

THE FOUNDATIONS OF ADULT LEARNING RESOURCE BOOK

Updated: Sept. 12, 2016

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CHAPTER 1:

INTRODUCTION AND ORIENTATION TO THE SCHOOL FOR NEW LEARNING

- A. FOUNDATIONS OUTCOMES**
- B. TIME MANAGEMENT**
- C. FREQUENTLY ASKED QUESTIONS**

Introductory Letter

Dear SNL Student,

Welcome to the *Foundations of Adult Learning (FAL)* course. We offer *Foundations* to help you understand the tasks you will undertake in becoming involved in learning and to prepare you to complete them successfully. Through this course, you will engage actively in your own learning. Our intention is to help you develop your sense of yourself as a learner, to identify experiences that have been important to your understanding, and to convert your experiential learning into competency.

The primary outcome of *Foundations* is a comprehensive plan for your own program of study. In the process of developing your Learning Plan, you will learn about a model for learning from experience. You will become more familiar with SNL's competency-based approach and how it fits with the traditions of education. You will be instructed in methods of effective program planning. You will be able to practice many of the learning tasks that you will perform throughout your SNL program.

Each person enters *Foundations* at a unique point in his or her history. Some people have been in college before; others have not. Some people have moved high on the career ladder; others are reentering the job market. Some people are well into middle adulthood; others are still under thirty years of age. Some people appear very assured in what they want; others seem more tentative. However diverse your classmates appear, all are coming to find out more about themselves as learners and to create Learning Plans that will work for them.

We urge you to come to *Foundations* with a sense of adventure that will allow you to look at your experiences as though you are on a new journey. We urge you to come with a sense of openness so that you can be imaginative in creating new learning possibilities. We ask that you come with a sense of trust that you will find the structure and support you need to learn how to be your own agent of learning. We are eager to join you in this exciting venture.

This book contains materials you will utilize throughout your program. The sections, forms, exercises, and readings will help you plan specific phases of your program, as well as introduce theories of learning, and ideas about the liberal arts. It is a resource for your use that provides important background information. Some students think of *Foundations* as the course that will tell them what credit they have and what they are required to do in order to graduate. You will achieve those outcomes. However, you will achieve them as a result of your understanding and realization of the concepts and values that shape this unique approach to higher education.

Your Faculty Mentor will provide a syllabus and set of assignments that will pace you through this set of ideas and processes. It is our hope that you will find this book to be a useful tool in the continuing development of your educational goals. Best wishes on your journey!

—The School for New Learning Faculty and Staff

SECTION A: FOUNDATIONS OUTCOMES

Foundations provides you the opportunity to plan your educational future based on your goals and SNL's requirements. You will plan your learning within the context of SNL's competency framework. In the process, you will learn to interpret the competencies in the areas that represent the larger aims of a liberal education.

Among other things, by the end of the quarter, you will have:

- demonstrated an understanding of your learning style
- produced a working draft of your Learning Plan
- demonstrated knowledge of your focus area (**or** investigation about possible focus areas) through research
- identified or have leads on a professional advisor
 - **or** have researched your career/focus area enough that you are ready to begin honing that research towards identifying a professional advisor
- identified and transferred appropriate coursework from accredited colleges as demonstration of competency
- written a proposal, draft outline, or draft essay of an independent learning pursuit
 - **or** written a revised autobiography **or** essay of your instructor's choice

Each of the competency statements you will demonstrate in *Foundations* has a subset of outcomes, listed below. Your *Foundations* instructor will design assignments and exercises to help you demonstrate these outcomes.

L-2: Can design learning strategies to attain goals for personal and educational development.

1. Can articulate personal and educational goals and assess the gap between where one is and where one wants to be
2. Can identify learning interests and competencies to be developed and construct a plan for achieving personal and educational growth
3. Can describe one's self as a learner using one or more models of adult and/or experiential learning

F-1: Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area.

1. Can demonstrate an understanding of current issues and trends within the Focus Area through research (reading, interviews, and other forms of inquiry)
2. Can create a unified, well-articulated plan for achieving one's own Focus Area goals, based on research (reading, interviews, and other forms of inquiry)

Students demonstrate the L-2 and F-1 competencies by showing that they understand the educational philosophy and procedures of the School for New Learning in the *Foundations of Adult Learning* course. They apply this knowledge in developing an educational plan for attaining a Bachelor of Arts Degree relevant to their personal and educational goals.

The School for New Learning Philosophy

The School for New Learning's unique approach to education is explained in the documents listed below. Learning from experience, the value of the individual, and the collaborative nature of learning all have a place in these documents. The Mission Statement and Essential Commitments form the basis for the School's curriculum, for the training of faculty, and for the continued development of new programs and ways of thinking at SNL.

SNL's Mission Statement connects the School with the philosophy of DePaul University. It describes the values which those who engage in learning at SNL espouse and practice.

The Essential Commitments comprise those elements without which SNL could not operate effectively. These non-negotiable characteristics are closely aligned with DePaul's mission.

[For more on this subject, read "School for New Learning: Purpose and Philosophy" in Chapter 10.](#)

Mission Statement

The DePaul University School for New Learning (SNL) is a college designed particularly for adults, who bring rich experience to their desire to advance, enhance, or change their careers and personal lives. Every element of the college, from curricula to support services, acknowledges the constant interaction of school, work, community and family, and empowers the student to reflect, so that experience becomes a source of knowledge and learning becomes a way of life. Rooted in Vincentian traditions of human dignity and social responsibility, SNL provides highly personalized opportunities and emphasizes the integrity, individuality, and responsibility of each student to develop competency and put learning to ever-new use.

Essential Commitments

The School for New Learning defines eight commitments as essential to its mission.

A Commitment to Learning as a Way of Life:

For all of its learners SNL cares about the substance and process of learning – the knowledge, abilities and values they acquire, as well as the educational goals they attain. The School believes that adults learn deeply by reflecting, particularly on experience, drawing meaning and transferable knowledge from all they have done. When we are most successful, students refine their habits of learning, and experience the excitement of expanding their curiosity, of using formal inquiry, of developing as independent lifelong learners.

A Commitment to Competency:

Curriculum design and assessment practices at SNL focus on the outcomes of learning – the student’s demonstrated knowledge and abilities, learned in a variety of ways. This focus on competency leads faculty to pursue excellence in curricular design, advising strategies, and teaching methods. It enables students to integrate classroom learning with learning from life and work, and to apply continuously what they are learning in other contexts.

A Commitment to Partnership with Students:

In collaboration with learners, faculty and staff design, implement and assess individualized educational programs. This learning-centered partnership, based on mutual respect for each participant’s expertise, prior learning, and decision-making power, deepens and broadens learning.

A Commitment to Diversity:

SNL faculty develop teaching, advising and assessment practices that value human differences in the broadest sense. SNL seeks, in particular, to present a welcoming environment for those who have historically been excluded from higher education, and to enable all to benefit from the richness that diversity brings to a learning community.

A Commitment to an Evolving, Developing Organization

SNL is a continuously evolving organization, open and responsive to the emerging educational needs of individuals and groups in a constantly changing world. SNL’s response includes ongoing research in effective teaching, mentoring, and assessment, resulting in imaginative design of programs, structures, systems, courses and materials.

A Commitment to Community in Service of Learning:

SNL students, faculty, and staff work and learn in a community that fosters the mutual regard and support necessary for learning. Individuals creatively address challenges caused by multiple locations, asynchronicity, and varying areas and levels of knowledge. Members commit themselves to the Vincentian personal regard for the dignity of individuals, respectfully dealing with conflict, setting goals which benefit individuals as well as DePaul and its urban, and global communities, and celebrating achievements.

A Commitment to Social Justice:

SNL deliberately works to shape a more just, livable world; to ensure that those who have historically been ignored, excluded, marginalized, oppressed and economically disenfranchised benefit from the many learning opportunities available through SNL and beyond. In its curriculum, its classroom environments, its assessment practices, its advising strategies, and its formal advocacy, SNL creates an intellectual and social milieu where a plurality of worldviews, cultures and value systems are respected, understood, encouraged and appreciated.

Commitment to Adult Learning

The active, reflective practice of established and emerging principles of adult learning is central to the School for New Learning. Faculty and staff, who come from many formal disciplines, enable and encourage colleagues to develop, apply, and disseminate knowledge in the practice of adult education--continuously.

A Few Tools for Learning

1. Faculty Mentor

At SNL, students in the competency-based programs are assigned a Faculty Mentor (your *Foundations* instructor). She or he facilitates the course and assesses your work, and after the course is completed, works with you as a Mentor to help you move through the degree program. Individual conferences are held during *Foundations* to help establish your relationship with your Mentor, and to provide an opportunity to discuss your overall goals and concerns.

2. Collaboration

At SNL, students are expected to work both alone and in collaboration with other learners while in the program, although they may limit their collaborative opportunities depending on individual learning goals and styles. During *Foundations*, you will engage in small groups to assist you with the learning process.

3. Learning Style Inventory

Another important tool in self-directed learning is the Learning Style Inventory (LSI), which you will take, score and discuss in *Foundations*. Self-reflection about your learning style will have bearing on your educational goals as you generally plan your learning opportunities around the competency framework, and specifically as you plan your Externship project (L-10 & L-11). At SNL, some courses will emphasize different aspects of the learning cycle; for example, one course may involve more research (abstract conceptualization) while another may be more "hands on" (concrete experience). *Foundations* will put you in touch with all aspects of the learning cycle. Attention to your learning preferences will help you understand your challenges, as well as areas of strength in learning.

4. This Book

The FAL Resource Book is a "living" document that continues to be revised and improved to meet the needs of the students that utilize it. The hope is that you will use it throughout not only your Foundations of Adult Learning class, but your entire program at SNL, as a reference and guide. If you have suggestions about the book, please feel free to give them to your instructor so that they can be considered for any future revisions.

5. Student Handbook

As an SNL student you can enjoy the services available to all DePaul students. You are also responsible for maintaining the standards and practices that reflect the university's commitment to excellence. See also <http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx>

6. Library Resources

One of the most useful services available to you is the DePaul library. While at SNL you will have many opportunities to use the library that can be accessed online. Keep in mind that you'll need an active password and student identification number since some materials may be restricted to DePaul students only. For more information go to: <http://www.library.depaul.edu/>.

SECTION B: TIME MANAGEMENT

As you think about your learning styles, learning strengths and challenges, it is important to assess your time management skills. What are the activities, relationships, responsibilities that bear on your academic goals? Your ability to recognize the external forces that will influence your ability to both commit and manage the necessary time and resources needed to achieve your learning goals is a powerful step in assuring your academic success.

For many, pursuing educational goals is a journey. Some students are just beginning the journey while others may have started theirs years ago. As you embark on your academic journey at SNL, there are qualities and characteristics that can help you succeed. Students have identified writing and critical thinking skills, flexibility, a sense of humor, project completion skills, and time management skills as essential to their success at SNL.

Similarly, there may be past behaviors and/or attitudes that are no longer useful and may have a detrimental impact on your achievement. Gaining an appreciation for how you spend and manage your time can assist in identifying past behaviors and/or attitudes that you may no longer need, or that you can set aside temporarily while pursuing your educational goals.

EXERCISES:

To help you identify what challenges you may personally face while pursuing your studies at SNL, please do the Time Management Exercises in the Workbook Section.

Supplemental Resources in Time Management

Buzan, Tony. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Dutton, 1996.

Covey, Stephen. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon & Schuster, 1990.

Covey, Merrill, et al. *First Things First: To Live, to Love, to Leave a Legacy*. New York: Simon & Schuster, 1995.

Gelb, Michael. *How to Think Like Leonardo DaVinci: Seven Steps to Genius Every Day*. New York: Dell, 2000.

Gross, Ronald. *Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enjoyment and Professional Success*. New York: Putnam, 1999.

Levoy, Gregg. *Callings: Finding and Following an Authentic Life*. New York: Three Rivers, 1998.

Thompson, Charles. *What a Great Idea: Key Steps Creative People Take*. New York: Harper Perennial, 1992.

Wycoff, Joyce. *Mindmapping: Your Personal Guide to Exploring Creativity and Problem-Solving*. New York: Berkley, 1991

SECTION C: FAQ - FREQUENTLY ASKED QUESTIONS

Topic and Question	See Chapter
General	
Are DePaul classes transferable?	2, 6
What are competencies?	1, 5, 7
How do you meet the requirements of the grid?	2
What are Externship and Advanced Electives?	3, 5
Where are SNL classes offered?	2
What are the summer program options?	2
Where can I find out about Guided Independent Studies (GIS)?	2, 7
What is a Faculty Designed Independent Study (FDIS)?	2, 7
Proficiency Exam	
How do you know you have enough competency to take a proficiency exam?	3
Focus Area	
Can you transfer classes into the Focus Area?	5, 6
Can ILPs be used in the Focus Area?	5
Is Research Seminar related to the Focus Area?	3, 5
What is the best strategy to develop the Focus Area?	5
What is the BAC?	Appendix
What is the BAECE?	Appendix
What is the BAGB?	Appendix
Transfer Coursework	
Which prior classes can transfer to SNL?	6
How do I transfer in classes that are not on the Pre-Approved list?	6
SNL Learning Plan and Grid	
Are we supposed to have a study plan at the end of this class?	1
What is the minimum number of competencies a student must achieve at SNL to acquire an SNL degree?	2
How can you be strategic about using prior classes and experiences?	2

Topic and Question	See Chapter
Learning from Experience	
How do you convert life experience/ experiential learning to competencies?	7
How do I get credit for work experience?	5, 7
What documentation is needed to prove experience?	7
How do I fit previously earned certificates into SNL?	2, 7
What do we do with non-credited schools and certificates?	2, 7
Where can I find guidelines for ILPs?	7
How should I write my ILPs?	7
Do ILPs receive grades that are includes in our GPAs?	2
My Faculty Mentor and My Committee	
What is the Faculty Mentor's role?	
What does my mentor expect students to learn and how will it be assessed?	8
How do you put together an Academic Committee?	8
How do we get help obtaining a PA?	8
What is the role of the PA?	8
SNL Online	
Where can we find more information on SNL Online?	2, SNL website
Writing	
Will this class enhance our writing skills?	1
How do I write an X competency statement?	4
How do I write an X competency statement for my Focus Area?	4, 5
How much writing is there for transfer classes?	6

CHAPTER 2:

THE SNL UNDERGRADUATE PROGRAM OVERVIEW

A. Demonstrating Competency

B. Navigating DePaul's Campus Connect

C. The Learning Plan

SECTION A: DEMONSTRATING COMPETENCY

Competency in Liberal Arts Learning

The School for New Learning (SNL) is primarily a competency-based program¹. Students can demonstrate competency by choosing one of four degree programs. The individualized program offers the most flexibility; the remaining three joint degree programs provide more structure: the BA in Computing (BAC), with the College of Computing and Digital Media; the BA in Early Childhood Education (BAECE), with the College of Education; and, the BA in General Business (BAGB), with the College of Commerce.

The completion of any of the competency-based DePaul degree through SNL is not a result of attaining a certain number of credit hours, but rather is a result of successfully meeting the requirements of a series of statements which describe knowledge, skills, and attitudes related to liberal learning; in other words, demonstrating competency. Achieving competency requires not only reaching a certain information level, but also includes some performance, some application of ideas, some grappling with issues related to a topic, and some speculation resulting from reflection on experience. Thus, competency can be defined as knowing about something sufficiently to be able to do something with that knowledge, and to arrive at an informed interpretation of its meaning. Simply stated, the competent person *knows how* to do something, *can* do something, and *has reached some conclusions* about *why* and *how* things are done.

Competency can be developed in a variety of ways and in a variety of settings. In addition to classroom learning, experience in the workplace, in the community, and at home can contribute to the development of competency. A Liberal Arts college education, such as that offered by the School for New Learning Bachelor of Arts program, is designed to foster the development of general competency.

Traditionally, liberal arts education treated those topics that helped to develop the well-rounded person: mathematics, the arts, literature, history, language, and science. These topics are divided into three broad areas by which most liberal arts college programs are defined. These are called the **social sciences**, or topics related to human society, its development and history; **natural sciences and mathematics**, which cover areas of thinking related to physical and mathematical descriptions and analysis of the world and their accompanying technologies; and the **humanities**, which deal with the philosophical, visual and literary creations and analysis of our world. The liberal arts are interrelated and interdependent, however. One can't really be effective in the arts without some knowledge of how previous cultures have regarded the visual arts. One's understanding of human motivation is incomplete without some knowledge of biology, for example.

The School for New Learning defines competency as a broad statement of ability that requires the application of reflection to action. In relating theory to practice both are enriched and either may come first. The place, method, and time involved in learning become flexible as the focus shifts to the ability to perform, reflect, generalize, apply, and integrate learning. At SNL, competency is the transferable and generalizable learning that is derived from experience.

¹ For qualified students SNL also offers a Degree Completion Major (DCM), with specific requirements that do not include Foundations of Adult Learning. For more information go to: <http://snl.depaul.edu>

Competency-based education is particularly appropriate for adult learners. Adults usually have much experience from which to generalize. They also are familiar with the need to apply knowledge, to make things work, and to see results. Adult learners are focused on outcomes. They want to know not only what scientific theories and historical movements mean, but also what benefits they derive from these fields of study. The SNL competency framework is designed with these learning objectives in mind.

The themes of the Liberal Arts, and hence the SNL competency framework, can be used as a source of ideas adults use to make sense of life in our contemporary world. The process of demonstrating competency and mastering the requirements of the Bachelor of Arts degree will help you reach these goals.

SNL Faculty and Students alike use the competencies as a guideline for research, development of evidence, and for assessment. Your *Foundations* instructor will lead you through the Competency Framework and help you learn to use it to plan your program.

For more on this subject, read “On the Outcome of a Liberal Education ” in Chapter 10.

The Three Areas of Competency at SNL

Students demonstrate a total of fifty competencies at SNL within three areas in the School for New Learning curriculum grid.

1. The first area, **Lifelong Learning**, is composed of twelve competency statements that reflect knowledge, ability, and comprehension in personal and academic development. These competencies include statements in goal analysis, academic skills, research ability, and self-assessment. The L area statements, except L-9 and L-11, are defined by the School and are the same for each student in the program.
2. The center area of the grid is the **Liberal Learning** area. There are three categories in the Liberal Learning Area: Arts and Ideas (A), Human Community (H), and Scientific World (S). Students complete eight competencies in each category, and two Advanced Electives, for a total of 26 competencies in this area. H, S, and A categories have two required competencies, numbered 4 and 5 on the competency grid. These categories are each further divided into three subcategories. Think of each subcategory (“1,” “2,” “3,”) as a drawer that holds several competency statements from which you may choose. Students must complete at least one competency in each of the subcategories. This system allows students to tailor the SNL program to their individual needs. (Please refer to specific liberal learning subcategories in Chapter 4: “The Liberal Learning Area & Competency Criteria for Assessment” for more information.)
3. The last area, the **Focus Area**, includes twelve competencies that define your field of concentration. Of these twelve statements, the F-1 and F-11 competencies are defined by SNL. Because each student’s concentration is different, **the other eleven competencies in the Focus Area are defined and written by each individual student with the assistance of the faculty mentor and professional advisor**. Thus, no SNL degrees are exactly alike.

Methods of Demonstrating Competency

SNL's curriculum is based on competency, and students are not limited to taking courses to fulfill credit hour requirements at SNL. You might demonstrate competency through past or future courses, or through other means. These possibilities are identified below.

1. SNL Courses

The School offers a variety of formats for courses. Because DePaul University has four eleven-week quarters, most SNL courses meet once a week for ten weeks, with the eleventh week offering an exam or coursework due date. However, some topics lend themselves to alternative scheduling. Some faculty offer individualized courses on certain topics, and some students want to pursue topics not offered through SNL courses. All of these possibilities are viable and are described below. Tuition for these options is charged according to DePaul University's credit hour rate.

a. Classroom Courses

Courses designed and delivered by faculty generally meet for three hours a night or weekend, over ten or eleven weeks, for a total of thirty contact hours. Classes may meet on an evening during the week or on a weekend during the morning hours. However, some courses are offered on alternative schedules: five six-hour weekend sessions; all weekend sessions, etc. Students can register for up to two competencies for most SNL courses. Occasionally, the School will offer a one-competency course that meets in five sessions. Courses can also be taken over the Internet, with no campus-based meetings, through SNL Online - see <http://snl.depaul.edu>. These experiences are all designed and assessed by a faculty member. Course offerings and available competencies for each quarter are available at <http://snl.depaul.edu>

b. Faculty Designed Independent Studies (FDIS)

Some SNL faculty members have designed courses which can be completed independently, outside the classroom setting. These experiences are fully articulated in syllabi and assessed by the faculty. This option is particularly helpful for those students with heavy travel requirements, and those who are successful at working alone. The work is largely independent, but students have the option of calling on faculty at any point in the process. Students register for these course options as they would register for classroom courses listed above, although there are no scheduled meetings. Students must obtain the course syllabus from the Internet, and must contact the instructor upon registering for the course. These experiences are described and listed on the SNL website under Courses.

c. Guided Independent Studies (GIS)

Students wishing to investigate topics that are not offered in the SNL curriculum can meet with a faculty member to plan an independent study. For example, no courses are currently offered at SNL on the study of fashion and its relationship to social values over the ages. This topic might be approached from a variety of perspectives. A student's Faculty Mentor can help sort out what competency the student might choose to address, and what member of the SNL faculty, resident or adjunct, would be an

appropriate teacher for this material. Thus, you must have completed *Foundations* before registering for this option. Students register for a Guided Independent Study after contacting the chosen teacher and working out a learning contract for the experience. Students participate in the design of the GIS, but the faculty member assesses all work.

GIS Proposal and Learning Contract

As is stated above, your Faculty Mentor will help you locate a teacher for your Guided Independent Study. Once you have an instructor for your GIS, you must write a Learning Contract in order to refine your interest and structure your research. This Contract should include a description of your topic, some learning strategies, the competency you hope to address, a description of the product you will submit, criteria for evaluation and a completion time frame. Include the following elements in your Contract:

Topic: In two or three sentences, explain the idea or problem you want to address;

Strategies: How will you carry out your project? What methods will you use to gather information? From what sources?

Competency: State several learning outcomes. What ability or insight do you hope to gain? To which competency does this apply?

Product: Describe what the project will look like. What sort of evidence will your GIS instructor evaluate?

Evaluation: How will your GIS instructor know you have achieved your learning goals? Describe the criteria your instructor will use to evaluate your work;

Time Frame and Communication: Explain how often your GIS instructor should expect to hear from you about this project. When and how will you communicate? Send outlines? Rough drafts? When will you complete the project?

2. Accredited Non-SNL Coursework

Prior college completed at an accredited college or university, including other colleges within DePaul, may be transferable for competency. Some courses may be pre-approved, some may be non-preapproved and submitted using an assessment form, while others may be assessable as Independent Learning Pursuits. Courses not acceptable for transfer include most Physical Education courses, courses with less than 3 quarter or 2 semester hours, courses that are remedial in nature, and courses in writing and critical thinking. [Please see Chapter 3, "Transfer of Non-SNL Coursework," and Chapter 7, "The Independent Learning Pursuit & Learning from Experience," for more information.](#)

3. CLEP Examinations and AP Courses

The College Level Examination Program of the Educational Testing Service offers several examinations that can be transferred into SNL for certain competencies. There is no charge for this transfer of credit. Advanced Placement courses transfer similarly.. [Please see Chapter 3, "Transfer of Non-SNL Coursework" and Chapter 7, "The Independent Learning Pursuit & Learning from Experience," for more information.](#)

4. Proficiency Exams

SNL offers Proficiency exams for L-4 (Writing for Competency), L-5 (Critical Thinking), and L-6 (Quantitative Reasoning). You may register for proficiency exams while enrolled in or upon completion of Foundations of Adult Learning. See <http://snl.depaul.edu> under Student Resources:

5. Independent Learning Pursuits (ILPs)

All experiences, courses, seminars, documents, projects, etc., that do not fall into the categories listed above can be developed and presented for credit. An ILP is not a course. It has neither tuition nor credit hours. You do not register for ILPs. Rather, you are charged a non-refundable assessment fee of \$150.00 per competency upon submission of the documentation to TLA. You will pay this fee through the University's Payment Center, and it cannot be paid with financial aid. This fee does not apply to the F-1 competency. Please see, Chapter 7, "Independent Learning Pursuit & Learning from Experience" for more information, including a full discussion of ILPs and documentation and submission processes.

SNL Undergraduate Program Competency Statements

The following statements are explained in detail in chapters that follow.

Lifelong Learning Area

Independent Learning Seminar

L-1: Can use independent learning skills and strategies to organize, initiate, and document prior, current, and future college-level learning goals.

Foundations of Adult Learning

L-2: Can design learning strategies to attain goals for personal and educational development.

Civic Engagement

L-3: Can assess the social and personal value of civic engagement for achieving change.

Writing for Competency

L-4: Can write to analyze, synthesize, and evaluate experiences and concepts to demonstrate competencies.

Critical Thinking

L-5: Can analyze issues and reconcile problems through critical and appreciative thinking.

Quantitative Reasoning

L-6: Can use mathematical symbols, concepts, and methods to describe and solve problems.

Collaborative Learning

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

Research Seminar

L-8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.

L-9: Written by student/faculty.

Externship

L-10: Can reflect on the learning process and methods used in an experiential project.

L-11: Written by student/faculty.

Summit Seminar

L-12: Can articulate the personal and social value of lifelong learning.

Liberal Learning Area

The Arts and Ideas Category

A-1: Interpreting the Arts Subcategory

- A-1-A: Can interpret works of art and relate them to one's own experience.
- A-1-B: Can use public or private institutions as resources for exploring arts or ideas.
- A-1-C: Can analyze artistic or textual works in terms of form, content, and style.
- A-1-D: Can analyze writers' or artists' representations of human experience.
- A-1-E: Can interpret the work of writers or artists within a historical or social context.
- A-1-F: Can evaluate how the aesthetics and function of an object's or environment's design enhances the quality of life.
- A-1-G: Can explain the functions of public art and its relationship to communities.
- A-1-H: Can explain the function of folk arts in the transmission of culture and values.
- A-1-I: Can use two or more theoretical approaches to interpret a work in the arts or popular culture.
- A-1-X: Written by student/faculty.

A-2: Creative Expression Subcategory

- A-2-A: Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.
- A-2-B: Can perform proficiently in an art form and analyze the elements that contribute to proficiency.
- A-2-C: Can employ principles of design to enhance the functions and aesthetics of objects or environments.
- A-2-D: Can create an original work of art using an electronic medium and can discuss the creative process.
- A-2-X: Written by student/faculty.

A-3: Reflection and Meaning Subcategory

- A-3-A: Can interpret experience in relationship to the perspective of a significant thinker or tradition.
- A-3-B: Can explore a model of spiritual development and apply it to oneself or others.
- A-3-C: Can examine a social issue from an ethical perspective.
- A-3-D: Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.
- A-3-E: Can compare substantially different theological or philosophical systems.
- A-3-F: Can compare two or more philosophical perspectives on the relationship of the individual to the community.
- A-3-G: Can assess the assumptions and implications of significant ideas about human experience.
- A-3-X: Written by student/faculty.

Ethics in the Contemporary World

- A-4: Can analyze a problem using two different ethical systems.

Creativity

- A-5: Can define and analyze a creative process.

The Human Community Category

H-1: Communities and Societies Subcategory

- H-1-A: Can understand and apply the principles of effective intercultural communication.
- H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.
- H-1-C: Can explain the emergence, maintenance, or evolution of an economic or political system.
- H-1-D: Can explain a system of law that governs a society.
- H-1-E: Can explain the concept, function, and expression of culture and illustrate the explanation with one or more cultures.
- H-1-F: Can describe and explain the roles of individuals, groups, societies, or states in history.
- H-1-G: Can effectively speak, read, or write in a language other than English.
- H-1-H: Can describe and analyze the challenges faced by communities in urban, suburban, or rural areas.
- H-1-I: Can understand change methodology, plan change within a community, and assess its likely impact.
- H-1-X: Written by student/faculty.

H-2: Institutions and Organizations Subcategory

- H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
- H-2-B: Can use public or private institutions as resources for understanding a social issue.
- H-2-C: Can identify an organizational problem and design a plan for change based on an understanding of social science theories or models.
- H-2-D: Can use two or more social science theories in the analysis of one's experiences in an organization.
- H-2-E: Can compare one social, cultural, economic, or political institution in a society to a comparable institution in a different society.
- H-2-F: Can explain the development, roles, and maintenance of social institutions.
- H-2-G: Can evaluate the role and impact of mass media or information technology on society.
- H-2-H: Can work with community partners to implement a service learning project.
- H-2-X: Written by student/faculty.

H-3: Individual Development Subcategory

- H-3-A: Can use two or more theories of human psychology to understand and solve problems.
- H-3-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.
- H-3-C: Can use theories or models of adult growth and development to understand one's own experience.
- H-3-D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.
- H-3-E: Can speak effectively in public settings.
- H-3-F: Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one's own life.
- H-3-G: Can analyze the impact of social institutions on individual human development.

- H-3-H: Can explain cultural differences in the interpretation of adulthood.
- H-3-I: Can explain how the self is interpreted in a variety of cultures.
- H-3-J: Can manage one's ongoing development as a writer using principles and tools of assessment and feedback.
- H-3-X: Written by student/faculty.

Power and Justice

- H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

Global Perspectives

- H-5: Can analyze issues and problems from a global perspective.

The Scientific World Category

S-1: Experiencing Science Subcategory

- S-1-A: Can explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.
- S-1-B: Can use public or private institutions as resources for learning science.
- S-1-C: Can explain personal interactions with the physical environment using scientific principles.
- S-1-D: Can design and plan an information technology solution for a problem.
- S-1-E: Can analyze inventions or technologies and can understand their underlying scientific principles.
- S-1-X: Written by student/faculty.

S-2: Patterns and Processes Subcategory

- S-2-A: Can describe, differentiate, and explain form, function, and variation within biological systems.
- S-2-B: Can describe, differentiate, and explain form, function, and variation within physical systems.
- S-2-C: Can describe, categorize, and explain development or change within physical or biological systems.
- S-2-D: Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments.
- S-2-E: Can use mathematics or statistics to describe the patterns and processes of natural phenomena.
- S-2-X: Written by student/faculty.

S-3: Science, Technology and Society Subcategory

- S-3-A: Can understand different perspectives on the relationship between technology and society, and describe the scientific principles underlying technological innovations.
- S-3-B: Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.
- S-3-C: Can understand the scientific and social dimensions of an environmental issue.
- S-3-D: Can use scientific knowledge to understand varying perspectives on a policy issue.
- S-3-E: Can describe how scientific or technological knowledge affects perspectives on the relationships between humans and nature.
- S-3-F: Can analyze the integration of new technology into a specific field of human endeavor

from at least two perspectives.
S-3-X: Written by student/faculty.

Interconnections in the Natural World

S-4: Can describe and explain connections among diverse aspects of nature.

Scientific Reasoning

S-5: Can explain and evaluate the nature and process of science.

Advanced Electives: E-1 & E-2: written by the student/faculty

Focus Area

Focused Planning

F-1: Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area.

F-2 - F-10: Written by the student/faculty.

Advanced Project

F-11: Can design and produce a significant document that gives evidence of advanced competency.

F-12: Written by student/faculty. This competency summarizes the particular focus and content of the Advanced Project.

SNL Competencies that Require Tuition Registration (must be taken at DePaul):

Lifelong Learning:

L-1

L-2

L-4

L-5

L-8/L-9

L-10/L-11

L-12

Focus Area:

F-1

F-11/F-12

SNL Courses, Faculty Designed Independent Studies, and Guided Independent Studies require tuition.

Other Learning Experiences that Require Payment of Fees:

Proficiency Testing
Independent Learning Pursuits

For a list of pre-requisites go to: <http://snl.depaul.edu> under Academics, Registration

SECTION B: NAVIGATING DEPAUL'S CAMPUS CONNECT

Your progress toward achieving the undergraduate degree requirements can be visualized in two ways. The first is a SNL grid or requirements chart that you will use to quickly mark your progress and plan for your future learning. To view the grids for the BA with an Individualized Focus (BAIFA), the BA in Computing (BAC), the BA in Early Childhood Education (BAECE), or the BA in General Business (BAGB), see: <http://snl.depaul.edu> under Student Resources

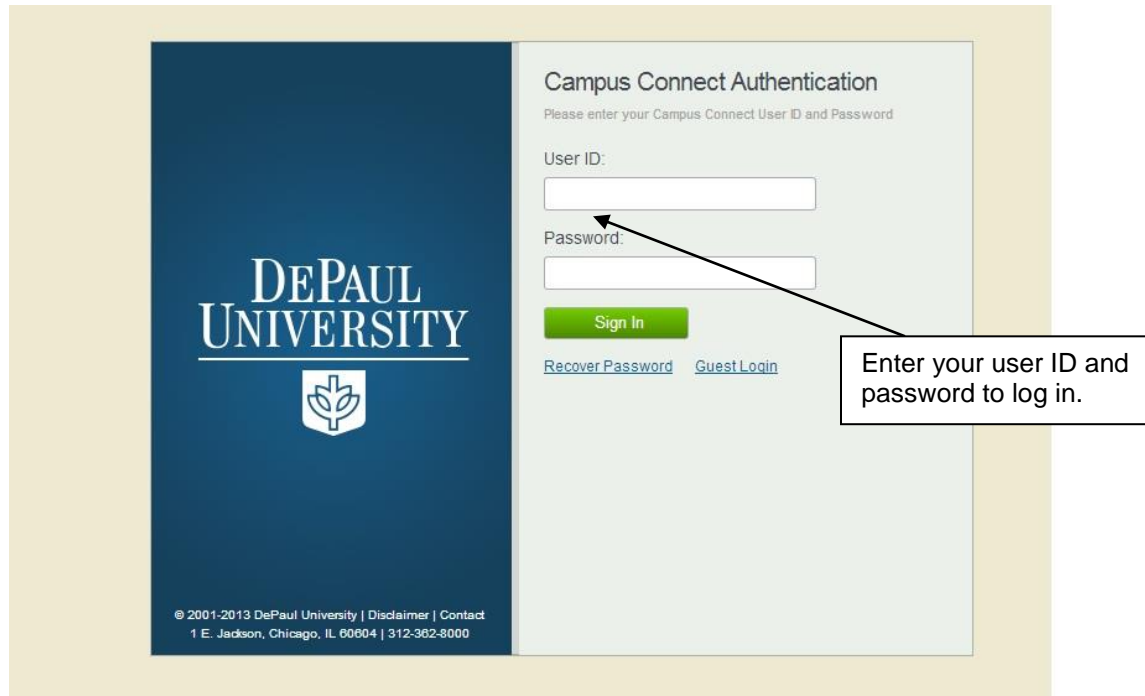
The second, the Degree Progress Report (DPR) within Campus Connection, DePaul's online portal, provides detailed visual information about your current and past academic status pertaining to SNL. When used together, the DPR and SNL Grid, regardless of your chosen program, can be powerful tools to help you plan for successful completion of your undergraduate program.

Login to the Campus Connection at <https://campusconnect.depaul.edu> with the username and password that you received after completing Independent Learning Seminar (ILS). If you have forgotten this information, call 312/362-8765.

See <http://offices.depaul.edu/is/services/technology-training/topics/campus-connect/Pages/default.aspx> for more information.

See Campus Connect resources for students at <http://offices.depaul.edu/is/services/technology-training/topics/campus-connect/Pages/students.aspx>

See Campus Connect features at: <http://offices.depaul.edu/is/services/technology-training/topics/campus-connect/Pages/student-directory.aspx>



The image shows a web page for DePaul University's Campus Connect Authentication. On the left is a dark blue vertical banner with the DePaul University logo and name. The main content area is light gray and contains the authentication form. A callout box with an arrow points to the User ID input field, containing the text: "Enter your user ID and password to log in."

Campus Connect Authentication
Please enter your Campus Connect User ID and Password

User ID:

Password:

[Sign In](#)

[Recover Password](#) [Guest Login](#)

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1 E. Jackson, Chicago, IL 60604 | 312-362-8000

DPR Search Form

Degree Progress Report

Name: Redshoes, Dorothy College: Undergraduate SNL Major: BA-SNL Degree Program 1999

☐ Include courses from my planner

☐ What if

[Run Report](#)

Click the Run Report button.

The DPR Search Page Form will appear.

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Click on each tab to return to Campus Connect, re-run the DPR, see courses unassociated with a competency or to print the report.

Click on the "+" for demographic and advisor details.

Click the "i" button for requirement details.

Click on any box for competency and course info.

Degree Progress Report

Back to Campus Connect Start Over Unused Courses Print Version

Name: Redshoes, Dorothy Student ID: 1238301 Total Credits Earned: 22 Cumulative GPA: 3.540 Report Type: Standard

Legend: Completed In Progress Incomplete Information Planned Courses Overridden Items Transfer Course Test Credit

Requirement	Courses	Status
LIFELONG LEARNING 2/0 Courses	L-1 Learning Assessment 1/1 Courses	Completed
L-2 & L-3 Foundations	1/1 Courses	In Progress
L-5 Critical Thinking	0/1 Courses	Incomplete
L-6 Quantitative Reasoning	0/1 Courses	Incomplete
L-7 Collaborative Learning	0/1 Courses	Incomplete
L-8 & L-9 Research Seminar	0/1 Courses	Incomplete
L-10 & L-11 Externship	0/1 Courses	Incomplete
L-12 Summit Seminar	0/1 Courses	Incomplete
ARTS AND IDEAS 4/0 Courses	A-1- 0/1 Courses	Incomplete
A-2-	1/1 Courses	In Progress
A Electives	0/3 Courses	Incomplete
A4	1/1 Courses	In Progress
A5	1/1 Courses	In Progress
HUMAN COMMUNITY 6/8 Courses	H-1- 1/1 Courses	In Progress
H-2- 1/1 Courses	1/1 Courses	In Progress
THE SCIENTIFIC WORLD 2/8 Courses	S-1- 0/1 Courses	Incomplete
S-2- 1/1 Courses	1/1 Courses	In Progress
S-3- 0/1 Courses	0/1 Courses	Incomplete
S Electives	0/3 Courses	Incomplete
S4	1/1 Courses	In Progress
S5	0/1 Courses	Incomplete
ADVANCED ELECTIVES E-1 & E-2 0/2 Courses	E1 0/1 Courses	Incomplete
E2	0/1 Courses	Incomplete
F3	0/1 Courses	Incomplete
F4	0/1 Courses	Incomplete
F5	0/1 Courses	Incomplete
F6	0/1 Courses	Incomplete
F7	0/1 Courses	Incomplete

SECTION C: THE LEARNING PLAN

Like the DPR and the SNL Grid, the SNL Learning Plan is a tool to help you plot your course through the BA degree. With the help of your Faculty Mentor, you design your Learning Plan individually during Foundations. And, you will continue to update your Plan throughout your program. The ways you choose to fulfill the 50 competencies should take into account the program you are in, your learning skills, and your academic and professional goals.

