D.   MAEA CORE

About Section D...

This section describes the core elements of the Master of Arts in Educating Adults program.

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- ▶ Core Courses
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▶ Electives
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- ▶ Individualized Study Options (GILP; GGIS)
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▶ MAEA Elective Options—Registration, Tuition, Transcription

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MAEA Core Course Descriptions

Cohort Specific Courses: Offered in sequential order

Quarter 1
EA 515 Developing Professional Identity (4 credit hours)
In this foundation course, students will situate their own area of practice in broader contexts of adult learning and adult education. Students will systematically reflect on their professional identity(ies), examine their practice in the context of philosophical traditions, and construct their "own philosophy" of education to guide their practice. They will expand their academic sources and professional networks. Students will begin work on their individual program portfolios, which will be constructed throughout their program.

LLS 450a: Finding and Assessing Information (2 credit hours)
This short course provides participants with skills of collection, analysis, and synthesis of literature and resources in their respective area(s) of professional interest. Through hands-on experiences, and guided discussion and reflection, students will familiarize themselves with current literature search techniques and resources.

Quarter 2
EA 517 Facilitating Adult Learning (4 credit hours)
In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application. While the concepts, methods, and techniques covered in this course are relevant to on-line learning, students who wish to delve further into facilitating on-line learning are encouraged to do so through the MAEA Electives option.

EA 535 – Reflective Practice Seminar I (0.5 credit hours)
This is a faculty mentor-guided session, which follows EA 515. Students revisit their selected area of practice, select purposes for their program portfolio, and plan for development of the Elements of Reflective Practice.

Quarter 3
EA 516 Designing Educational Offerings (4 credit hours)
In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions. While the design principles addressed in this course are relevant to on-line environments, students who wish to delve further into on-line learning/teaching technology are encouraged to do so through the MAEA Electives option.

Quarter 4
EA 526 Assessing Adult Learning (4 credit hours)
In this course, students will learn about and apply various approaches for assessing learning outcomes of individuals in ways that also contribute to the learning process. The assessment of adult leaning entails examining the actual outcomes of learning activities in relation to intended outcomes in order to make determinations about, and continually improve, both student learning and facilitator instructional practices. Students will address these components as they develop

an assessment plan relevant to their practice setting and gain skill in designing assessment instruments.

EA 536 – Reflective Practice Seminar II (0.5 credit hours)
In this faculty and mentor-guided session, students meet with their faculty mentor for group reflection and review of their progress in the program. This seminar assists students in planning their electives, reflecting on applications of their learning and assessing growth in the Elements of Reflective Practice, mapping theories and concepts to their practice settings, and sharing approaches to their program portfolios.

Quarter 5
EA 518 Enhancing Practice with Theory in Adult Learning (4 credit hours)
In this capstone course, students' practices in helping adults learn will be grounded in relevant theories, models, and principles of adult learning and development. Students will examine various strands of research and theory that support, challenge, and enhance their practices in working with adult learners in their selected settings. Students will have many opportunities to explore and share new ideas and approaches through the various perspectives studied, thereby enhancing one another's theoretical foundations.

Quarter 6
EA 537 – Reflective Practice Seminar III (0.5 credit hours)
This faculty mentor-guided seminar offers students an opportunity to get feedback on plans for the Applied Inquiry Project, plan for taking LL5450b, conduct an informal mid-program review, examine ways in which students are applying the three Elements of Reflective Practice, identify significant "threads" across the curriculum, and present on aspects of their program portfolios.

Quarter 7
Applied Inquiry Project Proposal (required; no registration)
In preparation for EA 528, Applied Inquiry Project (AIP), each student will prepare a Proposal, in consultation with her/his Faculty Mentor and Project Guide. The Proposal outlines the AIP: topic/focus; primary users; literature review; inquiry design; and final product(s). The Proposal must be approved by the Academic Committee (faculty mentor and project guide) and by the Graduate Student Program Review Committee (GSPRC). See I-5, AIP Proposal Guideline). Note: Students should take LLS450b (a required Liberal Learning seminar) prior to or in conjunction with proposal development.

