

Five Major Components of the MAEA Program (52 credit hours)

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

A. Core Courses**Cohort-based:**

| | |
|--|----------------|
| EA 515 Developing Professional Identity | 4 credit hours |
| EA 517 Facilitating Adult Learning | 4 credit hours |
| EA 516 Designing Educational Offerings | 4 credit hours |
| EA 526 Assessing Adult Learning | 4 credit hours |
| EA 518 Enhancing Practice w/Theory in Adult Learning | 4 credit hours |

B. Applied Inquiry Project

Applied Inquiry Proposal (Proposal required; no registration; prerequisite LLS 450b
Applying Systematic Inquiry)
EA 528 Applied Inquiry Project *4 credit hours*

C. Reflective Practice Seminars

EA 535 Reflective Practice Seminar I *.5 credit hour*
EA 536 Reflective Practice Seminar II *.5 credit hour*
EA 537 Reflective Practice Seminar III *.5 credit hour*
EA 538 Reflective Practice Seminar IV *.5 credit hour*

MA in Educating Adults Degree Progress Worksheet

Students must complete 52 credit hours distributed across core course, electives, reflective practice seminars, liberal learning seminars, and applied inquiry project.

| MA- Educating Adults | College Office email scpsgrad@depaul.edu | Faculty Mentor Name | |
|---|--|--|--|
| <p><u>PART I: Program Planning & Reflective Practice</u> (6 CREDITS)</p> <p>EA 515: (4 cr) _____ Developing Professional Identity</p> <p>The RPS are .5 credit hours each</p> <p>EA 535: _____ REFLECTIVE PRACTICE SEMINAR I</p> <p>EA 536: _____ REFLECTIVE PRACTICE SEMINAR II</p> <p>EA 537: _____ REFLECTIVE PRACTICE SEMINAR III</p> <p>EA 538: _____ REFLECTIVE PRACTICE IV</p> | <p><u>PART II: Liberal Learning Seminars</u> (18 CREDITS)</p> <p>LLS 450a FINDING & ASSESSING INFORMATION : (2 cr, required)_____ INQUIRY EFFECTIVENESS</p> <p>LLS 450b_____ (4 credits, required, pre-requisite for AIP) INQUIRY EFFECTIVENESS</p> <p>Students are advised to take a seminar in more than one domain to maximize effectiveness. However, each student/faculty mentor will determine which seminars are most relevant to student's interests and goals. Seminars in each of the following are 4 credit hours.</p> <p>LLS 410: _____ AGENCY EFFECTIVENESS</p> <p>LLS 420: _____ COLLABORATION EFFECTIVENESS</p> <p>LLS 440: _____ FLEXIBILITY EFFECTIVENESS</p> | <p><u>PART III: Professional Core</u> (24 CREDITS)</p> <p>EA 517 (4 cr): _____ FACILITATING ADULT LEARNING</p> <p>EA 516 (4 cr): _____ DESIGNING EDUCATIONAL OFFERINGS</p> <p>EA 526 (4 cr): _____ ASSESSING ADULT LEARNING</p> <p>EA 518 (4 cr): _____ ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING</p> <p>Electives (8 credit hours)— Select in consultation with faculty mentor</p> | <p><u>PART IV: Program Culmination</u> (4 CREDITS)</p> <p>EA 528 (4 cr): _____ APPLIED INQUIRY PROJECT</p> <p>Note: Proposal is required/no registration</p> |

D. Electives (see section D for more details)

Through electives (courses, approved certifications, and/or various forms of independent study) students develop further knowledge and skills in specific areas of interest. Students should consult with their faculty mentor regarding selection of and arrangements for Electives. Guidelines for individualized studies are available on the graduate website – graduate student resources –forms/special docs – templates -- MAEA.

E. Liberal Learning Seminars

See Section E.