Keep in mind that the Focus Area need not exclusively address professional skills. For example, if you are interested in social work, the Human Community will provide you with many opportunities to strengthen your learning in this category. Furthermore, ideas and skills you need for a career in business administration, such as computer literacy and psychology in the workplace, can also be found in the Liberal Learning areas of the competency framework.

The Learning Plan is designed to be flexible and easily revised. Its purpose is, simply put, planning. As with all planning, it may be modified at any time you and your Academic Committee deem it necessary. Your needs and goals, the advice of your Academic Committee, the demands of the competencies themselves, and available course offerings, will inform the ongoing design of this plan.

SNL Learning Plan Instructions

Your DPR, SNL Grid and your Learning Plan are linked in an important way. Your DPR visually shows your activity at DePaul since your admission into the program. The SNL Grid is a visual map of your progress, while your Learning Plan provides key details of your progress that you both plan and change when appropriate. As you visualize and plan your program, you should document your planned evidence, such as courses and ILPs, on your SNL Grid

When planning your curriculum while at SNL, you'll need to document your goals, as well as the membership of your academic committee. The Learning Plan (for Foundations), which can be downloaded from <http://snl.depaul.edu> under Student Resources, is for use by your academic committee, especially at your First and Final Committee Meetings. In your meeting you will discuss your Focus Area title among other items pertaining to your Focus Area and your overall plan. You will discuss, too, your Focus Area title that doesn't replicate titles for DePaul University majors. Consult the following website for a listing of current academic majors at DePaul: <http://www.depaul.edu/academics/undergraduate/majors/Pages/default.aspx>. The Focus Area is discussed in detail in Chapter 5.

In *Foundations*, you will fill in the appropriate areas and submit your Learning Plan to your Foundations facilitator. Keep a copy for yourself. For Learning Plans for the BAC, BAECE, and BAGB, go to: <http://snl.depaul.edu> under Student Resources.

Entering information into your Learning Plan:

When entering information into your Learning Plan (for Foundations), use the following codes to designate the kinds of evidence you intend to use to demonstrate competency:

- **Learning Evaluation (LE):** signifies learning through work or life experience, including informal or unaccredited study.
- **Accredited Coursework (AC):** indicates a course taken at an accredited college or university other than SNL.
- **School for New Learning Course (SNLC):** designates courses taken at SNL, including Advanced Project and Externship.

Remember, your Learning Plan is a “fluid” document that reflects your educational development. You will want to update it often. For your Academic Committee meetings your Learning Plan is an essential tool; like your grid you can save it with your name as a Microsoft Word document and email it as an attachment. [See Chapter 8 for more information about your Academic Committee.](#)

CHAPTER 3:
THE LIFELONG LEARNING AREA (L-1 - L-12)
&
Competency Criteria for Assessment

- A. Goal Setting & Academic Planning (L-1, L-2)**
- B. Learning Skills (L-3, L-4, L-5, L-6 & L-7)**
- C. Research (L-8, L-9, L-10 & L-11, including
Research Seminar and Externship)**
- D. Achievement & Review (L-12 Summit Seminar)**

Overview

This portion of the undergraduate program includes competency statements that address the essential knowledge, skills, and abilities adults need to manage their own learning. The broad purpose of the Lifelong Learning (LL) area is to help you increase your capacity for self-directed learning and decrease your dependence on others in determining the purpose of learning and the direction of its progress. In addition to these long-term goals, the Lifelong Learning Area is designed to support your academic success within the SNL program. Though they are addressed individually in the program, the competency statements were written to interrelate, to build one upon the other, and to be continually developing throughout the student's experience at SNL.

For example, a cluster of the LL statements (L-4 through L-7) represent the fundamental skills and perspectives necessary for learning across a variety of settings (e.g., writing, critical thinking, quantitative reasoning). The essential communication and critical thinking skills you learn for these competencies enable your meaningful participation in addressing other LL competencies that focus on key learning processes (e.g., research, experiential learning). Similarly, you learn that the skills related to these learning processes complement and enrich one another. For example, skills learned relating to *collaborative learning* (L-7) may better equip you to engage in research, and thereby to rediscover the power of collaboration and to refine your understanding of its workings.

You must fulfill twelve competencies in this area. They are listed below in four groups:

- goal setting and academic planning (L-1, L-2 & F-1)
- learning skills (L-3, L-4, L-5, L-6 & L-7)
- research (L-8, L-9, L-10, L-11)
- achievement and review (L-12)

These competencies are achieved through SNL coursework or, in some cases, independent learning, identified below.

SECTION A. GOAL SETTING AND ACADEMIC PLANNING (L-1, L-2, & F-1)

L-1: Can use independent learning skills and strategies to organize, initiate, and document prior, current, and future college-level learning.

Course: LL 103 *Independent Learning Seminar*

1. Describe strategies for independent and experiential learning.
2. Use strategies to surface prior experiential learning in personal, professional, and academic settings and integrate these experiences with new learning.
3. Demonstrate skills in planning, organizing, assessing, and documenting competency-based learning.

Students demonstrate this competency through LL 103 *Independent Learning Seminar*.

L-2: Can design learning strategies to attain goals for personal and educational development.

Course: LL 250 *Foundations of Adult Learning*

4. Can articulate personal and educational goals and assess the gap between where one is and where one wants to be
5. Can identify learning interests and competencies to be developed and construct a plan for achieving personal and educational growth
6. Can describe one's self as a learner using one or more models of adult and/or experiential learning

Students demonstrate the L-2 and F-1 competencies by showing that they understand the educational philosophy and procedures of SNL in LL 250 *Foundations of Adult Learning*. They apply this knowledge in developing an educational plan for attaining a Bachelor of Arts Degree relevant to their personal and educational goals.

F1: Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area.

Course: LL 250 *Foundations of Adult Learning*

1. Can set goals to be developed in the Focus Area
2. Can demonstrate an understanding of current issues and trends within the Focus Area through research (reading, interviews, and other forms of inquiry)
3. Can create a unified, well-articulated plan for achieving one's own Focus Area goals, based on research (reading, interviews, and other forms of inquiry)

SECTION B: LEARNING SKILLS (L-3, L-4, L-5, L-6, & L-7)

Instructors generally assess SNL courses in the LL area on a Pass/Fail basis. If you are interested in selecting a "grading option" for L-4 and/or L-5, you must request the letter grade in writing by informing the instructor, without exception, no later than the beginning of the third week of class. Before officially choosing the letter grade option, you should discuss with your instructor specific assessment criteria for letter grades. The instructor and you, the student, together determine which grading system will serve you best. If approved the switch to a letter grade cannot be undone. L-6: Quantitative Reasoning, and L-7: Collaborative Learning, are letter-graded.

L-3: Can assess the social and personal value of civic engagement for achieving change.

1. Critically analyzes national or local civic issues from a systemic perspective.
2. Explains the impact an engaged citizen can make to improve the effectiveness of a society.
3. Articulates a strategy for personal civic engagement.
4. Engages in an activity that positively contributes to the civic life of a community.

Students demonstrate this competency by actively engaging with other community members in addressing an issue facing the community. The issue itself is analyzed to show an understanding of social and economic trends that shape the community. Given these systemic trends, the role of the individual in action with others is articulated with specific strategies for future involvement. Students develop and practice related skills by directly engaging in an activity that is of benefit to the civic life of a community. Activities can range from, but are not limited to, producing public art or participating in street theater, serving as the public advocate of a particular social group, getting involved in a justice campaign, contributing to public awareness

of an environmental issue, or participating in political meetings or events that address a particular social issue. SNL will not accept transfer courses for this competency but students may document learning through an ILP.

L-4: Can write to analyze, synthesize, and evaluate experiences and concepts to demonstrate competencies. Course: LL 260 *Writing for Competency* or proficiency exam.

1. Applies knowledge of academic writing conventions to demonstrate learning in a competency-based program
2. Demonstrates control over grammar, syntax, and punctuation
3. Understands writing as an iterative process and applies a variety of strategies for generating, revising, editing, and proofreading
4. Creates a plan for ongoing improvement of writing for academic, work, and personal communication including addressing problems and leveraging strengths.

Students demonstrate this competency through the Proficiency Exam or specific SNL courses. Students will continue to develop their writing skills throughout the program. SNL will not accept transfer courses for this competency.

Resources for Writing Support

In addition to the LL 260 *Writing for Competency* and LL 270 *Critical Thinking* courses, there are ways to strengthen and support your writing progress. None of these is meant as a substitute for *Writing for Competency* or *Critical Thinking* courses, but can augment your ongoing work in writing.

LL 140 Writing Workshop is an SNL course that offers individualized writing instruction for students at any point in their studies. Students have taken *Writing Workshop* to prepare for *Writing for Competency*, as additional support when enrolled in a writing-intensive course, to finish an incomplete, and to work on Independent Learning Pursuits (ILPs), Externship and Advanced Project. In collaboration with their instructor, each student develops and implements a plan to improve his or her writing. Students can earn the H-3-J competency in this course. They are also encouraged to use the Workshop to work on papers for competency in other courses or through the ILP process.

The Writing Guide for SNL Students (<https://snlapps.depaul.edu/writing/>) offers help with organizing ideas, managing the process of writing, grammar, citing sources, avoiding plagiarism, examples of common SNL assignments, and much more.

DePaul's Writing Center offers individual tutorial sessions and writing support. This service is located at the Loop and Lincoln Park campuses and is free to DePaul students. Students can email papers to the Writing Center and a tutor will provide feedback. Students may set up a schedule of regular meetings with the same tutor. The Writing Center also runs writing groups at SNL's suburban campuses. Call Loop (312 362 6726) or Lincoln Park (312 325-7000 ex, 1805) or check the Center website at: <http://condor.depaul.edu/~writing/>. The website includes links to other writing-related sites on the Internet.

SNL students are strongly encouraged to complete at least one core SNL writing course (*Writing Workshop* or *Writing for Competency*) or the L4 Writing Portfolio Proficiency Exam within their first three terms to help ensure their success in SNL's writing intensive program. To register for one of the courses, students must first complete the SNL Writing Placement process, which is a 10-question self-assessment located in Campus Connect under Main Menu->Self Service->Admissions->Next Steps->SNL

Writing Placement. Questions can be directed to snlwriting@depaul.edu or to the student's advisor or mentor.

L-5: Can analyze issues and reconcile problems through critical and appreciative thinking.

Course: LL 270 *Critical Thinking* or proficiency exam.

1. Analyzes, critiques, and evaluates different forms and level of thinking and reasoned discourse.
2. Constructs well-reasoned arguments in the context of real-life experiences and issues

Students demonstrate this competency by applying the elements of reasoning and critical thinking. Students will be able to critique as well as construct arguments by analyzing and creating claims, appropriate reasons, and rebuttals. Students will also analyze the audience and address a variety of points of view. Students may demonstrate this competency through the *Critical Thinking* course or the Critical Thinking Proficiency Exam. SNL will not accept transfer courses as fulfillment of this competency. Students should continue to develop their critical thinking skills throughout the program.

L-6: Can use mathematical symbols, concepts, and methods to describe and solve problems.

Course: LL 205 *Quantitative Reasoning*, proficiency exam or Transfer Course

1. Can apply mathematics or statistics to describe relationships between events in one's life.
2. Can explain how one's perspectives are influenced by mathematical language or reasoning.
3. Can interpret data, charts, and graphs.
4. Can solve problems using mathematical or statistical techniques.
5. Can solve basic algebraic equations.
6. Can use basic statistical concepts to characterize data.

The demonstration of this competency should reflect the logic required to frame and solve problems using some form of mathematical symbols. This is open to algebra, probability, statistics, etc. The level must be beyond computational (arithmetic) skills. We encourage applications of such thinking processes to work and other situations.

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. SNL Course or Transfer Course

1. Participates in a learning project with others.
2. Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc.
3. Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.

Students demonstrate this competency by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Essential to this competency is understanding the distinctions among collaboration, cooperation, and strategies of group dynamics.

Proficiency Testing

Students wishing to test their level of skill in writing (L-4), critical thinking (L-5), and quantitative reasoning (L-6) can register for proficiency examinations in those areas. You may register for proficiency exams while enrolled in or upon completion of Foundations of Adult Learning.

See <http://snl.depaul.edu> under Student Resources

SECTION C: RESEARCH (L-8, L-9, L-10 & L-11)**Overview**

The culmination of undergraduate education is the ability to define problems and address them comprehensively. At the School for New Learning, this ability is realized in the Advanced Project. In order to hone your skills, and to prepare you for this problem solving experience, you need to examine the processes and pitfalls of research.

Research can be divided into two basic elements: what you study, and how you study it. That is, the topic of your research and the methods you employ to find information. Success in problem solving depends on your ability to define a problem, to find relevant information, to assess the information, to use the information, and to understand how you yourself influence the research process. Therefore, the School has designed three experiences that address these areas: *Research Seminar*, *Externship*, and *Advanced Project*. (See the Focus Area, Chapter 5, for information about the Advanced Project.)

Instructors generally assess SNL courses in the LL area on a Pass/Fail basis. If you are interested in selecting a “grading option” for L-8, L-9, L-10, and L-11, you must request the letter grade in writing by informing the instructor, without exception, no later than the beginning of the third week of class. Before officially choosing the letter grade option, you should discuss with your instructor specific assessment criteria for letter grades. The instructor and you, the student, together determine which grading system will serve you best. If approved the switch to a letter grade cannot be undone.

Research Seminar

L-8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.

L-9: To be written by faculty/student

Course: LL 300 *Research Seminar* (pre-requisites: LL 250 *Foundations*, L-4 and L-5)

1. Identifies focused and appropriate questions within a specified context.
2. Reviews existing knowledge about the question and determines directions for additional inquiry.
3. Designs methods of gathering and interpreting information to advance knowledge relevant to the question.
4. Constructs a proposed research model.

Students demonstrate this competency by actively pursuing knowledge that will contribute to answers or solutions for questions or problems of interest. To do so, students must develop a familiarity with the literature in relevant fields and assess its contributions to the question. From

this, students should identify needs for additional inquiry and create ways of learning more about the specific question. Students must draw connections between categories of learning in the undergraduate program and the nature of the research question. Completion of *Research Seminar* is a pre-requisite for *Advanced Electives* and *Advanced Project*.

The *Research Seminar* presents an opportunity to describe, locate, evaluate, and use information. Students meet regularly as with any other course. However, rather than produce a research paper, students in *Research Seminar* write a research proposal. The objective is not to produce an educated opinion on a topic, but rather to find a problem or topic that interests you, formulate it into a question, discover its background (what have experts and researchers discovered about this question), to create your own proposal for adding to (or filling in gaps in) the research and to design a method for answering your research question. Through *Research Seminar*, students learn what information is, where to find it, how to evaluate sources, libraries, research, etc., and how to design effective means to answer questions. At the end of the course, you will have a thoroughly investigated research proposal that may, or may not, be linked to your *Advanced Project*. Research Seminar is offered under a variety of general topics or without a topic ("theme-less"). It is also offered through SNL's SNL Online Program.

Externship

L-10: Can reflect on the learning process and methods used in an experiential project.

L-11: To be written by faculty/student

Course: LL 302 *Externship* (pre-requisites: LL 250 *Foundations*, L-4 and L-5)

The *Externship* is designed to give you an opportunity to focus on the particular dynamic of learning from direct experience in new situations. You can choose from two formats for completing the *Externship*: 1) an individualized project assessed by your academic committee or, 2) an SNL travel, community-based learning course, or other faculty designed Externship course. For all of these formats, you will be expected to:

- Identify and explain a personal learning goal
- Identify and select learning opportunities to support the goal
- Select and employ methods to achieve the desired learning goal
- Explain the interrelationship between one's own profile as a learner and new learning opportunities
- Explain the nature and outcomes of this particular learning experience

These specific criteria make clear that the emphasis in *Externship* is on thoughtful reflection about how your learning occurs. The learning environment you choose for the basis of your *Externship* will depend upon your own needs and preferences.

The central issues of the *Externship* are as follows: to push yourself to define and to expand your learning style, to learn about something with which you don't have much experience, and to familiarize yourself with your ability to successfully adapt to new learning.

In the *Externship courses*, you will meet as in other SNL classes, but the class focus is to direct you toward defined experiences. The experiential aspects are designed and arranged by the instructor. In the independent Externship, there are no scheduled meetings, but students arrange a system of communication with their Academic Committee. The *Externship* fulfills two competencies in the Life Long Learning area (L-10 & L-11). One competency is already written, and you will develop one with the

assistance of the instructor or the Academic Committee. Resources for the *independent Externship* can be found at <http://snl.depaul.edu> under Student Resources. In addition, your Academic Committee may recommend resources to you. Completion of *Foundations*, and L4 and L5 competencies are pre-requisites to register for *Externship*.

Choosing a Format for Externship

The fundamental difference between the two options is the degree of structure they offer you.

- ♦ An individualized project gives you a great deal of control in shaping learning experiences to your particular needs and interests, with the Academic Committee assisting you in the specific design of the project. You manage the project, with periodic feedback from the Academic Committee at your request. When the project is complete, the Academic Committee assesses the work and awards a grade.
- ♦ SNL *Externship* courses provide you with more structure, including the expectation of class attendance. With this option, SNL faculty designs learning experiences appropriate for the objectives of *Externship* listed above and encourage you to tailor the activities and/or assignments of the course to reflect your individual learning goals. Faculty for the course will assess your work and award a Pass/Fail grade for *Externship*.

Since an important component of the *Externship* is understanding one's own profile as a learner, you should consider your learning style when choosing one of the two formats for *Externship*. You can decide whether you are best served by the flexibility of individualized projects or the structure of an SNL *Externship* course.

Externship Ideas and Examples

Student A developed criteria to analyze diets. She researched information on nutrition, assessed various theories in that field, and applied them to her own experience with fads, with medically approved diets, and with other types of weight loss schemes.

Student B learned how to restore furniture. She read about antiques and learned to recognize various period pieces. She identified which problem needed what sort of restoration. She purchased and restored several pieces.

Student C prepared an international menu for his dream restaurant, balancing practical considerations with marketing. He also prepared a Japanese meal and videotaped his efforts, and presented the video along with a step-by-step analysis of the required techniques.

Student D analyzed the needs and special considerations of the older workers. She tied her one-on-one interviews with workers to research done on the graying of the American workforce.

Student E completed several site visits to a Doctor's practice. She conducted a business analysis focusing on the new rules for billing Medicare and Medicaid. She identified several common business problems and recommended solutions.

Student F learned photography for his *Externship*. Through a park district course, he developed both technical and artistic skills. He learned how changing technology is influencing the photographic world. He researched the history of the art and produced a photo essay.

Student G drew on her years as a single mother, designing a training program for teenaged mothers and working to implement that program in a local health care facility.

Student H focused his *Externship* on tutoring. He investigated the local school system's use of tutors. He volunteered to work with students and researched learning styles and teaching techniques. He instituted a parent/tutor program for his children's school

Student I reviewed various mystery titles for her local library. She interviewed several librarians, bookstore owners, and literature teachers on assessing books for popular audiences. She chose several new authors, read and critiqued their works, and made recommendations based on her reading and research.

SECTION D: ACHIEVEMENT AND REVIEW: SUMMIT SEMINAR (L-12)

L-12: Can articulate the personal and social value of lifelong learning.

Course: LL 390 *Summit Seminar* (co-requisites: LL 302 *Externship* and FA 303 or FA 304 *Advanced Project*)

1. Reflects upon significant events during the educational program that contribute to a better understanding of one's self.
2. Identifies connections between one's education and opportunities to contribute to society.
3. Understands implications of previous learning for future learning.

Students demonstrate this competency at the conclusion of their program by explaining the nature of their undergraduate experiences. In the process, they reflect upon the impact of education on their individual identity and their lives in the context of communities and society. This examination of education in context will give students the opportunity to imagine or articulate their goals for future learning.

Summit Seminar is the culmination of your activities in the Lifelong Learning Area. You are advised to take this final requirement during your last quarter, just prior to graduating. You must either be registered for or have successfully completed LL 302 *Externship* and FA 303 or FA 304 *Advanced Project* to register for *Summit Seminar*. Your registration confirms that you have successfully completed all other Lifelong Learning competencies, including the last competencies you need to graduate. If you are unsure of your eligibility, discuss your readiness with your Academic Committee. This competency is required and carries two hours of tuition credit. Students must apply for graduation prior to registering for *Summit Seminar*.

CHAPTER 4:

THE LIBERAL LEARNING AREA

&

Competency Criteria for Assessment

- A. Arts & Ideas**
- B. Human Community**
- C. Scientific World**
- D. Advanced Elective**
- E. X Competencies: Writing Your Own Statements**

Overview

The Liberal Learning Area encompasses those fields of study that are generally referred to as the Liberal Arts. These fields cover material as diverse as ancient history and computer science, but they also are closely related one to the other. The study of history, for example, is vastly improved by access to new technology. Use of technology is informed by understanding various theories of ethics. Knowing history helps us appreciate the arts.

At SNL, these materials are divided into three categories. We call these categories the Arts and Ideas (A), the Human Community (H), and the Scientific World (S). Each of the areas is further divided into three subcategories, representing different aspects of knowledge and understanding within the area. Each of these subcategories also includes an option to create an individualized X competency. Go to **Section E** for further description of this option.

SECTION A: THE ARTS AND IDEAS CATEGORY

This category includes competency in the arts, philosophy, theology, literature, and other fields that focus on expression of values and aesthetics. The three subcategories in the A area are: Interpreting the Arts, Creative Expression, and Reflection and Meaning. In the Arts and Ideas category, competencies 4 and 5 are required. You must also choose at least one competency from each of the subcategories listed below.

Sub Category A-1: Interpreting the Arts

The dual process of experiencing the arts and bringing one's own experience to bear on them leads to rich interpretative possibilities. Therefore, relating one's experience to the work of artists, writers, and other thinkers is one of the objectives of this subcategory. Here, the Arts broadly include a number of expressive modes such as visual, textual, and performance. All competencies here call for analysis and interpretation. You must choose at least one competency from this subcategory.

A-1-A: Can interpret works of art and relate them to one's own experience.

1. Chooses one or more works of art (broadly defined).
2. Analyzes the expression of meaning, values, and experience through these works.
3. Relates one's interpretation to that of others.
4. Relates the work(s) to one's own experience.

Students demonstrate this competency by choosing one or more works of art (music, literature, visual art, etc.) to study and discuss. In reflecting upon their appreciation of the work, students should make explicit links to their own life experience.

A-1-B: Can use public or private institutions as resources for exploring arts or ideas.

1. Using the resources of the institution, investigates a question or an issue relevant to this category.
2. Assesses the appropriateness and reliability of an institution for such investigation.

Students demonstrate this competency by using various public and private institutions (e.g.,

museums, libraries, historical and cultural societies, government agencies) as settings for investigations and as sources of information for inquiry. The scope of possible institutions is limited only by whether the institution can provide for significant learning associated with one or more branches of the arts and humanities.

A-1-C: Can analyze artistic or textual works in terms of form, content, and style.

1. Uses the vocabulary of criticism appropriate to the chosen art form.
2. Examines at least two works of art with respect to form, content, and style.

Students demonstrate this competency by showing that they understand and can discuss at least two works of art using recognized approaches to artistic analysis. Appropriate genres include (but are not limited to) painting, sculpture, architecture, music, literature, drama, and dance.

A-1-D: Can analyze writers' or artists' representations of human experience.

1. Chooses particular artistic or literary works to consider.
2. Analyzes the works of the artists or writers as those works relate to an aspect of the human experience.

Students demonstrate this competency by articulating how the representations of one or several artists or writers inform and enrich our understanding of human experience (for example, friendship, racism, suffering, love, work, leisure, sexuality, class, etc.).

A-1-E: Can interpret the work of writers or artists within a historical or social context.

1. Chooses an artistic or literary work to consider.
2. Identifies a historical or social context relevant to the work.
3. Analyzes the work from the perspective of that historical or social context.

Students demonstrate this competency by choosing a work, locating it within a historical moment, describing the social context, and focusing on the issues manifested in the work.

A-1-F: Can evaluate how the aesthetics and function of an object or environment's design enhances the quality of life.

1. Articulates principles and elements of design.
2. Evaluates how the design affects the aesthetics of an object or environment.
3. Evaluates how the aesthetics and function of a design affects the quality of life for those who experience the environment or use the object.

Students demonstrate this competency by identifying and analyzing elements of design from an aesthetic and functional perspective and by evaluating a design's effect on quality of life. Examples could include: ergonomics, architecture, interior and landscape design, planned communities, etc.

A-1-G: Can explain the functions of public art and its relationship to communities.

1. Defines public art, differentiating it from other art forms.
2. Describes the relationships among community values, artistic expression, and aesthetics.
3. Applies this description to an appropriate example of public art.

Students demonstrate this competency by defining public art, including historical and contemporary views. Students may examine the social impact or the political context in which public art is proposed, funded, and produced. Students may also consider the impact of community values on the production of this art.

A-1-H: Can explain the function of folk arts in the transmission of culture and values.

1. Explains the characteristics of folk art.
2. Describes dynamics or mechanisms of how culture and values are transmitted.
3. Describes the role folk art may play in the transmission of culture and values.
4. Applies (3) to one or more specific examples.

Folk art reflects the beliefs, customs, and rituals of a culture and the values that inform their creation in a way that the members of a culture easily understand. Students demonstrate this competency by analyzing the way in which at least one work of folk art contributes to the preservation or evolution of the values of a culture and communicates them to members of the culture. Singling out folk art as a category is meant to draw attention to it, rather than to devalue it.

A-1-I: Can use two or more theoretical approaches to interpret a work in the arts or popular culture.

1. Identifies a work within the arts (literature, drama, music, painting, etc.) or popular culture (film, television, advertisements, etc.).
2. Identifies and describes two or more theoretical approaches appropriate to the study of this work.
3. Compares the differences in interpretation that these two approaches yield.

Students demonstrate that they understand how criticism and theory inform perceptions of the work.

A-1-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Subcategory A-2: Creative Expression

This subcategory deals with the sources and uses of inspiration, imagination, and creativity in artistic expression. It requires original creative activities and reflection about the creative process. Students will also discuss their creative work in the context of other artists or designers and appropriate theories or principles. You must choose at least one competency from this subcategory.

A-2-A: Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.

1. Produces an original work of art.
2. Describes the elements of the artistic form used.
3. Articulates criteria by which this work may be considered an example of an art form.
4. Discusses the technique and the creative process used to create the original work.

Students demonstrate this competency by creating an original work of art. The original work

may be visual, musical, literary, performance, etc. Students must place their original work in a broader context than their own creative process.

A-2-B: Can perform proficiently in an art form and analyze the elements that contribute to proficiency.

1. Performs in one or more media, demonstrating technical proficiency.
2. Articulates criteria by which a work performed may be considered an art form.
3. Describes elements that constitute technical proficiency in its performance.

Students demonstrate this competency by performing a work of art proficiently. This competency is specifically located in the performing arts, including dance, music, theatre, etc. Students must define proficiency within the context of performance, articulate the tension between process and ability, and describe how one evaluates proficiency in this art form.

A-2-C: Can employ principles of design to enhance the functions and aesthetics of objects or environments.

1. Designs an object or environment.
2. Articulates the elements and principles of the design.
3. Discusses them in terms of aesthetics and function.

Students demonstrate this competency by designing an object or environment and articulating the principles of design. It is also essential to explore the relationships between aesthetic issues, function, and the design process.

A-2-D: Can create an original work of art using an electronic medium and can discuss the creative process.

1. Demonstrates technical ability in a form of electronic media.
2. Discusses concepts, themes, or ideas expressed through this medium.
3. Discusses the limits and possibilities of the chosen technology in the creative process.

Students demonstrate this competency by combining both technical ability and the expression of ideas through an audio or visual medium, augmenting this demonstration with a discussion of the choices made, and the reasons for making those choices. Digital video, digital photography, digital mixing and recording, and computer animation are suited to this competency.

A-2-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Subcategory A-3: Reflection and Meaning

This subcategory invites students to explore fundamental questions about their experience of the universe. It challenges them to reflect critically and appreciatively on their basic assumptions about the meaning, purpose, and values of their lives. Since they are not the first to ponder these questions, the subcategory also asks students to relate their interpretations to the insights of significant thinkers and cultures from around the globe. Philosophers, theologians, ethicists, artists, mystics, prophets, and sages throughout history have created distinctive worldviews that students can examine in relationship

to their own. By interacting with these different interpretations of the world, students can develop a deeper understanding of their own experience and the choices they face. You must choose at least one competency from this subcategory.

A-3-A: Can interpret experience in relationship to the perspective of a significant thinker or tradition.

1. Identifies and describes an individual, social, or cultural experience.
2. Identifies one or more significant thinkers or traditions with philosophical or theological ideas relevant to this experience.
3. Explains one's ideas about the meaning of this experience in relationship to the ideas of this thinker(s) or tradition(s).

Students demonstrate this competency by thinking philosophically about their experience or the experience of others. Students will develop their own ideas about the meaning of an experience and compare or contrast these ideas to those of a significant thinker or tradition. For example, students might reflect on their experience of gender roles in relation to the ideas of feminist thinkers. Or they could use the insights of a philosopher to help clarify their thinking about their relationship to nature.

A-3-B: Can explore a model of spiritual development and apply it to oneself or others.

1. Discusses the assumptions and implications of a model(s) of spiritual development.
2. Discusses the model in relation to one's or other's experience.

Students fulfill this competency by discussing a model of spiritual development. Such models always imply assumptions about the meaning of the spiritual and the value and purpose of spiritual development. They also have implications for how we choose to live. Models of spiritual development might include twelve-step, evangelical, feminist, contemplative, Eastern, or liberation spiritualities.

A-3-C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

Students demonstrate this competency by using an ethical perspective to analyze a social issue. They may create their own ethical perspective, but should always engage the ideas of one or more significant ethicists. The issues or situations that students address in this competency should affect large groups of people. Students should explore the implications of this analysis for their own experience.

A-3-D: Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.

1. Identifies one or more philosophers, theologians, or thinkers with ideas relevant to work or leisure.
2. Explores the assumptions in these ideas.
3. Explores the implications of these ideas for one's approach to work or leisure.

Students fulfill this competency by thinking critically about their own experience of work or

leisure in light of a significant thinker(s) ideas. Such ideas always imply certain assumptions about the meaning, value, and purposes of human life. Students are invited to explore those assumptions as well as the implications these ideas have for their own approach to work or leisure.

A-3-E: Can compare substantially different theological or philosophical systems.

1. Identifies two theological or philosophical systems.
2. Determines the basis for meaningful comparison between these two systems.
3. Articulates key assumptions and ideas of both systems as they apply to a particular issue.

Students demonstrate this competency by identifying and comparing the key assumptions and ideas of two substantially different systems of thought. These systems of thought should have distinct interpretations of the human experience in relation to the universe. Philosophical and theological ideas inform certain practices and rituals but are not completely explained by them, so therefore a comparison of religious practices alone would not fulfill this competency.

A-3-F: Can compare two or more philosophical perspectives on the relationship of the individual to the community.

1. Selects two or more philosophical or theological perspectives on the relationship of the individual and community.
2. Select and explain criteria for comparison.
3. Compares the perspectives (selected in #1) and discusses the individual and social dimensions of being human.

Students fulfill this competency by comparing two or more perspectives on the relationship between the individual and social dimensions of being a human person. Such perspectives always imply assumptions about the meaning, value, and purpose of life. They also have implications for how we live our lives. For example, students might compare the individualism in some Western philosophical traditions to the more communal concepts of the self in other traditions. Students should relate the perspectives they examine to their own experience.

A-3-G: Can assess the assumptions and implications of significant ideas about human experience.

1. Identifies a significant philosopher, theologian, tradition, or thinker's ideas that address the meaning of human experience.
2. Identifies appropriate criteria to assess these ideas.
3. Applies these criteria to the assumptions and implications of these ideas.

Students demonstrate this competency by analyzing the ideas of one or more significant thinkers or traditions about the meaning of some aspect of human experience (for example, friendship, racism, beauty, suffering, hope, sexuality, oppression, etc.). Students will identify appropriate criteria to assess these ideas and their assumptions and implications. Students should reflect on how these ideas relate to their own experiences.

A-3-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Ethics in the Contemporary World

A-4: Can analyze a problem using two different ethical systems. REQUIRED

1. Identifies and describes an ethical issue or problem
2. Describes the distinctive assumptions of two different ethical systems
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

Students demonstrate this competency by applying two ethical systems to a particular issue or problem that permits substantial ethical examination (for example, business practices, uses of technology, reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.

Creativity

A-5: Can define and analyze a creative process. REQUIRED

1. Can define the concept of creativity.
2. Can identify, analyze, and describe the components of a creative process in one or more fields of human endeavor.
3. Can explain how engaging in a creative process affects one's perception of the world.

Creativity is often associated with forms of human expression in the literary, fine, and applied arts. Because it involves the development of innovative ideas and fresh approaches to problems, however, the practice of creativity is no less integral a component of the social, physical, and technological sciences. In any field of human endeavor, the creative process requires ability to question accepted and "acceptable" ways of perceiving and thinking, as well as a willingness to forge connections and refine knowledge through doubt, curiosity, and imagination. Through engagement, reflection, and analysis, this competency invites the student to understand how a creative process is born, how it functions, and how it changes our perception and experience of the world. Such insights may develop, for example, by analyzing the creative process in the writing of a poem, the production of a visual narrative, the planning of a city, the design of a web site, or the development of an innovative way of perceiving and explaining a natural phenomenon.

SECTION B: THE HUMAN COMMUNITY CATEGORY

This category includes competencies in human relations, history, political science, and other fields closely aligned with the development and maintenance of human society. The three subcategories in the H area are: Communities and Society, Institutions and Organizations, and Individual Development. In the Human Community category, competencies 4 and 5 are required. You must also choose at least one competency from each of the subcategories listed below.

Subcategory H-1: Communities and Societies

The world is becoming more and more interdependent and no country, including the U.S., can operate in isolation. This section emphasizes the ideas and abilities that will help individuals thrive in a global

system. You must choose at least one competency from this subcategory.

H-1-A: Can understand and apply the principles of effective intercultural communication.

1. Understands and can explain at least two ways in which culture and communication are closely connected.
2. Understands and can identify at least two reasons for intercultural miscommunication.
3. Develops effective intercultural communication strategies.

Students demonstrate this competency by explaining intercultural communication, using appropriate models or theories that are acceptable in the field. Students may choose to analyze reasons for intercultural miscommunication such as misperception, misinterpretation or misevaluation and recommend ways to improve intercultural communication. They may concentrate on strategies such as increasing cultural self-awareness and improving cross-cultural awareness or they may study the role of empathy in intercultural interactions. Students may also focus on topics such as the role of language and/ or non-verbal skills in intercultural contexts. Students can fulfill the competency through courses and independent learning pursuits that analyze one or more aspects of intercultural communication.

Culture is used here in the anthropological sense and is defined as an integrated system of learned behavior patterns that are characteristic of the members of a given society. Intercultural communication happens when the message sender is from one culture and the message receiver is from another culture. This competency does not apply to organizational culture.

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.

1. Defines “community” and identifies a community that embodies the definition.
2. Discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion.
3. Explains how the attributes of a community (listed in #2) interact.
4. Examines the impact of these interactions on the community.

Students demonstrate this competency by describing the community they have selected and explaining how its attributes (race, ethnicity, etc.) interact to shape past, present, or future circumstances of the community. In this instance “communities” refers to demographic realities rather than the behavior of individual persons (a phenomenon that is addressed in H-3-B). Students may approach this competency from a variety of perspectives, including history (such as the impact of slavery on southern towns), economics (such as the impact of industrialization on rural communities), and sociology (such as the impact of an aging population on a neighborhood), to name a few.

H-1-C: Can explain the emergence, maintenance, or evolution of an economic or political system.

1. Identifies a political or economic system and describes its elements.
2. Explains how the system functions and how it has changed over time.

Students demonstrate this competency through an understanding of the origins, functioning, and change over time of an economic or a political system. An economic system refers broadly to a system of production, exchange, and distribution of resources that are critical for the

survival of a whole society. A political system is the set of formal legal institutions that constitute a government or a state.

H-1-D: Can explain a system of law that governs a society.

1. Identifies a system of law for analysis.
2. Understands the interrelationships among the laws of that system.
3. Interprets the presuppositions or applications of the laws of that system.

Students demonstrate this competency by examining a specific system of law. Business, environmental, constitutional, and criminal law are among the examples that are appropriate to demonstrating this competency.

H-1-E: Can explain the concept, function, and expression of culture and illustrate the explanation with one or more cultures.

1. Defines culture as a concept through which to see and interpret the world.
2. Chooses a theoretical model for analyzing cultures.
3. Describes two or more dimensions present in one or more cultures using this model.

