I. KEY DOCUMENTS & FORMS

About Section I...

This section includes information and/or copies pertaining to key documents, forms, guidelines, and templates. Forms are available in electronic format on the Program's Website:

http://www.scps.depaul.edu

▶MAEA Program Brochure

Copies of the MAEA Program Brochure are available from the SCPS Graduate Programs Office.

▶MAEA Program Guidebook

Copies of the MAEA Program Guidebook are distributed to graduate students as they begin their programs of study. Sections are also available in electronic format on the Program Website.

http://www.scps.depaul.edu

Student Resources >>Graduate Student Resources >>**Guidebooks**

DePaul University ◆ School of Continuing and Professional Studies ◆ MA Program in Educating Adults (MAEA)
1 E. Jackson Blvd., Chicago, IL 60604 scpsgrad@depaul.edu (312-362-8448)

Project Guide for Applied Inquiry Project (AIP)

A MAEA Project Guide may be requested from among the MAEA Program's pre-approved listing part-time faculty. Students should consult with their faculty mentor about requesting their Project Guide (PG).

The Project Guide (PG) for the Applied Inquiry Project (AIP) plays a primary role in development and assessment of the AIP 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 Guide 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 approval 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)

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.

GUIDELINES: PROPOSAL FOR APPLIED INQUIRY PROJECT

Please follow these guidelines in preparing the Proposal for your Applied Inquiry Project. The sections of these guidelines correspond to the sections in the Proposal Template (see I8-9). You may download/save/type into the Template. Please address all of the components.

There is no registration for the Proposal. You should take LLS 450b prior to or in conjunction with proposal development.

A**PPLIED** I**NQUIRY** P**ROJECT** (AIP)

The Applied Inquiry Project (AIP) provides an opportunity for you to draw on and apply the knowledge and skills you have developed and mastered in the MAEA program to make a difference in your area of practice. The term 'applied' refers to the utility of your project— it is practical, useful to others, and may influence change/improvement for persons, groups, and/or organizations. The term 'inquiry' refers to the processes involved in conceptualizing and carrying out your project, e.g., thinking strategically about problems and situations, engaging in critical reflection on your experience, checking out your working hunches, and adapting your approach based on new data and information.

For your project, choose something that matters to you, connects to your particular interests and commitments, and will be relevant and useful to a user audience. It is likely you will have laid the foundation/building blocks for your AIP in some of your core courses and/or electives, so be sure to draw on this prior work as it supports your AIP.

Examples of Applied Inquiry Projects can be found here:
See: https://scps.depaul.edu/student-resources/graduate-resources/Pages/graduate-writing-samples.aspx

Proposal for the AIP
The AIP Proposal will serve as the roadmap for your project. See the MAEA Guidebook for details on the role of your academic committee in supporting your proposal development, as well as the proposal review, assessment, and approval processes.

The following guidelines are the outline for your Proposal [reminder: use the Proposal Template). As you develop your proposal, consult with your faculty mentor and project guide on a regular basis. Locate resources that can help you with writing mechanics, organization, and correct use of APA. Keep in mind that the AIP is not a conventional master's thesis or academic research paper. Use these guidelines, not those from another program or website.

Section I - Basic Shape of the Project

1. ***Title: What is the Working Title of Your Project?:*** Imagine someone is searching for information about your topic. The key words you use in the title should lead them to your project. (See Samples on website)

2. ***Description: What Will This Project Be About?*** *(2-3 concise paragraphs).*

   a. What type of project is this? Does it mainly involve designing, assessing, evaluating, or facilitating learning, or, some combination of these?

   b. Establish the boundaries and scope of your project. Be clear about the starting and ending points. For example, perhaps your project—

      - Is the start of something new so you want to pilot or field test the new venture, or

      - Revolves around something that is already underway, and you want to take it to the next level or build in another component, or

      - Is an important slice of a more complex endeavor or project, or

      - Has already been implemented and now you want to find out how well things have worked and what might be changed or improved.

   c. Include an explanation of your specific connection with this project and why it matters to you.

3. ***Audience: Who will be the primary user(s) of your final product?*** *(One paragraph).*

In keeping with the applied nature of your project, think of the primary audience as 'the user'—the person, group, and/or body who will make use of your work. In the case of reflective practice projects, the primary audience could be yourself (e.g., reflections on your journey as a trainer or as a facilitator of learning).

