

F.

Program PARTICIPANTS

About Section F...

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KEY ROLES & RESPONSIBILITIES:

(1) **The Graduate Student**

Insofar as each student's learning is of primary concern, the student role is central to the Program's mission and philosophy. Specifically, students are considered adults (more as a function of maturity than age) and, in accordance with the Program's purpose and process, are co-responsible (with the faculty) for the quality of their educational experience.

Responsibilities of MAEA students include:

- (a) adhering to **DePaul University and MAEA 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>). MAEA policies and procedures are contained the *MAEA Guidebook*, *SCPS Graduate Programs Quarterly Registration Bulletin* and other resources posted on the MAEA 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 for **MAEA degree requirements** as outlined in the *MAEA Guidebook*. [Note: *MAEA admission status authorizes MAEA graduate students to register for degree requirements only.*];
- (d) registering in accordance with the following **registration and degree completion parameters**:
 - Graduate students—excluding summer students (no credit hours)—who **lack registration activity for more than three consecutive quarters**—are discontinued by the University and must reapply and be readmitted to continue.
 - Graduate 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 current within no-longer-than the six years prior to 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.
- (e) maintaining **regular and substantive contact with one's Faculty Mentor and, for the AIP process, also with the Project Guide**.
- (f) obtaining official approval of an elected Focus Area (see section C)
- (g) 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.

- (h) 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.
- (i) engaging ongoing **self-assessment and reflection**. The assessment of progress toward one's learning goals is a critical part of the MAEA Program. In this regard, student's performance is assessed from the perspective of Faculty Mentors, Project Guides, Outside Assessors and their own increasingly-honed self-reflection. As students encounter each component of the Program, they are invited to reflect on their performance and, thereby, better monitor and manage their own learning.
- (j) 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/>)
- (k) 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" (IN) or "research-in-progress" (R) grades at any one point in 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 MAEA Program.

(2) Student Colleagues

In addition to the intellectual, professional, and personal socialization experiences which the MAEA Program seeks to facilitate through its formal curricular offerings, the Program encourages students to initiate colleague relationships with members of their cohort as well as with individuals and small groups throughout the Program.

MAINTAINING CONTACT INFORMATION

Communication is key. Students are responsible for providing current contact information to Faculty Mentor and Campus Connect:

- (1) mailing address
- (2) email address
- (3) phone number(s)

The Program will consider the information provided in the student's application as official. Update this information on Campus Connect at: <http://campusconnect.depaul.edu> and inform your faculty mentor. **University staff and faculty can only send communication to your contact information in Campus Connect.**

ATTENDANCE POLICY

In accordance with adult/collegial engagement and, in particular, the importance of co-creating the learning space of a course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a grade of C- or lower which would necessitate reregistering for the course.

(3) The Faculty

Faculty associated with the MAEA Program may fulfill six roles: faculty mentor; instructor for core courses; instructor for Graduate Faculty Designed Independent Study offerings; instructor for Elective courses; instructor for Liberal Learning Seminars; facilitator/assessor for individualized study pursuits; and, project guide for applied inquiry project. Faculty who serve as faculty mentor for a student may not serve as that student's project guide. In addition, a member of the full-time faculty serves as director of the curriculum/program.

► **FACULTY MENTOR.** The Faculty Mentor is a member of the DePaul University/School of Continuing and Professional Studies full-time faculty. Faculty Mentors are assigned to a cohort of graduate learners as students are admitted to the Program and serve as primary facilitators/advisors for these students throughout their programs of study. Faculty Mentors possess expertise in various areas related to educating adults. They also assist students in framing problems, posing questions, and identifying appropriate strategies and resources in support of their own learning.

Serving as the primary link between advisees/mentees and the MAEA Program, the Faculty Mentor's role includes the following specific responsibilities:

- (a) participating in orientation activities for new faculty mentors;
- (b) reviewing application materials, conducting admission interviews, consulting with program director on admission decisions; providing graduate programs office with timely input regarding admission decision recommendations;
- (c) serving as instructor for the first core course, Developing Professional Identity (EA 515), adhering to the syllabus template;
- (d) Serving as instructor for the four Reflective Practice Seminars;
- (e) communicating regularly with the graduate program director regarding academic matters and/or students' needs and concerns;
- (f) guiding the student in creating and sustaining the Program Portfolio;
- (g) serving as a member of the student's Academic Committee (along with the student and his/her Project Guide) regarding the development and assessment of the Applied Inquiry project proposal and final product;
- (h) assisting the student in selecting his/her Project Guide (See F-6);
- (i) presenting the student's proposed Focus Area to the GSPRC for review and approval;
- (j) presenting the proposal and final product for the Applied Inquiry Project to the Graduate Student Program Review Committee (GSPRC) for review and approval;
- (k) posting grades as the instructor of record and submitting formal assessments;
- (l) helping students choose appropriate learning activities for Electives;
- (m) assisting the student in identifying faculty to guide and assess individualized study pursuits;
- (n) ensuring the completion and accuracy of all program components required for each student's graduation, including up-to-date Degree Progress Report;

- (o) bringing individual student situations before the GPSRC for consideration for Special Review;
- (p) upholding program policies, procedures, and processes and representing them accurately to students and other faculty;
- (q) Representing their mentees' work for review by the GSPRC;
- (r) serving as a member of program committees.