Students demonstrate this competency by explaining “culture” using appropriate explanatory models or theories. The dimensions of culture that students choose to analyze may include traditions, rituals, religious beliefs, laws, or arts. Students can fulfill the competency through courses and independent learning pursuits that analyze their own or another culture.

H-1-F: Can describe and explain the roles of individuals, groups, societies, or states in history.

1. Demonstrates an understanding of connections among selected events over time.
2. Uses an informed historical approach to interpret events or roles of individuals, groups, or states.

Students demonstrate this competency by explaining why a particular event or series of events occurred when they did or why different circumstances are likely to result in particular outcomes. Students will consider a variety of conditions that may have influenced a particular event or process and demonstrate knowledge of current historical approaches.

H-1-G: Can effectively speak, read, or write in a language other than English.

1. Speaks, writes, or reads intelligibly in a language other than English.
2. Understands spoken or written sentences in a created or natural cultural environment.
3. Maintains conversations, writes, or reads effectively in a language other than English.

Students demonstrate this competency by showing that they can read, listen, speak, or write in in a language other than English. The emphasis of this competency is on the communicative aspects of language and therefore refers both to receptive competency (reading or listening comprehension) and to productive competency (speaking or writing) or any combination of these sufficient for effective communication.

H-1-H: Can describe and analyze the challenges faced by communities in urban, suburban, or rural areas.

1. Articulates the characteristics of an urban, suburban, or rural geographic area.

2. Identifies one or more communities that embody the attributes of an urban, suburban, or rural geographic area.
3. Provides an in-depth description and analysis of one or more challenges for the selected area(s).

Students demonstrate competency by describing the elements of a geographic area that define it as being urban, suburban, or rural. Analysis may concentrate on either change over time within one location, or, compare and contrast of several locations and their challenges (such as adequacy of housing and transportation, development of an adequate tax base, migration or emigration of population, planning for land use). Students should consider experiences they have had in their own community as the basis for approaching this competency.

H-1-I: Can understand change methodology, plan change within a community, and assess its likely impact.

1. Defines “community” and identifies a community that embodies these characteristics.
2. Identifies a problem that affects the community chosen.
3. Describes one or more theories of change methodology and develops a plan to address the problem using these principles.
4. Assesses the anticipated consequences of implementing the plan.

Students demonstrate this competency by developing a plan to change a community. The plan must identify specific actions, resources, and time frames required for implementation, and must be connected to theories of change methodology that permit generalizations beyond the particular community or problem being addressed. Problems that are important to a community as a whole (such as drought, epidemics, and quality of life generally) are appropriate, rather than problems that residents encounter individually (such as divorce). Problems that relate to organizational change are addressed in H-2-C.

H-1-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Subcategory H-2: Institutions and Organizations

Institutions and organizations are an important part of everyday life that change over time in the intensity and nature of their influence. This section emphasizes abilities that will help individuals understand and interact with institutions and organizations. You must choose at least one competency from this subcategory.

H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

1. Identifies and frames a significant social problem.
2. Identifies a social institution that addresses this problem.
3. Articulates criteria used to assess the effectiveness of the social institution.

Students demonstrate this competency by choosing an institution that addresses an important social problem. Students develop a rationale for the selection that speaks to the following questions: What is a social institution? Does it address a significant social problem? Students explore the ways the institution may or may not be effective. Courses applied to this

competency will emphasize the analysis of institutional effectiveness.

H-2-B: Can use public or private institutions as resources for understanding a social issue.

1. Using the resources of an institution, investigates a social or historical issue.
2. Assesses the appropriateness and reliability of an institution for the exploration of this specific issue or question.

Students demonstrate this competency by using a public or private institution (for example, a museum, special library, government agency, industry) as the setting for investigations and as sources of information in inquiry. The scope of possible institutions is limited only by whether the institution can provide for significant learning associated with any branch of the social sciences.

H-2-C: Can identify an organizational problem and design a plan for change based on an understanding of social science theories or models.

1. Identifies one or more problems of strategy, structure, or process that affect an organization.
2. Describes one or more change theories or models that explain these problems.
3. Uses these theories or models to address the problem(s).

Students demonstrate this competency by presenting a plan that addresses a relatively complex problem in an organization. Students must connect the solution to theories or models of change and show it has significance beyond the specific example. The plan may focus on growth and transformation through the acquisition of new skills and may identify specific actions, resources, and time frames required for implementation

H-2-D: Can use two or more social science theories in the analysis of one's experiences in an organization.

1. Describes two or more organizational theories.
2. Describes a situation in an organization that can be explained by these theories.
3. Applies (1) to (2) and to one's own experiences.

Students demonstrate this competency by showing familiarity with the approaches, models, and principles that help explain human interactions within organizations. A comparative approach or case study may be an effective demonstration of competency.

H-2-E: Can compare one social, cultural, economic, or political institution in a society to a comparable institution in a different society.

1. Identifies two comparable institutions in two different cultures or societies and analyzes their significant similarities and differences.
2. Links the characteristics of these institutions to the cultures or societies they represent.

Students demonstrate this competency by comparing two similar institutions in two different cultures or societies and showing why and how these institutions represent specific cultures or societies. For example, they may compare the educational system of Chile and the US, or Japanese and American business institutions, or the political system of Sweden and the US.

H-2-F: Can explain the development, roles, and maintenance of social institutions.

1. Identifies and describes a specific social institution(s).
2. Analyzes the dynamics of the development and change of this social institution(s).

Students demonstrate this competency by showing how it contributes to their interaction and relationships with institutions. They will need to demonstrate a theoretical understanding of the changing nature of institutions in society. A presentation of independent or prior learning for this competency should identify a specific institution that fits the accepted definition and describe its development through examples. Courses that apply must have a clearly identified social institution as the focus.

H-2-G: Can evaluate the role and impact of mass media or information technology on society.

1. Specifies a medium of mass communication or an information technology and articulates its scope.
2. Describes the role that this medium or information technology plays in society.
3. Evaluates the impact of this medium or information technology on society or on one's perceptions of societal norms and issues.

Students demonstrate this competency by evaluating the effect of a medium of mass communication or information technology on society. The demonstration should include definitions of all the terms – mass media or information technology, society, role, and impact.

H-2-H: Can work with community partners to implement a service learning project.

1. Spends a minimum of 20 hours engaged in social action or service.
2. Analyzes the value of social involvement from both one's own and the community partner's perspective.
3. Demonstrates an understanding of the larger social, political, or cultural implications of the service-learning site.

Students demonstrate this competency by becoming active and knowledgeable volunteers within a reciprocal learning setting outside the classroom. In cooperation with a public benefit organization (either a private nonprofit or government agency), students will develop, carry out, and reflect upon the implications of a social action or service project.

H-2-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Subcategory H-3: Individual Development

Knowledge of self is critical as one strives to function effectively in the world. Self-awareness is an important factor in personal growth and change, and is a pre-requisite for understanding and interacting with other people. This section focuses on comprehension of the dynamics of individual behavior and development, independent of and in relationship to others. You must choose at least one competency from this subcategory.

H-3-A: Can use two or more theories of human psychology to understand and solve problems.

1. Articulates two or more theories or models explaining human behavior.
2. Identifies a problem and proposes a solution using appropriate theoretical approaches.

Students demonstrate this competency by showing their familiarity with recognized theories and models of behavior, and by their ability to select appropriate ones to address a problem. In addition, students must evaluate the effectiveness or expected results of applying the theory to the problem.

H-3-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.

1. Discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion.
2. Chooses a context in which they interact.
3. Explains how the chosen factors interact with each other.
4. Articulates the impact of these factors and their interactions on oneself or others.

Students demonstrate this competency by discussing the social factors that they wish to examine and explaining how they (race, ethnicity, etc.) function together to shape oneself or others. Students may approach this competency from a variety of perspectives, including history, economics, and psychology, to name a few.

H-3-C: Can use theories or models of adult growth and development to understand one's own experience.

1. Articulates one or more models or theories that treat changes in attitudes, values, and understandings as components of adult growth and development.
2. Applies (1) to phases of one's adult life.

Students demonstrate this competency by applying theories or models of adult growth and development to one's adult history. Fundamental to this competency is an understanding that "change" and "growth" are not synonymous. Growth can be described and measured in different ways and change may be an indicator of growth.

H-3-D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

1. Identifies the components of a specific interpersonal relationship and describes the problem that exists within that relationship.
2. Applies principles of mediation, negotiation, or interpersonal communication to resolve the problem.
3. Evaluates the effectiveness of the intervention and of the theoretical model underlying it.

Students demonstrate this competency by applying principles of negotiation, mediation, or interpersonal communication to an actual situation. Students need to articulate their reasons for employing a given approach and to evaluate the effectiveness of that approach.

H-3-E: Can speak effectively in public settings.

1. Understands the principles of effective public speaking.
2. Engages in more than one type of public speaking (narrative, inspirational, instructional, persuasive, etc.).
3. Assesses effectiveness based on established criteria.

Students demonstrate this competency by articulating principles of public speaking, applying those principles, and evaluating the effectiveness of their public speaking experiences. Students might think about developing this competency as they proceed through the program, compiling a portfolio (including audio and video demonstrations, if desired) and assessing public speaking experiences in individual classes.

H-3-F: Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one's own life.

1. Defines health as a holistic concept, comprised of intellectual, psychological, and spiritual as well as physical components.
2. Describes how two or more intellectual, psychological, spiritual or physical aspects interact to contribute to one's health.

Students demonstrate this competency by understanding how intellectual functioning and psychological, spiritual, and physical health interact and contribute to overall health. Definition of each component is critical to understanding that interrelationship, and students must apply their knowledge to an example from their own lives.

H-3-G: Can analyze the impact of social institutions on individual human development.

1. Identifies a social institution and describes its characteristics.
2. Articulates criteria for analyzing the impact of this institution on individual development.
3. Analyzes the impact of this institution.

Students demonstrate this competency by understanding how the existence and operation of social institutions, such as a family, a business, the criminal justice system or an educational institution, affect human development.

H-3-H: Can explain cultural differences in the interpretation of adulthood.

1. Identifies two different cultural groups and describes their characteristics.
2. Describes how each group understands the process of becoming an adult.
3. Compares and contrasts each group's perspective on adulthood.

Students demonstrate this competency by understanding the extent to which different cultural groups have different definitions and expectations of adulthood. Students should clearly identify the distinctiveness of their chosen cultural groups in terms of this issue. Students may use different cultural groups within the United States or other countries.

H-3-I: Can explain how the self is interpreted in a variety of cultures.

1. Identifies two or more substantially different cultures.
2. Articulates a set of criteria for examining interpretations of the self in different cultures.
3. Applies (2.) to two or more substantially different cultures.

Concepts of the self differ from culture to culture and "self-development" is shaped, in turn, by the cultural context in which a person grows up. Students can demonstrate this competency by looking, not only at other notions of the self, but by comparing those notions to their own cultural experience.

H-3-J: Can manage one's ongoing development as a writer using principles and tools of assessment and feedback.

1. Can assess his or her own writing and address areas of weakness
2. Uses revision to produce significantly improved final drafts
3. Demonstrates improvement in writing as documented in a writing portfolio.
4. Presents a plan for continuous, ongoing improvement of writing.

H-3-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Power and Justice

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States. REQUIRED

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competency by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competency is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

Global Perspectives

H-5: Can analyze issues and problems from a global perspective. REQUIRED

1. Analyzes one or more global issues, problems, or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competency by discussing such issues as how local communities (in the U.S and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases. Or they might explore the impact of science and technology on people's lives worldwide. They may study world religions, literature or the arts as a means of better understanding other cultures. Students can fulfill the competency through courses and independent learning pursuits that analyze one or more aspects of global competency. International travel and work may also be helpful.

Global connections affect our lives in many ways. Many local issues have worldwide implications, and none are merely matters of science or of economics or of politics. Some may have cultural or ethical or religious components as well. This competency invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to

cross geographical borders, it is complex enough to cross disciplinary borders.

SECTION C: THE SCIENTIFIC WORLD CATEGORY

This category includes competencies that grow out of fields related to scientific inquiry, technology, and relevant skills. The three subcategories in this area are: Experiencing Science, Patterns and Processes, and Science, Technology and Society. In the Scientific World category, competencies 4 and 5 are required. You must also choose at least one competency from each of the subcategories listed below.

Subcategory S-1: Experiencing Science

Science is the systematic exploration of the universe — from the commonplace to the invisibly small or invisibly distant. These competencies encourage students to engage directly in scientific investigation, relating experience and observations to scientific concepts, models, principles, and theories. You must choose at least one competency from this subcategory.

S-1-A: Can explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.

1. Identifies aspects of the natural world or everyday experiences that spark interest or curiosity or that pose problems.
2. Applies a generally accepted model(s) of scientific inquiry to (1).
3. Uses or develops a theory, model, or set of principles to interpret observations and experience.

Students demonstrate this competency by experiencing science as a systematic and reflective process. Spurred on by curiosity or a perceived problem, students make observations and draw well-supported, justified generalizations. Wondering, getting familiar with the phenomena, posing questions, hypothesizing answers, observing, testing, interpreting results, framing conclusions, revising hypotheses — this is the process of scientific reasoning.

S-1-B: Can use public or private institutions as resources for learning science.

1. Uses the resources of an institution to investigate a scientific problem or question.
2. Assesses the appropriateness and reliability of the institution for this investigation.

Students demonstrate this competency by using a public or private institution (for example, a museum, zoo, botanical garden, government agency, industry, National Park) as a laboratory or setting for investigations and as a source of information. The scope of possible institutions is limited only by the institution can provide for significant learning associated with one or more branches of science.

S-1-C: Can explain personal interactions with the physical environment using scientific principles.

1. Identifies and describes a type of personal interaction with the environment.
2. Uses scientific principles to explain aspects of the selected environment, the student's response, and the interaction between the student and the environment.

Students demonstrate this competency by examining the conditions and consequences of

human interactions with the environment, such as rock climbing, skydiving, scuba diving, bird watching, and spelunking. Demonstrating this competency is not limited to gaining knowledge about environments. Students also need to examine the interactions with, responses to, or adaptations to the environment. Potential sources for principles and knowledge include ecology, physiology, environmental biology, and other branches of science.

S-1-D: Can design and plan an information technology solution for a problem.

1. Assesses a problem that can be solved with the application of a computing program.
2. Designs and plans an approach to solve a problem through a computing program.
3. Understands user interaction with the problem in question.

Demonstration of this competency calls for significant work in assessing a problem and developing a computing solution to it through programming and/or existing specialty software. Examples of acceptable demonstration of competency include: Application of HTML and/or advanced scripting to enhance web pages in business or non-business setting; Database design, including conceptualization, development, maintenance, monitoring, and evaluation; Spreadsheet solutions incorporating more than standard functions and macros commonly used at the introductory level; Programming in common computing languages (COBOL, C++, etc.), graphical designing applied to specific solutions in the media, businesses, or non-profit environments, and knowledge; Application of specialty software at an advanced level (statistical analysis, simulation, Internet programming - database functionality or advanced user interface design, etc.)

S-1-E: Can analyze inventions or technologies and can understand their underlying scientific principles.

1. Describes a complex invention or technology in terms of its component parts and functions.
2. Analyzes the parts and functions in terms of scientific principles.

Students demonstrate this competency by analyzing the workings of inventions or technologies. This analysis should go deeper than a simple description of a given invention and its function(s). It requires insight into basic laws of the physical world (for example, motion, thermodynamics) or essential ideas from various branches of science (physics, chemistry, biology, etc.). Students may use an invention of their own if they wish or a technology in which they have been involved. The invention or technology selected should be either complex enough, or of sufficient number, to gain competency in both the process of analysis and the range of unifying principles that underlie their functioning.

S-1-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Subcategory S-2: Patterns and Processes

Whether in a distant star or in a microscopic cell, we find in nature repeating forms and functions, together with variations and changes within and among them. The competencies in this group ask students to observe the natural world in order to identify patterns and processes within it. Patterns are observable repetitions in time, space, or organization; process is the means by which patterns are caused or changed. Both are connected with scientific theory, because theories arise to explain pattern, process, or both. You must choose at least one competency from this subcategory.

S-2-A: Can describe, differentiate, and explain form, function, and variation within biological systems.

1. Describes at least one biological system (for example, circulatory, skeletal, and ecological) in terms of its structure and organization.
2. Describes the healthy functioning of this system.
3. Compares this system to an unhealthy one, or
4. Compares and contrasts two healthy biological systems (of the same or different organisms or species).

Students demonstrate this competency by looking at biological systems (plants and animals as individuals or in groups, at the macroscopic or microscopic level) in terms of their forms and the way those forms function. In addition, this competency asks students to analyze the way a biological system is structured and how that system functions. Examining variation may include study of irregularities and abnormal forms or functions, with reference to a healthy or normal baseline.

S-2-B: Can describe, differentiate, and explain form, function, and variation within physical systems.

1. Describes the structure and organization of a physical system (for example, mountain, ocean, galaxy, star, and atom) in terms of its constituent parts.
2. Analyses the functions of the physical system's constituent parts.
3. Articulates at least one theory from a physical science that explains the interrelation between form and function of the phenomenon's parts.
4. Discusses how this physical system varies: internally, in comparison to related systems, or through time.

Students demonstrate this competency by looking at physical systems, including those described by branches of science such as geology, astronomy, chemistry, and physics. Students demonstrate awareness of the ways in which scientists typically describe and define such systems. They also articulate how that system functions and varies.

S-2-C: Can describe, categorize, and explain development or change within physical or biological systems.

1. Articulates the process by which change occurs in at least one physical or biological system, or
2. Describes the sequence of development or evolution in that system.
3. Analyzes the variations in the development or change of physical or biological systems.

Students demonstrate this competency by examining the way systems change or develop over time. This competency includes both physical systems (chemical, geological, astronomical, and other) and biological systems (plant, animal/human, communities, ecosystems, all of life). Change and development can be understood as they occur within small-scale systems (e.g., human aging) or large scale ones (e.g., evolution of the cosmos).

S-2-D: Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments.

1. Articulates the distinction between an organism and its environment.

2. Describes the ways in which an organism relates to its environment.
3. Categorizes and assesses two or more interactions of an organism and its environment in terms of their effects on each other.

Students demonstrate this competency by examining ecological relationships and articulating the ways any living organism or group of organisms, including humans, exist within specific environments. Students may work on either on the micro (small-scale) or macro (large-scale) level, and on either the individual or group level (the actions of an amoebae seeking food or humans mining fossil fuel are equally appropriate possibilities). This competency differs from the required S competency in that it is limited to the interaction of organisms and their environments.

S-2-E: Can use mathematics or statistics to describe the patterns and processes of natural phenomena.

1. Knows a branch of mathematical or statistical theory.
2. Uses this theory to describe or define patterns or processes of the natural world.

Students demonstrate this competency by applying mathematics or statistics to an issue in the physical or biological sciences.

S-2-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Subcategory S-3: Science, Technology and Society

Science and technology increasingly determine the way in which we live our lives, shape our communities, and structure of our nation and its interaction with global society. The inherent power of science and technology obscures the fact that, as with every element of culture, individuals like ourselves create the wonders of science and technology. Demonstrating this set of competencies involves explaining the relationship among society, values, and science or technology. Learning experiences should examine the manner in which social and cultural dynamics shape technological or scientific developments. They should also examine the ways in which technological or scientific changes frame social and cultural actions, values, and priorities.

You must choose at least one competency from this subcategory.

S-3-A: Can understand different perspectives on the relationship between technology and society, and describe the scientific principles underlying technological innovations.

1. Defines technology and explains the scientific principles that underlie a technological development.
2. Analyzes social, political, economic, or cultural factors that influence the creation or success of a technology.
3. Evaluates the impact of a technology on social, economic, or cultural structures and beliefs.

Students demonstrate this competency by developing a definition of technology and understanding the role it plays in shaping our lives and ideas. Students describe the underlying scientific principles, methods, goals, or reasoning of a technological development. Students examine these issues for their social, political, economic, or ethical assumptions.

S-3-B: Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

1. Identifies biological and social or cultural factors that contribute to a definition of health.
2. Articulates one or more definitions, theories, or models that describe health-care.
3. Articulates criteria for assessing health-care practices, for the individual or the community, based on the considerations of (1) and (2).
4. Assesses and articulates an approach to the maintenance or promotion of health using (1), (2), and (3) as the basis for forming generalizations.

Students demonstrate this competency by examining “health” and the functions of a healthy human. What does it mean, in medical or social terms, to be healthy? The functions of a healthy human suggest an understanding of the underlying mechanisms of health and disease. At a fundamental level, a student addressing this competency must demonstrate knowledge of human biology and relate that knowledge to forming a definition of “health.” Students may explore disease or abnormal states in both biological and social terms, but in so doing should demonstrate an understanding of the normal state.

S-3-C: Can understand the scientific and social dimensions of an environmental issue.

1. Uses environmental science to understand a local, regional, or global environmental concern.
2. Demonstrates an understanding of the economic or social elements contained in an environmental problem.

Students demonstrate this competency by gaining an appreciation for the methods, models, and principles of environmental science or ecology. As humans strive to shape the environment, our actions have both beneficial and deleterious consequences, as well as unintended ones. In the most general sense, this competency directs the student to explore the relationship between society’s actions and their consequences in the environment.

S-3-D: Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issue that has significant scientific or technological elements.
2. Analyses the scientific theories, methods, or standards taken by two or more perspectives on this issue.

Students demonstrate this competency by taking the role of a scientifically literate citizen and investigating various scientific or technological perspectives on a public policy issue. Students should compare and contrast the varying scientific perspectives relevant to the debates on this issue.

S-3-E: Can describe how scientific or technological knowledge affects perspectives on the relationships between humans and nature.

1. Identifies a case (past or present) that shows the influence of scientific knowledge on a social group’s view of relationships between humans and nature.
2. Articulates the scientific or technological knowledge underlying this case.
3. Explains how (2) supports a different view of relationships between humans and nature.

Students demonstrate this competency by identifying the primary features that shape their

perspectives or those from other cultures on relationships between humans and nature. On this basis, the students explore the development of science and technology and the development's effect on different cultural perspectives.

S-3-F: Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.

1. Identifies a field of human endeavor (for example, business, the arts, the professions, the military, academic disciplines, etc.) that has been reshaped by new technology (for example, robotics, information/communication technologies, specialized software applications, medical technologies, etc.).
2. Analyzes the significance of the integration of new technology into that field from at least two different perspectives (for example, historical, ethical, sociological, economic, aesthetic, or scientific).

Students demonstrate this competency by analyzing the impact of technology on the chosen area. Emphasis should be placed not just on newly emerging tools, but on how increased reliance upon technology has affected the social, legal, economic, and/or ethical dimensions of living. Students will bring at least two such perspectives to bear on this analysis.

S-3-X: Written by student/faculty. This competency allows students to create statements that meet their specific learning needs.

Interconnections in the Natural World

S-4: Can describe and explain connections among diverse aspects of nature. REQUIRED

1. Describes one or more natural systems.
2. Explains how parts of the system are interconnected.
3. Demonstrates how such connections are found elsewhere in nature.

Students demonstrate competency by articulating how exchange occurs among seemingly disparate parts of nature and how interconnection among systems is basic to nature and results in an integrated whole. "Connections" is the most important word in this competency. All seemingly distinct parts of nature, including humans, are integrally connected to all other parts.

Scientific Reasoning

S-5: Can explain and evaluate the nature and process of science. REQUIRED

1. Can explain and analyze the types of questions, assumptions and claims that define science as a way of knowing.
2. Can assess how evidence, theories, and hypotheses are used to establish scientific claims.
3. Can explain the role of uncertainty in science.
4. Can evaluate the role of communication, collaboration, diversity and peer review in the scientific process.

Students demonstrate this competency through methods provided by SNL or specific courses designed to introduce the student to scientific tools and their use.

SECTION D: ADVANCED ELECTIVES

There are two competencies required to fulfill the Advanced Electives. Learning experiences for these competencies must be at an advanced level. Transfer courses must be at the 300-400 level, and must fall within one of the three liberal learning categories. Other learning experiences must be sufficiently advanced to demonstrate synthesis of complex ideas, understanding of significant research in the field, and originality of perspective. *Research Seminar* is a pre-requisite for SNL courses or new independent learning in these competencies. These competencies can fit anywhere in the Arts and Ideas, Human Community, or Scientific World Categories. The assessment criteria below pertain to each competency.

E-1: Written by student/faculty. (pre-requisite: LL 300 *Research Seminar*)

E-2: Written by student/faculty. (pre-requisite: LL 300 *Research Seminar*)

1. Identifies a phenomenon, problem, or event of personal significance.
2. Identifies at least 2 approaches to the creation of knowledge that could appropriately be applied to (1).
3. Evaluates the limitations and possibilities of these approaches to the creation of knowledge.
4. Articulates a perspective in relation to this phenomenon, problem or event that integrates aspects of these approaches.

In *Advanced Elective* experiences, students explore the value and practice of being an integrating thinker in today's increasingly complex world. The competencies here draw connections among the categories and disciplines of liberal learning. Students will demonstrate this competency by considering one phenomenon, problem or event (tears, breast cancer, the bombing of Hiroshima) through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society?

Students will examine different sources of knowledge, such as inspiration, deductive reasoning, or revelation. They will explore how different sources of knowledge lead to different ways of knowing, and to different forms of expressing knowledge. For instance, an artist's expression of a phenomenon is a form of knowledge, and so is a scientist's examination of the same phenomenon.

By choosing two approaches to exploring an event or a phenomenon, students will discuss how different sources and expressions of knowledge are accorded different kinds of value and privilege depending on the cultural context. This will also help students to understand how their own values and assumptions influence the way they experience or understand an event or a phenomenon.

SECTION E: X COMPETENCIES: WRITING YOUR OWN STATEMENTS

Occasionally, students have particular experiential knowledge or specialized coursework that is not addressed by the SNL competency framework. X competencies are unique competency statements you design with mentor approval that reflect your unique competency. In these cases, you develop

statements and assessment criteria similar to prewritten competency statements and criteria that articulate your knowledge in the Arts and Ideas, Human Community, and Scientific World areas. Discuss this option with your Faculty Mentor before proceeding with your evidence.

NOTE: You will also write your own statements for Focus Area competencies.

A competency statement is a generalized definition of knowledge and/or skill. It can indicate the level at which you are competent, can address the depth of your knowledge, or can demonstrate your performance. X competencies can be demonstrated in the same variety of ways we have already discussed for competencies already written by SNL. The language you use in a competency statement should be understandable, and it should also refer clearly to your topic.

After you have defined an area of your learning and knowledge not addressed by the written statements in the framework, make a list of concerns, controversies, or vocabulary relevant to that area. Write a few descriptive words beside each entry. Use words indicating that you know something, that you know how to do something, that you can do something, and/or that you have reached some conclusions on how and why things are done. Use verbs that indicate your role in the experience.

Competency Statement Model #1

- Select a verb – “knows” or “understands”
- Choose an item from column A if theoretical aspects are emphasized, from column B if practical aspects are emphasized
- Select a preposition from column C
- Enter area that specifies the subject of your competency

Verb	A	B	C	D
Knows	Theory	Methods	Of	Enter subject,
Understands	History	Techniques	For	Issue, or,
	Concepts	Methodology	To	Problem.
	Principles	Procedures		
	Ideology	Approaches		
	Rules	Processes		
	Laws	Treatments		
	Relationships	Skills		
	Structure	Research		
	Classification	Functions		
	Systems			
	Roles			
	Patterns			

Competency Statement Model #2

- Begin statement with the verb “can”
- Choose an action verb from column A
- Enter the area, issue or subject of competency under column B

Verb	A	B
Can	Apply	Enter subject, issue, or
	Use	Problem.
	Translate	
	Interpret	
	Determine	
	Create	
	Analyze	
	Evaluate	
	Relate	
	Plan	
	Compare	
	Function as	
	Write	
	Make	

Consider the following examples of X competencies using these models:

Student A has taken a series of courses in music performance. Her specialty in music was in performance. Much of the work she has done revolved around increasing her own skills, but these courses are covered in the A-2 subcategory. On her own, she has acted as an assistant in her daughter's fifth grade classroom, helping kids discover their own interests in music. Student A wants to write a competency statement in the A-2 subcategory which indicates that she has mastered the skills of performance herself, and that she can devise methods for passing this knowledge and ability on to her children.

Topic	Concerns, etc.	Descriptors	Verbs
Kids' performance	What age? What skill level?	Elementary school Beginners	Understand Assess
	Performance ability	Ability vs. expectations	Describe
	Teaching ability Using resources	How to write a lesson plan Materials on teaching and on music theory	Know Employ

Possible Competency Statements for Student A:

Model #1: A-2-X: Understands theories of music performance and can design materials to teach music performance to children at the elementary level.

Model #2: A-2-X: Can describe methods for teaching music performance to elementary school children.

Student B has a fascination with Asia and has taken many courses in Asian history. While most of these are relevant to the H-1 subcategory, one course in particular, *Asian vs. Western Thought* taught Student B to understand how cultural communication problems are related to philosophical and historical differences. He would like to write a competency statement in the H-3 category, because he feels that the course has contributed substantially to his personal development.

Topic	Concerns, etc.	Descriptors	Verbs
Asian vs. Western thought	Misunderstandings in business & travel	Japanese expectations for business practice	Analyze
	Another point of view	Language barriers; Europe vs. Asia	Use
		My own adjustment to life in Asia	Understand Explain
	Long vs. short(er) term culture	History of the US vs. history of China	Know

Possible Competency Statements for Student B:

Model 1: H-3-X: Understands the relationship between history and philosophy in Asia and in the West.

Model 2: H-3-X: Can explain how international cultural problems relate to history and philosophy.

Student C has a history of patented inventions. While she can use competency S-1-E, she also would like to receive credit in the S-1 subcategory for her other inventions.

Topic	Concerns, etc.	Descriptors	Verbs
Kitchen inventions	Developed patterns	Materials (wood, metals, plastics)	Utilize
	Interviewed potential customers	Ideas/problems	Describe
	Watched customers using similar, but inefficient products	Watched for how much time operation took, what had to be done manually, etc.	Observe Understand

Possible competency statements for Student C:

Model 1: S-1-X: Understands the nature of materials used for products related to food preparation, and can create designs for product improvement.

Model 2: S-1-X: Can use methods of scientific inquiry to improve the design of kitchen products.

CHAPTER 5: THE FOCUS AREA

- A. The F-1 Competency & Professional Goal and Action Plan (PGAP)**
- B. Sample Focus Area Plans**
- C. F-11 & F-12 Advanced Project**

Overview

The Focus Area is the part of your degree program where you identify and design an area of particular interest to you. It may reflect a field of study (e.g., history, social work, education), a goal to prepare for graduate school (e.g., pre-requisites for admission to a law or MBA program), a specific career goal (e.g., director of training and development, K-12 teacher), your work or employment (e.g., consultant, events planner), or your avocation (e.g., organizing in the community, reading American literature, working in church administration).

The Focus Area is intended to incorporate competencies that fit your individual and/or professional goals. You will work closely with your Faculty Mentor and a Professional Advisor who has expertise in your area of interest. Together you will discuss and agree on competencies and learning experiences that are appropriate to your goals. It is important that the twelve competencies in this area form a coherent group.

At SNL you can choose from several programmatic Focus Area options that differ not only in competency focus, but also in flexibility and structure. The Bachelor in Computing (BAC), Bachelor of Arts in Early Childhood Education (BAECE), and Bachelor of Arts in General Business (BAGB) are joint degree programs with the College of Computing and Digital Media, the College of Education, and the College of Commerce, respectively, that have predetermined competency requirements across their frameworks to support your learning in specific areas. Information about these programs can be found in the Appendix section of this resource guide and at <http://snl.depaul.edu>. Additionally, students interested in developing competency in Leadership or Work Studies within the Bachelor of Arts with an Individualized Focus Area program will find more structured options and requisites, which are discussed later in this chapter.

The Bachelor of Arts with an Individualized Focus Area (SNL BA) is the most flexible option for constructing your Focus Area, for it allows you to write your own competency statements (except for F-1 and F-11) that reflect the kind of preparation you have or need to have to meet your career or personal aspirations. You will begin in *Foundations* to shape this set of competency statements, and later, work with your Professional Advisor to refine them. All programs will require your writing competency statements in your Focus Area in consultation with your Academic Committee.

As you determine the best Focus Area “fit” for your goals and interests, keep in mind that the Focus Area is **not necessarily** an expression of a specific career plan. Focus areas are as diverse as SNL students themselves. You may be primarily interested in receiving a broad liberal arts education, and perhaps in pursuing a particular interest (e.g., child development) that may or may not be applied to a career. You may also use your work experience as a basis for the Focus Area, add some new learning, and pursue your interest through courses, independent pursuits, etc., that fit into other competency areas as well.

The Focus Area may consist of any of the following options:

All prior learning (courses, college level learning from work experience)

Student A is interested in going to law school. She has taken many non-SNL literature courses (including upper level ones). These courses reflect not only her special interest in literature, but are also a good preparation for law school (written communication,

analysis, interpretation, etc.). She will build her Focus Area from this coursework. Her success in this series of courses indicates competency in the field of literature, ability to develop and use analytical skills, and writing skills.

Student B has worked for 20 years in finance. While she wants to continue to learn in that area, she is most interested in the impact of the business world on other aspects of human endeavor. She will develop her Focus Area around her experience in the financial world, and plan new learning experiences in the Liberal Arts.

Student C wants to continue his work in community organizing. He has been an activist for many causes all his adult life, but for the past several years has become involved in housing issues. His BA will help him in his goal of creating a non-profit organization for fair housing and homelessness in Uptown. He will use life experience and several courses in social work, non-profit administration, and business to construct his focus area, and will plan to pursue new learning while at SNL in grant writing, fund-raising, and to draw on several courses within the Human Community category.

All new learning (courses, independent learning pursuits);

Student D has been working as an administrative assistant for the last 15 years. She is interested in becoming an addictions counselor, but has had no experience in that area. Eventually she is planning on graduate school. She will look into the requirements for graduate school, talk with professionals in the field, and design her Focus Area around the learning she needs to complete for her future profession.

Student E has worked in telecommunications for several years and, while reasonably successful, has always had a passion for at-risk kids. He has decided to become certified in elementary education, teach in the Chicago Public School system, and go on to graduate school for a Master's in special education.

A mix of prior and new learning;

Student F has worked in marketing for a number of years. While he has a lot of training and experience, he feels he needs to learn some additional skills to broaden his understanding as well as his employment opportunities. He will document the experiential learning he has already achieved through his career, and then he will plan for experiences and courses to support his new learning needs.

Students who design their focus area in traditional business areas must dedicate their Lifelong Learning and Liberal Learning competencies to areas outside the traditional business areas.

SECTION A: THE F-1 COMPETENCY & PROFESSIONAL GOAL AND ACTION PLAN

The F-1 competency development is used for a variety of purposes. For those of you who are unclear about your Focus Area goals, F-1 is the beginning of exploration, eventually culminating in an informed decision about the Focus Area before you undertake further research.

For those clear about their Focus Area, this competency requires research that will help you analyze the components of competency in your career area, define them, organize them into coherent units, and present them in logical format. Through the work you do for this competency, you will also begin to sort out what you already know about your field, what you can already do, and what you need to learn. The evidence you present for the F-1 competency in Foundations also serves to introduce you and your thinking about your goals to your Professional Advisor.

Focused Planning

F-1: Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area.

Course: LL 250 *Foundations of Adult Learning*

1. Can set goals to be developed in the Focus Area
2. Can demonstrate an understanding of current issues and trends within the Focus Area through research (reading, interviews, and other forms of inquiry)
3. Can create a unified, well-articulated plan for achieving one's own Focus Area goals, based on research (reading, interviews, and other forms of inquiry)

This competency is designed to help students think through their overall Focus Area and to determine its individual components. In general, the Focus Area should make sense in terms of the student's goals and interests. The evidence for this competency should draw on at least eight sources (such as interviews, readings, and graduate program research). Students work on the Focus Area in *Foundations* and refine their work further in consultation with their Professional Advisors and Faculty Mentors. **Completion of F-1 is required before students can fill other F competencies.**

Researching and Producing the Professional Goal and Action Plan (PGAP)

A large piece of F-1 will be your PGAP. This process of exploration and research should include finding and reading relevant literature, interviewing others more knowledgeable than you, and careful self-reflection. Because each student defines an individual goal area, there is no set pattern for this research. However, the Professional Goal and Action Plan, described below, will help you develop a method for thinking through your professional and personal goals. This thinking process, which started in the *Independent Learning Seminar*, continues in *Foundations*, and develops beyond the first Academic Committee meeting.

A significant part of the SNL curriculum depends on the concentration you define. The Focus Area competencies are negotiated to achieve and demonstrate the knowledge and skills that best prepare a learning plan for your personal and professional goals. This is an individually designed area of the SNL curriculum and uniquely expresses the quality of your preparation for a successful focus area.

The definition of your individual Focus Area is an **ongoing process**, not a singular event. It does not happen just in *Foundations* or in Academic Committee meetings or through courses alone. It happens in all of these areas and more. There is no single answer to how your Focus Area should be designed and fulfilled. For all students, however, the process begins with your focus on goal setting and action

planning and continues through interaction with your Professional Advisor and Faculty Mentor. All of this constitutes the beginnings of fulfilling F-1.

Beginning Your F-1 Research

- ***For students who have already decided on a Focus Area, you can begin at Step 4 (Self-Assessment).***
However, while Steps 1 through 3 are optional for you, they may allow you to explore other options that you may not have considered, confirm that you have made the right choice, or narrow down your focus area further.
- ***For those who have not yet decided on a Focus Area, please begin at Step 1.***
Remember, if you do a thorough job with steps 1-3, you may or may not complete 4-7 prior to completing Foundations, but you will submit an extensive status report in FAL.