Note: Your academic audience is a given, i.e., your academic committee and the Graduate Student Program Review Committee (GSPRC). These guidelines include the expectations of your academic audience.

4. ***Deliverables: What will You Produce for Your Primary Audience?*** *Briefly describe (one paragraph) what you have in mind as the final product for this project. (See also Section 4 where you will add more details about the final product, as a whole).*

Some things to consider: focus and scope of your project; style and tone that will be appropriate for your primary audience; content and format that will be most useful to your audience.

5. ***Elements of Reflective Practice:*** *(See Section E)* **How Will You Apply the Elements of Reflective Practice in Carrying Out Your Project?** Throughout the MAEA program, you have been examining ways in which you are developing and applying the three Elements of Reflective Practice — agency, collaboration, flexibility, and inquiry. See the MAEA Guidebook for the facets for each element. Discuss how this project will draw on your capacity to apply these elements. (One paragraph for each element).

Section II –Reviews of the Literature

You will prepare two literature reviews: the first will be a thematic review on the subject of your project; the second will be an annotated bibliography on the type of project you are doing.

6. **Thematic Review**: Given the subject of your project, identify 3-4 sub-topics (themes) that are most relevant to this piece of work. For each theme, identify relevant literature sources and explain what perspectives these sources represent. Aim for at least 3 sources for each theme, to show that you have begun your investigation of the literature. You will continue to update your literature review as you carry out your project. Use APA style.

Note: you learned how to do thematic literature reviews in LLS 450a Finding & Assessing Information and EA 518 Enhancing Practice with Theory in Adult Learning.

7. **Annotated Bibliography**: You also will draw on literature sources that relate to the type of project you are doing (e.g., design, facilitation, assessment, evaluation, reflective practice). Select at least three sources that inform and support the type of project that you will be). Use APA style.

Section III — Inquiry Design

Practice-based inquiry can take various forms and often does not fit neatly with just one methodology. Depending on the specific nature of your inquiry, it may be connected to some elements within one or more methodologies. Further, it will involve some form of collecting data/information. Finally, it will require careful analysis and interpretation of the data collected to substantiate your work.

8.   **Methodology: What inquiry approach is most relevant to your project?**
(Examples of methodologies include action research, case study, ethnography, field work, narrative, phenomenology, quasi-experimental, reflective inquiry). Note that your project may require the integration of more than one methodology. Most students engaged in basic qualitative inquiry.

   a.   Describe your methodology or methodologies and provide a rationale for your choice.

   b.   Support your choice with at least two citations from the literature on research methods.

9. **Data Gathering Methods: What Techniques or Procedures for Collecting Data Will You Use?**
Consider what you are trying to find out and accomplish with this project. You are encouraged to seek data from multiple sources, e.g., document review, interviews, focus groups, observation, surveys, critical reflection on your own experience (prior and current). You might have been accumulating data from some of these sources before your project took shape—most likely, these 'prior data' (what you already know and the basis for knowing) are influencing the nature of your project.

a. Identify what 'prior data' are influencing the shape of your project. Be sure to include the sources of those prior data.

b. Identify the new data that you will be collecting, and how.

c. Consider how reflections on your own experience could be a useful source of data.

d. Consider how you will get access to participants from whom you will be collecting the data.

e. Support your selection of data gathering methods (techniques) with at least 3 citations from the research methods literature.

f. Consult with your Faculty Mentor about IRB regarding use of human subjects.

10. **Data Analysis: What Approaches and Tools Will You Use to Help You Interpret and Make Sense of the Data?** Data from different sources are likely to require different kinds of analysis. For each data source, how will you figure out what these data are telling you?

Section IV - Deliverables for the (Whole) Final Product

Refer back to Section I in which you identified your final product. Your final product is likely to consist of several parts or sections: the main section(s) should be geared to your primary user audience, while other sections will address the academic audience. It may be helpful to think of your final product as a portfolio with tabs. While your final product will come into sharper focus as your carry it out, anticipate now what it might look like at the end.

Keep in mind: what is "the story" that you want to share, with whom, and in what forms? What will be your specific deliverables?