Students wishing to change Faculty Mentor assignment (or Faculty Mentors wishing to change advisee assignment) may do so in consultation with, and the approval of, the Graduate Programs Director. If the change involves a complaint/grievance, the individual (student or Faculty Mentor) will be directed to school's/program's *Grievances & Appeals Process*. If the change is for "simple preference" reasons (e.g., improving learning chemistry), the Graduate Programs Office will outline a few steps to identify and appoint a new/different Student—Faculty Mentor assignment.

► **CORE COURSE INSTRUCTOR.** The MAEA Core Course Instructor is a member of the School of Continuing and Professional Studies full or part time faculty. As such, instructors for the core courses possess both theoretical knowledge and practical expertise in the subject area of the course they are charged to teach. The instructor's role includes (at minimum) the following areas of responsibility (an expanded list is available in the Teaching Directives Memo, provided upon appointment and quarterly).

- (a) consulting with the graduate programs director regarding adhering to the master template for the course (learning outcomes; assessment criteria; deliverables; required texts; syllabus);
- (b) providing a complete syllabus, following standard template, at least six weeks prior to the start of the course for approval by program director;
- (c) providing a positive learning experience for students in keeping with (a);
- (d) providing timely feedback to students during the course;
- (e) completing narrative assessments of students' performance, including obtaining students' self-assessments;
- (f) submitting letter grades in keeping with University deadlines;
- (g) arranging with the graduate programs director for classroom observation and consultation during the course;
- (h) initiating post-course review with the graduate programs director;
- (i) participating in forums and evaluation processes related to the ongoing improvement of the MAEA program.

► **LIBERAL LEARNING SEMINAR INSTRUCTOR.** 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 practical expertise in their professional fields as well as in relation to the objectives of the seminar they are charged to teach. The Seminar Instructor's role includes the following areas of responsibility:

- (a) consulting policies, guidelines and/or representatives of the Program to ascertain the purpose, scope and procedures regarding designated seminars and the assessment of student performance therein;
- (b) designing and delivering seminars incorporating the objectives and format delineated by the Program and its official representatives;
- (c) complying with Program and University procedures and directives as provided by designated Program officials;
- (d) participating in faculty development activities sponsored by the Program; and,
- (e) participating in evaluation processes related to ongoing program improvement.

(4) The Facilitator/Assessor for Individualized Study Pursuits (GGIS, GILP)

Students may arrange an individualized learning pursuit (see earlier section) under the guidance of members of the full or part-time SCPS faculty. Responsibilities include:

- (a) providing documentation of qualifications to support the student's nomination;
- (b) assisting the student to prepare a learning agreement (in consultation with the faculty mentor) particularly regarding relevance to student's program goals and credit hour allocation (1 - 4 credit hours);
- (c) providing on-going advice and feedback to the student during the learning process;
- (d) providing a written assessment of the student's work;
- (e) posting grades

Qualifications for facilitators of individualized study pursuits include: doctorate; knowledge and experience in the area of the student's project.

*Note: only SCPS full-time faculty are eligible to assess GILP's.

(5) The Project Guide for Applied Inquiry Project

An MAEA Project Guide may be requested from among the MAEA program's pre-approved listing of full or part-time faculty. Students should consult with their faculty mentor about requesting of their designated Project Guide (PG). The Project Guide (PG) for the Applied Inquiry Project plays a primary role in development and assessment of the Proposal and the Final Product. The Project Guide, student, and faculty mentor function as an academic committee for the Applied Inquiry Project. Responsibilities of the Project Guides include:

- (a) working with the student and faculty mentor in developing the Proposal for the Applied Inquiry Project, using the Proposal Guidelines and Templates (see Appendix for Proposal Guidelines);
- (b) providing a formal assessment and approval of the student's Proposal, via the faculty mentor, to the Graduate Student Program Review Committee (GSPRC);
- (c) providing ongoing input to the student, in consultation with the faculty mentor, during implementation of the project (following the Proposal approved by GSPRC);
- (d) providing a formal assessment of the student's Final Product, via the faculty mentor;

- (e) maintaining communication with the student and faculty mentor during all phases of the project;

Upon GSPRC approval of the final AIP, SCPS provides an honorarium for serving as a MAEA Project Guide. Currently, this honorarium is paid at a per-capita credit-hour graduate rate (2018: \$136 per crhr x crhrs = \$544) [Note: SCPS full time faculty approved to serve as MAEA Program Guides are exempt from receiving an honorarium for the guide role.]

Qualifications of AIP Project Guides (pre-approved slate): current status as a DePaul PT or FT faculty member; an earned doctorate; expertise in relevant aspects of adult learning/education; experience advising on proposals and final projects; approval of the MAEA program.

(6) 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 the MAEA Electives and the Applied Inquiry Project 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. Additional contact information is available at:

http://www.scps.depaul.edu/StudentResources/Academic_Advising/Staff_Academic_Advisor_s.asp.

(7) Graduate Programs Director

Key responsibilities include oversight of the ongoing development, evaluation, and improvement of the curriculum, including content, policies, procedures, processes; and oversight of the instructional delivery of the curriculum including orientation, support, and evaluation of instructors.