Step 1. Exploring Your Interests

You began this process in *Independent Learning Seminar* and might want to revise the exercises you completed then. Students who are still unclear or who have questions about what goal to pursue can use their time in *Foundations* to investigate their interests. The process of choosing a career path or focus area should start by first exploring what you like to do, what activities you do well, and what interests you have. In short, a sound career or focus area choice depends on having a sense of self-awareness and identifying areas where you can best use your skills and that are consistent with your interests and values. Once you have identified two or three areas you believe you might want to pursue, it is then important to investigate them. For career areas, seek out information concerning job requirements, job activities, working conditions, salaries, and education requirements. Below are some suggestions for pursuing these two steps in selecting a career path or focus area.

DePaul's Career Center offers various services that can help you explore your interests, strengths and abilities. Call 312/362-8437 for more information. You can meet individually with a career counselor and obtain assistance in developing a sense of your own skills as well as exploring possible career options.

Finally, there are many books in the DePaul library as well as in other libraries and bookstores on career development and job hunting. What Color is your Parachute, by Richard Bolles, Wishcraft, by Barbara Sher, and The Lotus and the Pool: How to Create your Own Career by Hilda Lee Dail are excellent choices. Bolles updates his helpful paperback every year. His book is filled with exercises and self-assessment tools designed to help the reader determine a best career fit, goals and skills. Dail offers a holistic approach involving dreams, symbols, person myths, intuitions, and memories as well as analytical skills needed to set goals and to plan strategies. Be sure to do some searches on the Internet for helpful career and/or interest areas.

If you are looking at focus areas that are not career oriented, reflect on what aspects of those areas most interest you and explore ways you might develop your knowledge and/or use this focus in your life.

Step 2. Investigation

By completing some of the activities listed above, you will have gained a greater understanding of what your strengths are, what skills you possess, and what activities you are likely to do well and to enjoy. You should also have identified at least two or three interesting career or focus areas to pursue.

The next step in defining a career goal or focus area is to investigate these areas. In the case of a career goal or more general avocational focus area, find out information about job requirements, roles and responsibilities, salaries, working conditions, expected changes in the field and educational requirements.

Talking to other students who are already working in your career or focus area can be helpful, as can the kind of investigation delineated in the Professional Goal and Action Plan. Obtaining information about a variety of fields and related areas can help you make a final decision about a focus area or career goal.

Step 3. Status Report on Exploring Focus Area interests

After completing the activities mentioned above, address the following questions thoroughly:

1. What have you learned about yourself through this exploration?
2. What are your strengths, skills, and abilities?
 - a. What do you do well and enjoy?
 - b. What is important to you?
 - c. What specific features do you want to include in your work and life?
 - d. What specific features do you want to avoid?
3. What preliminary decisions have you made concerning career or focus area interests?
 - a. List the occupations or areas that meet the features you have listed in point 1.
 - b. What are the requirements, roles, and responsibilities of each?
 - c. What type and level of education does each require?
4. List the methods you used to investigate the careers or areas you examined.
5. Make a choice, unless you need more development of your ideas. If so, please show the specific steps you plan to take and when you will be ready to move forward with the rest of your Professional Goal and Action Plan.

Once you have completed your status report, you will be ready to begin investigating in greater detail your chosen career or focus area.

Step 4. Self Assessment *(Begin here once you have decided on your Focus Area.)*

The following exercise is a start in the process of analyzing your own abilities, interests, and values with respect to your professional goal. The questions listed below will help you move toward a better understanding of your focus area. Ultimately, you will need to expand your sources for the *Professional Goal and Action Plan* to include at least eight sources.

For now, this self-assessment should be used as a tool. It is important to use these questions as a means of finding out what you already know and what you don't know. It is likely that you will not be able to answer all of them without further research. A large part of self-assessment is separating our knowledge from our hunches, and then deciding how to get the information we need.

➤ **Please complete on a separate sheet of paper. (Note: If your Focus Area is not career-oriented, answer only those questions that are relevant):**

1. What title do you give your Focus Area? (Training and Development, Community Organizing, etc.) **A Focus Area title cannot replicate titles for DePaul University majors. See <http://www.depaul.edu/academics/undergraduate/majors/Pages/default.aspx>**
2. What are the roles and responsibilities of a professional in your focus area?
3. What theories, information, or models does someone in your focus area need?
4. What specialized professional skills are necessary?
5. What liberal learning skills are necessary?
6. What changes are currently influencing your focus area? (computers, international markets, literary theory, etc.)
7. What other professional areas are related to your field? How? (ex.: Is training part of Human Resources...?)
8. What are the possible organizational structures for someone in your field? (Self-employment, team membership, supervisory capacities?)
9. What are the relevant professional organizations and publications in your field?
10. What are the current debates or issues important to your focus area?
11. What kind of education does a professional in the field need? Is there a difference between classroom and experiential learning in your field?
12. What research skills are important?
13. Does your field require a graduate degree? If so, what sort? What are the available programs? What are their admissions requirements? What pre-requisites are necessary for admission?
14. Note the details of your focus area about which you are unclear.
15. List strategies for obtaining the information mentioned in questions 13 and 14.

Step 5. Information Gathering

After careful self-assessment, you should have a sense of what kinds of information you need. Many university, college, and city libraries carry books and professional journals related to jobs and careers. Below is a list of some helpful books. You should also conduct interviews with professionals already practicing in your field. The Internet, of course, is a great resource.

a. Books on Careers

The *Career Advisor Series* includes essays written by top professionals in a variety of fields. These essays provide you with an insider's perspective on careers and include information on what to expect on the job, on typical career paths, and what employers look for in applicants. Books in this series also help you identify professional organizations and publications. The series is published by Bradley J. Morgan, Ed. 1993: Gale Research, Inc., Detroit, and includes:

Marketing and Sales Career Directory
Environmental Career Directory
Travel and Hospitality Career Directory
Medical Technologists and Technicians Career Directory

The *Encyclopedia of Careers and Vocational Guidance* provides information concerning the history of various jobs, the nature of work within given fields as well as requirements of the job. This volume also includes information concerning methods of entering a field, advancement prospects, employment outlook, earnings and work conditions.

Besides encyclopedias and edited volumes on careers, there are many other books that provide detailed information. Below is a list of some of the books that can be found in the Career Information Centers at the DePaul Lincoln Park and Loop libraries.

<i>On Becoming an Artist</i>	<i>Careers in the Outdoors</i>
<i>Opportunities in Sales Careers</i>	<i>Careering and Relearning in the 90s</i>
<i>Women in Finance</i>	<i>Careers in Veterinary Medicine</i>

b. Interviews

Talk to people who are involved in the field or subject you wish to pursue. Also, you could interview people who supervise the kinds of positions you would like to have and/or interview people who work for people in those positions or fields.

Plan to go into the interviews with a prepared list of general topics to discuss, but allowing, as much as possible, your respondent to lead the conversation. If your interviewee starts to discuss issues that you had not considered, but are relevant to your focus area, give her or him time to talk. Do be sure, however, that you leave the interview having covered the major issues and questions you have.

Limit the time of your interview to an hour or less. Interviews that go beyond one hour can be tiring and unproductive for both you and your respondent.

During the interview, take few notes, jot down only key words and phrases. Taking more detailed notes can be disruptive and can result in a poor interview. If you leave time immediately after the interview to sit quietly and elaborate on your notes, you will remember much of what was discussed.

Sample Interview Questions

1. Describe your field.
2. Outline what you do in a typical day.
3. Discuss how you became involved in the field, and how you prepared yourself to do this work.
4. What specific educational preparation do you deem necessary for entry into and or success in this field?
5. What specific theoretical information is necessary?
6. What attitudes or personal style issues are important to success in your field?
7. What trends do you see developing in the field?
8. Who are the proponents of these trends?
9. What other professional or academic areas are influenced by the field?
10. How long might it take to become comfortable and experienced in the field?
11. What are the relevant professional organizations, publications, etc., in your field?
12. What are the next steps in your career?
13. What advice can you give me?
14. What is one thing you wish you had done to prepare for this endeavor that you didn't do?

Step 6. The Annotated Bibliography

After completing your research, choose at least eight sources, such as, books, articles, or interviews, that have been the most helpful to you. Develop reflective annotations - approximately one paragraph each - for each of those sources, including a brief summary of the contents, an analysis of the relation of the material to your field, and a comment on the author.

Step 7. The Professional Goal and Action Plan

The *Professional Goal and Action Plan* helps you, your faculty mentor, and your professional advisor understand the goals you are trying to reach at SNL, and the level at which you currently comprehend and perform in your focus area. This document describes your professional or curricular goal, and demonstrates your knowledge of the theories and theorists, practical considerations, relevant skills, and future concerns of your field. Remember, you are using the *Professional Goal and Action Plan* as partial evidence for F-1: *Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area*. Refer back to the criteria for assessment of this competency regularly to keep your discussion focused on the fulfillment of the F-1 competency.

Please address all the questions below to construct a Professional Goal and Action Plan.

1. Goals

- a. State your goal.
- b. Explain why this goal is important to you.
- c. Relate your professional goal to the liberal arts (i.e. counseling calls on theories of human behavior, etc.)
- d. Based on your research, explain in detail what trends are currently influencing your field or focus area, drawing from the sources you consulted in Steps 5 and 6 above.

2. Learning Objectives

- Explain what knowledge you need to succeed in your field.
- Discuss current issues, controversies, challenges in your field
- Describe the skills you need to acquire.
- Describe the attributes for success you need to demonstrate.

3. Self Assessment

- Explain what knowledge you already have.
- List the skills you already have.
- Describe attributes for success you already possess.

4. Learning Processes and Resources

- Describe the steps you will take to learn what you don't know.
- List the resources you will use.
- List the steps you will take to acquire the skills you need.
- Describe the steps you will take to develop the attributes for success you need.

5. Target Date: How long will it take you to reach your goal?

6. Evaluation Standard: How will your Academic Committee know that you have reached your goal? (I will have succeeded in learning what I need to learn when...)

7. Annotated Bibliography (See sample below)

- Include at least 8 references
- Include your interview notes

Annotated Bibliography Samples

1) Interviews

Doe, J. Personal Interview. July 1, 2015.

Jane Doe has been a Telecommunications Manager at Magic Cellular Corporation for one year. She provided insights into the technical requirements of the telecommunications field. She suggested that anyone interesting in pursuing a career in Telecommunications gain as much knowledge about new technology as possible. She suggested that one get as much exposure to the data environment as possible. She stated that she believes there is growing opportunity surrounding call center technology.

2) Articles

Lester, D. (1988). "One Theory of Teen-Age Suicide." *Journal of School Health*, 58, 193-194.

This article proposes a theory for the increase in teenage suicides. The basic premise is that the improved quality of life may be partially responsible. Lester tested this using 43 nations of the world and found that suicide rates correlated positively with the quality of life. He advocates programs which will contribute meaningful and fulfilling experiences for youth.

3) Books

Golter, Gary D. and Yanuck, Deborah F. Opportunities in High Tech Careers, 1987, National Textbook Co., Chicago.

This book contained job descriptions about various careers, including one for a telecommunications Technical Consultant. The job descriptions included analyzing information, developing designs and system configuration. The necessity of excellent project coordination skills was emphasized. The authors recommended at least a BA or BS in Business Administration. The skills for technical consultant parallel the responsibilities of a telecommunications analyst position in my current employment.

4) Web Sites

Murphy, Douglas. Course Syllabus Page. Dec. 2015

<http://condor.depaul.edu/~dmurphy/internet.htm>

This page reviews the syllabus and related information for this course. The course is an introductory look at the Internet, its history, and projected development. Among the items covered during the course are browsers, email, search engines and website design.

Step 8. Designing your Focus Area and Competency Statements (begun in *Foundations* but not complete until after the First Committee Meeting)

After defining the content of your Focus Area via the Professional Goal and Action Plan, you and your Professional Advisor, with the consultation of your Faculty Mentor, will distinguish specific items that will form the separate competencies in your Focus Area. For each of the competencies F-2 through F-12, you must write a statement that describes the learning you have achieved or you hope to achieve via the evidence you produce. Competency statements should be general enough to include the variety of experiences and knowledge you have attained or hope to attain, but should also be descriptive enough to allow the reader to imagine some specific applications of the knowledge.

In *Foundations* you will begin the process of writing these Focus Area competency statements. The Criteria for the Design of the Focus Area listed below should help you develop succinct, specific, yet understandable competency statements.

1. Criteria for the Design of the Focus Area

The Focus Area design must be consistent with the educational and professional goal statements you have articulated.

These goals must:

1. Be appropriate for college-level work in a Bachelor of Arts program.
2. Identify expected outcomes of the degree program rather than be limited to a statement of your existing skill and knowledge
3. Meet entry requirements for graduate work (for those who intend to go on to graduate school). For students whose goals clearly include graduate study, it is recommended that pre-requisites for particular programs be investigated and incorporated in the appropriate domains

Areas of study must:

4. Represent current standards and expectations of the field. These should include:
 - a. theories or models that provide the frameworks for work in the field
 - b. applied knowledge (practice within the field)
 - c. specialized skills needed to function effectively in the field.

Competency Statements should:

5. Reflect the conceptual areas in appropriate proportion and depth for your focus area goals and also should emphasize performance or behavioral outcomes

Learning Experiences should:

6. Address various skills and should draw on a range of resources. Students may earn competency through the following means:
 - a. transfer courses from other institutions, including other areas within DePaul
 - b. SNL courses
 - c. college level learning from prior experience (ILPs)
 - d. independent study (ILPs or FDIS or GIS)

2. Example of Focus Area Competency and Evidence:

Competency Statement: *Understands principles of organizational development and can apply these to the design of a human resources plan for a specific organization.*

Possible form of evidence: A written plan for the HR function of the student's company (or other organization)

Evaluation:

1. The design is consistent with the organization's mission.
2. The design is specific enough to provide guidance to the HR department or manager
3. The design is feasible
4. The rationale for the design draws on specific principles of organizational development
5. The rationale provides evidence that the student has sufficient grasp of the principles of organizational development to apply them to a different setting

3. Writing a Competency Statement in the Focus Area

A competency statement in the focus area generally defines and describes your knowledge and skills and/or the topic you will pursue or have already learned. The statement can indicate the level at which you are competent, can address the depth of your knowledge, or can show your ability to perform a skill. Competency statements are general, in that they can be demonstrated in a variety of ways. They are specific in that they refer to a specific field. The language you use in a competency statement should be understandable, but it should also refer to the specific vocabulary of your field. Writing a competency statement gives you the opportunity to define your areas of knowledge, and to tailor your evidence to meet your specific needs.

After you have drafted a list of relevant items for your Focus Area, write a few descriptive words beside each entry. For example, in the sample provided above, Human Resource Management, a portion of the list might look something like this:

Relevant items:

interviewing
compensation and benefits
organizational growth
statistics

Descriptors:

skill, interpersonal, evaluation
laws, pay scales, options
corporate policy, organizational culture
math, computers, information, problem solving

Develop your competency statement drafts by using the words you list under Descriptors to describe the items that fall under your Focus area. Use words indicating that you know something; that you know how to do something; that you can do something; and/or that you have reached some conclusions on how and why things are done. [See Chapter 4, Section E, “X Competencies: Writing Your Own Statements,” and Chapter 9, “Writing X Competency Statements with Assessment Criteria,” for more help.](#)

For example:

Model 1: Understands regulations and processes governing compensation and benefits, and can apply that knowledge to counsel employees about benefit options

Or

Model 2: Can demonstrate interviewing skills, apply them in a business setting, and use them to evaluate potential employees.

4. Focus Area Draft

You will present a draft of the Focus Area for the Professional Advisor and Faculty Mentor’s review prior to the First Committee Meeting. The Professional Advisor applies SNL’s criteria for Focus Area competencies and offers you feedback on the design. You will incorporate any suggested revisions in the statements prior to the First Committee Meeting. Other follow-up tasks are negotiated between you and your Professional Advisor before the First Committee Meeting.

At the First Committee Meeting, your goal and plan for the Focus Area will be reviewed, discussed, refined, and approved by your Professional Advisor and Faculty Mentor. After the F-2 through F-10 competency statements are articulated, you, your Professional Advisor, and Faculty Mentor will identify learning experiences and/or appropriate forms of evidence to be submitted for assessment. You will then work at your own pace to produce evidence of learning for each statement and submit that evidence to your academic committee for assessment. The F-11 and F-12 competencies will be defined and written when you are ready to work on your *Advanced Project*.

If your Focus Area evidence takes the form of courses you have taken or you plan to take at other accredited institutions, use the Non SNL Transfer coursework form for documentation to present to your Academic Committee. [If your evidence falls into the category of Independent Learning, see Chapter 7, “Learning from Experience & the Independent Learning Pursuit.”](#)

SECTION B: SAMPLE FOCUS AREAS AND FX COMPETENCIES

Below you will find three examples of Focus Areas designed around specific topics and areas of interest. Unlike the Leadership and Work Studies Focus Areas, these are simply samples, offered to provide ideas and models. It is important to remember that these are by no means the only possible configurations of competencies in Focus Areas. In fact, we have two offered samples that fit within the business world and one that can cross all three categories (Human Community, Arts and Ideas, and Scientific World). Focus Areas are as diverse as SNL students. However, with these samples, you may wish to pick and choose from the competency statements offered within an individual area, reformulate statements to address your specific interests and add relevant competencies as needed. Our primary hope is that these samples provide you with insight into the construction of a Focus Area.

Sample Focus Area in Global Studies

- F-1: Can design a plan for development of one's Focus Area based on an analysis of elements that comprise the area. *(This is accomplished through preparation of the Professional Goal and Action Plan, by writing Focus Area Competencies, and by articulating the connection of planned Focus Area competencies to your goal.)*
- F-2: Can employ the concept of culture to explain regional and/or national differences.
- F-3: Can express the role that arts, customs or language play in the development of one or more cultures.
- F-4: Can articulate the connections between regions or nations in terms of economics, politics, natural systems, or the arts.

(The following competencies concentrate on one or several specific areas of the world—nations, regions, bio-regions—and apply the general learning of the earlier competencies to understanding historical and contemporary issues.)

- F-5: Can describe historical factors that have shaped contemporary life in *(select region or country)*.
- F-6: Can analyze and articulate the contemporary political or economic situation in *(select region or country)*.
- F-7: Can describe one or more significant philosophical, religious or spiritual perspective in *(select region or country)*.
- F-8: Can describe contemporary or traditional arts or customs in *(select region or country)*.

F-9 & F-10: STUDENT WRITTEN COMPETENCIES

These are student written competencies centered on Focus Area (business, nursing, education, etc.) in a region or country. These might include statements such as the following:

- Can apply contemporary business practices in appropriate ways within the context of (region's or country's) culture.
- Can analyze economic growth in terms of a society's traditional values.
- Can articulate the role of (institution) in the contest of (region's or country's) social framework.

F-11 & F-12: ADVANCED PROJECT

The Advanced Project shows application F-1 through F-10 to a specific question or project related to the Focus Area.

Sample Focus Area in Entrepreneurship

- F-2: Can see and act upon new business opportunities. (*Initiative*)
- F-3: Can understand principles of marketing and undertake market research to ascertain if and how to provide a product or service. (*Information Seeking*)
- F-4: Can develop a plan that anticipates obstacles and evaluates alternatives. (*Systematic Planning*)
- F-5: Can take repeated or different actions to overcome obstacles. (*Persistence*)
- F-6: Can demonstrate ability to take risks. (*Risk Taking*)
- F-7: Can use strategies to influence or persuade others to buy a product or provide financing, or support the business in some other way. (*Influence*)
- F-8: Can search for, understand efficiency models, and discover ways to do things faster, better, or at less cost. (*Efficiency Orientation*)
- F-9: Can understand and conduct a financial analysis for the business including financial forecasting, startup costs, revenue projections, cash flow projections, and profit & loss projections. (*Financial Analysis*)
- F-10: Can understand interpersonal relationships, including customers, employees, and suppliers, as a fundamental business resource. (*Interpersonal Relationships*)

OR

- F-10: Can demonstrate a strong relationship between the demands of the business and the existing and potential attributes of the business owner. (*Self-Assessment/Expertise*)

Advanced Project (F-11 & F-12): Business Plan

- F-11: Can design and produce a significant artifact or document that gives evidence of advanced competency.
 - F-12: Can construct a thorough business plan for (*the desired business*).
-

Sample Focus Area in Organizational Improvement and Development

- F-2: Can understand rapidly changing environmental trends, market opportunities, competitive threats, and strengths and weaknesses of one's own organization to identify the optimum strategic response. (*Strategic Thinking*)
- F-3: Can communicate a compelling vision, sponsor innovation and implement frequent changes. (*Leadership in Change*)
- F-4: Can involve and influence others and build cooperative teams in which members have shared goals (*Relationship Management*)
- F-5: Can create a positive climate in which individuals know their own strengths and limitations and develop accordingly. (*Managerial Insight*)
- F-6: Can provide coaching and training to develop the performance of others. (*Developmental Orientation*)
- F-7: Can understand principles of change and change methodology, and can create and shape change rather than passively accepting it. (*Proactive Orientation*)
- F-8: Can set high work standards and ambitious yet attainable goals through understanding principles of motivation and fostering achievement in others. (*Achievement Orientation*)
- F-9: Can understand theories of client orientation and can demonstrate an ability to work with clients. (*Client Orientation*)

- F-10: Can identify and implement technological solutions to client and organizational problems.
(*Technology Innovation and Management*)

(As a part of F-1 and the final graduation review: *Continuous Personal Development*, that is, demonstrating the ability to take steps to grow as a manager and a person throughout life.)

Sample Focus Area in Work Studies

The sample Work Studies focus area gives you space to voice work-related experiences and knowledge that may not be addressed in conventional business classes. For instance, you may have witnessed or experienced discriminatory hiring or recruitment practices based on the applicant's national, gender, or ethno-racial background; you may have suffered from psychologically damaging forms of sexual harassment; you may have experienced sudden job loss due to corporate mergers or downsizing; you may have been struggling with making it through the double-day of job and unpaid mother-work at home; you may also be directly involved in efforts related to organizing your co-workers, or you may have a lifelong history of volunteer work at your church or in your community. *Work Studies provides an avenue for articulating and validating these (and many other) knowledge and experiences by critically examining their social, political-economic past, present, and possible future.*

- F-2: Can understand issues, problems, and history of labor organizing from a national or international perspective.
- F-3: Can understand how race-ethnicity, nationality, gender, able-bodiedness, age or class affect social and economic divisions of labor.
- F-4: Can understand the nature of the global market economy.
- F-5: Can understand the changing nature of the U.S. welfare state in relation to the interdependence of political and economic institutions.
- F-6: Can understand the culturally and historically changing meanings of work and can appreciate different cultural or artistic expressions of identity and experiences related to work.

II. The Rest of Your Focus Area

1. You need to take or transfer one course that addresses *macroeconomic issues*. You can place this course into the Human Community (H-1-C or H-1-X) or into the Focus Area (if there is no space in the H area).
2. You can opt to take (or transfer) *up to three business courses* as part of your Focus Area. These may be classes on marketing, finance, management, instance, if you have been involved in labor organizing activities or have done extensive community-based volunteer work, you can demonstrate the learning you garnered from these activities as an H-2-H or FX competency.
3. At least one of your learning activities must be *community-based learning*. You can fulfill your Externship requirement by taking a community-based learning Externship class or designing a community-based learning project for yourself; you can take a class that offers the H-2-H competency; or you can design an ILP around a planned or prior community-based learning activity. For instance, if you have been involved in labor organizing activities or have done

extensive community-based volunteer work, you can demonstrate the learning you garnered from these activities as an H-2-H or FX competency. You can fulfill the rest of your Focus Area according to your particular interest.

SECTION C: ADVANCED PROJECT

The *Advanced Project* demonstrates your ability to apply problem solving and research skills in an area relevant to your Focus Area. Because it caps off your Focus Area it may very well build on expertise you already developed. However, while augmenting or diversifying an existing knowledge base, the *Advanced Project* must always represent **new learning**.

Depending on your particular learning needs and goals, you may want to address a very specific practical problem, or you may be interested in finding the answer to a more theoretical-analytical question. Your *Advanced Project* can therefore come in one of two basic forms:

1. In the form of an **“artifact,”** the result of your practical application of knowledge, abilities, or skills, accompanied by an **analysis paper** that provides the theoretical or analytical context for the particular artifact.
2. In the form of a **stand-alone research paper**.

However, **whether you address a practical problem or a theoretical question, the *Advanced Project* should demonstrate your ability to investigate a problem in depth, and, where appropriate, an understanding of the form or principles you used in the creation of a particular artifact.** In either case, you need to define and describe in detail the problem, issue, or theoretical question you want to address; you need to review related background information and literature; and you need to decide what are the most appropriate research methods for obtaining the information you need for carrying out your particular project.

Regardless of your particular Focus Area, your individual learning needs, and the actual design of your *Advanced Project*, you will demonstrate the two competencies that are capping off your Focus Area.

F-11: Can design and produce a significant product that gives evidence of advanced competency.

F-12: Written by student/faculty. This competency summarizes the particular focus and content of the Advanced Project.

In particular, in the *Advanced Project* the student

1. Demonstrates the ability to apply problem solving and research skills to one’s Individual Focus Area.
2. Understands the broader context of a particular issue or problem and can propose possible solutions.
3. Appropriately uses direct methods of investigation, personal experience, or application of knowledge and skills to a particular issue.
4. Produces a coherent and refined document of appropriate professional quality as evidence of learning.

The *Advanced Project* demonstrates knowledge and expertise in a student’s Focus Area. Where the project involves the practical application of knowledge or skills, it should include an understanding of

the dialogue between theory and practice. For example, case studies, or analyses of specific problems can serve to illustrate general principles. Whether addressing a practical problem or a theoretical question, the *Advanced Project* should demonstrate the student's ability to investigate a problem in depth, and to establish clear links between the definition of the problem, discussion of conceptual issues, methods of investigations, analysis of findings, and practical applications.

Relationship to *Research Seminar*

The *Advanced Project* draws on key elements of *Research Seminar*:

- narrowing a particular topic into a clear and researchable focus;
- reviewing the literature available on a particular subject;
- identifying appropriate sources of data; and
- clearly describing and justifying the planned engagement in various data gathering strategies or methods of investigation.

At times, but not automatically, the research proposal, the final product developed in *Research Seminar*, lends itself to being actually carried out in the *Advanced Project*. At times this requires some adjustments of focus or research methods. Other times students mainly utilize the expert knowledge they developed when preparing the literature review—the bulk of the research proposal—as supportive evidence for the larger context and background of the particular issue they want to address in their *Advanced Project*. Your Academic Committee can assist you in deciding whether, and to what extent, the research proposal developed in *Research Seminar* can be turned into the Advanced Project Proposal & Contract.

Examples

Projects can include, but are not limited to, original art work, business plans, book chapters, training modules, sociological analyses, organizational change proposals, articles for publication, information system plans, or philosophical theses. For instance,

- You may be involved in a reorganization effort at work and choose to produce a **plan for implementing a new organizational structure** as the *Advanced Project*. In addition to creating such a plan you would also have to demonstrate understanding of underlying principles of planned change or organizational development and describe how they guided your particular decisions when developing the plan.
- You might choose to develop a **training module** that could be used at your workplace, because you are interested in training as a field of study. Aside from producing the actual module, you would also demonstrate an understanding of the principles of training and/or learning theory you applied in the construction of the module.
- You are planning an **artistic production**, such as a painting, a novella, a play, etc., which will become the artifact of your *Advanced Project*. You should also make explicit the decisions behind the creative process in an analysis paper where you describe the context, or history, of the particular genre your artistic product represents, and how you applied certain principles or aesthetic standards in its creation.
- You may also be interested in **comparing and analyzing the differences between medical-psychiatric and non-medical alternative treatment approaches** to specific mental problems. Your project will result in a stand-alone research paper where you critically present different perspectives and persuasively argue for your own particular viewpoint.

- Your company just merged with another one, resulting in a number of difficulties and misunderstandings among employees as well as managers. You decide to study possible reasons and **review literature that discusses problems associated with the merging of different corporate cultures**. You summarize your findings in a report that ends with a proposed action plan of general use for any company undergoing a merger.

Final Product

As you can see from these examples, the final version of the *Advanced Project* can take on quite different forms. All pieces should, however, build upon or complement each other, or illustrate different aspects of the particular problem or issue you pursued. Regardless of the particular format of your *Advanced Project* it should always include the following elements:

- An **Introduction** that explains your reasons for engaging in the project, its purpose, and its objectives, and goals;
- The **methods of investigation** you employed;
- A **list of resources** you consulted. Make sure that you list at least ten to fifteen (10-15) scholarly sources, and that you adhere to either MLA or APA guidelines for style and reference citations.

There are, of course, other pieces that need to be included in the final product, such as a **summary of your findings, a conclusion to your investigation, a description of your decision-making process** when developing an artifact, the artifact itself, and, where appropriate, attachments of other supportive material. Your Academic Committee will assist you in putting all the pieces together into a coherent document.

Guidelines for Preparation and Process

In *Foundations* you start thinking about possible topics for your *Advanced Project* and in *Research Seminar* you refine and expand your thinking to include research methods and literature reviews. Actual work on your *Advanced Project* should begin after *Research Seminar*, at least two quarters prior to graduation, if not before.

The *Advanced Project* needs to be related to your Focus Area. With approval from your Academic Committee it can be an extension of work begun in Research Seminar. You may want to start with the Advanced Project Student Guide to decide which route you want to pursue. Please engage your Academic Committee from the start in a conversation about possibilities and corresponding formats of the final product. The Committee will guide you through the process of developing an outline that indicates all the pieces that need to be included and developed in the final draft of your particular *Advanced Project*. You should also look at the Advanced Project Assessment Rubric for being informed about the criteria your Committee will draw on when assessing your progress and final project.

Regularly submit a draft of your *Advanced Project* to your Professional Advisor and Faculty Mentor who will give you guidance and concrete feedback. Start work on your first draft at least one quarter before you plan to graduate in order to give yourself sufficient time to make revisions, if necessary. Remember: your Academic Committee should approve your Advanced Project before your Final Committee Meeting.

Evaluation

Your Academic Committee will provide you with the Advanced Project Assessment Rubric. Here is an abbreviated list of the main criteria your Academic Committee will apply in the evaluation of your project, with questions for you to use for personal guidance and self-assessment at various stages of your *Advanced Project* in order for you to know what you already accomplished and what you still need to work on.

- ✓ **Understanding of the broader context** of a particular issue. Have you drawn on what others have said about a given problem, i.e., accessed and analyzed the existing literature? Do you demonstrate an understanding of key issues and perspectives in a given field of investigation? For example, if you want to illustrate a children's book, did you probe into various approaches to design and the methods of illustration that are also appropriate for a specific age group?
- ✓ **Appropriate use of direct investigation or experience, or application.** In case you saw a need for collecting original data, or for drawing on your own experience, or for applying knowledge and skills to a particular project, did you systematically collect and analyze the original data, convincingly drew on your experience, and carefully tested a process of application? Is there a good balance between the use of methods of direct investigation, hands-on experience, application of theories, and secondary reading? Are they all inserted in a broader context or larger theoretical framework?
- ✓ **Appropriate professional standards of investigation and presentation.** Does the project investigate a problem in sufficient depth? Are generalizations offered and sufficiently supported by evidence? Is the document well written? Where appropriate, is the artifact skillfully developed and presented?
- ✓ **Documentation.** Are citation and bibliographic style properly followed? Are necessary attachments or supporting materials included?
- ✓ **Consistency with the proposal.** Is the *Advanced Project* in alignment with the original proposal? Did you successfully meet the goals and objectives specified in the Advanced Project proposal?
- ✓ **Quality of the final project.** Is the final document coherent, with the problem definition, discussion of conceptual issues, methods of investigation, analysis of findings, and, where appropriate the artifact, all linked and related to the main issue?

Note: All SNL students developing research projects that involve gathering data from human beings (e.g., surveys, interviews, archival, observation, etc.), must complete the **CITI on-line Basic initial training program before they will be approved as personnel on a research protocol.** Access the training program through the website of the DePaul University Institutional Review Board (IRB): <http://research.depaul.edu/>. A copy of the training certificate should be presented to the Academic Committee at the time the proposal is submitted.

If there are any plans or intentions to publish or present, or otherwise make public, the data from the project, a formal application must be made to the IRB prior to any data-gathering commencing. See the IRB website for a list of Local Review Board (LRB) contacts, and people to contact at SNL for initial information and assistance in this process: <http://research.depaul.edu/IRB/LRB.html>

Advanced Project Ideas and Examples

Student A has dreamed about entering into an entrepreneurial business. For the *Advanced Project*, she will develop a business plan with a 5-year marketing plan.

Student B will carry out a study proposed in Research Seminar where she will work with a team in her neighborhood to create an alternative to youth sentencing based on Balance and Restorative Justice. Her Focus Area is in Work Studies.

Student C will examine the impact of technology on daily life. He will research computer crime, presenting the types, techniques and relevant law.

Student D will research and develop a counseling program for the treatment of drug and alcohol dependency. This will form part of her Focus Area in human resources.

Student E will analyze the change in management in the second millennium and the reduction of middle manager positions. She will approach this problem from several points of view including organizational and human resource impacts.

Student F, whose Focus Area is in the construction business, will design a floor plan and architectural blueprint for a new house. She will pay special attention to investigating code and zoning requirements.

Student G will draw up plans, based on his work in Research Seminar, for restoring the ecological balance in several of the canals and channels in the Chicago suburban area. His Focus Area is in Environment and Ecology.

Student H will focus on the investigation of Resource Based Relative Value Scale systems for healthcare reimbursement in order to properly serve the managed care environment.

Student I will explore the short story form, reading, analyzing, and writing about a selection of a dozen or so short stories and write several drafts of her own story. She will also participate in a writers' group for feedback and professional growth.

Student J will define and develop skills in drawing others into a vision, plan, and exercise of lay outreach ministry. His Focus Area is in parish ministry.

Student K will draw on his Focus Area in counseling and his experience as a parent of adopted children. He will design and write a manual for parents of adopted children.

CHAPTER 6:

TRANSFER OF NON-SNL COURSEWORK

Overview

At SNL students demonstrate college-level competencies that are assessed using competency criteria. Many college and university courses are transferable into the SNL curriculum grid provided they meet assessment standards for the competency you are demonstrating. [See Chapters 3, “Lifelong Learning Area” and 4, “Liberal Learning Area,” for specific competency assessment criteria.](#)

As was discussed in the *Independent Learning Seminar*, courses students have completed with a grade of C- or better can generally be transferred to the SNL program. The institution where the course was taken must be an accredited college or university, as described by DePaul University’s admissions criteria. If you have questions about the institution where you studied, contact that institution for further information. When you submit your transcripts from previous coursework as part of your admissions documentation, the University admissions staff will stamp your transcript “Acceptable for Transfer Credit” or “Acceptable for Life Experience Credit.” Courses that fall into the first category are from accredited institutions. There is no charge for this transfer of credit. Courses that fall into the second category cannot be transferred to DePaul University without further documentation and explanation on your part. [See Chapter 7, “The Independent Learning Pursuit & Learning from Experience” for more information.](#)

Courses not acceptable for transfer include most Physical Education courses, courses with less than 3 quarter or 2 semester hours, courses that are remedial in nature, and courses in writing and critical thinking.

Teaching, Learning and Assessment Committee (TLA)

Assessment at the School for New Learning takes many forms. Your Faculty Mentor will help you prepare your submission to improve the likelihood of its success. However, SNL’s Teaching, Learning and Assessment Committee (TLA) performs the overall assessment and approval of evidence.

This committee is chaired by an SNL faculty member, and consists of a rotating group of SNL faculty members. This group of assessors reviews submission of evidence to the School for relevance to competency, and in cases of non-accredited learning, for breadth and depth of learning and for appropriateness to college-level competency. (See guidelines for submitting evidence of prior learning for assessment below.) [For information about TLA and current transfer coursework processes, see <http://snl.depaul.edu> under Student Resources](#)

Types of Transfer Coursework

1. Accredited College Courses

You may apply an accredited college course, including courses from other DePaul colleges, to an SNL competency if a significant portion of the course description fits the SNL competency statement and its assessment criteria. Courses transferred from other colleges within DePaul must meet the same requirements as courses transferred from other institutions. Transfer courses must be 2 semester hours or 3-quarter hours, and must be from an accredited institution. DePaul University only accepts transfer courses with a grade of C- or better. Generally, a college or university is accredited if

recognized accrediting institutions have evaluated it, but see your Faculty Mentor with specific questions.

Accreditation

Colleges and Universities are reviewed regularly with respect to their performance on academic standards and student services. There are several groups that work to review the credentials of U.S. institutions of learning. An accredited institution is one that has met the standards and examinations of these groups. Generally, a college or university is accredited if it has been evaluated by one of the following associations to be considered for transfer credit:

- Middle States Association of Colleges and Schools (MSA)
- The National Association of Schools of Music (NASM)
- The Northwest Association of Schools and Colleges (NASC)
- North Central Association of Colleges and Schools (NCA)
- New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
- Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)
- Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.)
- Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-SR)

Please note this is only a **partial** list. For example, the above institutions would not accredit non-US schools, but coursework from these institutions may still be appropriate for transfer credit. Information concerning a college or university accreditation can generally be found on your transcript. If this is not included on the transcript, please call the college or university and request the information. Information on universities abroad is available through DePaul University's Admissions Department.

2. CLEP and Other Accredited Examinations

DePaul University has articulated and SNL awards transfer credit for competency demonstrated by two standard examination programs administered by the College Board: the College Level Examination Program (CLEP) and the Advanced Placement Program (AP). Each exam fulfills one competency.