11. How Might You Present Your Work That is Geared to Your *Primary Audience*?
   - Consider what the primary audience needs to know about the relevant literature, inquiry process, what you have found out/have to offer, what you recommend for the future (and the like). Keep in mind that products need not be limited only to written pieces. (For example, you might include a video or other kind of artifact created for the primary audience).

12. How Might You Present Your Work That is Geared to Your Academic Audience?
   - Consider how you will show that that you have made good use of the literature and carried out systematic inquiry.

   - Appendices might be the place for the more comprehensive work (e.g., literature reviews, data analysis) that is not necessary for your primary audience.

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PROPOSAL TEMPLATE FOR APPLIED INQUIRY PROJECT

See GUIDELINES FOR AIP I-4

Student Name:	**DePaul ID:**
Cohort Number:	**Student Email:**
Phone (Day):	**Phone (Eve or Cell):**
Faculty Mentor (FM):	**Project Guide (PG):** **(as approved by Faculty Mentor)**

FM Email:	**ph:**	**PG Email:**	**ph:**

Student's Proposed Focus are/see Guidebook Section C. Include proposal for focus area with AIP Proposal for GSPRC approval.
- **Community-based learning**
- **Learning and development**
- **Technology-enhanced learning**
- **Individualized**
- **None**

Please refer to the **Guidelines for AIP Proposal. Download/save/type into this Template.**

The **assessment form** (to be completed by your Faculty Mentor and Project Guide) is located on the website:
https://scps.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx

Section I - Basic Shape of the Project

1. *Working Title:*

2. *Project Description:*

3. *Primary Audience:*

4. *Deliverables for Your Primary Audience:*

5. *Elements of Reflective Practice (Agency, Collaboration, Flexibility, Inquiry):*

Section II – Literature (re topic & type of project)

6. **Sample Thematic Literature Review of the Subject/Topic of Your Project:**
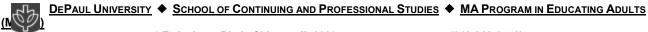
7. **Sample Annotated Bibliography for Type of Project**

Section III - Inquiry Design

8. **Methodology(ies):**

9. **Data Gathering Methods/Sources:**

   a. Identify what 'prior data' (and from what sources) are influencing that shape of your project
   b. Identify the new data that you will be collecting, and how
   c. Consider how reflections on your own experience could be a useful source of data
   d. Consider how you will get access to participants from whom you will be collecting the new data/information
   e. Support your selection of data gathering methods with citations from the research methods literature.
   f. Consult with your Faculty Mentor about LRB/IRB regarding use of human subjects.

10. **Data Analysis: How to analyze/interpret the data from each source.**

Section IV - Deliverables for the (Whole) Final Product

11. **Geared to Primary Audience**:

12. **Geared to Academic Audience:**

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Proposal for APPLIED INQUIRY PROJECT: Assessment Form

Student Name:	DePaul ID:
Cohort #:	
Name of Reviewer:	Date:

Reviewer Role: ___ Project Guide (PG)*   ___Student ___Faculty Mentor

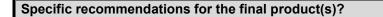| Reviewer Email:		Reviewer Phone:	
Student Email:		Student Phone:	
Faculty Mentor Email:		Faculty Mentor Phone:	
* PG Email Address:			

Note: GSPRC reviews AIP proposals when all assessments have been submitted, indicating approval from the academic committee.

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Proposal for APPLIED INQUIRY PROJECT: Assessment Form

The proposal provides evidence of addressing these components				
Sections I & II of Proposal Template	*Acceptable*	*Needs Development*	*Missing*	**Comments:**
Working Title				
Description • **Type of project** • **Focus & scope**				
Primary user audience				
Elements of Reflective Practice. **Agency; Collaboration; Flexibility; Inquiry**				
Literature Review • **Thematic review of subject area**				
• **The type of project (design, facilitation, assessment, evaluation, reflective practice)**				
Sections III & IV of Proposal Template	*Acceptable*	*Needs Development*	*Missing*	**Comments:**
Inquiry Design • **Methodology (named, described & supported by literature sources)** • **Data Gathering Methods (named, described & referenced)** • **Approach to data analysis (anticipated)**				
Plan for Deliverables: final products for • **Primary audience** • **Academic audience**				
Presentation • **Organization** • **Writing mechanics** • **Writing style** • **APA style**				

Specific recommendations for the final product(s)?

