C.   Program OVERVIEW

About Section C...

This section provides an **OVERVIEW** of the *MS in Applied Technology (MSAT) Program*.

Subsections include...

▶ Program History & Purpose *(Learning Outcomes)*

▶ Degree Title: "Applied Technology"

▶ Major Components & Grand Overview

- *Part I: Introduction to Applied Technology*
- *Part II: Liberal Learning*
- *Part III: Professional Specialization(s)*
- *Part IV: Culmination*

▶ -RECOMMENDED SCHEDULE-

▶ Key Roles & Responsibilities

- *The Graduate Student*
- *Student Colleagues*
- *The Faculty (including Faculty Mentor)*
- *The Academic Advisor*

PROGRAM HISTORY & PURPOSE

The ***Master of Science Program in Applied Technology (MSAT)*** was developed in 1999 as an outgrowth of SCPS' Master of Arts Program in Applied Professional Studies and CDM's commitment to technology education in continually changing environments.

The MSAT Program is designed for professionals who want to deepen their understanding and use of technology while enhancing their skills and knowledge for improving the interface between technology and humanity in organizational systems. These professionals develop a highly focused body of computer or telecommunications/data communications skills and gain a broader perspective on organizational and learning issues that characterize today's work environments.

The overarching purpose of the MSAT 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 applying technology to organizational problem-solving and decision-making*;
2. capacity to *apply **reflective acuity** in support of applying technology (reflection/professional practice);*
3. capacity to *engage methods of inquiry to improve practice in applying technology in practice (**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**).*

DEGREE TITLE: "Applied Technology"

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

APPLIED...
The concept of application within the MSAT 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 when concepts studied in the classroom are applied in personal and professional contexts.

Historically, the educational process has tended to encourage the dissection between the practical and 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 the intersection of liberal and professional education and that seeks to advance 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 & Rosin, 2008). The result is integration—an integration that *both* analyzes parts *and* synthesizes them into a greater whole.

The MSAT Program, then, seeks to facilitate this educational integration/application for its students by bringing together aspects of the academic experience that are often dichotomous:
- the classroom and the 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 MSAT 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.

TECHNOLOGY...

Technology involves the intentional and practical application of information (primarily through electronic or digital products/systems) to the doing, producing, organizing, communicating and problem-solving of things.

In today's world, technology is ubiquitous and multi-faceted. In various contexts, it's referred to as hardware, manufacturing, methodology and/or social usage (See S. Kline's classic article—"What is Technology?" found in the *Bulletin of Science, Technology & Society, 1985.*). And, it's transforming nearly everything. It can be found in any field, is driving innovation across organizations and communities alike and is changing the way we learn and communicate. Indeed, it's necessitating the development and contribution of resourceful technologists—creative, competent and capable in developing and deploying well-designed, secure systems and services.

FOUR MAJOR COMPONENTS & GRAND OVERVIEW

To accomplish its purpose and give integrity to the various parts of its degree title, the MSAT Program involves four major components:

Part I: Introduction to Applied Technology

Part II: Liberal Learning Seminars

Part III: Professional Specialization (one of five areas of specialization)

Part IV: Culmination

[See MSAT Grand Overview on next page.]

MSAT Grand Overview:

Part I: Introduction to Applied Technology *(2cr)*

See **MSAT Guidebook—Section D.**

Part I includes an introductory seminar designed to set a foundation for integrating professional development and graduate-level study and supporting students' proactive learning throughout the MSAT Program.

▶**AT-580** *Introduction to Applied Technology (2cr)*

Part II: Liberal Learning *(18cr)*

See **MSAT Guidebook—Section E.**

Part II includes liberal learning seminars designed to "liberate the mind from the single point of view" across four **Domains of Applied Effectiveness**:
- *agency* effectiveness
- *collaboration* effectiveness
- *flexibility* effectiveness
- *inquiry* effectiveness

▶**from INQUIRY domain**
- LLS-450a *(2cr) Finding & Assessing Information*
- LLS-450b *(4cr) Applying Systematic inquiry in Professional Practice*

▶**from AGENCY, COLLABORATION and FLEXIBILITY domains**
   –choice of three LLS seminars (4cr each)

Part III: Prof. Specialization *(24cr)*

See **MSAT Guidebook—Section F.**

Part III includes students' choice of one   of five professional specialization tracks:

Track-1*: Applied Information Systems*

Track-2*: Applied Network Technology**

Track-3*: Applied IT Project Management*

Track-4*: Applied Information Technology*

Track-5*: Applied Human-Comp. Interaction**

Each track addresses its specialized focus through—

▶**three foundational courses** *(4cr ea)*
▶**three advanced courses** *(4cr ea)*

   (*introductory courses added to Tracks 2 & 5)

Part IV: Culmination *(8cr)*

See **MSAT Guidebook, Section G.**

Part IV includes opportunity to pursue two additional courses 'culminating' the two major aspects (integrated aspects) of the MSAT Program—liberal learning & applied technology learning.