Advanced Placement (AP) scores may qualify for competency credit if the examination subjects and minimum scores appear in the listing provided at <http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/ap-snl.aspx>. Students' scores must be sent directly to DePaul from the testing agencies. Scores will not be accepted from your high school or former college transcripts. All AP and CLEP official documents should be sent to:

DePaul University
Student Systems / Transfer Systems & Operations
1 E. Jackson Blvd.
Chicago, IL 60604

On receipt of official test scores, Transfer Systems & Operations will automatically award competency for qualifying test scores based on these listings. The SNL Transfer Coursework Log Form is not needed

unless these scores are to be reallocated to Focus Area. For a full listing of eligible examinations and corresponding competencies, go to . <http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/clep-snl.aspx>

3. Non-Transferable Courses

- Courses granting fewer than 2 semester or 3 quarter credit hours
- Courses in which you have received a grade below C-
- Courses taken at an non-accredited institution (although these may be acceptable for ILP transfer)
- Pre-college (usually below 100 level) courses
- Physical education courses which focus exclusively on performance
- Rhetoric and composition courses. (Completing SNL's *Writing Workshop and Writing for Competency*, or *Critical Thinking* courses, or passing the Proficiency Exam will satisfy the competencies in writing and critical thinking)

4. SNL Transfer Policy on developmental (remedial) courses:

DePaul University does not accept developmental courses (e.g., pre-college level courses in math or writing), for transfer credit, whether from 2-year institutions or baccalaureate granting institutions.

Examples of remedial courses:

- Pre-algebra math classes
- Pre-essay writing composition courses
- Reading and study skills courses
- Typing
- Writing, Reading and Computation (WRC) courses at DePaul

5. SNL Policy on Algebra transfer courses

DePaul's transfer policy stipulates that undergraduate mathematics courses must be at the level of College Algebra or higher to be eligible for transfer credit, in addition to satisfying the usual transfer criteria (e.g., at the baccalaureate level and from a regionally-accredited institution). Courses titled "Beginning Algebra" or "Intermediate Algebra" typically do not qualify. SNL therefore can only accept College Algebra or higher (Pre-Calculus, Statistics, Calculus) or courses that closely-match the SNL Quantitative Reasoning course (e.g., courses titled "Quantitative Literacy" or "Quantitative Reasoning"). This policy applies for all applicable competencies (e.g., L-6, S-2-X, and FX).

6. Illinois Articulation Initiative (IAI)

SNL participates with all DePaul colleges in the Illinois Articulation Initiative (IAI), in which over 200 Illinois colleges and universities participate. The IAI establishes a General Education Core Curriculum (GECC), which consists of approved courses available at the participating institutions. Completion of the GECC guarantees that a student will receive transfer credit for most (if not all) lower-division general education requirements at participating institutions. Typically, students who come to SNL with a *completed* 12-course IAI GECC package will have fulfilled 12 competencies; students who fulfilled a 13-course IAI GECC package will have fulfilled 12 competencies plus L6. For more information about IAI

GECC, see <http://www.itransfer.org/iai/gened/Default.aspx> and SNL's Website. If you have completed the IAI GECC package, notify your Foundations faculty mentor.

Two Processes for Transferring Non-SNL Coursework

Students come to SNL with courses from a variety of accredited institutions. While you began the process of transferring your courses in *Independent Learning Seminar*, you will continue it in *Foundations*. Because SNL faculty are familiar with the content of some of the courses you have completed, we have developed a list of what we call **Pre-approved courses**. These are courses that the SNL faculty has pre-assessed for particular competencies. You will find a list of the “pre-approved” courses at <http://snl.depaul.edu> under Student Resources.

For courses that do not appear on the pre-approved transfer coursework list, you need to establish a connection between your course and the competency you wish to demonstrate. You will make this connection by completing a **Transfer Coursework Assessment Form** found at <http://snl.depaul.edu> under Student Resources.

1. Pre-Approved Transfer Coursework

Note: If you completed *Independent Learning Seminar* prior to Summer 2008, please consult with your *Foundations* instructor before completing the following process. If you completed a pre-approved transfer log sheet in *Independent Learning Seminar*, bring it to *Foundations*. (Your Faculty Mentor may have a copy, but if not, it will be a great help if you bring your own.) If you did not complete a pre-approved transfer log sheet, you should complete the form in *Foundations*.

To begin the process of transferring pre-approved courses, first identify those courses you have completed that appear on the pre-approved list. A copy of this list and also the Transfer Coursework Log Form can be found at <http://snl.depaul.edu> under Student Resources.

Complete the Transfer Coursework Log Form. Please note the course title on your transcript must match the course title on the pre-approved list. If you include courses for X competencies, you will write student designed competency statements on the form (if you need help, don't hesitate to ask your Faculty Mentor). See Chapter 4, Section E, “X Competencies: Writing Your Own Statements” too.

Once you complete the log form, your Faculty Mentor will review it. A signed, pre-approved log form confirms your courses have been approved for competency and your Faculty Mentor will hand it in. Then your courses will be entered on your DePaul academic transcript. A copy of your Transfer Coursework Log Form will be put in your SNL file and a second copy will be sent to you for your records. Remember to keep copies of both materials you send in to SNL and those you receive in return. **Focus Area courses are not pre-approved since your Professional Advisor and Faculty Mentor must approve them.**

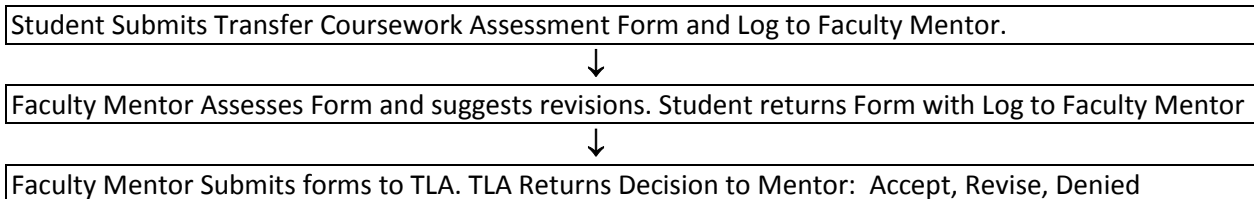
2. Non-SNL Transfer Coursework Not on the Pre-Approved List

After completing your pre-approved transfer courses, you will transfer Non-SNL courses that are not on the pre-approved list. The following steps explain the process.

NOTE: No classes used for Focus Area competencies are pre-approved; all must be written up and processed using this procedure even if the class is on the pre-approved list for Liberal Arts classes.

- a. Complete a Transfer Coursework Assessment Form for each accredited college course you are submitting for assessment.
 - b. Complete the Transfer Coursework Log Form. All approved Transfer coursework should be entered in chronological order on this log. Start with the first course you completed in college. Complete each column of the log form using information found on your transcripts. Attach the completed log form to the competency assessment forms. It is very important that you accurately complete the log form. This sheet will be used by the Registrar's Office to officially enter your transfer courses on your academic record.
 - c. Once you and your Faculty Mentor agree that the assessment forms for transfer coursework are ready to send to TLA, she or he will submit your work to TLA and sign or initial those courses approved for transfer credit.
- Final approval of a course for transfer credit is contingent upon meeting all criteria for transfer coursework. Those competencies that are not approved are returned with reasons for rejection and/or suggestions for resubmission. With the guidance of your Faculty Mentor, you may revise and resubmit appropriate courses.
 - TLA reviews Focus Area transfer coursework submissions after your Faculty Mentor and Professional Advisor have assessed them (often at your First Committee Meeting).
 - Always keep copies of your assessment forms and log sheet for your own records. At the end of each quarter, SNL will send a list of transfer courses that have been accepted for competency credit to the registrar's office to be entered onto your academic record. Your quarterly grade report will not show these courses, since no DePaul registration was involved. Carefully consider with your Faculty Mentor the application of transfer courses in your program before submitting to TLA. Once the transfer coursework is entered into your academic record, it cannot be changed.
 - The Transfer Coursework Log Form and Transfer Coursework Assessment Form are available from <http://snl.depaul.edu> under Student Resources. Once a course has been accepted for a particular competency and has been entered onto your record by the registrar, it cannot be altered. **Hint:** Since the paper process is somewhat complicated, it is easier to submit as much coursework as possible at one time. However, you are permitted to submit coursework as often as you wish and at any time after the beginning of *Foundations*.

Flow Chart: Submitting Transfer Coursework Assessment Forms in Foundations



Guidelines for Transfer Coursework Log and Assessment Forms

The Transfer Coursework Log form, found in the Chapter 9 “Workbook,” provides details for documenting three areas of transfer coursework completed at other accredited institutions for transfer to competency: Pre-Approved; Non Pre-Approved; and, Focus Area. The example on the following page shows areas you are required to complete when submitting all Non Pre-Approved and Focus Area transfer coursework.

Remember, you are making a case for the substantive connection of the learning in the course to a particular competency statement. Complete the entire top portion of the assessment form, along with the course description printed in the school's course schedule or bulletin from the time in which you completed the course. After reading the criteria for assessment of the competency you want to demonstrate, complete the next two sections of the form, addressing all questions. Your tasks, then, are: (1) to describe the activity of the course, which may be taken directly from the course description; (2) to relate your learning to the competency, and (3) to analyze briefly how this material fulfills the SNL competency, which requires that you consult and make connections between the competency criteria and your learning; and, (4) to describe how you have applied your learning from the course in a way that reflects further your understanding of the competency.

Reallocating Transfer Credit

Students with transfer credit applied to SNL competencies may reallocate them, if appropriate, to alternative competencies. Complete the Reallocations page of the Transfer Coursework Log form at <http://snl.depaul.edu> under Student Resources; obtain approval from your Faculty Mentor (and Professional Advisor if reallocating to your Focus Area); and submit the form to your Faculty Mentor.

SCHOOL FOR NEW LEARNING
TRANSFER COURSEWORK ASSESSMENT FORM

STUDENT Jill Doe **QUARTER** Winter **YEAR** 2016

ADDRESS 123 Narrow St., Chicago, IL 60600 ID# 0123456

COMPETENCY STATEMENT: H-1-C Can explain the emergence, maintenance, or evolution of an economic or political system.

COLLEGE: Triton College **YEAR:** Fall 2002 **GRADE:** B

TITLE AND NUMBER: Principles of Economics I ECO 102 **CREDIT HOURS** 3 semester hrs

COURSE DESCRIPTION:

This course was an introduction to the major areas of modern economic theory and public policy. Topics included fiscal policy, monetary policy, and contemporary macroeconomic problems.

After reviewing the criteria for assessment of this competency, explain how what you learned in the course addresses the competency. What concepts, ideas, theories, or models did you learn and how does your learning address the competency? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competency? What new insights did you gain from this course?

This course focused mainly on the American economic structure of capitalism. However, comparisons were made to Karl Marx's theory of communism. Classical and Keynesian economic theories were contrasted for their effectiveness at stabilizing and preventing economic downturns. Also, theories and concepts that drive the American market such as supply and demand, fiscal and monetary policy, inflation and unemployment were examined and compared. I completed a major group research project and presentation on economic growth in the United States for this course.

Think in terms of the competency: How have you used what you learned? How might you apply what you learned?

This course proved to be beneficial in my personal life. I learned how to use economic indicators and other financial data in order to maximize my own investment portfolio. I eventually subscribed to magazines such as *Business Week* and started to read the *Wall Street Journal*. This course introduced me to the impact that the business cycle and the laws of supply and demand had on all citizens as well as on American industries.

SUBMISSION FROM FACULTY MENTOR EMAIL ACCOUNT CONSTITUTES VERIFICATION OF APPROVAL.

Faculty Signature: _____ **Date:** _____

If reviewed by the Professional Advisor:

PA Signature: _____ **Date:** _____

NOTE: Form is for example purposes only. For the most current forms for actual submission, go to <http://snl.depaul.edu> under Student Resources

SCHOOL FOR NEW LEARNING
TRANSFER COURSEWORK ASSESSMENT FORM

STUDENT: Jason Doe **QUARTER** Winter **YEAR** 2016

ADDRESS 123 Wide St., Crystal Lake, IL. 60014 **ID#** 0123456

COMPETENCY STATEMENT: A-3-E Can compare substantially different theological or philosophical systems.

COLLEGE: Triton College **YEAR:** Fall 2001 **GRADE:** B

TITLE AND NUMBER: Introduction to Philosophy PHL 101 **CREDIT HOURS** 3 semester hrs

COURSE DESCRIPTION:

A survey of the writings of major philosophers on various topics: the nature of human beings, doubt and belief, authority and personal freedom, moral life, religious faith, and the ideal society.

After reviewing the criteria for assessment of this competency, explain how what you learned in the course addresses the competency. What concepts, ideas, theories, or models did you learn and how does your learning address the competency? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competency? What new insights did you gain from this course?

This course focused on the works of several philosophers and philosophical systems. An example of works studied was Socrates's theory that the unreflective life was not worth living. Fyodor Dostoyevsky's philosophy on religious dogmatism and the great noontide experience that Friedrich Nietzsche related to individualism. The course related the theories of philosophers to the development of the individual and his or her place in society. The lives of historic American individuals such as Henry David Thoreau and Martin Luther King were examined to classify their lives in terms of philosophical beliefs. Other philosophers such as Soren Kierkegaard, Arthur Schopenhauer, and Jean Paul Sartre were discussed and compared. The instructor of the course, Ed Riccardo, was the author of the book *The Wisdom of Love*, which was used in the course and greatly enhanced the content of the course.

Think in terms of the competency: How have you used what you learned? How might you apply what you learned?

This course taught me the value of reflection and critical thinking. I learned to evaluate my own ideas, strengths, fears, and concepts in order to determine my own personal developmental needs. I actually still refer to the book today to refresh my memory.

SUBMISSION FROM FACULTY MENTOR EMAIL ACCOUNT CONSTITUTES VERIFICATION OF APPROVAL.

Faculty Signature: _____ **Date:** _____

If reviewed by the Professional Advisor:

PA Signature: _____ **Date:** _____

NOTE: Form is for example purposes only. For the most current forms for actual submission, go to:
<http://snl.depaul.edu> under Student Resources

CHAPTER 7:

THE INDEPENDENT LEARNING PURSUIT (ILP)

& Learning from Experience

- A. What Are Independent Learning Pursuits?**
- B. How To Create an ILP**

SECTION A: WHAT ARE INDEPENDENT LEARNING PURSUITS?

Learning activities come in many different forms that can happen inside or outside a classroom. You may have had job-related seminars, undergone training for acquiring specific skills, or learned important lessons through life experiences. You may also want to take a non-credit arts course or investigate an issue of particular interest to you at some point during your time at SNL. Independent Learning Pursuits (ILPs) can therefore document your *prior learning*, but they can also be pursuits of *new learning* you decide to undertake outside of a course. Regardless whether your ILP relates to prior or new learning, you need to follow certain rules about designing and documenting your learning. In this chapter we list requirements and criteria for assessment that should help you in planning or documenting your ILP, as well as guide you through the steps you need to take to submit your ILP successfully.

Some Sources of Independent Learning:

- ♦ **Community and Work Projects**

Involvement in community or work projects may be related to SNL competencies. In your written report on such a project, clearly outline your role, define the roles of others, state the scope of the project, and give your analysis of its progress, completion and implementation. The project need not have been a success; rather you should demonstrate how the project provided an opportunity for learning. You might also include newspaper accounts, letters of testimony, artifacts, and other evidence with your written work. You must make a direct connection between the experience and the competency you are addressing. It is likely that work projects will address competencies in the Focus Area.

- ♦ **Non-Credit Courses, Training, and Seminars**

Use non-accredited adult or professional education experiences as evidence if the content fits the competency, if the work was conducted at the college level, and if you can provide an evaluation of your work. Accompany certificates of attendance or completion with course descriptions and any evaluations of your work. In addition to your written description of the course or seminar, you might ask an instructor to furnish explanations of your performance. In the case of job training, supervisors may be in a position to evaluate your ability to implement seminar skills. You should also include your own assessment of the course, and of your performance there. Accompany this evaluation with a report on how you apply this learning elsewhere. Your explanation of the seminar content, its relation to the competency, and your application of the learning are the most important evidence of your competency.

- **Life Experience**

What does it mean to draw meaning from experience? In *Foundations* you have ample opportunity to explore this question. Adults come to college with accumulated experiences from which they can derive meaning. While their younger counterparts, who enter college soon after high school, may receive broad theoretical knowledge designed to help them interpret the world, as they will later experience it, adults have often lived the experience first. They have held positions in employment, have cared for family members who have had extended illness, have entered into and perhaps dissolved relationships, have raised a family of their own--sometimes, however, without the benefit of reflection on that experience as a source of learning. As you think about identifying competencies

from prior or independent learning, it is also important that you be able to reflect on the learning and the meaning you derived (or are continuing to derive) from your experiences. Your *Foundations* instructor will provide exercises and assignments as well as allow for in-class discussion on this topic, which will help you move forward in reflecting and drawing meaning from experience.

Exercises: Do “Prior Learning Exercise” and “Making Meaning from Experience Worksheet” in Chapter 9.

Reading: For more on experiential learning, read Chapter 9, “Experience, Learning and Knowledge.”

ILPs and the SNL Program

In addressing a particular competency, you should:

- ♦ Read the statement. Notice the *verbs* in the statement. Some verbs indicate knowledge, others indicate skill in action, and others indicate ability in judgment. Some competency statements combine these different kinds of ability;
- ♦ Consider the *category or area* in which a competency appears (A, H, S or F). These categories provide a context for the individual statement;
- ♦ Consider *educational goals* when reading a competency. You can interpret competency statements in relation to your own experiences as well as professional and educational needs;
- ♦ Be *creative* in your interpretation of the statements. Your *Foundations* teacher will inform you if your ideas are workable;
- ♦ Try to touch on all aspects of *your experience* as you review individual competencies. Relate them to your work, your family, and your leisure pursuits.
Since your ILPs are part of the learning activities within SNL’s competency-based college program it is important to keep in mind three issues when reviewing your life experiences and various kinds of prior learning:
 - ♦ You must clearly relate your learning to the SNL **competency framework**. This is of paramount importance. The statements are written broadly to encompass a variety of experiences. Your *Foundations* teacher will help you interpret them in class. As you discussed in the *Independent Learning Seminar*, not all learning is relevant to SNL’s educational framework. Many areas of your experience that are fruitful and personally valuable will not be of use of in your SNL program. Your task in *Foundations* is to look at your experience, starting with the framework provided by the SNL competencies, and make connections
 - ♦ You must concretely **document** the learning that led to your competency. In other words, you must show what you know. It is not sufficient to have had an experience, or report that you took a training seminar at your job. Nor is it sufficient to state that you are competent. You must go through the process of detailing the experience and the accompanying skill, knowledge or ability. You must state how your competency fits a

specific statement in the competency framework, and you must prepare this information in documents that meet college-level work.

- ♦ Your projects must meet certain standards relevant to **college work**. Projects (papers, essays, letters, documents, etc.) must be written in formal written English, must show depth of knowledge, and must cover a variety of issues within your topic; work should demonstrate ability to analyze your topic, to engage with the ideas of others, to use theories and to solve problems in the area, and to use these abilities to address issues beyond the confines of your experience.

SNL Assessment Standards

In general, all submissions should demonstrate

- **Conceptual understanding:** An ability to explain particular events in relation to general concepts.
- **Reasoning skills:** The appropriate presentation and logical development of ideas and conclusions without unfounded assumptions, unsubstantiated claims, and logical inconsistencies or omissions.
- **College-level standards:** The use of formal written English, depth of analysis and breadth of research with appropriate documentation and use of source materials.
- **Relevance to the competency statement:** Each piece of evidence submitted for assessment should fit an individual competency statement.

In particular, use the following assessment areas to make sure your ILP reflects your best thinking and writing efforts.

Content

- Student connects his/her experience and knowledge and subject matter to the competency, addressing the criteria for assessment of the competency.
- Student describes and reflects on own experience and knowledge.
- Student relates others' view to his/her own learning experiences and/or demonstrates the ability to view experiences from multiple perspectives.

For the Focus Area:

- Student develops an ILP and competency statement consistent with the intent of the Focus Area as defined by the student, Faculty Mentor and Professional Advisor.

Analysis and Presentation

- Assertions are supported with evidence
- Focus and conclusion(s) are clear
- Presentation format is well organized, coherent, skillfully executed and appropriate to both the topic and the audience
- Grammar, syntax, spelling, and citation forms are appropriate (consistently cites author or title throughout the text)

Additional Criteria (optional) that can be used to address student learning

- Student makes connections between personal knowledge and experience and theories or concepts that contribute to making generalizations.
- Student relates prior experience to current issues, skills, or knowledge base needs.

For the Focus Area:

- Student demonstrates learning consistent with contemporary standards of the field
- Product describes a practice or idea that others in the field would find valuable
- The multi-faceted or multi-dimensional nature of subject, skill, and/or procedure is evident
- Student addresses Issues of context
- Student uses and documents multiple resources representing a range of viewpoints or perspectives

These standards are also stated in the submission form found at <http://snl.depaul.edu> under Student Resources

Forms of Evidence:

Learning in courses, whether at SNL or elsewhere, is assessed by a teacher who has carefully laid out a series of experiences that lead to a desired goal. Each student is measured in the same way, a paper, an oral presentation, participation in class discussions, tests, etc. Evaluation of learning from life experience is more complicated because you draw on unique experiences and unique reflections about those experiences to demonstrate a common ability. That common ability is what we call competency.

Evidence takes on a special significance because of SNL's concentration on concrete proof of the ability to apply learning. Remember that the competencies refer to common skills, abilities, and knowledge, not to specific *topics*. There is no competency that reads: "Knows the facts of the French Revolution," but we do have a competency stating that students should understand how and why we study history, H-1-F, "Can describe and explain the roles of individuals, groups, societies, or states in history." It would be relatively easy to document knowledge of the French Revolution. Understanding the historical process requires a different kind of evidence.

Your task, as you provide documentation to your Academic Committee and to SNL's Teaching, Learning and Assessment Committee (TLA), is to create a specific, direct link from your experience to a particular competency statement. Thus, rather than concentrating on your experience *per se*, you will want to focus on how your experience fits in with the requirements of any given competency.

As you review your life experiences, you will gain an extra measure of learning simply through the process of analyzing what you know, and trying to convince someone else that you know it. Furthermore, as we have stated above, the competencies are designed to help you review your experience in light of the liberal arts.

As you have discovered, developing evidence for life experience credit is not a simple process. Beyond the important issues of what you did and what you learned, you also must consider what learning skills you employed, what methods are relevant to the topic, what documentation you will provide, what others have to say about the issue, and how the experience connects with an SNL competency statement.

These are issues of great importance to SNL. Traditional educators have worked out methods for evaluating what they have taught. Non-traditional programs have to apply methods of equal rigor to what you have learned through experience. SNL faculty must maintain the standards of quality appropriate to the BA degree. They draw on the SNL competencies to provide a broad context for learning, and they rely on you to demonstrate your competency.

▪ **Essay**

You will almost always be expected to submit an essay that discusses the relationship between your learning and the competency you will demonstrate. This essay often accompanies additional forms of evidence. In your written evidence, note the competency you are trying to demonstrate, describe the learning experience, your reflections, concepts gained from the experience, and applications of the learning to new experiences. Include prevalent theories, historical background, or scientific data as well as insights particular to the competency at hand. Acknowledge sources of information through citations and a works cited page. A well-constructed essay answers the following questions:

- What is the meaning of the competency statement?
- How does my experience relate?
- What do the others more experienced than I who are in the field have to say?
- What learning have I demonstrated?
- What insight can I contribute?
- How have my ideas been influenced by my research?

Remember: Any statements from a source must be cited using APA or MLA style.

As you prepare your ILP for submission, we recommend that you work with the Writing Center (<http://condor.depaul.edu/~writing/>).

♦ **Products/Artifacts**

If you have published articles, participated in theatrical presentations, painted, photographed, or designed something, the product of these interests may be presented as partial evidence of learning. Photograph large or valuable objects. Accompany your tangible evidence with a written explanation of the process and meaning of the objects presented and their appropriateness to the competency.

♦ **Letters of Testimony**

Letters of testimony by themselves are not considered sufficient evidence of competency. Often, however, students submit letters of testimony in conjunction with other evidence such as an essay or oral presentation. Letters of testimony should be written specifically for the purpose of demonstrating competency.

♦ **Other Supporting Material**

Depending on your ILP, you may also need to attach other forms of documentation such as the syllabus of a non-credit course, newspaper accounts, certificates of attendance or completion with descriptions and evaluations, or other kinds of material related to your ILP.

Please Note: **You should only complete ILPs for competencies you have not otherwise filled.**

SECTION B: HOW TO CREATE AN ILP

Creating An Independent Learning Pursuit: What to Do

Once you have reviewed the competencies individually during Foundations, have identified an experience that touches on issues raised in a particular competency statement, and have worked through the Kolb Cycle via the Learning Style Inventory, you are ready to begin the process of documenting your learning. Well-prepared written evidence explains to your reader what you know, how you came to know it, and what the consequences of that learning for you are. Your aim in writing Independent Learning Pursuits is to convince your readers that you have attained this competency, grasp the meaning of it, and that you can build an argument that demonstrates your knowledge and skill. Organization, clarity, and terseness are your greatest allies in this process.

Six Steps for Preparing Your ILP for Submission:

Here we briefly describe the steps, but the "Independent Learning Pursuit Worksheet" in Chapter 9: Workbook will give you detailed instructions about how to follow these steps.

STEP ONE: Preview SNL Assessment Standards

Two persons will review your ILP: your faculty mentor and a specialist in the competency area. If your ILP is in your focus area, your Professional Advisor will be the specialist reviewer. Their assessment will be guided by the SNL assessment standards. A non-refundable assessment fee is required for each ILP. ILPs do not carry credit hours and do not count for Financial Aid.

STEP TWO: Write your ILP Proposal

You are now ready to design a proposal. In your proposal you will address the following aspects of your ILP:

- In a **project overview**, you will briefly describe what the project will be.
- You will describe how and why the ILP relates to a **particular competency**.
- You will describe how you did or will **develop the competency**,
- You will describe how you will **document** the competency and what **evidence** and **supporting material** you will submit for demonstrating the competency.

Your proposal will also have a **cover page** where you state your name and address/phone number, what competency you want to demonstrate, the competency statement, and a date when you plan to complete the ILP. [The ILP Worksheet in Chapter 9 has all the details you need for constructing this proposal.](#)

STEP THREE: Submit your Proposal to your Faculty Mentor (and Professional Advisor if this is to demonstrate a Focus Area competency) for feedback.

Based upon this feedback, revise your proposal as necessary. Note that several iterations of getting feedback and revising may be necessary.

STEP FOUR: Prepare evidence and supporting materials you will utilize in demonstrating your development of this competency.

After you receive initial authorization for the ILP, you will need to prepare the evidence of your development of the competency. If it is a project you need to complete, do that work. If you have completed the work, then collect the evidence.

STEP FIVE: Prepare your ILP Rationale Statement and complete the ILP Submission form

You will submit your ILP with all supporting material together with the ILP Submission form (which you can find at <http://snl.depaul.edu> under Student Resources.) This form includes a Rationale Statement where you are asked to describe how your ILP relates to the competency you are seeking by summarizing key aspects of your ILP.

STEP SIX: Submit your ILP electronically to your faculty mentor.

After having received feedback from your faculty mentor on your proposal, you can decide to submit the ILP for assessment and approval by SNL. To do this, you should consult with your faculty mentor further to ensure that your Rationale Statement, Evidence, and any supporting materials are ready for submission. If they are, your faculty mentor will submit your work to SNL on your behalf.

The "Independent Learning Pursuit Worksheet" in Chapter 9 will give you detailed instructions.

Process for Submission

Your academic record will reflect the competency earned through assessment of an Independent Learning Pursuit after your submission has been approved for competency. These competencies also will be reflected on your quarterly grade report.

You can submit evidence of independent learning for assessment to SNL at any time after the beginning of *Foundations*. The form that will document feedback from the faculty mentor and the SNL assessor is the ILP Submission Form. This form is at <http://snl.depaul.edu> under Student Resources and must be attached to any Independent Learning Pursuits you submit. Specific steps in the process are as follows:

Student electronically submits Independent Learning and Submission Form to Faculty Mentor



Faculty Mentor assesses the Independent Learning and suggests revisions to Student.



Faculty Mentor electronically submits the Independent Learning when it is judged ready for assessment by another SNL faculty member who specializes in the area of the ILP, attaching the Submission Form with comments.
--



Focus Area ILPs are assessed and processed by the Professional Advisor and Faculty Mentor, and are then applied to the competency.
--



A Second Reader, in all other instances, assesses the Independent Learning and provides feedback on the form.



If the ILP meets the criteria for the competency, Acceptance is recorded in Student's file and registration for that competency will be entered onto the record as a Pass with zero credit hours. If it does not meet the criteria, it is returned with clear instructions for revision and resubmission.

Please Note: For each submission, there is a fee to have your work assessed by SNL. If you wish to demonstrate E1 and E2 by ILP, they must be submitted separately. Current assessment fees apply. For information about ILP policies and fees, see <http://snl.depaul.edu> under Student Resources.

CHAPTER 8: THE ACADEMIC COMMITTEE

Roles & Responsibilities

Committee Interactions

SECTION A: ROLES AND RESPONSIBILITIES

The SNL Academic Committee has many functions, roles, and responsibilities, but its main purpose is to provide assistance and guidance in completing your individual learning program. You are encouraged to use your Committee as a forum for discussing and assessing overall progress, for clarifying goals and purposes, and for providing resources and advice on Independent Learning Pursuits at various stages in the program.

The Academic Committee consists of you, the Faculty Mentor (representing SNL), and the Professional Advisor (representing your focus area). You may also opt for a fourth member, the Peer. Regardless of your SNL program, all students must have an academic committee. In the BAC students may have an assigned Professional Advisor, or may elect to have a Professional Advisor outside of DePaul who meets the requirements below. In the BAECE program, your Professional Advisor is assigned. [For more information about these programs see Chapter 11: Appendix.](#)

It is critical that all members of the Academic Committee be committed to the uniqueness as well as to the integrity of the SNL program. Committee members should have an attitude of flexibility toward possible sources and avenues of learning, taking into account your unique learning experiences and needs without sacrificing quality. Committee decisions are reached by consensus.

1. **The Student.** You are the chairperson and central member of the Committee. You are responsible for securing counsel from other Committee members and for formulating an appropriate Learning Plan based on a combination of the advice received and of your own goals and concerns. Your responsibilities include:
 - a. Meeting individually with the Faculty Mentor and Professional Advisor in the discussion of the Learning Plan;
 - b. Finalizing your Learning Plan which all members should receive at least one week before the scheduled meeting;
 - c. Negotiating the specifics of the Learning Plan with the Committee;
 - d. Engaging in ongoing self-evaluation of progress and direction, maintaining accurate records and communication with Committee members about the status of the Plan, including reports on *Externship* and *Advanced Project*.
2. **The Faculty Mentor**, who is also your Foundations Instructor, is responsible for:
 - a. Assisting you in the design of the Learning Plan, particularly with respect to H, S, and A categories, and the demonstration of L-4 and L-5;
 - b. Working with you and your Professional Advisor on the design, implementation, and evaluation of *Externship* and *Advanced Project*;
 - c. Helping to develop and assess appropriate Independent Learning Pursuits (in conjunction with TLA);
 - d. Approving your registration in *Guided Independent Studies*;
 - e. Attending Committee meetings, assuring that the Committee process meets the procedural requirements of SNL, and submitting payment forms;
 - f. Helping you seek innovative learning activities and alternative learning styles
 - g. Ensuring that your work meets the academic criteria appropriate to a BA degree from SNL and DePaul.

3. **The Professional Advisor.** If you are in SNL's Individualized program you select the PA, with the subsequent approval of SNL, or your Faculty Mentor will help you find one if needed; further information on this is below. Your PA is responsible for:
 - a. Assisting you in clarifying and developing your Focus Area and related goals;
 - b. Helping you with finalizing and/or clarifying the Learning Plan, particularly with respect to the Focus Area;
 - c. With your Faculty Mentor, approving the entire Learning Plan;
 - d. Working with you and your Faculty Mentor in the design, implementation and evaluation of *Advanced Project* and *Externship* (if you choose to create an independent *Advanced Project* or *Externship*);
 - e. Helping to develop and assess appropriate Independent Learning Pursuits in the Focus Area;
 - f. Attending at least 2 academic committee meetings (the first and final) and assuring that the standards of professional preparation are maintained;
 - g. Helping you seek innovative and alternative learning options.
4. **Peer.** You have the option to choose a Peer member of the committee, whose role is to advise, support and encourage you throughout the learning process and to offer constructive criticism. The Peer should be someone who knows you well and can therefore provide special support and encouragement. Your Peer will not be involved in the evaluation of your work, but is responsible for:
 - a. Helping you clarify goals;
 - b. Suggesting alternative learning strategies;
 - c. Counseling you on how to integrate school, work, and personal life;
 - d. Offering ideas for appropriate learning projects.

Choosing and Finding a Professional Advisor

In some cases, students will know someone who can serve as their PA. Sometimes, the student relies on SNL to recommend possible PAs. In each instance, you should think about the following questions when considering a PA:

- **Professional area:** Is the prospective PA a practitioner in your focus area or in an area related to your goals?
- **Personal style:** Do you and the prospective PA seem to be compatible in terms of communication style and expectations of the student-PA relationship?
- **Philosophy:** Is the prospective PA supportive of the SNL approach to adult learning?
- **Logistics:** Is the prospective PA available and times also available to you and your Faculty Mentor?

1. Professional Advisor Qualifications:

- ✓ Experience in your educational or goal area
- ✓ Knowledge of operant theories and trends in your goal area
- ✓ Masters degree or equivalent professional expertise
- ✓ Ability to provide at least 15 hours of contact over the period of your involvement in the Committee stage of SNL
- ✓ Openness to competency-based, non-traditional education and ability to be both critical and supportive

2. How to Find a Professional Advisor

Networking is an important professional and lifelong skill. While SNL will help you identify potential Professional Advisors, we encourage you to spend time networking your own contacts to find a suitable PA. See also <http://ask.depaul.edu>.

Whether you have identified your own PA or have had one suggested, you'd need to speak with her or him (by phone or face-to-face) to ascertain an appropriate fit. You will want to discuss the possibility of his or her participation on your Academic Committee, and the potential for an effective working relationship. Once you have made a choice of a PA, complete the PA Nomination Form on the SNL Undergraduate Forms website; you will need to upload your PA's resume in PDF format. Your nomination will then be reviewed by your Faculty Mentor. **Note:** It is important to complete this process during *Foundations*.

SECTION B: COMMITTEE INTERACTIONS

1. Relationships

The **Professional Advisor's** relationship with you, the **Student**, includes advising, counseling, and evaluating. Your PA helps you clarify your focus and direction (goals); your plan of activities, schedule, and milestones (Learning Plan). This relationship may be both formal and informal. Much contact is through email, one-on-one meetings, and telephone. The PA walks a fine line as your advocate, exploring unique and creative ways that you can succeed and accomplish your goals, and also as an evaluator assuring you meet the criteria and standards established by SNL and the profession.

The PA's relationship with the **Faculty Mentor** is vital in ensuring your complete and consistent support. The Faculty Mentor assures that the academic standards, criteria, and processes are appropriately applied. Discussion and collaboration between the Faculty Mentor and PA is essential to ensure that the advice and direction given to you is consistent, clear, focused, and supportive.

2. Initial Sequence of Activity involving your PA:

- a. You will first make contact with the PA and introduce yourself and explain the SNL program (should they not be familiar with it) and your particular focus area goals. You should also share the link to Professional Advisor information at <http://snl.depaul.edu>.
- b. The prospective PA may introduce himself/herself (if this is a cold call), and clarify his/her expectations of you (if they are former PA's)
- c. As a result of this contact, you and the PA may mutually determine if this is a good fit
- d. If so, you should provide the PA with drafts of your Professional Goal and Action Plan, Learning Plan, and resume or Student Profile Summary. (See Chapter 9 Workbook. for this form)
- e. Ask for a copy of her or his resume, and submit for your Faculty Mentor's review via the PA Nomination Form on the SNL Undergraduate Forms webpage. Through the review of your Learning Plan and Professional Goal Setting and Action Plan, you should ask your PA to provide you with initial feedback on
 - Clarity and appropriateness of educational goal/s
 - Clarity and appropriateness of career goal/s
 - Clarity of knowledge/skills to be achieved in the Individual Focus Area (for example, are you focusing on general business, entrepreneurship, management, or professional preparation?)
 - Knowledge/skills valuable to your goals that are **not** covered in the Focus Area
 - Your proposed competencies

- Proposals or ideas for *Externship* and *Advanced Project*.

Note: At this point, you may well have some gaps in your Learning Plan. You may not have a specific plan or schedule for a course or independent study; you may not know what you want to do for *Externship* and *Advanced Project*. These gaps should become agenda items for your First Committee Meeting.

3. First & Final Committee Meetings

The PA will participate in both Academic Committee meetings. The minimum number of meetings is two, the First Committee Meeting, shortly after *Foundations*, and the Final Committee Meeting. Additional meetings can be called if deemed necessary by you, the Faculty Mentor, and/or the PA. The agenda reflects the issue(s) you will address. The average time per meeting is about one hour. The outcome of the First Committee Meeting is the approval of your Learning Plan, including the assessment of your Focus Area.

FIRST AND FINAL COMMITTEE CHECKLISTS

FIRST COMMITTEE MEETING CHECKLIST

After you have identified and contacted an appropriate Professional Advisor, use this list to prepare yourself for your First Committee Meeting.

Professional Advisor:

- ✓ Meet with (in person or by phone) your PA to discuss your goals and plans
- ✓ Make sure your PA has had time to look over your Learning Plan, Professional Goal and Action Plan, or Student Profile Summary prior to the First Committee Meeting
- ✓ With your PA & Faculty Mentor, identify possible times for a committee meeting.

Faculty Mentor

- ✓ Make sure she or he has the most recent copy of your Learning Plan & Professional Goal and Action Plan
- ✓ Call or email your committee members to confirm meeting time and place. Share phone numbers with your Faculty Mentor if you are meeting by conference-call.

Peer: (Optional)

- ✓ Meet with and discuss SNL, your educational goals, and the role of the Peer
- ✓ Make sure Peer has most recent copy of Learning Plan and other materials
- ✓ Contact for First Committee Meeting.