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APPLIED INQUIRY FINAL PROJECT: Assessment Form

Student Name:	DePaul ID:
Cohort #:	
Name of Reviewer:	Date:

Reviewer Role: ___ Project Advisor (PA) ___Student ___Faculty Mentor ___GSPRC

Reviewer Email:		Reviewer Phone:	
Student Email:		Student Phone:	
Faculty Mentor Email:		Faculty Mentor Phone:	
* PG Email Address:			

Title of AIP:

Your assessment will assist the Graduate Student Program Review Committee (GSPRC) in its review, acceptance, and grading of this AIP. Please submit your assessment to the Faculty Mentor, who is responsible for forwarding assessments from all parties to the GSPRC. The Academic Committee must approve the AIP before submission to GSPRC. The Committee will review the AIP when the academic committee approves the work.

(1) Title page: project title; name of student, faculty mentor, project advisor; student's cohort #; student's focus area; date of final submission

___ All elements included	___ Missing elements, (please specify)

(2) Please note inconsistencies, if any, between the Final Product and the approved Proposal. Provide explanation, as needed.

(3) Evidence demonstrates	Where located: (please check all the appropriate boxes)			Assessment			
	Main body	*Appendices*	*Other*	*Acceptable*	*Needs Development*	*Missing*	**Comments:**
(a) <u>Abstract</u>: summarizes the project			**Abstract**				
(b) <u>Title</u>: specifies the nature and type of project			**Cover Page**				
(c) <u>Description</u>: establishes the focus & scope of the project							
(d) <u>Audience</u>: identifies and is geared to primary users							
(e) <u>Elements of Reflective Practice</u> *shows application of* **Agency Collaboration Flexibility Inquiry**							
(f) <u>Literature</u> **Provides thematic review of the subject area topic.**							

(Continued) Evidence demonstrates-	*Where located:* *(please check all the* *appropriate boxes)*			Assessment			
	Main body	*Appendices*	*Other*	**Acceptable**	*Needs* *Development*	*Missing*	**Comments:**
(g) **Provides annotated bibliography of the type of project**							
(h) **Overall Presentation** ***Presents the material clearly & cogently*** **Organization** **Writing mechanics** **APA Writing style** **Other forms of communication as relevant**							
(i) **Inquiry Design** • **names, describes, & references the methodology** • **names, describes, & references the Data Gathering Methods**							
(j) **Data Analysis Reporting** **Offers interpretation and 'sense-making' that are supported by the data and information presented**							

(4) Please comment on the overall quality of this project with regard to meeting relevant standards of the field.

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(5) Please offer any recommendations/suggestions for this student going forward in her/his practice as an educator of adults.

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(6) Your overall rating of this Applied Inquiry Project:

___Excellent	___Very Good	___Satisfactory	___ Unsatisfactory

Endorsement may include signature/date on form or accompanying email in lieu of signature.	
Project Guide Endorsement:	*(date:_____)*
Student Endorsement:	*(date:_____)*
Faculty Mentor Endorsement:	*(date:_____)*
GSPRC Endorsement:	*(date:_____)*

Updated 7.18

Graduate Guided Individualized Study (GGIS)

The **Graduate Guided Individualized Study (GGIS)** option offers the MAEA student a process ***to undertake a specific, individualized learning project with guidance from a designated "resource guide"—guiding in the design, accomplishment and assessment of the learning project.*** The GGIS option can be proposed and designed for variable graduate credit hours (1-2-3-4 credit hour increments).