Quarter 8
EA 528 Applied Inquiry Project (4 credit hours)
In consultation with the faculty mentor and a project guide, each student will design and carry out a project that addresses a significant question/issue in the student's area of practice, with the aim of enhancing practice informed by relevant frameworks and ideas. The final product must be approved by GSPRC.

EA 538 – Reflective Practice Seminar IV (0.5 credit hours)
In this final faculty mentor-guided summit, students review their program, engage in discussion on their next steps, review their credo of educating adults, reflect again on the three Elements of Reflective Practice, and present their program portfolio.

Reflective Practice Seminars – EA 535-I, 536-II, 537-III, 538-IV
These cohort-based seminars (.5 credit hours each) are offered during alternating quarters over a two-year period to engage students in purposeful reflection on-and-in their practice, with the aim of enhancing and improving practice. The seminars are facilitated by the faculty mentor. Three Elements of Reflective Practice frame the objectives and activities of the seminars: collaboration, flexibility, and inquiry. Students report on development of their Program Portfolios at each RPS.

EA 535 – Reflective Practice Seminar I
At the end of the second quarter, students revisit their selected area of practice, select purposes for their program portfolio, and plan for development of the Elements of Reflective Practice.

EA 536 – Reflective Practice Seminar II
After the third quarter, students come together for group reflection and review of their progress in the program. This seminar assists students in planning their electives, reflecting on applications of their learning, assessing growth in the Elements of Reflective Practice, mapping theories and concepts to their practice settings, and sharing approaches to their Program Portfolios.

EA 537 – Reflective Practice Seminar III
At the end of quarter six, this seminar offers students an opportunity to get feedback on plans for the Applied Inquiry Project, to conduct an informal mid-program review, to examine ways in which students are applying the Elements of Reflective Practice, and to identify significant "threads" across the curriculum, and present on aspects of their Program Portfolios.

EA 538 – Reflective Practice Seminar IV
Students review their program, engage in discussion on their next steps, review their personal philosophy of educating adults, reflect again on the three Elements of Reflective Practice, present their program portfolio, and share progress on their applied inquiry projects.

Electives

Through electives (courses, various forms of individualized study, and/or certifications) 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. (See D-6)

ELECTIVES		
8 credit hours total; approval required		
Formal courses	**Independent Study**	**Certificates/Certifications**
A. DePaul University B. Transfer Courses C. SCPS-BA Courses (preapproved)	A. Grad Faculty Designed Independent Study (GFDIS) B. Grad Guided Individualized Study (GGIS) C. Grad Individualized Learning Pursuit (GILP) (assessment fee)	A. Pre-approved by Teaching, Learning & Assessment (TLA) Committee (credit waived)

Formal courses
A. DePaul University Graduate Courses
A graduate course offered through any college/school at DePaul may be used. [Note: It is the prerogative of the entity offering the course to set its admissions and enrollment requirements/conditions. For example: the College of Law, School of Theater, and School of Music do not permit non-law, non-theater or non-music students (respectively) to enroll in their courses.]; To view courses offered by other DePaul University graduate departments, use the Campus Connect "class search" feature on the Campus Connect

homepage. With approval from your Faculty Mentor, and assuming you meet the prerequisite requirements, you may self-register for the majority of courses offered by other departments through Campus Connect. For registration for courses in the College of Business or the College of Communication, please fill out the Special Registration Form located on the Graduate Registration Page:
http://scps.depaul.edu/academics/registration/Pages/Graduate-Registration-Information.aspx

B. Transfer Courses

A graduate course offered by another accredited institution may be used. Such a course would be applied (transferred) without additional MAEA tuition charge for up to 8 credit hours. Transferring additional graduate course credits beyond the 8 credit hour limit requires additional MAEA tuition per credit hour transferred. Students taking courses outside DePaul University are responsible for providing their official transcript to their Faculty Mentor in order for the transfer to be posted on their DePaul Progress Report and Transcript for fulfillment of degree requirements.