Agenda:

1. Introduce members and review their roles.
2. Review your desired outcomes of the meeting.
3. Review your career goals, educational goals, and your learning style and what implications these have for the shaping of your plan.
4. Discuss L competencies you have achieved thus far, and how you will continue to develop these skills.

5. Discuss your Professional Goal and Action Plan, and review FA plans (prior and/or new learning).
6. Discuss and document on appropriate forms the title of your Focus Area (see below).

Note the DePaul degree attained through SNL is a Bachelor of Arts, and therefore reflects the values of a liberal arts education. You, the student, design your Focus Area in consultation with your Academic Committee. An integral part of our individualized liberal arts competency-based structure, the Focus Area is not considered an “official major” as so defined by DePaul University, and therefore cannot be titled as such. As with all undergraduate degrees at DePaul, no specific major is written on the diploma; however, the title of your Focus Area will be listed on your transcript. Consult the following website for a listing of current academic majors:

<http://www.depaul.edu/academics/undergraduate/majors/Pages/default.aspx>

7. Review prior learning already approved in H, S, and A categories, discuss course plans and review proposals for Independent Learning Pursuits.
8. Discuss *Externship* and *Advanced Project* plans, if appropriate.
9. Delineate time frames & decide on communications procedures.
10. Recap and document decisions.

Required Documentation

- ✓ Learning Plan with clear notes of agreed-upon changes, and Learning Plan cover page signed by all Committee members.
- ✓ Accepted Focus Area competency assessment forms (including the Assessment of Focus Area Plan if you require a grade change for F-1) and evidences initialed by the Faculty Mentor and signed by the PA (if ready).
- ✓ Confirm your Faculty Mentor will submit the PA Payment Form and remind your PA to submit the W9 Tax ID Form from SNL website.

FINAL COMMITTEE MEETING CHECKLIST

When you are nearing completion of your learning plan, it is time to convene the Final Committee Meeting. Check the calendar at <http://snl.depaul.edu> under Student Resources > Graduation for **Final Committee Meeting deadlines** and update and send your Learning Plan to your Faculty Mentor at least two weeks before the meeting. Expect to be asked to reflect on your development, your experiences in learning, and future learning goals in this meeting.

Preparation (at least one quarter before your Final Committee Meeting:

- ✓ Make sure you apply for graduation. See <http://snl.depaul.edu> under Student Resources > Graduation.
- ✓ Check your records against your Degree Progress Report (DPR) in Campus Connect.
- ✓ Send final draft of your Externship and Advanced Project (if independent) to Committee for review.
- ✓ Call or email to get feedback on your drafts; make revisions and/or changes where necessary.
- ✓ Expect some questions on your work and its implications at Final Committee Meeting.
- ✓ Update or revise your Learning Plan to reflect the changes made since your first meeting.
- ✓ Make sure you have registered for: Externship, Advanced Project, and Summit Seminar.
- ✓ Remind your Faculty Mentor to complete the PA Payment Form and your PA to complete the W9 Tax ID form from the SNL website.
- ✓ If you are taking a course during your final quarter, you may complete that course after your final meeting.
- ✓ All other work, including your Advanced Project and Externship, must be submitted before the

Final Committee Meeting, according to SNL deadlines.

- ✓ Confirm the date, time, and location of your meeting. If you are planning to meet by conference-call, make sure your Faculty Mentor has all phone numbers prior to the meeting.
- ✓ Send all updated documents, including your Learning Plan, along with your completed Advanced Project and Externship, if appropriate, to your committee.

Key agenda items:

1. Ensure that all work is completed, documented, and your academic file is complete (this may be accomplished in a separate meeting with your Faculty Mentor)
2. Discuss the *Externship* and *Advanced Project*
3. Clarify decisions by the Committee on the acceptability or required revisions on work received if appropriate
4. Revisit your Focus Area title, making sure it is accurate and added to all appropriate forms
5. Reflect on the original goals of your program of study, assess their achievement and discuss your growth and development as well as future plans
6. Reflect upon specific learning experiences in and out of SNL
7. Discuss progress and accomplishments in the Lifelong Learning Area
8. Make sure you have obtained information to prepare for *Summit Seminar* and graduation
9. Reflect on SNL and the Committee process
10. Share congratulations!

CHAPTER 9:

WORKBOOK

Worksheets and Exercises

Please find SNL Forms under Student Resources on the SNL website
<http://snl.depaul.edu>

Class Profile Exercise

Relates to: Chapter 1, "Introduction and Orientation to SNL."

Instructions:

- Take a Post-It and wear it as an ID tag. They are numbered 1 – 21.
 - Now go to the questions below. In the next 30 minutes, your task is to ask everyone in the class the question that has the same number as your ID tag.
 - As you ask each person, cross off her / his ID number on the following list. This will help you keep track of the people whom you have asked.
 - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
 - Find a systematic way of recording the data / information that you are collecting.
 - After you have finished collecting the information, organize it in some way (e.g, quantify it, identify the major themes, or summarize it.) You have approximately 15 minutes to organize your data.
 - Then you will be asked to present the results to the class, since you have now become the expert on this piece of class profile data.
-

1. What two things do you know about SNL that might be helpful to others in their program planning and what are the sources of your information?
2. Name two things that you want to get out of this course (i.e., expected outcomes).
3. What do you see as your major strengths and weaknesses as a learner?
4. When facing major transition points in your life, what is your characteristic way of coping?
5. Please complete these sentences: When I get confused, I When I'm creative, I,,,
6. What word, phrase, image or metaphor represents what you imagine life will be as an SNL student?
7. When you process information, do you tend to lump it together to form a big picture, or split it into chunks?
8. When you are working on becoming competent at something, how do you know when that has occurred?
9. Have you experienced a major change in your life in the last two years? Five years? Was it a desired change?
10. Do you expect to be in your present place of employment (if any) in the next five years? Your present job? Why or why not?

11. If you had to predict one thing in your life that would be drastically different five years from now, what would that be?
12. If you had all the money, time, talent, and advantages in the world and were responsible onto to yourself, what would be your fantasy career?
13. What is your greatest concern or apprehension about this course?
14. What do you think are important characteristics of adult learners?
15. Are you a person who is comfortable with change? How do you know this?
16. What are the major advantages of being an adult student? Are their any major disadvantages?
17. Why did you decide to return to school at this point in your life? Why SNL?
18. How long do you expect it will take to earn your degree? Do you anticipate going on for further education?
19. If we were to listen to your singing in the shower, what song would we be likely to hear?
20. What word, phrase, image or metaphor describes your experiences of personal growth and development?
21. Please complete this sentence: The teacher can help me be successful in this course by...

Course Orientation Scavenger Hunt (Online)**Instructions:**

Please locate any one of the following elements of this course that no one else has found yet. In the discussion thread above, describe how to find it so everyone is oriented to this course interface. This is just for fun (not graded), but I think you will find it very helpful.

-
1. Article: "Liberal Arts and Business: An International Perspective," by Miriam Ben-Yoseph (Foundations Resource Book)
 2. Exercise: Prior Learning Exercise (Foundations Resource Book)
 3. Bachelor of Arts in Computing Chart and Grid
 4. SNL Bachelor of Arts with Individual Focus Area Program Chart and Grid
 5. SNL Forms page
 6. ILP Proposal assignment
 7. Pre-Approved Course list
 8. Frequently Asked Questions list (Foundations Resource Book)
 9. Transfer Coursework Log Form
 10. Transfer Course Assessment Form
 11. SNL Mission Statement and Essential Commitments
 12. Glossary of SNL Terms & Acronyms
 13. Checklist for New Students
 14. The Liberal Learning Area & Competency Criteria for Assessment
 15. Independent Learning Pursuit (ILP) Submission Form
 16. Professional Advisor Nomination Form
 17. SNL Learning Plan Instructions and Learning Plan (for Foundations)
 18. First Committee Checklist for Distance Students
 19. DePaul Library online Career Exploration Workshop
 20. SNL Online course registration page

Time Management Exercise

Relates to: Chapter 2, Section C, “SNL Undergraduate Program Overview.”

1. Make a pie chart of your activities, relationships and / or responsibilities. Follow instructions below.
 2. Consult one or more supplemental resources (available online or at bookstores or libraries) for additional information and guidance about time management and/or mind-mapping that can help you in achieving your goals.
 3. Discuss with your classmates about one or more time management and/or mind-mapping tool you have found useful. How will you use the tool? Why is it relevant for you? Provide the author and title of the work as you discuss it.
-

This exercise is designed to help you analyze how you spend your time, and what you will need to adjust to help you succeed while in school. There are seven categories to consider. Consult them as you complete this exercise.

1. Family – includes time you spend with your immediate family, parents, and relatives.
2. Friends
3. Work – this includes everything you do for and at work, like preparing a report at home, or travel or buying business clothes.
4. Recreation – what you do in your spare time for fun and relaxation, like watching television, fiddling with your car, or cultivating your rose garden.
5. Spiritual development – includes religion, meditation, or other spiritually related activities.
6. Health – includes all health related activities, the time it takes to do them, and travel related to those activities.
7. Education – this includes going to class, going to and studying in the library, writing, revising, and editing papers, reading, group work, computer time when doing assignments, and other education-related activities.

There are two parts to this assignment. Please return both parts to your Foundations instructor. Make sure your name appears on both assignment sheets. Feel free to add more pages if necessary.

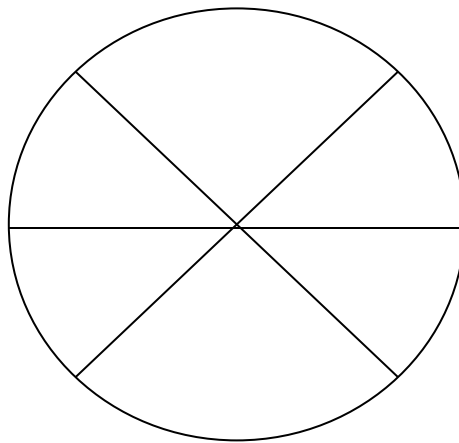
Relates to: Chapter 2, "SNL Undergraduate Program Overview," Section C

Time Management Exercise Part #1

Name: _____

1. Think about your activities this past year. This pie chart represents how much time you spent in each category.

2. Below the pie chart, indicate time in percentages. Should one or more categories not apply, don't worry about them. Give them 0%. Next, provide brief explanations of why you spent so much time there. For example, you may have had a project at work that took time away from other categories.



(Example: Family: 30% - I have been taking care of my aging parent in my home.)

Education:

Family:

Friends:

Health:

Recreation:

Spiritual Development:

Work:

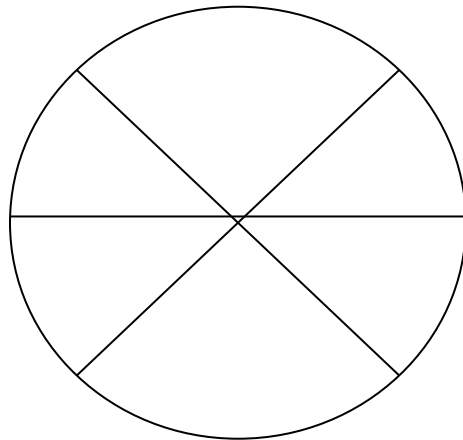
Relates to: Chapter 2, "SNL Undergraduate Program Overview," Section C

Time Management Exercise Part #2

Name: _____

1. Now think about your current educational goals. This pie chart represents what you can adjust that will give you the optimum time for attending to your education. If you spend, for example, 30% of your time watching CNN, how can you use that more wisely?

2. Below the pie chart, indicate the percentage you give to the category and provide brief explanations of why you need to adjust this category, how you will make the adjustment, and what response or outcome you anticipate.



(Example: Family: 10% - I have other resources I can tap. My kids can pitch in by increasing their chores to include my Mom, and my sister has agreed to help with meals. My kids may not like the extra work sometimes, but my Mom will enjoy the extra attention.)

Education:

Family:

Friends:

Health:

Recreation:

Spiritual Development:

Work:

Writing X Competency Statements and Assessment Criteria

Relates to: Chapter 4, Section E, “X Competencies: Writing Your Own Statements,” and Chapter 5, “The Focus Area.”

To complete this assignment you will need to have a particular learning experience in mind. You will also need to be familiar with the SNL competency framework, its categories and subcategories, so that you can attribute your competency to the appropriate category and subcategory.

There are three steps to writing X statements. 1) Charting your learning, 2) writing your statement, and 3) developing assessment criteria.

Step 1

In the boxes below, chart your learning. Highlight your strong-points in terms of your knowledge and abilities. Reflect on your strengths to create your competency statement.

What was my experience?	What did I already know or know how to do? Concepts Principles Theories Skills	What did I have to learn?	What verbs describe my knowledge and skill proficiency?	What can I do now?
Example: I took a series of non-accredited writing workshops that focused on writing fiction.	I already knew about the elements of fiction writing; I’ve read the work of many authors	Audience considerations; point of view and dialogue refinement; peer critique skills	Analyze Critique Identify Employ Revise	I can analyze and revise my creative writing for various audiences using applied fiction writing techniques.

Step 2

Write your X statement, which is one sentence that usually begins with “can,” using the competency framework to identify where your statement best belongs. If you are demonstrating learning from an accredited course, refer to the course description for key words to include in your competency statement. Indicate your reasoning why the subcategory is appropriate for your competency.

Can [insert verb(s)] [what] [for what purpose] [how] (Note: the example below is a variation on the template provided)

Example: A-2-X: Can analyze and revise, using applied writing techniques, one’s own creative work written for various audiences.

Where does the competency belong?

Category: Arts and Ideas; Subcategory: A-2

Reason: The A-2 subcategory is about creative expression, which describes my particular experience. Although A-2-A is similar, it doesn’t specifically address the skills of analysis and revision.

Step 3

If you were to assess the work of someone who claimed to have developed this particular competency, what would be the criteria that you would use to assess that person's skills and knowledge? What principles, theories, skills and abilities would you expect that person to know and have? After writing assessment criteria, in a few sentences explain any important aspects to the competency that inform your expectations about demonstrating the competency you have just written.

Assessment Criteria Example:

1. Can identify the elements of writing that comprise a specific creative genre (poetry, fiction, creative non-fiction, etc.)
2. Can identify characteristics of a reading audience based on an analysis of works written for a specific genre
3. Can apply one or more elements to an analysis of one's own creative work written for a specific audience
4. Can revise one's own work based on 1-3.

Further explanation:

Understanding the reading audience is an important aspect of this competency. To demonstrate this competency you will need to know your intended audience (children ages 3-5, young adult, etc.). Documentation might include drafts of creative writing that show analysis as well as revision steps and applications.

Resources:

<http://www.clihome.com/Docs/CM/BloomsWheel.pdf>

FAL Resource book, Chapter 4, Section E, "X Competencies: Writing Your Own Statements"

Relates to: Chapter 7, "The Independent Learning Pursuit & Learning from Experience"

Prior Learning Exercise

Name: _____

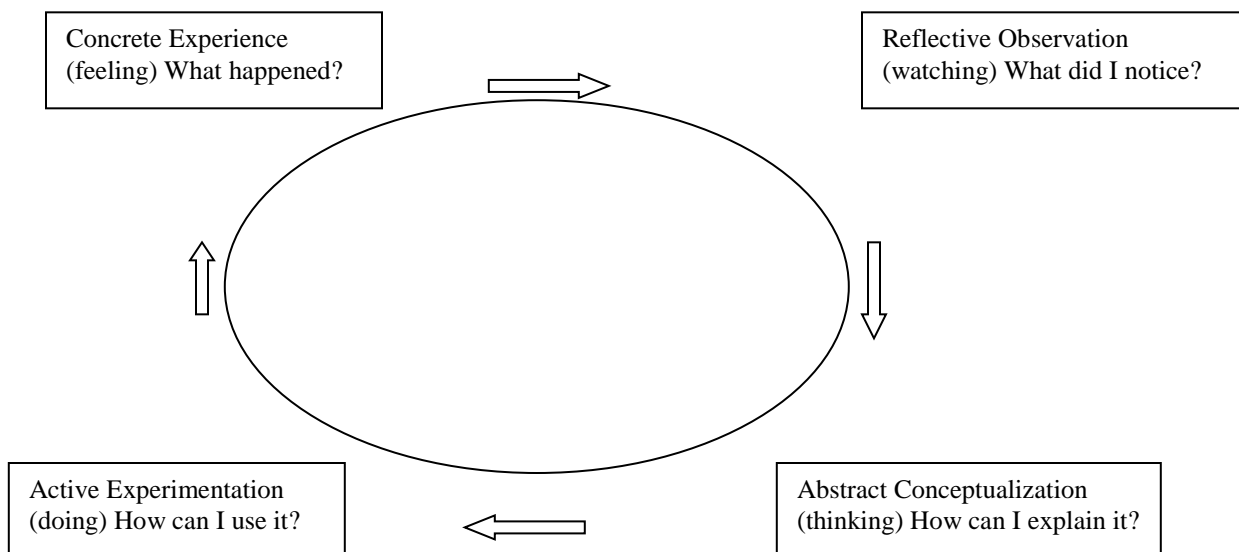
Choose a significant experience from your past. For example, Lamaze child-birthing, learning to use computers, teaching church school, running a scout troop, planning a trip, etc. Answer the following:

Concrete Experience: What did I do? Where? When? For how long?

Observation and Reflection: What did I notice? What was I thinking? What are my observations in retrospect?

Forming Generalizations: What ideas did I learn that extend beyond this experience? What concepts or principles can I deduce from my reflections?

Testing and Applying Concepts: What are the implications of my learning in other contexts? How would I use and test them?



Relates to: Chapter 7, "The Independent Learning Pursuit & Learning from Experience"

Making Meaning from Experience Worksheet

Name: _____ Student ID# _____

Date: _____

Select an experience that you believe holds potential for demonstrating competency within the SNL competency framework. Take a moment to visualize your experience. Now address the questions below:

1. What have you observed about your learning?

2. As you think about your experience and the learning that resulted, how have you changed?

3. What did you think, and/or how did you behave that suggested to you that you have learned?

4. How do you know that you learned? Did you increase your knowledge, or apply that knowledge to a specific area? Did you reach a higher understanding, see something in a different way, or change as a person because of your learning?²

5. What other areas of your life have been affected by your learning, and to what degree?

² From *Learning and Awareness*, by Marton and Booth

Relates to: Chapter 7, “The Independent Learning Pursuit & Learning from Experience”

Prior Learning Assessment Exercise

A. On a separate piece of paper make a list of learning experiences you think were significant; choose one which you think may fit one of the competencies; ask yourself: Was this learning experience substantial enough to give you college level competency in a particular area of knowledge or expertise?

B. Think through this experience by using the following format:

1. State the title of the learning experience, location, duration, and other specifics.
Example: Taking martial arts lessons for two years, three times a week for one and a half hours

2. Think about what you saw, heard and felt while you had this experience.
Example: felt uncoordinated, embarrassed about bad physical shape; puzzled over contradiction between aggressive sport and non-competitive supportive behavior of teacher and other martial artists; couldn't stand formality of ranking system and obedience rules; realized how little I knew about Eastern traditions and spirituality; enjoyed slowly getting stronger and more skilled.

3. Make a list of all the things you learned through this experience. Ask yourself What do I know, what can I do now, after having had this experience?
Example:
 - I learned basic techniques and forms of karate
 - I learned the beginnings of Zen meditation
 - I learned about the history of martial arts in the U.S
 - I learned basic concepts of philosophy of martial arts
 - I learned to be less afraid
 - I learned to be humble and patient
 - I got to know more about myself
 - etc.

3. Try grouping them into categories (that could become major points in your essay). For example, brainstorming the experience of taking martial arts lessons could produce a list whose components could be grouped into 3 main categories: (1) History and philosophy of martial arts, (2) Techniques, skills, (3) Psychological and spiritual aspects.

4. The “single experience” of taking martial arts may lead to several learning topics, and there may be several competency candidates, such as H1E, A3B, A3G, or others.

5. Select one competency and underline what makes a specific connection to the competency you selected. Some learning outcomes may fit well, others may have little connection to the competency you had in mind. Look at the competency statements - perhaps a different one will

be a better match. If you think that the learning fits under a specific subcategory, such as H-2 (“Individual Development”), or A-3 (“Reflection and Meaning”) but none of the specific statements fit, you can create your own competency statement on H2X or A3X.

6. Finally, ask yourself whether your knowledge and abilities are substantial enough to fulfill college level requirements. For example, if I chose A3E, I would have to ask the following questions:

Do I have a solid knowledge of the history of martial arts and the basic concepts of the philosophy and way of thinking which influenced this form of art or are expressed by it?

Do I have enough grounding in Eastern philosophy or way of life to compare it with Western thinking? Are the sources of my information and knowledge trustworthy and adequate? Am I aware of how much there is to learn about this subject, and am I satisfied with the part I know?

7. If you can answer your questions satisfactorily, think about how you will demonstrate the competency. Otherwise, think about how you could enhance your knowledge in order to be able to demonstrate the competency.

Relates to: Chapters 4 through 7

Independent Learning Pursuit Development Guide - Based on Your Kolb Learning Style

Name: _____ Student ID# _____

Your Learning Style:

Competency you will demonstrate (select from Liberal Learning Areas):

Criteria for Demonstration (see competency criteria):

<p>(Accommodator) What did you do?</p> <p>What did you learn how to do?</p> <p>What evidence / documentation do you have that supports your demonstration of competency?</p> <p>What evidence / documentation do you need?</p>	<p>(Diverger) What have you observed about your learning? When you think about your learning at an earlier stage, how have you changed? What did you think, and/or how did you behave that indicates that you have learned? What areas of your life been affected by your learning, and to what degree? (Look at the competency and its criteria, and use to help focus your reflections)</p> <p>.</p>
<p>(Converger) Why and how do the theories, ideas, and/or concepts you researched interpret your experiential learning, as it relates to the competency and its criteria? Cite your supporting documents and other evidence to further your claim. Refer to specific experts and their ideas to clarify and illuminate your points. What conclusions can you draw about your own learning experience now that you have broadened your understanding and knowledge? What other possible applications can you think of now?</p>	<p>(Assimilator) Define your terms: those from the competency; and, those particular to your experience that need clarification. Also define words that still may be unclear for you.</p> <p>What do the experts say about an experience such as yours? What are the theories and/or concepts that help explain your experience? Are their differing opinions? If so, what are they? (Look at the competency, and its criteria, and use to help focus your research).</p> <p>Resources I already have:</p> <p>Research I need to conduct:</p>

Relates to: Chapter 8, Section A, “The Academic Committee”

Preparing for your First Committee Meeting

Preparing for your First Committee Meeting that will be held at a distance requires pre-planning, just as a face-to-face meeting does. The difference, however, is that you will need to make sure that all documents are sent electronically ahead of time.

While most of your student documents can be sent electronically, there are two important ones that must, because of security reasons, be sent as faxed or PDF documents. Here are suggestions and requirements to help your meeting go as smoothly as possible. Allow approximately 1 hour for your meeting.

Generally, your Faculty Mentor will initiate the phone call from DePaul, or may provide you with a conference call number for you to dial-in. If you have access and prefer to arrange a conference call from your location, please forward to your Faculty Mentor and Professional Advisor via email the necessary numbers and codes for access. Be sure you are all clear about time zone changes! For example, does your meeting begin at 1:00 pm Central Time? Eastern? Mountain?

1. **Bookmark as a “Favorite” the web page below for future use.** Every form you’ll ever need, and all updates, can be found at <http://snl.depaul.edu> under Student Resources. Download the following forms from the page. Note: you may also find these forms within your Campus Connection under SNL Student Resources - Undergraduate.
2. **Form 1: First Committee Meeting Checklist.** Read through the checklist carefully, and perform the necessary action items. We will use your electronic Learning Plan available on Campus Connection. Print it out and share a copy of it with your PA and Faculty Mentor ahead of time.
3. **Form 2: Learning Plan Cover Sheet.** Fill in the cover sheet with information you provided during Foundations and revise where necessary. Prior to your First Committee Meeting, sign your Learning Plan Cover Sheet and forward the signed page to your PA. Request that your PA sign the document and send it to your mentor. Once your mentor receives it, your mentor will sign after the meeting. When submitted as a part of your Learning Plan, your signature page becomes one of two official documents confirming the completion of our meeting.
4. **Forms 3/4: PA Payment Form and W9 Tax ID form.** Your Faculty Mentor will complete and submit the PA payment form. PAs receive a payment for the wonderful work they do for you as your Professional Advisor. The PA completes and submits the W9 on their own.

Some important points:

- Make sure you provide your committee (Your PA and Faculty Mentor) with enough time to review your Learning Plan, Professional Goal and Action Plan, Course Assessments for Focus Area, if planning to transfer in courses, and your Next Steps. These documents can be sent electronically.
- Remember too that your F-1 may not have been “passed” in Foundations. If this is the case, F-1 will need to be assessed by your committee. Provide an assessment form for your PA to use when reviewing and assessing your work prior to our meeting. Once your mentor receive your PA’s assessment of your F-1, your mentor will submit it to the SNL office. Go to the forms page and download Assessment of Focus Area Plan (F-1).
- Do not provide your SS# on any documents; your DePaul ID number will suffice.
- Remember, thoughtfulness about your learning goals, flexibility, and organization will go a long way toward having a successful committee meeting.

Relates to: Chapter 8, Section A, “The Academic Committee”

Preparing for your Final Committee Meeting Conference Call

Preparing for your Final Committee Meeting from a distance requires pre-planning. While most of your student documents can be sent electronically, there are two important documents that must, because of security reasons, be sent as faxed or PDF files. Here are suggestions and requirements to help your meeting go as smoothly as possible. Allow approximately one hour for your meeting, which may be longer depending upon your individual needs and preparation.

Generally, your Faculty Mentor will initiate the phone call from DePaul. If you have access and permission to arrange a conference call from your location, please forward to your Faculty Mentor and Professional Advisor via email the necessary numbers and codes for access. **Make sure you have been clear about time zone differences when setting the time for your meeting.**

5. Go to <http://snl.depaul.edu> under Student Resources and download the following forms.
6. **Form 1: Final Committee Meeting Checklist.** Read through the checklist carefully, and perform action items. We will use your electronic Learning Plan available on your Campus Connection. Print it out and share a copy your electronic learning plan with your PA. Discuss with your PA any remaining items related to your Focus Area prior to your meeting.
7. **Forms 2 & 3: updated Learning Plan and Cover Sheet.** Revise and update your a) SNL Grid with any new or missing competency statements. Update your Learning Plan Cover Sheet that you used in your first committee meeting.
8. **Form 4/5: PA Payment Form and W9 Tax ID form.** Your Faculty Mentor will complete and submit the PA payment form, including adding your Focus Area. PAs receive a payment for the work they have done for you as your Professional Advisor. The PA completes and submits the W9 on their own.

Some important points:

- Make sure you provide your committee (Your PA, and your Faculty Mentor) with enough time to review your Learning Plan, Advanced Project, and Externship (if you took either course with other students be prepared to discuss your learning outcomes). These documents can be sent electronically.
- Confirm the date and time of your meeting, and be sure to send all appropriate numbers to your mentor or make alternative arrangements.
- Before your meeting, stand in the mirror and read aloud each of the fifty competencies you’ve demonstrated. Reflect on your work, and your achievement. Feel good about who you are and how far you’ve come.

Have a productive Final Committee Meeting and congratulations!

Learning Autobiography Questions and Guidelines

Your learning autobiography is your story as a learner. It's not often that we think about ourselves as a learner...it may seem a little strange to do this. But *Foundations* is much more about you as a learning adult than it is about the SNL program. Over the next couple of years, you will not only be learning about things but also becoming a more skillful learner; it will be a story that began years ago and will continue well into the future. Your Learning Autobiography will be a piece of retelling that story...

Here are some questions that we'd like you to answer as you write some of that story over the next couple of weeks, but please don't limit yourself to these questions.

What have been some important events in your life and what have you learned from them?

How do you think of yourself as a learner? Do you see yourself as someone who learns quickly? Slowly? Using examples, do you have difficulties in learning some things? Do some things come easily?

Do you have some specific attitudes or feelings or behaviors that really help you in your learning? That sometimes get in the way of your learning?

Have you thought about yourself as a 'learner' in the past? If this is one of the first times that you have thought about this, how does it feel?

As you think about yourself as a learner, do you see differences between how you learn(ed) in school and outside of school? What are those differences.. and what do you make of them?

Why have you returned to school? And why SNL?

Do you have any goals for yourself in terms of your abilities to learn?

Introduction to Liberal Arts Education

Liberal arts colleges have a long history. The name “liberal arts” is associated with books (which have served as the collective human memory) and with freedom. College students are assumed to learn the arts of both reflection and choice, to become able to respond appropriately to new situations. Through the years, liberal arts have also been associated with specific talents and preparation for professions and occupations.

Small Group Discussion

Seven groups will be formed for the following discussion. Each group will have an assignment based on one of the seven ‘components’ of liberal learning:

- Asking the right questions.
- Being conscious of one’s own values.
- Communicating with precision.
- Finding relevant information
- Making wise decisions
- Thinking in a logical, disciplined manner.
- Understanding the culture, (e.g., history, art, science).

These seven general components of liberal learning are separated from one another only for discussion. In practice, they work together and overlap. As in all descriptions of processes, these component parts are somewhat arbitrary. A discussion of the parts, however, will serve to bring the whole into sharper focus.

The list is alphabetical. Each discussion group will be assigned one component. It is the task of each group to define its component in terms that make sense, that reflect individual members’ own experiences with that component.

The second task for each group is to fit their component into the whole process of liberal learning. Logically speaking, which component comes first, second, and so on? By imagining such a logical flow of learning, the group will reach a conclusion, selecting a final component which can be considered as the purpose of liberal education.

Each group should agree on a definition for its component and agree on a logical order for all seven components. The groups will report their findings. It is most important for each group to be able to make an argument for its definition and conclusion.

Cash Register Worksheet

You have five minutes to read “The Story” and then indicate whether each of the statements about “The Story” is true, false, or unknown (indicated by a question mark.)

The Story: A businessman has just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police was notified promptly.

Statements about The Story

- | | | | |
|--|---|---|---|
| 1. A man appeared after the owner had turned off his store lights. | T | F | ? |
| 2. The robber was a man. | T | F | ? |
| 3. The man did not demand any money. | T | F | ? |
| 4. The man who opened the cash register was the owner. | T | F | ? |
| 5. The storeowner scooped up the contents of the cash register and ran away. | T | F | ? |
| 6. Someone opened a cash register. | T | F | ? |
| 7. After the man who demanded money scooped up the contents of the cash register, he ran away. | T | F | ? |
| 8. While the cash register contained money, the story does not say how much. | T | F | ? |
| 9. The robber demanded money of the owner. | T | F | ? |
| 10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. | T | F | ? |
| 11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. | T | F | ? |

Puppets Exercise

1. Draw two concentric circles: one about 3 inches in diameter, and the other about 12 inches in diameter.
 2. In the inner circle, write in your goal(s), e.g., "DePaul degree."
 3. Then think about some of your own sub-personalities (puppets) that might get in the way of your goal; flesh them out in as rich detail as possible, thinking of the entire package of behaviors in each case. For example, some people might get into money ruts when it looks like they just won't be able to make ends meet, and so react in a kind of knee-jerk fashion by taking on other jobs, or cutting back on expenses.
 4. After coming up with your puppet(s), think of a personally relevant name, one that is meaningful to you. The name goes on the outside perimeter of the diagram, and a few words about the description go in the space between the two circles.
-

Masks Exercise

Some Native Americans used masks to influence the future. You can also create a mask to influence your future. Your mask can reflect your hopes and dreams. It can illustrate your short of long term goals. Give your future form and substance. Make a mask.

You can draw, paint, or build your mask from just about anything. Use colors, shapes, pictures, words, glitter, music, poems, quotes, crayons, ribbon, feathers or action figures.

Express your goals. Express your feelings and your plans to achieve your goals. What do you want, now and in the future? What do you hope for in your family life, your community life, and your personal and professional life? Before you start creating your mask, you might want to spend time free-writing answers to some of these questions.

Then let yourself go. Explode the concept. Be creative. Try paper maché or finger painting. Try clipping magazine pictures or using old family photos. You can be practical or you can be totally wild. You can be very specific or you can be abstract. Your mask doesn't even have to look like a face. After all, it is your mask.

CHAPTER 10: READINGS

Relates to: Chapter 1, “Introduction and Orientation”

School for New Learning: Purpose and Philosophy

By Pat Ryan, School for New Learning Resident Faculty

One of the nine colleges of DePaul University, the School for New Learning (SNL) is an alternative and experimental liberal arts college for adults. Established in 1972, SNL expresses DePaul’s Vincentian commitment to personalism and the University’s role as a metropolitan educational institution. SNL teaches adults, frequently full-time workers, who have been absent from the academic world for some time. SNL incorporates their experiences to fashion an education to attain the knowledge, skills and capacities to succeed as educated adults. The purpose is carried out through a set of components designed to facilitate adult learning.

- 1) Courses and counseling offered at a time and place available to working people.
- 2) Teachers and counselors who understand and can communicate with adults.
- 3) A dynamic and flexible curriculum which engages adults in diverse learning experience in liberal arts and career areas.
- 4) A competency framework that recognizes valid prior learning, provides for diverse goals, and believes in differing learning styles and paces.
- 5) A committee for each student that helps him or her to tailor the framework to utilize background and to achieve a specific goal.
- 6) A commitment to dialogue and negotiations that enables the adult learner to own her or his learning.

Just as the whole world is a school for the whole of the human race, from the beginning of time to the very end, so the whole of life is a school for every man, from the cradle to the grave... Every age is destined for learning, nor is man given other goals in learning than in life itself.

John Amos Caimans

The SNL undergraduate program is based on experiential learning theory that has its roots in the philosophy of John Dewey and the psychology of adult development. In this theory, the compartmentalizing of learning and its separation from work and other life activities is detrimental. It minimizes both the life and the learning. At its worst, it subjects people to non-analytic routinizing of the everyday with little resources available for learning *from* and *for* their experience. Experience, in and of itself, varies widely in its impact on the group or individuals and its utility for dealing with future experience.

Education is itself an experience that should be measured by its impact on the learner and its utility to his or her past experience and learning as well as her or his future experience and learning. Utility in this sense is more general than usefulness or use and is meant to denote adaptation to produce a valuable result. The process of learning from experience and planning experiences that instill learning is at the core of SNL’s educational program. Beginning the learning process with experience can supply both the

stuff (sense data) and the motivation of the experience. It can also sharpen learning skills that can be used in a variety of contexts.

David Kolb provides a structural format for the process of experiential learning. The movement from experience to reflection to generalization to experimentation engages the learner as an agent of education rather than the passive recipient of education. (David A. Kolb, *Experiential Learning*, 1984.). The SNL framework and faculty guide and evaluate this process but the learners (students) are the primary agents in the process – *their* experience, *their* generalization, and *their* experimentation.

SNL certifies and awards competency credit not for the experience itself (I went to China; I was a camp counselor; I like plants) but assists the learner in determining and evidencing the knowledge and skills developed in that experience. Since learning, especially in the SNL context, is a lifelong process, the experiential aspects are not limited to those already part of the learner. They also form the basis for new learning in the form of courses, independent studies, fieldwork, and independent projects. These planned experiences enable the learner to use theories and methodologies to deal competently with specific problems and concerns in the practical (practicing) world of business, family and community affairs. In SNL, the disciplines of traditional college education are used in the process of reflecting, generalizing, and testing experience.

Finally, adults have multi-dimensional lives and commitments that enrich as well as complicate the learning process. Learners must prioritize and work out these complexities. SNL, for all its individual emphasis, is a college, an institution that must maintain standards so that it is a valid agent in the educational process. SNL advisors and faculty are themselves engaged in lifelong learning as well as in their personal and institutional lives which means their expertise and availability are limited, that is to say, human. As reflectors on history and group relations come to discover, ideals on governmental, philosophic, theological and other levels are lived out day to day. An experiential competency-based learning program must realize that the learning experience will differ for each learner, that outcomes will be measured but achievements will not always perfectly replicate desires.

To paraphrase a powerful adage, “A mind is a terrible thing to waste.” A life with its reflected-upon experiences is a terrible thing to waste. This forms the heart and purpose and philosophy of SNL – to enable diverse adult learners of a metropolitan area to develop and demonstrate their competency as individual workers, citizens and persons.

Americans seem to be in their own land as pilgrims, prodded by a dream. They are always on the move – available for new tasks, prepared for the possible loss of what they have. They are not settled, installed...
Jacques Maritain

Relates to: Chapter 1, “Introduction and Orientation”

On the Outcome of a Liberal Education

By Morry Fiddler, School for New Learning Resident Faculty

One of the unusual features of the SNL program is the extent to which the curriculum (or course of study) is designed to provide goals for each learning experience in which you engage (whether a course, demonstration, a prior learning, or independent project) to help you develop a context in which to place your learning, to provide a set of outcomes to help you measure your learning and your development. The Competency Framework defines the curriculum and, as you are coming to learn, you will help yourself over the next quarters in further defining and shaping that curriculum.

As you become increasingly familiar with the Competency Framework, you will find the statements are directed at the demonstration of specific skills, abilities and use of information (i.e. competencies). There are, by the time you develop your Learning Plan, 50 discrete statements of competency. If you look across these 50 statements, however, you will find that there are certain skills and abilities that ‘cut across’ them all, that, in more general terms, can be viewed as a set of general goals or outcomes of successfully working through the program. These more general goals are described as:

1) Communication skills; 2) “processing” of information, experiences, and learning abilities; 3) Information collection; 4) inquiry skills; and, 5) self-direction abilities.

One of the designs of the program is to provide the opportunities and resources for you to both develop these outcomes and apply them in a variety of ways as you progress toward your degree. One of the first opportunities where you will be asked to do this is in the design of your Focus Area. You have made, or will be making in the near future, some critical decisions about your career, work, or focus of study. With the help of your Committee, you will be determining the kinds of learning experiences you already had, and those you will need to have while at SNL in order to complete your Focus Area design and move toward your goals. You will be drawing upon those five general skills described above in order to do this effectively. As you continue to develop these abilities and recognize these outcomes of your SNL experience, you will undoubtedly develop your Focus Area with great intention, sophistication, and satisfaction.