PART I: How GGIS Works

Step 1: PROPOSAL

a.   Student proposes idea of GGIS study to his/her MAEA Faculty Mentor.

b.   MAEA Faculty Mentor and Student initially shape the idea and identify a Resource Guide to guide and assess the study. *[NOTE: Current SCPS Full-time or Part-time Faculty may serve as Resource Guides. Other qualified professionals may also serve if approved by the Faculty Mentor and the SCPS Graduate Programs Director upon review of resume/vitae. If new to DePaul's instructional ranks, SCPS's Assistant Dean for Administration and Budget will contact Resource Guide with hiring details. As needed, the SCPS Grad Office will orient the individual to DePaul's Campus Connect systems (roster-retrieval, grading, etc.). If the proposed GGIS builds upon an SCPS undergraduate course (to bring it to the graduate-level), the GGIS Resource Guide will be the undergraduate course instructor.]*

c.   Student completes **GGIS Learning Agreement Portion** (Part II below) and proposes it to his/her MAEA Faculty Mentor and approved Resource Guide.

d.   MAEA Faculty Mentor and Resource Guide approve GGIS Learning Agreement. *Student maintains master copy of this GGIS document.*

Step 2: REGISTRATION

a.   MAEA Faculty Mentor submits Graduate Special Registration Request (GSRR) Form to SCPS Grad Office—thus authorizing SCPS Grad Office to register student for a specific number of GGIS credit hours in specific quarter with a specific Resource Guide.

b.   SCPS Grad Office registers student for a designated section of SCPS 532 Graduate Guided Individualized Study—section assigned to specific Resource Guide in accordance with specified number of graduate credit hours. Graduate tuition is charged accordingly.

Step 3: EXECUTION & ASSESSMENT

a.   Student pursues GGIS in accordance with approved GGIS Learning Agreement and guidance offered by designated Resource Guide.

b.   When Student and Resource Guide agree that the work/learning is completed, Student submits both final product and copy of GGIS document (from 1d above) to Resource Guide for assessment.

c.   Resource Guide completes **GGIS Learning Assessment Portion** (Part III below) of GGIS document and submits copies to both Student and MAEA Faculty Mentor. Faculty Mentor forwards copy to SCPS Grad Office for filing.

d.   Resource Guide posts letter grade for SCPS 532 per section-roster available via Campus Connect. *[Note: If GGIS extends beyond the quarter of registration, Resource Guide posts a grade of "R" grade (research in progress) for item. Work must be completed within one year or the "R" grade converts to an "F".*

Step 4: DEGREE REQUIREMENT LINKAGE

a.   MAEA Faculty Mentor links completed SCPS 532 GGIS to appropriate portion of student's degree progress report (DPR).

PART II: GGIS Learning Agreement

Per Step 1 (Part I above), the GGIS Learning Agreement portion is to be completed by the Student and approved by both his/her MAEA Faculty Mentor and the approved Resource Guide (guide for this learning project) **prior to** GGIS registration and **prior to** starting the work of the project.

Student Name:	
Student DePaul ID #:	
Student Phone #:	
Student Email:	
MAEA Faculty Mentor Name:	
MAEA Faculty Mentor Email:	
GGIS Resource Guide Name:	
GGIS Resource Guide Phone #:	
GGIS Resource Guide Email:	

# of Credit Hours →	

Student is to provide content (brief paragraph per item) in response to the following six areas---*adding space as needed.*

(1)   <u>PROGRAM LINK</u>: How many credit hours are you proposing for this GGIS? What is your rationale for this number of credit hours?

(2)   <u>TOPIC/FOCUS</u>: What is the topic(s) and focus for this GGIS study; How does this topic relate to your area & practice?

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(3) <u>CONNECTIONS</u>: Explain if you are building on previous knowledge in the design and intended outcomes for this GGIS, or if this is a relatively new area of study for you.

(4) <u>LEARNING OUTCOMES</u>: What are you intending to learn? What will you know and/or be able to do upon completion of this GGIS?

(5) <u>LEARNING ACTIVITIES</u>: What activities do you intend to engage to reach your learning outcomes? (For each sought outcome, please be specific regarding probable learning activities.)

(6) <u>LEARNING EVIDENCE</u>: What specific forms of evidence (i.e. products) do you intend to submit for assessment?

Endorsement may include signature/date on form or accompanying email in lieu of signature.	
Student Endorsement:	*(date:_____)*
Faculty Mentor Endorsement:	*(date:_____)*
Resource Guide Endorsement:	*(date:_____)*

Once endorsed by the Student, Faculty Mentor and Resource Guide, the Faculty Mentor submits Graduate Special Registration Request to the SCPS Grad Office which authorizes the Grad Office to execute registration.

