



MAEA Focus Area Option

The MAEA Program provides its graduate students with the **option** of devoting 13 credit hours of their programs into *targeted study* pertaining to a *designated area of focus, relevant to the broad field of educating adults*. When approved and fulfilled, this *designated area of focus* will be specifically documented on the student's DePaul University transcript.

Students wishing to complete their MAEA programs without targeting 13 credit hours in a particular area are welcome to do so.

The following steps are applicable for those MAEA students who are interested in pursuing the “**option**” of a MAEA Focus Area:

Step 1: Focus Area Consideration & Faculty Mentor Consultation.

-Student consults with his/her Faculty Mentor regarding the pros and cons of pursuing an area of focus (targeting 13 credit hours) within his/her MAEA studies. Four options exist—

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

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

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

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

Step 2: Focus Area PROPOSAL Development.

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

1. Student's Name: ____ (Please insert name.)
2. Student's Email Address: ____ (Please insert email address.)
3. Name of Student's Faculty Mentor: ____ (Please insert name.)
4. MAEA Cohort Number: ____ (Please insert number.)
5. Title of Focus Area: ____ (Please insert title—*Community-engaged Learning; Learning & Development; Technology-enhanced Learning; or, an individualized proposed title*).
6. Plan for 13 credit hours supporting the Focus Area:
 - a. (5cr) Applied Inquiry Project Proposal (1cr) & Applied Inquiry Project (4cr): ____ (Please insert the title of your proposed Applied Inquiry Project.)
 - b. (8cr) Additional Credit Hours: ____ (Please explain where/how you will apply at least 8 credit hours in support of the focus area identified. List specific courses or other

pursuits (e.g., GILP, GGIS). Provide a brief explanation of how the content supports your focus area. These courses/credit hours may be drawn from electives, core courses and/or liberal learning seminars—as appropriate to the focus area identified.

Step 3: Focus Area PROPOSAL Submission & Approval Process.

- As a student is submitting his/her *Applied Inquiry Project Proposal*, he/she is to also submit the *Focus Area Proposal* (See Step 2 above.) to his/her Faculty Mentor. The Faculty Mentor, in turn, forwards both proposals to the Graduate Student Program Review Committee (GSPRC) for review/approval.
- The Faculty Mentor will relay GSPRC's action (approval; request for more information; rejection) back to the student. If approved, the student may proceed with the Focus Area.

Step 4: Focus Area Review.

- As a student is submitting his/her *Final Applied Inquiry Project*, he /she is to also submit a status-report regarding his/her *Focus Area* (as approved in Step 3) to his/her Faculty Mentor. The Faculty Mentor, in turn, forwards both the Final Applied Inquiry Project and Focus Area update to the Graduate Student Program Review Committee (GSPRC) for review/approval.
- The Faculty Mentor will relay GSPRC's action (approval; request for more information; rejection) back to the student. If endorsed as complete, the Focus Area will be authorized for inclusion within the student's official DePaul Transcript.