However, there are other considerations that are worth addressing at this moment. You have engaged yourself in a program that leads to a Bachelor of Arts degree. SNL has chosen to view this outcome as being described by two phrases: ‘lifelong learning’ and ‘liberal learning.’ Taken together these notions will no doubt take on specific and individual meaning to you, both as you proceed toward the degree and, more importantly, after you have graduated. It will probably be most helpful to be thinking about what these terms are coming to mean to you as you take classes, engage in independent study, and do whatever work will bring you towards the degree. Putting your learning in this light should add a dimension and set of outcomes to your schoolwork that will cut across the statements and areas.

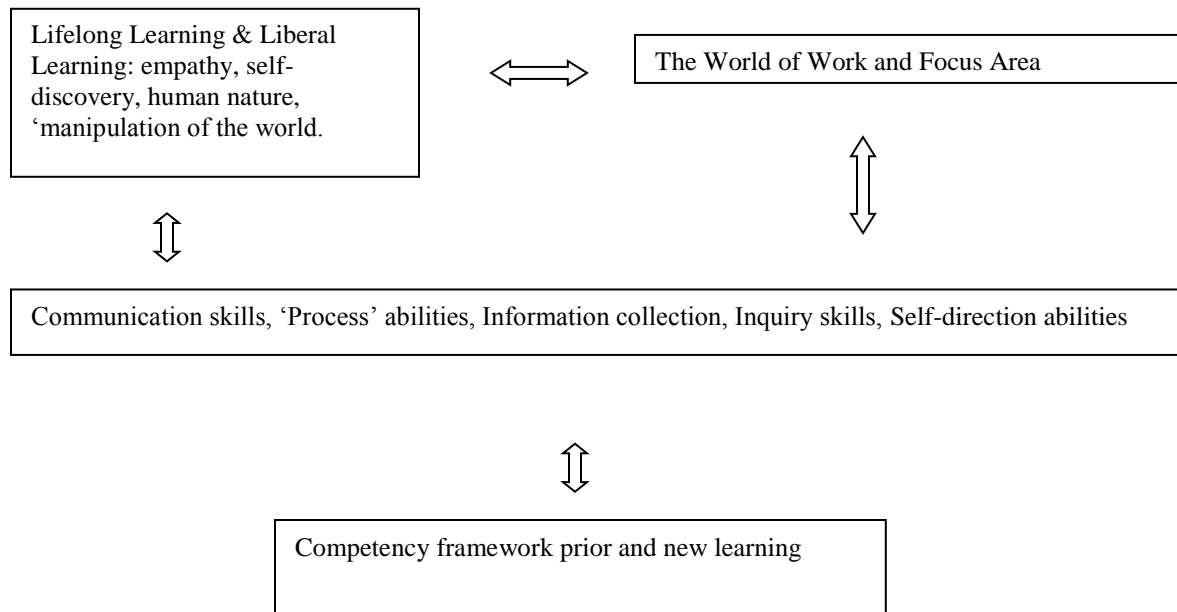
You will be asking the following questions: Are there outcomes or qualities of my education not stated by any single competency statement in the framework and to which the entire set of statements and knowledge are contributing? And, what are the outcomes or qualities? As you answer these questions you will provide meaning and definition to the terms, ‘liberal learning’ and ‘lifelong learning.’

For example, below are four possible qualities or outcomes of the cumulative demonstration and development of the competencies, including those you will design in the Focus Area:

- 1) Empathy: capacity for participation in another's feelings or ideas.
- 2) Self-discovery: process of obtaining knowledge about one's self (e.g. motivations, history, preferences) leading to the development of a 'point of view.'
- 3) Conceptualization of human nature: formation of (tentative) generalizations describing the qualities and characteristics that a) all human beings display and b) differentiate humans from other organisms.
- 4) Skills for 'manipulating' the world around you: knowledge and processes to alter the state of relationships and the environment to meet desired ends.

Not every competency statement in the framework will contribute to each of these outcomes. With thought and intention on your part, however, any single competency can be approached with an eye toward development of one or more other, more general outcomes. The extent to which these outcomes become valid for you over time is indeterminate at this point. It is strongly suggested, however, that as you proceed in your degree program from this point on, you periodically consider these general outcomes, perhaps on your way to eliminating one or more and replacing it (them) with notions of greater value to you. Bear in mind as you go that others have and will be doing the same and the sum of those understandings will give broad meaning to liberal and lifelong learning beyond a personal, self-centered way.

Take a look at the diagram below that summarizes the thoughts developed to this point.



Consider if you would, the extent to which you are developing these outcomes as you proceed toward your degree at SNL. You will probably find these outcomes developing without your even realizing it.

"Education should not aim at a passive awareness of hard facts, but at an activity directed toward the world that our efforts create." Bertrand Russell

Relates to: Chapter 2, Section A, “Demonstrating Competency”

Practicing the Liberal Arts

By Corinne Lally Benedetto, School for New Learning Resident Faculty

The liberal arts form the core of the academic programs here at DePaul University’s School for New Learning. Our competency outcomes in the program’s three liberal arts areas (Human Community, Scientific World, Arts & Ideas) represent a nearly limitless spectrum of learning, and echo the medieval vision of liberal learning as a journey without end. Happily, a student’s time here *does* end. We hope the value and memory of the learning journey does not. As exciting as the prospect of never-ending knowledge appears, we need to remember to ask ourselves why we’re pursuing this level of knowledge. The answer hinges, in part, on history.

In Western medieval society, the key social institutions (particularly the Christian Church) valued education in the liberal arts for its privileged members as a way to explicitly link the wealth of human knowledge to the immanence of God’s presence in the world. Education had a functionalist purpose: the furtherance of institutional order because its very center.

As will happen when institutional interests collide with the things individuals need and want, certain key conflicts developed around the liberal pursuit of knowledge and education. One of these conflicts erupted with some early practitioners of science. First Copernicus, and then Galileo challenged the functionalist vision of liberal arts learning igniting a terrific controversy within the culture around the meaning of knowledge and its connection to individual learners. Both Copernicus and Galileo were working with the functionalist value system of the Church, and rather unwittingly challenged it when their equations and observations of the natural world failed to fit cosmological assumptions about its order and origin. The cultural shifts which followed produced the intellectual and political milieu we now call the Enlightenment. During this period, the liberal arts matured within a humanist cultural frame where the individual mind and its inherent potential to know truth was elevated beyond the intermediary influence of religion or religious institutions. In this new, “modern” context, literate people were free to pursue learning for its own sake.

However, when formal knowledge de-coupled from the ancient framework of religious meaning, there appeared a distinct lack of overriding vision about its purpose. What did it really mean to pursue learning “for its own sake”? Why was this activity so valuable? To gain social and economic power over others with less learning? To fuel the epistemological base of science as it took shape in opposition to the religious paradigm? (Yes, on both counts.) To provide each individual person with a way to a greater understanding of his or her own thoughts, actions and relationships to others? (Only rarely.) Yet, it is precisely this vision of relational learning that informs the liberal arts today. The School for New Learning acts from this premise; our competency grid is structured in a way that encourages interdisciplinary learning. The boundaries between disciplines are like the boundaries between social institutions – they separate and divide things that are much more effective when unified. We ask the students who work with us to move beyond familiar demarcations in the knowledge they acquire. The ‘old’ liberal arts encouraged these divisions between fields of knowing; we encourage their integration.

The stories of Copernicus and Galileo (only the barest outlines of which have been given here) like the story of the death of Socrates (read [Apology](#) and [Crito](#) from any good collection of Plato), illustrate how

the interests of an institutions do not automatically dovetail with the interests of an educated person. Yet, the unbridled pursuit of knowledge and information greatly misses the point of knowing anything at all. Why does a person pursue great learning?

The birth of a new century and the demise of an old one marked by unparalleled violence to all life on earth revitalizes the significance of this question. It burns for an answer. SNL learners, who embark quarter after quarter on an educational pilgrimage shaped largely by the liberal arts, are uniquely positioned to answer it. The energies of self-motivation and intellectual flexibility that empower adult learners to succeed in this nontraditional environment make it possible to live the answer through reinvigorated personal and professional connections to others.

As one understands after reading Plato, Socrates' pursuit of knowledge led him into fatal conflict with an institution (the Athenian State) whose vision of itself contained no room for individual wisdom. We conclude from this (and a myriad of similar cases) that a model of *partnership* between the institutional and individual levels of learning is necessary before each one's respective actions and interests can begin to approximate a worthy response to this essay's central question: Why pursue great learning? Educational institutions engaged in the pursuit of a learning partnership with their students will make the wider community a central player in the formation of their own vision and interests in the future. Both DePaul University and the School for New Learning are committed to educational partnership and honor and acknowledge its roots in the tradition of the liberal arts. At SNL, we share a vision with learners of an educated community; individuals shaped through liberal learning precepts and united in purposeful, progressive activities. We ask our graduates to envision a role in which each person channels an important element of her or his formal learning back into the community. We ask our beginners, the students in Foundations of Adult Learning, to begin creating the base of this contributory role right now.

Relates to: Chapter 2, Section A, “Demonstrating Competency”

Liberal Arts and Business: An International Perspective

By Miriam Ben-Yoseph, School for New Learning Resident Faculty

International business is of vital importance to most countries. No country, including the United States, can survive pretending that the rest of the world does not exist. Many observers point out that American parochialism is understandable to an extent that the U.S. has such a big domestic market and in light of the country's political and technological dominance. Some observers stress, however, that the fierce global competition of the 21st century makes parochialism self-defeating.

Along with the increasing importance of international business and the growing demand for people who can function effectively in foreign environments, data suggesting that somewhere between 20 and 50 percent of Americans sent abroad return home prematurely or fail, have gained prominence in recent years. Researchers estimate that direct costs of failure can run in some cases well over \$200,000 for each overseas employee and family returned home prematurely. While it is difficult to estimate the cost of lost business and damaged reputation caused by the high failure rate of Americans assigned overseas, it is assumed that the figures are threatening.

Bad news for business, you may say, but what does this have to do with liberal arts?

Although a major requirement for success in an overseas assignment is expertise in an area of business such as marketing, finance, or management, research findings indicate that failure overseas rarely results from professional or technical incompetency. It is deficiency in skills normally fostered by the liberal arts that causes failure: breadth of knowledge, tolerance for ambiguity and uncertainty, adaptability / flexibility, empathy, and communication skills.

It is quite obvious why professional or technical competency is one of the primary determinants of success in overseas assignments. In fact, as one author pointed out, this factor is even more important in international assignments than it is domestically. The individual is separated by time and space from headquarters and, therefore, cannot consult as readily with other experts on matters related to her or his job.

What seems to be less obvious, however, is that in order to succeed overseas one must know not only the job but also the history, culture, language, economic conditions, and social and political life of the host country and of other countries as well.

Although I do not wish to suggest that such knowledge is exclusive to people with a liberal arts education, compared to most individuals with a strictly business background, a person with a liberal arts education has a broader knowledge of more things. In an overseas assignment, this knowledge greatly influences the probability of success because it increases one's awareness toward people whose value systems, customs, beliefs, assumptions, manners, and ways of doing business may be greatly different from one's own. An understanding and appreciation of these differences will increase one's ability to function effectively in a foreign country.

It has been noted that many professional schools and the corporate world in general frequently assume that the “right answer” exists and there is a “best way” of doing things. Business, however, is not a science; issues are rarely clear-cut and, therefore, the ability to work effectively in ambiguous and frequently uncertain situations is an important determinant of success in any business environment.

Some observers think that liberal arts graduates are better prepared to deal with ambiguities because of the content and methodologies of their disciplines. They have learned from literature, history, and philosophy that things can be interpreted in more than one way, that everything is in fact relative and somewhat uncertain.

Tolerance for ambiguity and uncertainty is even more important in a foreign assignment than it is domestically because, as one author points out, factors considered relatively constant at home are different abroad. The legal, economic, and political structures of the host country may be very different from the ones the individual is used to from his or her own country. Host nationals may also have their own version of the “right answer” and the “best way” of doing things and who is to say that they are wrong?

Closely related to tolerance of ambiguity and uncertainty is adaptability along with its close associate, flexibility, as one of the most important criteria for success overseas. In this context, “adaptable” and “flexible” suggest the ability to get used to and react positively to new, different, and at times, unpredictable situations.

Recent research suggests that the non-specialized, non-vocational curriculum of the liberal arts prepares graduates more effectively to adapt to new environments. While emphasis on specialized education is useful in the early years of one’s career, when advancement into more complex areas of responsibilities occurs, a narrow view of the world can be detrimental. In an international environment, narrowly educated people could lose the advantage of their specializations very quickly. If they cannot adjust to change and are incapable of picking up clues that people are giving about their interests, problems, or needs, whether they are subordinates, bosses, or customers, technical or professional expertise will not prevent them from failure.

This brings me to another skill that is an important determination for success in international assignments: empathy. This relates to the ability to see a situation from another person’s perspective. As pointed out by one specialist in cross-cultural training, most people, whether they are at home or abroad, work better with those who seem to be able to see things from their perspective. Obviously, because of greater differences it takes more effort to empathize with a foreigner than it does with someone closer to one’s own cultural background. The effort has to be made, nonetheless, to limit somehow the myopia caused by viewing situations strictly from one’s own point of view and thus missing the point. Empathy is not necessarily exclusive to people with a liberal arts background. In fact, I know some PhDs in the humanities with an amazing lack of empathy toward business people in particular. Persons with a liberal arts education, however, are used to studying questions of point of view or asking why, for example, a character in a play or novel acts in a certain way and this type of inquiry is useful in the world of business. While a typical business person is inclined to rely mainly on numbers to analyze a certain situation, a person with a liberal arts background will tend to look at the situation from a customer’s or foreigner’s standpoint and use the insights gained from that perspective accordingly, and a combination of approaches would probably achieve the best results.

Last but certainly not least, I want to stress the importance of communication skills in international assignments, including both language and nonverbal behavior.

Persons with a liberal arts education are certainly not the only ones with good communication skills, but lack of communication skills seems to be the most frequently mentioned problem of business school graduates. They may be experts in marketing, finance, or computer technology, but if they cannot express it, who will ever know?

Whatever the international assignment, the job will always require the ability to communicate with bosses, with subordinates, suppliers, customers, and government officials. As we all know, communication does not always result in understanding even among people with similar cultural backgrounds, but the chances for miscommunication increase significantly among individuals of different cultures. The greater the difference between cultures, the greater the chance for cultural miscommunication.

A major issue in communication is language. Knowing the language of the country in which a company is conducting business is a critical element in facilitating communication. Although English has become the world's major language, it is a mistake to assume or expect that most people speak it. One can certainly not force all workers to learn the language of the foreign owners and this means that in many instances, management and workers must communicate in the workers' language. In as much as dealing with foreign governments is concerned, protocol normally dictates that communication be conducted in the national official language. Since speaking the customer's language is the most important rule of marketing, it is certainly in the best interest of an American doing business overseas to ease the barrier by learning the native language of the customer. The ability to communicate in the local language also plays a major role in adjusting to the social environment and in increasing one's chances not only to survive an overseas assignment but to enjoy the experience as a whole.

While language fluency is an important factor for success overseas, knowledge or at least awareness of nonverbal behavior is also very important. In fact, as several researchers have pointed out, the more fluent one is linguistically, the more critical the nonverbal fluency becomes because people assume that the linguistically fluent person knows all aspects of communication, including nonverbal behavior. Needless to say, acquiring nonverbal skills is much more difficult than learning a language because, to name only a few reasons, unlike language, there are no dictionaries for nonverbal behavior; much nonverbal behavior cannot be controlled, and the mistaken notion still persists that nonverbal behavior is universal.

I hope to have shown that a successful career in international business takes a much broader individual than just someone with strictly business skills. The individual most likely to succeed in international business will have a background that combines business with liberal arts skills. This has obvious implications for both universities and US multinationals. Universities will have to reexamine the educational mission of their various schools and take steps to prepare their students for this dual competency. US multinationals will have to develop a longer-term orientation with regard to hiring and developing their people. The traditional short-term orientation of most US companies is no longer compatible with the trend towards globalization, which requires most individuals with cognitive skills and broad perspectives, capable of dealing effectively with people from a variety of cultures.

Curriculum revisions on the one hand, and the breaking of the cycle that compromises long-term interests of companies for the sake of expediency, on the other hand, will not only enhance

employment and advancement opportunities for individuals interested in international business, it will improve the competitive position of the US in the world marketplace.

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Relates to: Chapter 2, Section A, “Demonstrating Competency”

Finishing College at Sixty – So Much More than Finally Getting That Degree

By Shirley Paolinelli, SNL Graduate, Individualized Undergraduate Program

I always knew that someday I would finally finish college. What I didn't know was how profoundly my life would be affected by doing so during these past five years. I think it was going back to school in earnest at this particular time of my life, and at this particular university, that made all the difference.

I had made starts and stops throughout my twenties, thirties and forties, but life's situations and circumstances always seemed to get in the way of getting my degree. Certainly, I had learned many a life's lesson throughout the years, being a mother and grandmother, entering and ending relationships, falling in and out of love (mostly out), and working in various areas of corporate America. Yet the desire to further my formal education was always with me, an inner call, sometimes just a whisper, other times a strong and clear voice. A line from a novel I read recently expressed one of the reasons for my increasing sense of urgency to achieve this goal, “Time takes care of all our aspirations, one way or another.” It seems most of us have one or two aspirations that must be fulfilled, which seem to be essential to our life's purpose, and if ignored, will be taken care of by time in the saddest of ways – by turning them into our life's biggest regret.

I vowed years ago, I did not want to look back on my life with any regrets. Well, okay, that was a bit unrealistic, but the older I became the more I felt that going back to college was, for me, that one essential aspiration I needed to act upon.

When I did make the move to register as a college student at SNL, I was surprised at my initial nervousness and feelings of insecurity. After all, I was there solely because I wanted to be; there was no outside pressure whatsoever. Upon reflection, I suppose part of the reason was due to the normal apprehension one feels when beginning something new and different, wondering if the experience was going to be as fulfilling as I longed for it to be, hoping that it would not be too much work for me to handle, or that I would become disappointed or disillusioned somehow and eventually lose interest...then what? My fears quickly subsided as I entered my very first classroom, which happened to be in the Art Institute on a sunny, Sunday afternoon in September 2004, surrounded by adult students just like me, sitting on folding stools inches away from glorious original masterpieces, listening to a quirky and passionate professor telling fascinating stories I had never heard before about the artists and their works. I knew then that I was exactly where I was meant to be, and that the “someday” when I would finish college may have truly arrived.

My enthusiasm never left me; in fact I began to feel more alive, full of energy, eager for the next course to begin. I was being intellectually challenged, an unfortunately rare occurrence for me at work where the day-to-day routine had placed me in a comfortable, but often dull rut. My reading materials and habits had gone from a few chapters of a mystery paperback during my daily train commute and right before I fell asleep, to the voracious absorption of everything available to me as a college student, from textbooks, research studies and scientific journals to the writings of such profound thinkers as Malcolm X, Emmanuel Kant, the Dalai Lama, and so many others. The knowledge and truth I was searching for was right before me for the taking! And I excelled, whether it was in a class to learn more about subjects that were of keen interest to me like Analyzing Major Social Movements and Social Psychology,

or one that I had enrolled in just to satisfy a needed competency like Quantitative Reasoning. My self-esteem and self-confidence were steadily increasing. This realization came to me at work when I started to notice that people I worked with in executive management were looking at me differently, engaging me in decision-making, attentively listening to me when I spoke, taking into consideration my opinions and ideas – and acting upon them. Now, this was a major turn of events! Initially, I wasn't quite sure where these different reactions were coming from. I didn't appear to *look* any more formidable; I hadn't started wearing power suits or donning three-inch high heels or some such thing. No, this was a change of substance, from within me at a deeper level. I knew it was my educational experience that was transforming me...providing endless opportunities for self-discovery, self-awareness and growth.

I have learned that I am not alone in having such a positive and beneficial experience as an older student returning to college. In an article, "The Advantages of Being an Older Student", author and adult student, Vickey Kalambakal, shares many similar observations made throughout her experience of earning a BA at UCLA later in life. She writes of the "incredible advantages" older students have over other students: "You can focus. Now, your attention span is probably longer; your ability to concentrate greater. You've got a 20-year running start on general, cultural knowledge and a sense of perspective that they will not achieve until they're your age."

Since people are living longer, the author sees this extended time as being much more productive for those achieving their degree in later life. She states, "The extra years will be more fun for you because your education will pay off financially and spiritually". And on the increased self-esteem which so especially affected me, Kalambakal confirms: "More important is what you'll be worth to yourself. Once you actually go back to school, your self-esteem – which seems so fragile on that first, scary day – will soar. Your own children, your friends, your co-workers, and your classmates, may well be in awe of your drive and determination." (Kalambakal)

At SNL, my self-esteem was indeed growing, along with self-awareness – not always the rosier of experiences – and a few often uncomfortable lessons in humility. Like when I received my one and only "B" at SNL, my final course grade for a Criminal Justice class. The instructor was a Cook County judge, rather old-school in his teaching methods, who gave a final written exam, something I had heard was not the norm at SNL. Now, a) I was not going to have a 4.0 GPA upon graduation, a personal goal I had decided I wanted to achieve early on; and, b) I guess there is some truth to that factoid I had read that one's ability to memorize data, especially involving numbers, starts to gradually wane in later years. I was quite discouraged at first, but, as I also learned to do at SNL, I took my "ego" out of the picture, accepted and learned from the situation, and moved forward (and I must admit, since then, have always checked classes' syllabi for *any* mention of tests or exams before registering for a course). I was also humbled by my fellow students, their diversity, intelligence, tenacity, power, courage, hope and generosity. I have not felt such a connection with anyone as I have, in each and every class, with my fellow adult learners at SNL. I have learned as much from them as I have learned from the outstanding professors and instructors.

I must interject here that attending more than a few classes where the teachers were younger than me was a reality that all adult-learners returning to college after 30+ years face, and took a little getting used to. Being given assignments and receiving evaluations and critiques from someone young enough to be one's son or daughter was rather off-putting, and another humbling occurrence. However, as it turned out, one of the most stimulating educational experiences, and the most instant teacher/student connection I made were with one of the younger instructors at SNL. Who knew?

As a much older student returning to college, I have discovered how much I really do know, the talents I do (still!) possess and the skills I have developed, and how very much there is yet to learn and experience. I took comfort in the realization that there were other women and men, fellow adult learners as well as teachers, who felt as strongly as I did on issues – intellectual, social, political, spiritual – that have always been and continue to be important to me. My preconceived notions, ideas and opinions were continually challenged and expanded through classes such as Critical Thinking, Real Life Ethics, and those on Diversity, Social Change, Creativity and Spirituality. I also began to work better and smarter at my job, taking and using what I had learned from classes like Collaborative Learning in the Workplace, Discovering the Leader Within, Exploring the Internet and Psychology for Managers. I started to feel I could “intellectualize” with anyone – I was writing research papers, interpreting and analyzing others’ research, citing sources and knew the value of a peer-reviewed article from a scholarly journal!

Foundations forced me to examine and focus on where I was headed and why during my educational journey, not an easy task for someone who *talked* idealistically, but too often had placed *doing* on the back burner. And it was the *doing*, making a commitment, understanding the importance of acting to make a difference that I learned from my Academic and Professional Advisors. It was also in Foundations that my focus area was determined, Human Spiritual Growth – a “major” I don’t think I would have been able to pursue forty years ago as a young student at a traditional university. Searching for truth and nurturing my spirituality have always been of great importance to me. These were life-long pursuits, essential to my happiness, yet seemed to be lofty and undefined, and I was unclear how to truly attain them. My educational experience at SNL has provided the environment I needed, at the right time in my life, to see and think with the clarity necessary to find the knowledge and truth that I had been seeking. And through a truly transformative learning experience in a focus area class, Introduction to Buddhist Mindfulness Meditation, I have found the path that is right for me toward lifelong nurturing of my spirituality. I firmly believe in its power to not only enhance my spiritual growth, but to also change the world. (Mingyur)

In an article posted on AARP’s website, “Back to College”, Rosabeth Moss Kanter, the Ernest L. Arbuckle Professor at Harvard Business School, discusses trends revealed from surveys’ results on what baby-boomers are doing, and hope to do, now that they are in their fifties and sixties. Not surprisingly to me, or to anyone involved in DePaul’s School for New Learning, the article states that baby-boomers “are planning to step up to their next productive years of significant service. They have drive and energy; they have a treasure trove of wisdom, experience, and connections.” A survey by Civic Ventures cited in the article shows that “a majority of Americans between the ages of 50 and 70 want to benefit their communities by helping the poor, the elderly, and children, or by improving quality of life through the arts or the environment.” On the trend of boomers returning to school, the author states, “College campuses – once the source of boomers’ zeal for change – could be the launching pad to leadership and to improving the state of the world”. (Moss Kanter) Sounds exactly like what one would see and hear from the students and faculty in the classrooms and halls of SNL on any weekday evening from 6:00 – 9:00 p.m., myself proudly included.

There is a shift as one reaches their fifties and sixties toward growing introspection. Personally, I had experienced a gradual realization that the main roles in my life, those of mother and grandmother, were becoming less of a full-time position, and more of an on-call or “as needed” one. And, in this youth-oriented culture, a woman in her fifties or sixties experiences a startling sense of becoming invisible. She is no longer the targeted demographic of ad campaigns, for example, in fact she seems to represent what society should avoid at any cost – becoming old. The harsh reality of this cultural phenomenon

can be painful, depressing and isolating. It can also be a new beginning. When emphasis on the external, physical and superficial is removed from center stage in your life, you are almost forced to look inward, and there-in, I have found, lay the wonder of unexplored territory. We can turn our attention to learning to love the person we have become, to developing our sense of self. For me, going back to college was a solid step toward achieving this.

According to an 2007 study, “Framing New Terrain: Older Adults and Higher Education”, by Mary Beth Lakin, Laura Mullane and Susan Porter Robinson of the American Council on Education, the three top factors which motivate older adults to participate in higher education are intellectual stimulation, sociability and skills enhancement. And in similar surveys of older adults learners: one with participants mostly in their 70s and another of adults aged 55 to 96; the prime motivator for returning to the classroom was the “joy of learning”. (Lakin) There are a host of other benefits acknowledged by adults who have returned to school later in life. In “Degrees of Opportunity” a 2006 study by Lyungai Mbilinyi, MSW, MPH, PhD, of the views of American adults about the value and feasibility of pursuing higher education in adult life, the top benefits listed are: personal sense of accomplishment; developing talents/pursuing interests; earning a higher income; changing careers/industries; becoming expert in their field; and, being a good role model for their children. (Mbilinyi) And for me? I am right there with the older segment, ages 55-96, of adult learners: the joy of learning and learning for learning sake – the discovery I made at SNL, that it is the *learning* that is my real passion.

Now that I am about to graduate, I am enjoying a new sense of fulfillment and accomplishment, and a calm that comes from feeling I have taken care of longstanding, unfinished business. I have stilled that part of me that felt I was missing something, that felt like maybe I wasn’t quite good enough. This SNL graduate (did I mention my GPA is 3.97 and counting?) will continue to feed her passion – I will keep on taking classes in any and all areas of interest to me, and travel further down the path to spiritual enlightenment with a mind and heart more open and ready than they have ever been for all that awaits me.

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Relates to: Chapter 7, “The Independent Learning Pursuit (ILP) & Learning From Experience”

Experience, Learning and Knowledge

By John L. Rury, former SNL Resident Faculty

The relationship between experience and learning is a puzzle of sorts, one that you will be asked to think about in the School for New Learning. It is also a good question to consider it the rest of your life, since it is relevant to practically everything we do. In this essay, we examine some of the pieces of this puzzle. I use the ideas of the philosopher John Dewey as a point of departure, and try to explore many of the questions his writings raise for students today. I don't pretend to have answers to all the various sides of this issue. But maybe this discussion will help you to begin thinking about experience, and some of the ways you can use it to learn.

Let's begin with the question “what do we learn from experience?” The answer is “virtually everything,” of course, since we are born with relatively little instinctual knowledge (such as how to breathe) and everything else can be classified as one form or another of experience. Even reading books and sitting in classes are forms of experience, even if not always exciting ones. But this is not usually what we mean when we say we learn from experience. Perhaps the question is better put this way: what do we learn from experiences we encounter in “real life,” away from school and books? Many of us feel that the lessons we have learned from life are very valuable, and as adults we have gained a great deal of knowledge and insight from our many and varied experiences. In the School for New Learning (SNL), we recognize the value of experience in adult learning, and we want to acknowledge the skills and knowledge you have gained from prior learning, in school and out. But first we should take a look at the question of experience and knowledge, and consider how experience is related to learning. After that, we can consider some ways for you to begin thinking about your own experiences, and how they may be helpful in a program such as SNL.

Educative and Miseducative Experiences

As you know from reading John Dewey, not all experiences are equal. Some teach us more than others. But what is it about an experience that makes it “educative?” Addressing this question is an important step in figuring out the relationship between experience and learning.

If we take as our premise the idea that all learning is derived from the “external world” (that which is outside of our own mind), then we can begin with the proposition that all learning is based on experience. We know from reading Dewey that not all experiences result in learning, or at least not in the same types or degrees of learning. Dewey is quite clear on this point that some experiences are “miseducative,” which is to say that they do not contribute to further growth. Examples of such experiences are not difficult to imagine. My two sons, for instance, spend too much time watching television. They are entertained, and they may learn incidental details about life from particular episodes of their favorite shows, or from movies they enjoy. But these experiences generally do not lead them to do new things, or to look at their lives differently. For the most part, in that case, these episodes of TV watching cannot be considered educative experiences. In fact, they may well be miseducative, if the boys draw the wrong inferences from them, or come to hold misinformed beliefs as a consequence of watching them. They may assume, for instance, that social problems really do not exist, or do not matter very much, because the TV characters rarely confront them. They may come to assume that life is really about saying cute or funny remarks, or beating the bad guys (or the good guys), and not about work, difficult challenges, and occasional compromise. In this instance, there is learning

from these experiences, but it is a potentially miseducative type of learning. This is an important point: the fact that an experience results in learning does *not* mean that it is educative.

This example helps us to see one of the primary dilemmas about experience: it is difficult to see the educative value of a particular experience when it is undertaken, without looking at things from a much broader perspective. It is possible to acquire a great deal from an experience, after all, and to have the experience ultimately be miseducative. As Dewey suggests, all experiences must be evaluated in terms of what they contribute toward future growth, further learning. And to do this, you must consider all that life has to offer – including its challenges.

Let's consider another case. A woman works at the same company for fifteen years, performing a variety of jobs and moving her way up the career ladder into management. She has learned the "corporate culture" of her organization quite well, and has acquired the requisite skills as she has taken on new tasks. In many respects, this has clearly been a series of educative experiences, as it has prepared her for new experiences inside this organization. But what about the larger world? If this person were to lose her position one day, (say her company was bought by another), how could she be sure that her skills and knowledge would be recognized – or even applicable – in another organization? It is possible, after all, that the company she worked for was quite idiosyncratic, or simply did things differently from other companies. This person may find that she has to "relearn" a number of tasks, simply because she led a somewhat sheltered life in her old company, and did not know how things were done elsewhere.

Here too, although there was a great deal of learning in her previous place of employment, not all of it was educative in terms of the woman's future. Much of it may have been miseducative, in fact, simply because it did not help this person prepare for different circumstances. She may not have planned to leave her initial organization, but life does not always allow us to stay in the same situation indefinitely (in fact it rarely does). For this reason, it is wise to plan with the whole world in view, or as much of it as possible.

So we can see that while learning often results from experience, the educative value of an experience can vary quite widely. As Dewey suggests, truly educative experiences are those that prepare us to perform the broadest range of new tasks in the world. But even this deceptively simple statement is a very tricky guideline. To understand it we need to explore some other sides of the experience and learning puzzle.

Making Comparisons and Generalizing

Another way of expressing Dewey's principle is to say that educative experiences prepare us for an extensive range of future experiences. But what is it about these educative experiences that is so beneficial? And how can we judge the educative potential of an experience while it is happening, or help enhance the educative quality of a particular experience?

The second example above introduced yet another dimension of learning which helps us to determine the educative quality of an experience: comparison and generalizability. This is a rather simple concept, but a very crucial one, particularly in evaluating your own skills and knowledge. Here is one way to think about it: an experience can be considered educative when a person learns something new about the larger group or class of problems this experience represented. This is what it means to be able to generalize, and to do it one must necessarily compare one's experience with others. I realize that this is a tall order, for most problems we encounter are large and complex, and many have a long history. This makes comparison and generalizing about them a challenge. But even if the learning leads to insight

about the limitations of the immediate experience (how it doesn't apply to other situations), that is telling us something about the larger problem it represents.

To be able to compare, of course, implies that there has to be a connection between different experiences. This is what Dewey described as the principle of "continuity." There has to be a significant common component for comparison to be fruitful, to yield generalizations. There is an old saying that you can't compare apples and oranges, and it applies to experiences too. There should be a connection between experiences—a similar problem, method or subject matter. Experiences that are too dissimilar offer little insight.

If the woman in the example above had worked in several different companies instead of just one, for instance, she may have been much better prepared for her new situation (as long as she dealt with similar problems or performed like tasks). She would have realized that there are often many different ways of doing things, and that being a good manager means more than simply following a certain formula or enforcing company guidelines. She certainly would have had a wider range of experiences to draw upon in assessing her new situation. She could *compare* her various experiences to see what the common elements were, and to begin to derive general principles about being a good manager. These general principles are building blocks of generalizations. The wider the range of experiences she has to draw upon, the better her principles (and generalizations) ought to be. In short, generalizations are constructed from comparison of different experiences, and analysis of their common and differing elements.

If you are a manager, for instance, your ability to manage in a variety of different settings will depend on what you have learned. If you have managed people in different settings, and you have compared these experiences to derive certain principles from them, then these generalizations ought to help you cope with new situations you encounter. One such generalization may be the principle that people respond positively to acknowledgement of good work. This could be a principle that you have derived from direct experience, or one learned from the experience of others. Like all generalizations, however, it is continually subject to new tests in direct experience. In each new situation, you refine this principle, test the limits of its application (does it work with all kinds of people, for instance), and derive new generalizations. After a variety of different experiences, these generalizations or principles begin to become codified into a body of knowledge. Mastery of this can make you more effective at accomplishing your goals, and can help to make your subsequent experiences educative. The act of forming generalizations from comparison of experience, in that case, is a critical step in the process of learning from experience.

This process of reflecting on experience to draw conclusions and build generalizations is an important part of what Dewey described as analytical thought. It is a critical step in thinking, which is the entire act of forming generalizations and testing them. This too, of course, is a form of experience. It is different from the direct experience of physical events, or what Dewey referred to as "primary experience." The process of thinking about such events Dewey described as "secondary experience," or the forming and communication of concepts or ideas to describe and assess primary experiences. These ideas are very important, for they determine which experiences are meaningful and what we learn from them. In considering the educative quality of an experience, in that case, we have to weigh both the primary and secondary dimensions of the experiences in question.

There are other things to consider also. How much a person learns from a particular experience depends, of course, on what the person knew before the experience. If an experience helps us to see

something about other similar problems that we did not understand before, it is certainly educative. This is because it adds to our understanding of a problem, and enhances our ability to solve it (or related problems).

In this way, we employ the comparative method, the way in which virtually all knowledge is constructed. This is how we derive generalizations. It is through the knowledge (ideas, concepts) we have learned in a particular experience that we can learn about the larger problem; that knowledge it must not remain context specific only. This is to say, it must apply to a variety of different situations. Or, put differently still, it is knowledge that should be *transferable* from one setting to another (a term used by psychologists who study learning). If we learn something from an experience, and we can then understand things in other situations, we have achieved a degree of generalizability. And that contributes to the educational quality of an experience.

I realize that the discussion has gotten a little abstract, so let's consider another example. I have spent a large portion of my life driving cars. I am a former New York City cab driver and – as I have mentioned before – I now have children (need I say more?). I should add that I view a car simply as a mode of transportation, and that I do not particularly enjoy driving. Even though I have a lot of experience with cars, I know relatively little about them. My knowledge is very situation specific, largely because I have had a rather narrow range of experience with cars. Indeed, I would venture to say that most of my driving experiences in the past two decades have taught me little about cars that I did not know already. As a consequence, it is very difficult for me to say anything about the larger subject of automobiles. When I am in the company of people who enjoy the subject, and who have a wider range of experiences or who have studied cars, I often find myself at a loss for something to say. Such people compare the various qualities of cars, and talk about handling, power, braking, and the like. I am generally lost in such conversations, because it is very difficult for me to generalize – to make comments about the larger subject of cars in general – without a wider field of experience and knowledge to draw from – even though I may have spent more time behind the wheel than many test drivers. (I probably learned more about child psychology while driving than I ever did about cars!)

This example points up yet another principle about learning and experience. The amount of time one spends dealing with a particular problem or issue is not necessarily a good indicator of the educative quality of the experience. To generalize about some topic (or problem), it is often necessary to have a wide range of *different* experiences with it. After all, this is what makes comparison fruitful. Having varied experiences is difficult, of course, because life rarely affords us the opportunity to deal directly with many problems or issues in different settings or contexts. This one reason why travel is often such a profound learning experience: it offers an opportunity to see things in an altogether different set of circumstances. Of course, if one always stays at the same types of hotels, eats at the same restaurants, and spends time with the same sort of people, travel can be as miseducative as my children's TV watching. But traveling is one way to change settings, get out of the usual routines, and therefore see a particular issue or problem quite differently. Traveling can be educative simply because it puts us in *different* settings and thus allows us to compare, and ultimately to generalize more effectively about certain subjects (provided, of course, there are points of comparison or continuity at play.) Having varied experiences is a key to learning from experience.