PART III: GGIS Learning Assessment

Per Step 3 (Part I above), the GGIS Learning Assessment portion is to be completed by the designated Resource Guide when the Student and Resource Guide determine the work is complete. At that point, the Resource Guide is to provide content (narrative commentary) in response to the following assessment criteria—*adding space as needed or appending separate pages*.

(A) Evidence demonstrates **effective development of intended outcomes**:

(B) Evidence demonstrates **clear statement of focus and conclusions**

(C) Evidence demonstrates **learning consistent with contemporary standards in the field**:

(D) Evidence demonstrates **use of ideas, models and/or theories to interpret practice and experiences AND/OR derives practices and applications from models, ideas and/or theories**:

(E) Evidence demonstrates **reflection on elements of ideas and/or practices for their meaning in one's context(s)---more than simply describes**:

(F)   Evidence demonstrates **relevant support for assertions offered**:

(G)   Evidence demonstrates **effective organization of project**:

(H)   Evidence includes **relevant sources and cites appropriate references using APA format**:

(I)   Evidence demonstrates **correct use of grammar, syntax and spelling**:

(J)   **Other criteria** applied (if any):

(K) **General Comments**:

Once completed by the Resource Guide, the Resource Guide submits a copy of this document to the Student and the Faculty Mentor. The Resource Guide also posts a final letter grade for SCPS 532 per section roster available via Campus Connect.

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Graduate Individualized Learning Pursuit (GILP)

Through the **Graduate Individualized Learning Pursuit (GILP)** process, MAEA graduate students may propose to draw on the learning they gain through independent experiences or non-credit training/certifications for an equivalent of up to eight credit hours to fulfill elective degree requirements. Each GILP proposal (details submitted via Part II below) is considered on the basis of: (a) its equivalence to the outcomes of existing graduate-level courses; (2) its level of depth and breadth comparable to a graduate-level course; and/or, (3) its fit/alignment with the scope of the MAEA curriculum and the proposing student's area of practice.

PART I: GILP Process/Procedures

Step 1: PROPOSAL DEVELOPMENT & REVIEW
a. MAEA student initiates GILP planning *prior to* beginning the study proposed.
b. MAEA student completes Learning Agreement by completing Part II (below) and submits it as a proposal to his/her Faculty Mentor and the proposed assessor. *[NOTE: Only SCPS full-time faculty (including one's faculty mentor) may serve as GILP Assessors.]*
c. Faculty Mentor and approved Assessor review and, if appropriate, approve GILP Learning Agreement. Faculty Mentor informs students of approval/rejection of proposed GILP.
d. If GILP Learning Agreement is approved, Faculty Mentor forwards approved copy of GILP Learning Agreement (this form) to student and Assessor.

Step 2: REGISTRATION
a. If GILP Learning Agreement is approved, Faculty Mentor completes and submits the Graduate Special Registration Request (GSRR) Form.
b. Upon receipt of the GSRR Form, SCPS registers student for approved GILP (EA-533). [Note: GILP Learning Agreement must be approved (Step 1 above) prior to registration.]
c. Student will be registered for EA-533 which will appear on transcript as "Graduate Independent Learning Pursuit" with Assessor as Instructor of Record.
d. An assessment fee of $150 per credit hour equivalency (1-4) will be charged to student (no additional tuition charges). *[NOTE: GILP registrations are NOT eligible for DePaul financial aid.]*

Step 3: EXECUTION & ASSESSMENT
a. This form (when approved) stands as the GILP Learning Agreement and is to be used for its final assessment, i.e., it 'travels' with the student from proposal of the project to completion. Expand the spacing and pages as needed.
b. Upon Assessor's review/assessment of the Evidence of Learning, the Assessor posts the letter grade—available via CampusConnect.
c. Faculty Mentor links EA-533 to the appropriate degree requirement in student's Degree Progress Report (DPR).

PART II: GILP Learning Agreement

Part II serves three functions:

-guiding the student in developing and proposing focused/sharpened ***intended learning outcomes***;

-creating and clarifying a set of agreements regarding what student will be doing in the GILP, what the student will produce as evidence of his/her learning in the GILP and the criteria for assessing the GILP; and,

-serving as a vehicle for recording the final assessment of the GILP.