Transfer courses may be used to satisfy the following degree requirements, as approved by the faculty mentor and/or GSPRC:

• Electives, up to 8 quarter credit hours (approval from faculty mentor, regarding relevance to the theme of educating adults and to the student's particular goals and area of practice, and with regard to currency of material).

• Core courses (approval from faculty mentor and GSPRC). Assessment of proposed course substitutions will be made on an individual basis, based on congruence with the stated learning outcomes and products (evidence) of a given MAEA course.

C. SCPS Undergraduate Courses (Via GGIS--see Section B. below)

Students can participate in a SCPS-BA course <u>after</u> approval by the Faculty Mentor and course instructor (with doctorate credential) by using the GGIS Learning Agreement for this option (See I-15 or the website for form). Once the GGIS is approved, the Graduate Office will process a special graduate registration. The option to enroll in undergraduate-level courses does not apply outside of SCPS.

Note: Do not register for the SCPS BA course, please fill out the Special Registration Form located on the Graduate Registration Page:
http://scps.depaul.edu/academics/registration/Pages/Graduate-Registration-Information.aspx
Courses/programs/learning activities, etc., applied within a previously completed degree or where the grade on the official transcript is C- or lower are not eligible for use within the MAEA Program.

Individualized Study Options

Students are encouraged to select individualized study as a self-designed/managed means to satisfy some or all of the required 8 credit hours of electives. There are three types of individualized study options at the graduate level:
  (A) Graduate Faculty – Designed Independent Study (GFDIS)
  (2) Graduate Guided Independent Study (GGIS)
  (3) Graduate Independent Learning Pursuit (GILP)

Note: The Applied Inquiry Project is a special kind of individualized study project, described in Section G.

A. Independent Learning (Graduate Faculty- Designed Independent Study: GFDIS)
An individualized graduate course offered through DePaul's School of Continuing and Professional Studies/SCPS may be used. Such individualized graduate courses—called Graduate Faculty Designed Independent Studies (GFDIS)—are offered by SCPS faculty on various topics as announced via the website, Quarterly Registration Bulletin and MAEA Planning Schedule.

Cost: Credit-based tuition
Credit Range: 1-4 cr hrs
Assessor: School of Continuing and Professional Studies Full or Part-time Faculty Member
Grade: Letter grade basis
Transcription: This will appear on your transcript the same as a traditional course

B. Individualized Learning (Graduate Guided Individualized Study: GGIS)
The student generates a topic to investigate and plan how he/she wants to go about it (the structure). The student then consults with his or her faculty mentor about the topic and about identifying a SCPS faculty member (full-time or part-time) to provide input and feedback while the student carries out the project, and to provide an assessment upon completion. The student will prepare a learning agreement that is approved by the faculty member with whom the student is working on this project. For GGIS work, the instructional role is shared between student and faculty member; however, this is not a tutorial. The faculty member will provide input on the student's work and a formal assessment. The student will self-assess the process and product of his/her work, which also places him/her in an evaluative role. The instructor of record will be the person assessing student's work(full or part-time faculty). The Faculty Mentor may serve as instructor/assessor. See forms section for the Learning Agreement & Assessment for GGIS.