SAMPLE SCHEDULE

MA in Educating Adults- 52 credit hours

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Quarter 5 | Quarter 6 | Quarter 7 | Quarter 8 |
|---|--|-----------------|--|-----------------|---|--|--|
| EA 515 (4cr) LLS 450a (2cr) | EA 517 (4cr) EA 535 (0.5cr) | EA 516 (4cr) | EA 526 (4cr) EA 536 (0.5cr) | EA 518 (4cr) | EA 537 (0.5cr) LLS 450b OR → | Submit AIP Proposal LLS 450b (4cr) | EA 528 AIP (4cr) EA 538 (0.5cr) |
| At some point during the program: LLS 410, LLS 420, LLS 440; (4 credits each) MAEA Electives; (8 credits total) | | | | | | | |
| *LLS 450b is required and should be taken prior to or during development of AIP Proposal | | | | | | | |

See D-3 for MAEA Core course descriptions

See Section E for Liberal Learning Seminar course descriptions

See the Student Quarterly Registration Bulletin (planning & scheduling section) for required registration sequence for your cohort:

<https://scps.depaul.edu/student-resources/graduate-resources/Pages/default.aspx>

The following requirements may be registered for and undertaken in conjunction with or following the courses listed above. Consult with your faculty mentor.

- Electives (total of 8 credit hours)
- EA 528 – Applied Inquiry Project (4 credits) – recommended during quarters 7 & 8.

Program Portfolio

As a student in the MAEA program, you will be compiling a collection of your work, over time, that contains evidence of what you know and can do with respect to educating adults. This is what we call the Program Portfolio. It will require you to engage in critical reflection on the Elements of Reflective Practice, how you are applying that learning and towards what results, and how you might improve your practice. You will build your Program Portfolio across the life of the program, drawing on your coursework, individualized pursuits, work based activities, and

feedback from instructors and others. The four Reflective Practice Seminars will provide a forum to share significant aspects of learning as represented in students' Program Portfolios and to receive feedback from the instructor and other students. You will make choices about what to include in your Program Portfolio that represents your best work, significant learning, areas for future inquiry and growth, and the like.

ASSESSMENT—Principles & Practices

In keeping with both the MAEA Program's focus on developing professional competence and its emphasis on self-managed learning, the process of assessment has been woven into all program components. The word "assessment" (derived from the Latin phrase *ad+sedere* meaning "to sit down beside or together") connotes much more than the traditional educational notion of testing or measuring student performance. Rather, assessment focuses on both the learner and the learning that has occurred across a multitude of settings (e.g., classroom, workplace, home, and community), on the utility of the knowledge gained (i.e., on what a person can do with the knowledge), and on the meaning derived by the student that he/she is able to apply within his/her current and future performance. This means that assessment in the MAEA Program is formative & summative, formal & informal, and involves input (and subsequent reflection) from a variety of individuals – faculty, practitioners, colleagues and, most importantly, the student himself/herself.

Specific formal assessment activities are included within the core courses, the Liberal Learning Seminars, periodic Reflective Practice Sessions, individualized study for electives, Applied Inquiry Project proposal and final product.

►Qualities of Assessment:

Clarity: communicating expectations; articulating criteria for demonstrating competence and how level of learning is measured; providing accessible feedback;

Integrity: applying criteria for demonstrating learning and indicators of quality; applying the expectations and standards of the college and the University in an honest and constructive manner; providing feedback that informs the subsequent learning agenda;

Flexibility: recognizing learning through multiple forms of evidence; using multiple forms of assessment to measure learning outcomes; drawing on alternate sources of expertise when appropriate; and,

Empathy: providing feedback in sufficient detail to honor students' efforts; communicating commentary in a constructive manner/tone; establishing a cooperative and trusting relationship between instructor and learner to promote assessment.

►Principles Guiding Assessment:

- (1) Assessment should feedback information to the learner to guide future learning;
- (2) Assessment should be based on multiple forms of evidence of learning;
- (3) Assessment strategies and activities should draw on the affective, cognitive, and conative domains of learning;
- (4) Assessment should be referenced to specified learning outcomes;
- (5) Assessment practices should support the overall development of students as well as

- measure progress toward specific learning outcomes;
- (6) Self-assessment should be included with the documentation of learning;
 - (7) Assessment decisions should include the judgments of relevant experts;
 - (8) Assessment processes should be designed to insure the assimilation of multiple sources of assessment data;
 - (9) Assessment processes should informally recognize and affirm learning outside of competence areas specified by the curriculum.