▶**…an additional graduate technology course** *(4cr)* **in the specialization area** (focus—TBD)
▶**…an additional graduate liberal learning seminar** *(4cr)* (focus—TBD)

--GRADUATION-- *[See Graduation Information & Steps in Index (Section J).*

RECOMMENDED SCHEDULE

Individualized programs of study proceed at *individualized* rates of speed. That said, the following guidelines or recommendations are offered:

(1) Students are recommended to take **AT-580 (2cr) Introduction to Applied Technology** early in their programs of study.
(2) Students are recommended to take **LLS-450a (2cr) Finding & Assessing Information** early in their programs of study.
(3) Students are recommended to take foundational courses (and introductory courses where applicable) per specialized track prior to taking advanced courses.
(4) Students are recommended to intersperse liberal learning seminars and professional specialization courses in order to further blend or integrate learning accordingly.
(5) Students are recommended to diversify their choice of liberal learning seminars across the Domains of Applied Effectiveness. (See Section E.)
(6) Students are recommended to review Section G (culmination) *throughout* their programs of study in order to cultivate/identify possible courses/seminars to consider for their culmination phase. (See Section G.)

KEY ROLES & RESPONSIBILITIES:

(1) The Graduate Student

The role of the MSAT graduate student is central to the program's mission and philosophy. MSAT 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 MSAT students include:

(a) adhering to **DePaul University and MSAT 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). MSAT policies and procedures are contained the *MSAT Guidebook, SCPS Graduate Programs Quarterly Registration Bulletin* and other resources posted on the MSAT 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) registering in accordance with the following **registration and degree completion parameters**:

-MSAT admission status authorizes MSAT students to register for approved degree requirements only.

-MSAT students who **lack registration activity for more than three consecutive quarters**—excluding summers (no credit hours or minimal *continuing activity status* registrations)—are discontinued by the University and must reapply and be readmitted to continue.

-MSAT 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> at the point of 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.

(d) maintaining **regular and substantive contact with one's Faculty Mentor** *(SCPS MSAT Coordinator);*

(e) 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.

(f) 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.

(g) engaging ongoing **self-assessment and reflection**. The assessment of progress toward one's learning goals is a critical part of graduate-level learning. In this regard, students are encouraged to reflect on their performance in and through each component of the Program—with the aim of ongoingly honing and managing their learning and translation of learning into practice.

(h) 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/)

(i) 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 of 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 MSAT Program.

(2) Student Colleagues

In addition to the intellectual, professional and personal socialization experiences which the MSAT Program seeks to facilitate through its formal curricular offerings, the Program encourages students to initiate and build relationships with colleague learners through the program. Here, while students are not required to move through the program as a designated group, many find it beneficial to process with a small group of known 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

Every MSAT student works with an **Academic Committee** to support program decisions and engage in various conversations regarding professional development. The Academic Committee includes the **Faculty Mentor (SCPS MSAT Coordinator), CDM MSAT Coordinator and the student.** (Additional resources may be added to the committee in special cases involving unique contingencies related to the chosen professional specialization.)

The **Faculty Mentor (SCPS MSAT Coordinator)** is a member of the DePaul University/School of Continuing and Professional Studies' full-time tenured faculty and serves as the primary facilitator/advisor for MSAT students throughout their programs of study.

Partnering with the Faculty Mentor, the **CDM MSAT Coordinator** is a member of the College of Computing and Digital Media's full-time tenured faculty and serves as the primary advisor for the portions of the MSAT Program most directly related to the professional specialization—CDM courses.

Course/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 practice expertise in their professional fields as well as in relation to the objectives of the courses/seminars they are charged to teach.

(4) The Academic Advisor

Upon admission, an academic advisor (from the SCPS Academic Advising Center) is automatically assigned to each graduate student through Campus Connect based on the first letter of the student's last name. 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 curriculum/degree requirements 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.

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