Cost: Credit-based tuition
Credit Range: 1-4 cr hrs
Assessor: School of Continuing and Professional Studies Full-time or Part-time Faculty Member
Grade: Letter grade basis.
Transcription: This will appear on your transcript as "graduate independent study"

C. Individualized Learning (Graduate Individualized Learning Pursuits: GILP)
Students may draw on the learning they have gained through experience or non-credit training/certification, to fulfill elective requirements. To do so, students must provide evidence that their learning:
• Is at graduate level
• Is at a level of depth and breadth that would be comparable to a graduate level course if such course does not exist
• Fits the scope of the MAEA curriculum and student's area of practice
Frequently, this option is used to include learning from prior experience (PLA – Prior Learning Assessment). It is also an option for deepening such prior learning to meet the criteria, or for developing and applying new knowledge and competences. The student is responsible, in consultation with his/her faculty mentor, for selecting a topic/subject area, articulating learning outcomes, identifying learning activities, and preparing learning products (evidence). A member of SCPS's full-time faculty will be selected, with the student's input, to assess the student's learning products (The Faculty Mentor may serve as an assessor). The student will prepare a Learning Agreement that is approved by the faculty mentor and the assessor. For GILP work, the student carries the major responsibility for his/her instruction, while the faculty member's role is primarily

evaluative, (i.e., assessing the final product). The student, also assuming an evaluative role, contributes a self-assessment regarding the process and product of his/her work. See Forms Section for the Learning Agreement and Assessment for GILP (also available on the MAEA website – Forms)

Cost: An assessment fee of $150 per credit hour equivalency (1-4) will be charged to student (no additional tuition charges).
Credit Range: 1-4 credit hours
Assessor: School of Continuing and Professional Studies Full-time Faculty Member
Grade: Letter grade basis
Transcription: This will appear on your transcript as "graduate independent study"

Certificates/Certifications

A non-credit program/workshop/certification offered by a professional association, employer or other industry vendor may be used if approved by the Teaching, Learning and Assessment office. For information regarding certificate and certification options at DePaul, see below at http://www.learning.depaul.edu/standard/content_areas/continuity_application/default.asp

Volunteering

Periodically, SCPS graduate students wish to volunteer their evolving expertise (relevant to their graduate study)—both to *contribute to* community organizations and to further their own *learning-from-practice* in the process of doing so.

To proceed, students are encouraged to seek-out volunteer opportunities on their own and/or to brainstorm possibilities within their professional networks, with their faculty mentors and/or with the SCPS Graduate Programs Office.

In addition, students may seek networking/referral assistance to Chicago-area non-profit organizations from ***The Steans Center for Community-based Service Learning*** at DePaul University. The steps for utilizing assistance from The Steans Center are as follows:

Step #1:
Student consults with his/her Faculty Mentor to identify the types of services for which the student might volunteer in relation to his/her graduate study. (The student and faculty mentor are responsible to identify the sought-outcomes of a volunteer opportunity in relation to the student's particular graduate program.)

Step #2:
Student contacts the Associate Director of DePaul's Steans Center (Helen Damon-Moore; hdamnmo@depaul.edu; 773-325-8192) to schedule an in-take conversation regarding the student's interests, abilities and sought outcomes as determined in Step #1.

Step #3:
The Associate Director of DePaul's Steans Center consults with Steans Center staff regarding possible relevant sites for non-paid volunteer opportunities and provides (within three weeks) contact information to the student regarding such sites.

Step #4:
Student contacts possible volunteer site(s) and makes arrangements for volunteer (unpaid) activities. (The student is responsible to 'make the match' between a possible site and his/her desire/ability to contribute and learn.)

Step #5:
Student notifies Associate Director of DePaul's Steans Center regarding volunteer sites contacted and final site eventually selected.

Step #6:
Student follows-up with his/her Faculty Mentor (follow-up to Step #1) in light of the actual volunteer site identified and the activities involved in the volunteer opportunity. (Learning associated with the volunteer opportunity is to be assessed and incorporated into one's graduate program in accordance with the directives outlined in the relevant graduate program guidebook.)

Applying Non-credit Activities

Overview:
In accordance with the premise that learning can happen through any number of means, SCPS's Graduate Programs (MAAPS, MAEA and MSAT) remain open to considering *non-credit* learning activities (programs, certificates, certifications, open online cources) for possible application within designated portions of its curricula. Specifically, approved *non-credit learning activities* may be applied, in accordance with each program's parameters (MAAPS focus areas, MAEA electives, or MSAT non-CDM electives).