Part II is to be completed by the Student and approved by both his/her MAEA Faculty Mentor and the approved assessor ***prior to*** GILP registration and ***prior to*** starting the work of the project.

Student Name:	
Student DePaul ID #:	
Student Phone #:	
Student Email:	
MAEA Faculty Mentor Name:	
MAEA Faculty Mentor Email:	
Faculty Mentor Approval, Signature & Date →	
Assessor Name:	
Assessor Phone #:	
Assessor Email:	
Assessor Approval, Signature & Date →	

# of Credit Hours approved →	

Student is to provide responses (adding space and/or pages as needed) to the following six questions:

Context:

1) How will this proposed individualized study contribute to your graduate program?

2) What are the primary experiences/sources of learning that have contributed to your knowledge and/or skills?

Topic and Focus:

3) What is the topic and focus for this proposed individualized pursuit?

Learning Outcomes:

4) What are the key outcomes (specific knowledge/skills) for which you propose to submit evidence?

Learning Activities:

5) With regard to your prior learning, how did you learn what you are seeking to demonstrate? If new learning is involved, what activities do you propose to engage to reach your proposed learning outcomes? (*For each outcome, be specific about the proposed learning activities.*)

Evidence of Learning:

6) What specific evidence (documentation) do you propose to submit to demonstrate your learning?

PART III: GILP Learning Assessment

ASSESSMENT OF STUDENT WORK (by Approved Assessor)

(When student and assessor agree that the work is completed, the assessor completes this form and submits it to: (a) the student; and, (b) the faculty mentor for filing. **The Assessor submits the grade.**

Content and Communication Standards	Meets (with commentary)	Improvements Needed (with commentary)
Demonstrates effective development of the intended outcomes:		
Uses ideas, models, and/or theories to interpret practices and experiences: **(and/or)**		
Derives practices and applications from models, ideas, and/or theories:		
Demonstrates learning consistent with contemporary standards in the field:		
Reflects on elements of ideas and/or practices for their meaning in one's context(s) *[does not simply describe]:*		
States focus and conclusions clearly:		
Supports assertions with relevant evidence:		
Organizes project/evidence well:		
Includes relevant sources:		
Writes using correct grammar, syntax & spelling:		
Cites appropriate references, using APA format:		
Other criteria applied:		

Commentary:

Grade:	**Date:**	**Assessor's Signature:**

Assessor should submit this complete form to the Faculty Mentor and student.

7.18

DE**P**AUL **U**NIVERSITY ◆ **S**CHOOL OF **C**ONTINUING AND **P**ROFESSIONAL **S**TUDIES ◆ **MA P**ROGRAM IN **E**DUCATING **A**DULTS **(MAEA)**
1 E. Jackson Blvd., Chicago, IL 60604 scpsgrad@depaul.edu *(312-362-8448)*

MAEA Course: Student Self-Assessment

Student Name:		Student ID:	
Course #:	Title:	Quarter:	Year:
Instructor Name:			

What stands out for me regarding my learning and performance:

Elements of Reflective Practice
(see MAEA Guidebook & course syllabus for specific indicators)

The following are illustrations of how I enhanced my capabilities through this course:

Practicing Agency:

Practicing Collaboration:

Practicing Flexibility:

Practicing Reflection:

Student's Signature_____ **Date** _____

Your instructor must receive your self-assessment prior to posting your grade

7.18

DEPAUL UNIVERSITY ◆ SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES ◆ MA PROGRAM IN EDUCATING ADULTS (MAEA)
1 E. Jackson Blvd., Chicago, IL 60604 scpsgrad@depaul.edu *(312-362-8448)*

MAEA Course: Instructor Feedback and Assessment

Student Name:		Student ID:	
Course #:	Title:	Quarter:	Year:
Instructor Name:			

What I see as standing out regarding your learning and performance:

What you might consider to further your learning:

(See campus connect for grade posting)
***Student self-assessment must be submitted to instructor prior to posting of the grade**

	Evidence	Percentages or Points
See Criteria from Syllabus		
		Total:

Instructor Signature _____**Date** _____

Instructors please electronically submit this form, along with the student's self-assessment, to scpscourseassessment@depaul.edu.

Updated 7.18