Criteria/Considerations & Decision:
When reviewing proposals for possible approval of a ***non-credit*** learning activity for application within a particular program, the SCPS Teaching, Learning, & Assessment (TLA) Committee considers the following facets per each activity:

   a.   admission to the activity (undergrad required? experience-level required?)
   b.   contact hours of instruction
   c.   cost/fee
   d.   required texts/readings
   e.   structure/assignments
   f.   evidence/demonstration of learning
   g.   assessment process and feedback
   h.   credentials of instructor
   i.   used by other graduate programs
   j.   status of the activity in the profession/field

Based on this review, the SCPS TLA may approve the non-credit learning activity for application *with* additional study or *without* additional study and for *single application* by the proposing SCPS graduate student or for *ongoing application* by any SCPS graduate student. If the activity is approved for use *without additional study*, it is applied via waiver of specified portions of designated program(s) and, as such, is documented via DePaul's Degree Progress Report (DPR). To view the pre-approved list of non-credit learning activities, see H-1. If you would like to apply a non-credit activity to your elective requirement that has not been pre-approved, please consult your Faculty Mentor about preparing a proposal.

Individualized Studies for Electives

A "**learning product**" is a demonstration of the sought outcome—providing evidence for assessment that, indeed, the sought outcome/competence has been achieved and to what level. Here, once the learning product is proposed and approved (as aligned with the sought outcome and learning activities), the student proceeds accordingly.

With respect to Individualized Studies, non-credit learning and prior learning (above), students are encouraged to develop learning products that speak, where possible, to both **academic and professional audiences** in order to integrate depth of knowledge/scholarship with sophisticated understanding of the pragmatics of professional practice. Furthermore, in keeping with graduate-level scholarship, all learning products are to include analysis which situates the learning and its product within **recent/current professional literature** and demonstrates the student's command of

relevant scholarship. As such, students are to use APA format for both in-text citations and bibliographic references. (See "APA Format Support" referred to in Guidebook Section J.) In addition, students are to avoid *Wikipedia* and other less-than-scholarly sources.

Non-exhaustive List of Possible Learning Products that may be clustered together to demonstrate (give evidence of) sought outcomes		
• artwork, graphic designs • audio-visual presentations • business plans • business reports • case studies • clinical notes • certifications • commentaries • conference papers • computer programs/systems • demonstrations • designs/blueprints	• diagrams • essays • evaluation reports • films or video reviews • guidebooks • interview transcripts • job-related materials • journal articles • laboratory reports • management reports • manuals • mind maps or concept maps	• newspaper/magazine articles • presentations (formal) • personal reflections/journals • photographs and slides • procedural manuals • project plans • recorded interviews • research reports • resource kits • video presentations • work products

MAEA Elective Options—Registration, Tuition, Transcription

	Learning **ACTIVITY** (as approved)	Learning **PRODUCT** (as approved)	**REGISTRATION & PAYMENTS**	**Link to Requirement for Transcript**
1	▶ **Individualized Studies** •*self-designed/managed* ▶**Work Projects** •*self-designed/managed*	✓PRODUCT as approved by Faculty Mentor and Resource Guide ✓Assessed and graded by Resource Guide.	-Student <u>registers for GGIS for approved number of credit hours and pays tuition</u>.	-Resource Guide submits grade for GGIS course. - Mentor links GGIS course to requirement within **DPR**.
2	▶**Graduate Courses** (*DePaul*) •*graduate credit* •*includes GGIS & GFDIS offerings*	✓PRODUCT is course grade. ✓Assessed in course. ✓Course Instructor assigns grade.	-Student <u>registers for DePaul Grad Course & pays its tuition</u>.	-Student completes course and informs Mentor. -Mentor links grad course to requirement within **DPR**.
3	▶**Graduate Courses** (*Non-DePaul*) [A],[B] •*graduate credit* •*transfer course*	✓PRODUCT is course grade. ✓Assessed in course. ✓Course Instructor assigns grade.	-Student <u>registers for *non-DePaul* grad course & pays its tuition</u>[B]. **NOTE: As a *non-DePaul course*, this registration will not apply toward DePaul's financial aid minimum for the quarter.**	-Student completes course and submits official transcript to SCPS Grad Office. -SCPS Grad Office enters course onto **DPR**; Mentor links course to requirement.

4	▶**Certificates or Special Programs _with_ _additional study_** •*non-graduate credit*	✓PRODUCT is certificate + additional study & demonstration. ✓Assessed by GILP process. ✓Mentor assigns grade.	-Student registers for certificate or program & pays its fee[B]. -Student also registers for GILP for approved number of credit hours & pays fee.	Student completes GILP and submits documentation to Mentor. -Mentor enters notation onto **DPR** indicating "requirement filled" via note.
5	▶**Certificates or Special Programs _without_ _additional study_ [A,B]** •*non-graduate credit* •*SCPS deems venue to be sufficiently graduate-level to merit _waiver_ of designated Elective credits.*	✓PRODUCT is certificate or progr. completion. ✓Assessed in certificate or program. ✓Mentor waives approved number of Elective Credits, per SCPS authorization.	-Student registers for venue & pays its fee[B]. **NOTE: As a _non-graduate credit entity_, this registration will not apply toward DePaul's financial aid minimum for the quarter.**	-Student completes certificate/program and submits documentation to Mentor/SCPS office. -Mentor enters notation onto **DPR** indicating "degree requirement waived." Per waiver no notification appears on registrar's transcript, it does appear on student's DPR.
DPR = Degree Progress Report				

[A]-**Transfer:** Up to 8 quarter-credit hours of learning via categories 3 & 5 (above) can be applied _without_ additional MAEA tuition. Over the 8 quarter-credit-hour limit, students must register and pay for the related MAEA tuition.

[B]-**Financial Aid Parameter:** DePaul's Financial Aid applies to DePaul's tuition. Tuition/fees related to learning activities in categories 3 & 5 are _not_ eligible for DePaul Financial Aid unless special arrangements (on an individual basis) are made with the DePaul Financial Aid Office.

Elements of Reflective Practice

Elements of *<u>Reflective</u>* Practice	
(1) **REFLECTION**	a. Understanding reflection. b. Exploring experiences, understandings, feelings, perceptions and actions. c. Reflecting critically on past and present experiences to inform present and future actions, decisions and progress. d. Drawing on ideas to interpret experiences. e. Surfacing emotions/feelings that underlie assumptions and perspectives and staying open to data regardless of emotional reactions. f. Selecting purposeful approaches and strategies for: (a) self-reflecting; (b) eliciting constructive feedback; and, (c) self-assessing. g. Using self-reflection, feedback and self-assessment to advance learning and development. h. Determining course(s) of action guided by critical reflection(s).
(2) **AGENCY**	a. Understanding agency. b. Taking responsibility for achieving goals (including learning goals) and adding value. c. Identifying and using a variety of learning resources. d. Turning specific events into experiences for learning. e. Participating proactively and creating networks. f. Managing time and tasks to fulfill commitments. g. Finding and using standards to track progress and assess effectiveness. h. Accepting responsibility for outcomes (positive and negative) of actions.
(3) **FLEXIBILITY**	a. Understanding flexibility. b. Analyzing messy conditions/situations and applying knowledge from multiple perspectives, models and theories as well as roles, responsibilities and contexts. c. Making connections between seemingly disparate entities. d. Generating and entertaining multiple interpretations for any proposition, assertion or observation. e. Devising well-framed problems and inventing possible solutions. f. Adapting to various situations based on awareness/examination of learning processes. g. Practicing a repertoire of skills and responses across a variety of personal/professional settings. h. Taking appropriate risks.