Educative experiences, in that case, permit us to make comparisons and to generalize. They offer a wider field of vision, and in this way, prepare us to take advantage of new situations. This is how we learn and grow. And there are a number of ways to accomplish this.

Varieties of Learning Experiences

What kinds of experiences are likely to lead to learning? As we have seen, having a wide variety of different experiences dealing with a particular issue is one way to learn a great deal about them. But this can be time consuming and expensive – like travel. What are some other ways of broadening our knowledge about something, widening our experience and augmenting our learning?

Fortunately, directly experiencing a wide diversity of situations is not the only way to learn about something. There are other ways too. One is to compare your experiences with those of other people who have had different experiences dealing with similar problems. This takes us into the realm of “secondary experience,” which is essential to education and learning. Many people, for instance, participate in professional organizations, which allow one to share experiences with others in the same field of work. Yet another way is to take a class – outside of your immediate context – in which you can see how others have dealt with the problem in different situations and in the past. Still another way is to read a book on the topic of interest, to see how the author describes her or his experiences and those of other people.

But wait a minute, you say. The last two examples are not learning from experience, they’re taking *a class*, and reading *a book* (and that is “book-learning”). This sounds quite different from the other examples of experience discussed above.

True, taking a class or reading a book are rather unlike other types of experience, but they too are experiences – even if they often don’t feel like it. It’s just that the emphasis in these settings is on “secondary experience.” But the information offered in classes and books is the result of primary experience also; it has just been refined and organized into ideas, concepts and relevant data or information. If we go back to the opening premise – that all knowledge is derived from experience – it follows that the content of formal classes and books is based on previous experience that has been synthesized and summarized, subjected to generalization, and prepared for communication to an audience. Of course, when it is delivered in this fashion, it doesn’t feel like primary experience any more. We are used to receiving such experiences through all five senses (or at least several of them), and to being an active participant—with all of the attendant stimulation and emotional responses. In classes, we receive experience through just two senses usually and sometimes just one (hearing), and with books it is usually just through sight alone. And the experience we are told about has been organized into broad principles, rules, or lessons to be remembered or for use in solving abstract problems. It does not seem the same as *lived* experience, and it is often more difficult to understand or make sense of. Typically, it has been rationalized, measured, divided and otherwise rearranged. But we must strive to remember that it is based on experience nonetheless. And sitting through a class or reading a book, and trying to use the knowledge gained from everyone else’s experience, is yet another way of expanding upon your own.

This is not to say that these forms of learning are always as easy or fun as other types of experiences. They often require more concentration and cognitive effort than other experiences, and lack the stimulation that comes with more physically active forms of learning. But they hold great potential for finding out about many more experiences than you could possibly encounter personally. And this is an important key to learning: expanding your own realm of experience through as many avenues as possible. There is also a connection between these different ways of learning and what you may have heard of as “learning styles,” a concept often discussed in SNL. Simply put, people grow accustomed to learning in different ways – due to a variety of factors, but primarily prior experience – and these have been classified as various preferred “styles” of learning. There are many schemes for classifying learning

styles, but let's consider just two broad categories. People who have a great deal of experience with learning by doing things can be said to have a "hands-on" learning style. They enjoy the stimulation of direct or primary experience, and the challenge of moving from one situation to another. However, persons who enjoy reading about things as a way to learn are said to prefer "abstract conceptualization." They may be less interested in direct experience, somewhat risk-averse, and perhaps a little shy and prefer books and ideas to interacting with people. These people particularly enjoy secondary experience. Of course, I am making very broad characterizations here, and these descriptions probably do not apply to any particular person perfectly. But they do represent tendencies we all have felt at one time or another. Both of these "styles" offer routes to educative experiences and to learning, but different ones. The trick in learning to be a more effective learner is to draw upon the strengths of all the various ways to learn, and not to be limited by a single approach.

Different types of experiences, in that case, offer distinctive varieties of learning. Direct experience is often stimulating and inherently meaningful because it is connected to problems you encounter day-to-day. The dilemma is that it is difficult to control these experiences, and to see a problem or issue from many different sides or in new settings.

Classroom or book learning, on the other hand, is often more demanding because it is abstract and detached from the excitement of daily living. But it also can be an efficient way of assessing many other experiences, and gaining insight into particular problems and issues. To become a more effective learner, it is necessary to combine the advantages of all these approaches to the problems we face, and thus to heighten the educative quality of our experiences.

Enhancing Your Experience through Reflection

Experiences can be a powerful means to advanced learning once we comprehend ways to enhance their educative quality. Doing this, however, requires us to use all of the various sources of learning at our disposal. And this often means overcoming old habits and stereotypes, and to begin learning in new ways.

Direct experience and "book learning" are often opposed to one another in many people's minds. Persons who prefer one method sometimes denigrate the other, suggesting that those who rely on the other approach are missing something vital. Advocates of direct experience, for instance, say they have graduated from "the school of hard knocks," or something similar, and suggest that the "bookworms" don't understand how to get things done. However, devotees of reading and formal analysis (research and specialized training) claim that the direct experience crowd is parochial and too close to daily problems to see the big picture ("can't see the forest for the trees" or other similar phrases are used). Clearly there is much room for misunderstanding in such characterizations. And they show the danger of privileging one form of learning over another.

My own academic field of work is history, and I occasionally encounter this type of reaction in students: "Don't tell me about the Second World War." An older student once said to me, "I was there and you weren't." This student was a veteran, and he did not care for my characterization of a particular issue that was a point of controversy during the war. The implication of the student's statement was that his direct experience during the war was more valuable than anything I may have learned about it afterwards through books or from others who experienced it (which are actually the same). Of course, this is a problematic position to take without any qualification, for the student's experience may have been isolated or unusual, and he may know little about what happened elsewhere. This is not to say that there wasn't great value in his experience, and he may have acquired tremendous insight into certain

facets of the war as a result, things I may know little about. But as a general proposition, the fact that his knowledge was based on direct or primary experience does not ipso facto mean that it is greater or more valuable than that represented in books or other sources of information and insight about the same topic. And of course my book-based knowledge is limited also, as books are written from certain points of view or may have favored certain types of experiences over others. There is nothing inherently superior in one form of learning over another, even though we all may have preferences in the ways we learn. In the end, all knowledge has to be assessed against new sources of information, regardless of its source.

The idea that direct experience is a superior source of insight, however, is a familiar one. This is an argument most of us have encountered many times in life, and it underscores the slippery relationship between experience and knowledge. People tell us that we cannot possibly know as much about a topic as they do because our experiences are different, or perhaps because our experience is not as great as theirs. We hear it applied to a wide variety of topics and issues: management, sales, parenting, and relationships, even how to plan a party or a vacation. But remember the examples we have seen above: they suggest that there is not a fixed relationship between experience and knowledge. A given amount of experience with some problem or topic does not automatically translate into knowledge. Some experiences teach us more than others, and the most educative experiences are those that allow us to compare different perspectives to build general principles and generalizations.

As a rule, the only way to tell the educative value of a particular experience is to assess how well it conveys such principles. In the case of the student I described above, his experiences during the war need to be compared to those of others, and weighed in the light of the sum total of experience gained in that time. This is a process that Dewey described as *Reflection*, and it is essential to making experiences educative. This, of course, is the realm of secondary experience. In short, the educative merit of a primary experience depends to a great degree on the quality of reflection associated with it. That is to say, both primary and secondary experience must be used.

Reflection, in that case, is a critical component in learning from experience. In many respects, reflection is the process of comparison and analysis of experiences alluded to earlier. To reflect on an experience is to compare it to other experiences in order to extract certain ideas or principles about the problem or subject at issue. But like experience, reflection itself varies in quality, and can be better or worse depending on certain conditions.

As suggested earlier, for instance, a diversity of experiences with the same subject usually affords greater knowledge through comparison and analysis (reflection) than a large amount of very similar experiences (such as my cab-driving). On the other hand, the quality of reflection also depends on the effort and ability devoted to the mental operations of comparison and analysis. Having varied experiences does one little good if care isn't taken to extract proper principles from them. It is possible, after all, to draw misleading conclusions from some experiences, regardless of how much potential for learning they offer. So the process of reflection is itself an important step in determining the educative quality of a particular experience.

How can we improve the process of reflecting on a particular competency? This is a crucial question, and one that lies at the very heart of your work in the School for New Learning. Obviously, learning from other experiences you draw upon, the better the potential quality of your reflection, all other things being equal. But there is more to it as well. It is also crucial to interpret these experiences properly, and this is the task of analysis, with all of its component operations: division, measurement, comparison, and

generalization, to just name a few. We should question our experiences. Was the experience unusual or typical? What factors accounted for the outcome? Can future experiences like this be expected to be the same? Why? Here the observations of others is also useful, for you probably are not the first person to confront the issue or problem at hand, and other people have provided an analysis which may prove useful to you. This is not to say that you should borrow their ideas wholesale, or copy them. All the ideas you encounter should be carefully weighed against the evidence you have compiled – experiences of various sorts – and then assessed. But the analysis performed by others can prove helpful; indeed, it often provides a powerful tool in reflection.

For this reason, it is crucial to share your experiences with other people, and to draw upon their experience and learning in comprehending your own. This is one reason why Dewey always maintained that learning (and education) was at heart a social process, not a solitary act. More than that, employing the reflections of others is probably the best way to guarantee that your own experiences will be educative rather than miseducative. Naturally, this requires you to consult sources that do not necessarily agree with your own point of view, and this is not always a pleasant or easy task. Your friends, for instance, are not always the best people to turn to for expansive reflection, although there are times when they are. And it is always possible to get bad advice (we all know the world is filled with it). The very best sources, as suggested earlier, are those that draw upon more and wider experience than you can. But how do we find these people? They are not always waiting at our beck and call. One way is to consult experts of various sorts, those who analyze certain questions for a living. Universities are filled with such people, as are many other organizations. Of course, yet another way to gain expert perspective is to read. This is probably the easiest way to determine the value of a particular experience. And like the other sources of insight mentioned above, it is a key to reflection.

To learn the very most from experience, in that case, we must be willing to engage in serious reflection. This means that the sometimes silly distinctions among different types of learning must be set aside. We always must be willing to assess our experience against the knowledge and reflections (or analyses) of others. We sometimes have to consult people with different views, and we have to read to gain the widest possible perspective. In this way, we enhance our experiences, expand upon them, and begin to make them truly educational.

Experience and Knowledge at the School for New Learning

You no doubt have heard the claim that SNL awards credit “for experience.” Of course, I’m also sure that your *Foundations* instructor has informed you that the proper expression of the School’s policy is to offer credit for *learning* from experience. This is a crucial distinction, and one worth exploring at some length. As we have seen above, there is not an automatic or direct connection between experience and knowledge. Several steps are required to transform experience into meaningful experience.

At SNL, you have probably encountered the term “college-level learning.” This is yet another critical term, one essential for you to consider in thinking about your own experience and the SNL program. What is meant by that phrase, and why is this important? Basically, college-level learning is a standard of achievement that represents the learning normally accomplished in college courses. For SNL to certify that the learning you or anyone else has gained from experience is worthy of college credit (or competency in the case of SNL), we have to be certain that it meets this standard – otherwise the DePaul degree earned through SNL would not be worth very much! This means that the learning should encompass the significant ideas and theories in a given field, and some familiarity with the differing points of view regarding the problem or issue at hand.

In other words, the experience should have led to the formulation of principles and generalizations, and an awareness of how relevant questions have been addressed by people in different settings and contexts. This, of course, usually requires rather broad experience with a given issue or topic, or a willingness to augment experience with additional investigation (i.e. reading) and reflection.

How does this work in practice? Let's consider another example. A few years ago, my wife and I visited Oaxaca, a lovely provincial city in south central Mexico. I had never been in this part of Mexico, and found myself quite captivated by Oaxaca's old colonial architecture, its quaint *zócalo* (or central square) and its friendly people. We toured the surrounding countryside, visiting a number of the neighboring villages and observing farmers at work in plush fields with oxen and donkeys. Nearby we found fascinating archeological sites, and partook of breathtaking views from mountains towering over the region. Even though our accommodations were Spartan by North American standards, and we both managed to catch mild cases of "Montezuma's Revenge," it was an unusually memorable trip because we both learned so much, both about this part of the world and ourselves.

But what, in fact, had we actually learned on this trip? Clearly we learned a great deal, but most of our learning was unavoidably conditioned by our prior experiences and knowledge. As a historian and social scientist, I was especially sensitive to evidence of the rich history of the Oaxaca region, and signs of its present state of economic and social development (problems I had studied in graduate school). My wife has traveled extensively in Europe and other parts of the world, including Spain and Caribbean, so she was able to make many comparisons with other cities she had visited. For both of us, earlier experiences guided our learning and helped us to see things we otherwise might have missed. Had we taken time to read about Oaxaca before the trip we probably would have learned even more. The quality of our learning experience, in that case, was dictated in part by our prior knowledge.

There were yet other factors that made our Oaxaca trip a rich learning experience. My wife's mother, who is a frequent visitor to the city and has lived there for months on end at times, met us and served as an unofficial guide. We also met another friend traveling through the region, and she offered still more perspective. Both of these women served as translators for us (neither my wife nor I speak Spanish), but we also encountered a number of friendly residents who spoke English and helped to guide us as well. These people also expanded and shaped our learning experiences.

Altogether this was a very rich learning experience, one that I have vividly recalled almost daily in the ensuing years. As I suggested earlier, travel is an unusually potent source of learning, as I learned about this new place (for me) through all of my senses: seeing the people, architecture and countryside; smelling the fresh earth and rich fields, and the aromatic markets; tasting new foods, dishes prepared with fresh, locally grown ingredients; hearing the language, the music, and the other sounds of a bustling regional city; touching the products in the market, the ancient stones of monuments, and the fixtures in our unadorned hotel. The totality of these impressions left me with a feeling for this place, a knowledge that is difficult to describe, but which probably could never be fully communicated through a book or an oral description. It was a heady form of experiential learning, which has remained fixed in my mind and body. But it was not college-level learning.

It is not hard to see why this learning experience would not qualify as "college level" by itself, even if we leave aside the sticky question of how one might focus it on a particular competency. First, it was a singular experience, at least for me. To make generalizations about any facet of the experience requires comparison, and this calls for a stock of other similar experiences. But even if I had traveled longer, or

made several trips, there still would be a question of perspective. How can I know that my experience in Oaxaca was representative of this place, or similar places? This requires comparing my own experiences with those of others, particularly through reading. This is the realm of secondary experience. Then there is the matter of forming generalizations. Upon reflection, I would want to compare my own generalizations with those of others who have traveled in this region and studied it. Are there significant perspectives that I missed? Is it possible, for instance, that the apparently cheerful campesinos (or peasants) we saw were actually quite unhappy, and that some of them were organizing against the government (we did see a small demonstration one day, and there was an anti-government rebellion in a neighboring province several years ago). How do we check whether our impressions are well founded? Here too, consulting with others who have examined this area is necessary, people with a great deal more expertise on these particular issues than we have. Only when we have started to address these questions do we begin to demonstrate college level learning about this particular topic. Primary experience alone, as rich and powerful as it may be, is not enough to achieve this goal. It must be augmented with reflection, and the tools of writing and analysis provided by others are very helpful in this regard.

It is possible, of course, for reflection and analysis to occur *before* an experience to produce a college level of learning. I could have applied the various theories of development I had learned years ago in graduate school to reflect on my Oaxaca experiences. But this would not have been new learning, and it would have confined my rich array of experiences there to a set of categories that may or may not have been wholly appropriate. There is no doubt that my prior knowledge helped to enrich my learning experiences in Oaxaca, helping me to see things that my wife and others missed completely. But the best method for learning from experience calls for additional reflection and analysis *after* the experience itself. As Dewey suggests, this is a critical step in the learning process, one in which many of us ordinarily invest too little time and energy.

As a practical matter, in that case, all experience requires reflection to get the best possible quality of learning from it. For “college level” learning, a particular kind of reflection is called for. This ordinarily includes reading the “authorities” in relevant areas of knowledge, to determine that the principles and generalizations derived from experience are representative of the broadest range of experience, and that a variety of perspectives are examined. This is what college level learning is supposed to provide, after all, and in SNL, we have to demand it of all our learning experiences. To do less would undermine the very point of having a college built on the premise that learning from experience is just as valuable as other forms of higher education.

Exercise: Turning Experience and Learning into Knowledge

Here is an idea for helping you to begin thinking about experience and its relationship to learning and knowledge.

1. Identify a significant learning experience from the past several years. This could be something you did at work (a project, a new assignment, an accomplishment), a trip to a new place, something new you did with friends or family (playing or coaching a sport, for instance), or an experience with an institution (a role you played in church, a volunteer association, or a political campaign, e.g.).
2. Think of a competency statement that expresses what you learned from this experience, and what you now can do as a result of it.

3. Identify factors that prepared your learning in this experience. What earlier knowledge was most important? What people influenced you the most during the experience? Were there other factors – readings, other forms of assistance - that you found useful in learning? What senses did you employ in the learning process? How does the experience “feel” to you today?
4. How did this experience compare to other experiences you had? Do you have similar experiences to compare this experience with? Do you have experiences like this in different settings or contexts? What general principles or generalization about the problem or issue at hand would you form based on this experience?
5. Tell us how you would go about reflecting on this experience today. What steps would you take to expand the learning you started with this experience? How would you bring the learning from this experience up to “college level standards?
6. Identify some resources you would use to reflect on your experience, and describe how they would assist in the process of reflection.

Suggested Readings in Adult Learning

By J. Warren Scheideman, SNL Resident Faculty

Bateson, M.C. (1989). Composing A Life. NY: Atlantic Monthly.

Bateson, G. (1972). Steps to an Ecology of Mind. NY: Basic

Bolles, R. R. (1978/1981). The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning. Berkeley, CA: Ten Speed Press.

Belenky, M.F., et al. (1986). Women's Ways of Knowing: The Development of Self, Voice, and Mind. NY: Basic

Bolman, L.G. and Deal, T.E. (1991). Reframing Organizations: Artistry, Choice, and Leadership. San Francisco, CA: Jossey-Bass.

Boud, D. and Griffin, V. (1987). Appreciating Adult Learning from the Learner's Perspective. London: Kegan.

Boud, D. et al. (eds.). (1985). Reflection: Turning Experience into Learning. London: Kogan Page.

Friere, P. (1970). Pedagogy of the Oppressed. NY: Herder and Herder.

Flint, T.A. (1999) Best Practices in Adult Learning. NY: Forbes.

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. NY: Basic.

Gilligan, C. (1982). In a Different Voice. Cambridge, MA: Harvard.

Gross, R. (1991). Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enjoyment and Professional Success. Los Angeles, CA: Tarcher.

Kegan, R. (1982). The Evolving Self: Problem and Process in Human Development. Cambridge, MA: Harvard.

Kegan, R. (1997). In Over Our Heads. Cambridge, MA: Harvard.

Mezirow, J. (1991). Transformative Dimensions of Adult Learning. San Francisco, CA: Jossey-Bass.

Mezirow, J. (1991). Fostering Critical Reflection in Adulthood. San Francisco, CA: Jossey-Bass.

Palmer, P.J. (1998). Courage to Teach: Exploring the Inner Landscape of a Teacher's Life. San Francisco, CA: Jossey-Bass.

Rule Goldberger, N. et al. (eds.) (1996). Knowledge, Difference, and Power: Essays Inspired by Women's Ways of Knowing. NY: Basic.

- Schon, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. NY: Basic.
- Smith, R. M. (1982). Learning How to Learn: Applied Theory for Adults. Englewood Cliffs: Prentice-Hall Regents.
- Sternberg, R.J. (1990). Wisdom: Its Nature, Origins, and Development. Cambridge, England: Cambridge University Press.
- Wilson, E.O. (1998) Consilience: the Unity of Knowledge. NY: Knopf.
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By Michelle Navarre Cleary, Resident SNL Faculty

- Dewey, John. 1938. "The Need of a Theory of Experience." Pp. 25-31 (Chap. 2) in Experience and Education. New York: Simon & Schuster
- Kolb, David A. 1984. "Characteristics of the Basic Learning Styles." Pp. 76-98 in Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall.
- Rodriguez, Richard. 1982. "The Achievement of Desire." (Chap. 2) in Hunger for Memory. Boston: D.R. Godine.
- Schank, Roger. 2000. "Experience, Reflect, and Fail." Pp. 62-63 in Coloring Outside the Lines: Raising a Smarter Kid by Breaking all the Rules. New York: HarperCollins Publishers.
- X, Malcolm, and Alex Haley. 1999. "Saved," in The Autobiography of Malcolm X. New York: Ballantine Publishing Group.

CHAPTER 11: APPENDIX

B.A. in Computing

The Bachelor of Arts in Computing (BAC) is a degree offered jointly by the School for New Learning (SNL) and the School for Computing and Digital Media (CDM) at DePaul University. This degree has been designed to prepare adults for computer-related careers and/or graduate programs in Computer Science.

For those who have a great deal of knowledge and background in computing, the BAC program offers the opportunity to fulfill requirements through documentation of that experience and through ongoing projects completed in the workplace. For those who have little experience with computing, all requirements can be completed as coursework. In either case, the BAC offers the flexibility and individualized learning approach of SNL while focusing on the latest technology, theory and content provided by CDM.

BAC students also work with the CDM Professional Advisors to define and plan their Focus Area requirements within the program. Students may elect to design an individualized computing related Focus Area that reflects their unique backgrounds and career interests or they may select from 10 different BAC Focus Area Tracks offered from CDM. These tracks relate to dynamic and diverse aspects of computer technology and its applications. Students may need to demonstrate or complete certain pre-requisite requirements for some of the Focus Area Tracks depending on the student's entry level of competency in that area.

The BAC program requirements follow a similar format to that of the SNL BA program. The program is competency based, meaning that each student must fulfill a minimum of 50 learning competencies to complete the degree. Some of the competency learning statements are written by the colleges and others are written by the student's academic committee. Competency requirements can be fulfilled through completed course work with a grade of C- or better or through documentation of experiential learning. To qualify for the BAC degree, students must complete at least 5 BAC competencies as CDM courses.

To get started and for more information, see <http://snl.depaul.edu>

LIFELONG LEARNING AREA (12 competencies)	LIBERAL LEARNING AND ELECTIVE AREA (26 competencies)			FOCUS AREA (12 competencies)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1: Independent Learning Seminar (2 cr. hrs.)	A&I Elective	HC Elective	SW Elective	F-1: Focus Area Planning
L-2: Foundations of Adult Learning (4 cr. hrs.)	A&I Elective	HC Elective	SW Elective	F-2: Computing Elective
L-3: Civic Engagement	A&I Elective	HC Elective	S2H: Data Analysis I (IT 223)	F-3: Computing Elective
L-4: Writing for Competency (4 cr. hrs.)	A&I Elective	HC Elective	S1F: Applied Networks & Security (IT 263)	F-4: Computing Elective
L-5: Critical Thinking (4 cr. hrs.)	A4: Ethics in the Contemporary World	H4: Power and Justice	S4: Interconnections in the Natural World	F-5: Computing Elective
L-6: Quantitative Reasoning (4 cr. hrs.)	A-5: Creativity	H-5: Globalization	S-5: Scientific Reasoning	F-6: Computing Elective
L-7: Collaborative Learning	E-1 SNL Advanced Elective		E-2 SNL Advanced Elective	F-7: Computing Elective
L-8: Research Seminar (6 cr. hrs.)	EX-1: Open Elective	EX-2: Open Elective	EX-3: Open Elective	F-8: Computing Elective
L-9: Research Seminar	EX-4: Open Elective	EX-5: Open Elective	EX-6: Open Elective	F-9: Computing Elective
L-10: Externship (6 cr. hrs.)	<p>For More Information, see http://snl.depaul.edu</p> <p>Or Email your Questions to: snladvising@depaul.edu</p> <p>Students that select the Customized Focus Area Track can develop the Focus Area requirements with their academic committee. Those who select a Specialized Focus Area Track will have part of their Focus Area displayed as specific requirements.</p> <p>Rev. 1-29-13</p>			F-10: Computing Elective
L-11: Externship				F-11: Advanced Project
L-12: Summit Seminar (2 cr. hrs.)				F-12: Advanced Project

B.A. in Early Childhood Education

The Bachelor of Arts in Early Childhood Education (BAECE) is a degree offered jointly by the School for New Learning (SNL) and the College of Education (COE) at DePaul University. This degree has been designed to assist adults working in the education of young children for certification to teach in Illinois. The program is open to adult students aged 24 or older.

For those who have a great deal of knowledge and background in the education of young children, the BAECE program offers the opportunity to fulfill requirements through documentation of those experiences and through ongoing projects completed in the workplace. Students can also gain this theoretical knowledge through courses offered through the College of Education at DePaul University. In either case, the BAECE offers the flexibility and individualized learning approach of SNL while focusing on the latest, theory and content provided by COE.

Students work with an academic committee that consists of the student as the committee chair, your Faculty Mentor from Foundations, and a content expert in early childhood education (your Professional Advisor) from COE. Within the academic committee, an individualized learning plan is developed to meet the student's academic and career technology goals. The assessment of experiential learning that may apply to areas of the liberal arts, education or other career related interests is done within the academic committee. [For more information about obtaining a Professional Advisor, contact the Associate Director of Joint Degree Programs, Kenn Skorupa \(\[kskorupa@depaul.edu\]\(mailto:kskorupa@depaul.edu\)\).](#)

The BAECE program requirements follow a similar format to that of the SNL BA program. The program is competency based, meaning that each student must fulfill a minimum of 50 learning competencies to complete the degree. Some of the competency learning statements are written by the colleges and others are written by the student's academic committee. Competency requirements can be fulfilled through completed course work with a grade of C- or better or through documentation of experiential learning.

Certain competency requirements represent specific courses and projects completed through the School for New Learning. Others can be fulfilled through courses taken at SNL or COE, as transfer courses from regionally accredited institutions, or through experiential learning. Learning experiences such as professional certification, for example Child Development Associate (CDA) or other professional certification obtained through Head Start. In some cases, computer training conducted by software vendors either in a classroom setting or in other professional development formats can be considered as experiential learning.

BAECE Program Requirements

The degree is awarded after completing 50 competency requirements through SNL or COE courses, learning from experience, or transfer courses from other institutions. Requirements are divided into four areas:

I. Lifelong Learning Area (12 competencies): This area of the curriculum is identical to the Lifelong Learning Area in the SNL Bachelor of Arts (BA) program. Therefore, all registration and procedural guidelines for the competencies this section of the BAECE program can be found in general SNL

literature and information sources. There are 12 competency requirements in this area as illustrated in the BAECC Program Chart shown below and these competencies relate to the student's academic and program development or "Lifelong Learning" competency. Of these, however, L7 (Collaborative Learning) and L10/11 (Externship) are filled via COE courses cross listed for SNL requirements. These are: ECE 091,092, 093, and 094 for L7, and ECE 385, Student Teaching for L10/11.

II. Liberal Learning Area (24 competencies): There are 24 competency requirements in this area of the program as illustrated in the BAECE Program Chart shown below. These competencies relate to liberal arts topics in the categories of the Arts and Ideas, the Human Community, and the Scientific World. The configuration of this area of the curriculum equals that of the SNL BA program, but several of the course requirements differ. While students in the BAECE program do have requirements that address competencies in the three Liberal Learning Categories found in the SNL BA program, BAECE students are required to take some specific liberal learning courses as follows:

In the Arts and Ideas Area, BAECE students must take:

- ECE 286 Art, Music, and Movement for A1X;
- ECE 347 Children's Literature for A1X; and
- LSE 380 Philosophical Issues in Education for A3X.

In the Human Community area, BAECE students must take:

- ECE 303 History and Philosophy of ECE for H1X;
- SCU 207 Social and Historical Issues in Education for H2X; and
- ECE 336 Child Behavior for H3X.

In the Scientific World Area, BAECE students must take:

- ECE 331 Beginning Math and Science Instruction for S2X; and
- A specific SNL course in childhood health and nutrition.

III. The Advanced Electives (2 competencies, E1 and E2)

The School for New Learning offers several courses for these advanced competencies, some specifically focused on issues in children and education. These include:

IN 307 Advanced Elective Seminar: Parent-Child Development Within Cultural Context &

IN 307 Advanced Elective Seminar: Parenting and Family Support in Socio-Cultural Context.

IV. Focus Area (12 competencies): This area of the curriculum is similar to the Focus Area in the SNL BA program in that BAECE students complete the COE courses and experiences that comprise the requirements for certification with their academic committees. This area begins with a planning competency, proceeds with nine elective competencies and concludes with an Advanced Project cross-listed as ECE 324 Capstone, for two final competencies.

For more information visit the BAECE webpage at: <http://snl.depaul.edu>

LIFELONG LEARNING AREA (12 competencies)	LIBERAL LEARNING AREA (26 competencies)			FOCUS AREA (12 competencies)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar (2 cr. hrs.)	Interpreting the Arts ECE 286: Art, Music and Movement in ECE PRE-ED	Communities and Societies ECE 303: History and Philosophy of ECE PRE-ED	Experiencing Science	F-1 Focus Area Planning
L-2 Foundations of Adult Learning (4 cr. hrs.)	Creative Expression	Institutions & Organizations SCU 207: Social and Historical Issues in Education PRE-ED	Patterns and Processes ECE 331: Beginning Math and Science Instruction PRO-ED Pre-req-ECE 290	F-2: ECE 290: Child Growth and Development PRE-ED - Co-req: ECE 091
L-3 Civic Engagement	Reflection and Meaning LSE 380: Philosophical Issues in Education Pre-req-Phl 100 PRE-ED	Individual Development SCU 336: Adolescent & Adult Growth & Development PRO-ED	Science, Technology, Society	F-3: ECE 302: Child and Family in Urban Environment PRE-ED Co-req: ECE 092
L-4: Writing for Competency (4 cr. hrs.)	Arts and Ideas Elective EE 347: Children's Literature PRE-ED	Human Community Elective	Scientific World Elective ECE 298: Child Health, Safety and Nutrition PRE-ED	F-4 ECE 307: Speech and Language Development of the Young child PRO-ED Pre-req-ECE 290
L-5 Critical Thinking (4 cr. hrs.)	Arts and Ideas Elective	Human Community Elective	Scientific World Elective	F-5: ECE 309: Preschool Exceptional Childhood Growth and Development PRE-ED Pre-req-ECE 290
L-6 Quantitative Reasoning (4 cr. hrs.)	Arts and Ideas Elective	Human Community Elective	Scientific World Elective	F-6 : ECE 310: Teaching Strategies for Pre-School Children PRO-ED Co-req: ECE 093 Pre-req-ECE 290
L-7 Collaborative Learning: ECE 091, 092, 093, 094 PRE-ED -091, 092 PRO-ED -093, 094	A-4 Ethics in the Contemporary World:	H-4 Power and Justice	S-4 Interconnections in the Natural World:	F-7: ECE 311: Curriculum and Instruction in Primary Grades PRO-ED Co-req: ECE 094 Pre-req-ECE 290
L-8 Research Seminar (6 cr. hrs.)	A-5 Creativity:	H-5 Globalization:.	S-5 Scientific Reasoning:	F-8: EE 324: Beginning Reading Instruction PRO-ED Pre-req-ECE 290 or EE 281
L-9 Research Seminar	<div>E-1 Advanced Elective</div> <div>E-2 Advanced Elective</div>			F-9: ECE 375: Early Childhood Assessment PRO-ED Pre-req-ECE 290
L-10 Externship (4 cr. hrs.) ECE 385 Student Teaching PRO-ED - 12 hours < B+	<p>Yellow indicates Education course requirements. Green indicates Pre-Education or Professional Education Blue indicates a co-requisite Red indicates pre-requisite</p> <p>Students must qualify for Advanced Standing to take Professional Education courses.</p> <p>Rev. 1-29-13</p>			F-10: ECE 306: Understanding Young Children's Behavior PRO-ED
L-11 Externship ECE 385 Student Teaching PRO-ED - 12 hours < B+				F-11 Advanced Project: ECE 384: Capstone PRO-ED
L-12 Summit Seminar (2 cr. hrs.)				F-12 Advanced Project ECE 384: Capstone PRO-ED

B.A. in General Business

The School of New Learning (SNL) and the College of Commerce (COC) offer a joint Bachelor of Arts in General Business (BAGB) degree program for adult students. The joint degree program combines the SNL adult-learning focus in liberal and lifelong learning with the core business requirements of COC's undergraduate program. The BAGB is similar to COC's Bachelor of Science in Commerce (BSC) in that it is a business degree designed in line with AACSB's requirements and stipulations.³ However, the two programs differ in their respective purpose, their design (depth of their quantitative coverage and extent of specialization), and in their target market.

Purpose

The BAGB was designed mainly for the adult students of SNL who, in majority, are business professionals, managers and entrepreneurs seeking the formal business base they need to advance their careers or prepare to enter graduate business programs. The BAGB addresses the needs of students who require a business degree, yet desire the benefits of SNL's competency-based Liberal Arts curriculum.

Design

The BAGB combines the SNL adult-learning focus in liberal and lifelong learning with COC's business Common Core. However, the BAGB harbors one math course (BMS 125), compared to the BSC's three math courses (BMS 125, 126, and 142). Moreover, BAGB students have no access to business majors; they can only pursue minors. BAGB students who wish to fulfill majors will have to apply for an intercollegiate transfer into the BSC. At DePaul University, only BSC students can major in one of the areas within business—management, marketing, economics, finance, accounting, real estate, management information system, e-business, and business administration.

The following are scenarios designed to assist you in determining if the BAGB is right for you. You may also review information at <http://snl.depaul.edu>

³ The Association to Advance Collegiate Schools of Business (AACSB) is the accreditation body for business schools.

LIFELONG LEARNING AREA (12 competencies)	LIBERAL LEARNING AND ELECTIVE AREA (26 competencies)			FOCUS AREA (12 competencies)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar (2 cr. hrs.)	A&I Elective	HC Elective	SW Elective	F-1 Focus Area Planning
L-2 Foundations of Adult Learning (4 cr. hrs.)	A&I Elective	BLW 201: Business Law CLEP Accepted (Sophomore Standing)	SW Elective	F-2: ACC 101: Accounting I CLEP Accepted (Co-requisite ACC 100) (MAT 130 or equivalent)
L-3 Civic Engagement	Communications course (see BAGB learning plan for details)	H1X: ECO 105: Microeconomics CLEP Accepted (MAT 130 or equivalent)	MAT 135: Business Calculus CLEP Accepted (MAT 130 or equivalent)	F-3: ACC 102: Accounting II (ACC 101)
L-4: Writing for Competency (4 cr. hrs.)	Professional Writing (see BAGB learning plan for details)	H1C: ECO 106: Macroeconomics CLEP Accepted (MAT 130 or equivalent)	IT 223: Data Analysis (MAT 130 or equivalent)	F-4: MKT 301: Principles of Marketing CLEP Accepted (IT 223 or equivalent)
L-5 Critical Thinking (4 cr. hrs.)	Business Ethics (see BAGB learning plan for details)	H4: Power and Justice	S4: Interconnections in the Natural World	F-5: MKT 310: Consumer Behavior (MKT 301)
L-6: Quantitative Reasoning (4 cr. hrs.)	A-5: Creativity	H-5: Globalization	S-5: Scientific Reasoning	F-6: MGT 300: Principles of Management CLEP Accepted (Junior Standing)
L-7: Collaborative Learning	E-1 SNL Advanced Elective		E-2 SNL Advanced Elective	F-7: MGT 301: Principles of Operations Management (ACC 101, ACC 102, IT 223, ECO 105)
L-8: Research Seminar (6 cr. hrs.)	S2X: MKT 202: Quantitative Methods in Marketing or (IT 223 or equivalent) MGT 202: Managerial Data or (IT 223 or equivalent)			F-8: FIN 290: Finance (None)
L-9: Research Seminar	BEX-1 Business Elective (see BAGB learning plan for details)	BEX-2 Business Elective (see BAGB learning plan for details)	BEX-3 Business Elective (see BAGB learning plan for details)	F-9: ECO 315: Money and Banking (ECO 105, ECO 106, MAT 130)
L-10: Externship (4 cr. hrs.)	EX-1: Open Elective	EX-2: Open Elective	EX-3: Open Elective	F-10: ICS 394: Entrepreneurship Strategy (MGT 300, MKT 310, FIN 290 or FIN 310, Senior Standing)
L-11: Externship	College of Business (COB) requirements highlighted in yellow. Pre-requisites for business courses highlighted in blue. CLEP exam options highlighted in green.			F-11: Advanced Project
L-12: Summit Seminar (2 cr. hrs.)				F-12: Advanced Project

BAGB Scenario One (well prepared student with AA degree completing BAGB, part-time)

In this scenario, Student 1 completes an Associate's Degree in a Business related field; the College of DuPage (COD) Management AA is used in this example. 19 of your 25 courses from COD would be placed.

Student 1 is assumed to be well prepared and that you have acquired excellent skills and abilities: you have developed your written and math skills to be able to pass the L4 and L5 proficiency exams; are ready to take Calculus; and, are capable of effective independent learning.

Student 1 has taken several courses not required for the AA but transferable to the DePaul program in Math and business topics to maximize the available transfers from COD.

Here is an estimate based on Student 1's attending DePaul part-time (taking two courses in most quarters and completing the A5 and H5 competencies as experiential projects) and attending 10 consecutive quarters or 2.5 years:

If Student 1 would like to complete a minor, which is possible given the motivation level of the student, an additional quarter would be necessary to complete 3 additional Management courses, 1 in Quarter 10 and 2 in another quarter.

8	SNL Courses	40 credit hours, 2 ILPs, 2 Exams, 2 Seminars
1 1/2	LA&S Courses	6 credit hours
5 1/2	COC Courses	22 credit hours
1	CTI Course	4 credit hours
16	Courses	72 credit hours

10 consecutive part-time quarters or 2.5 years

Scenario One BAGB Learning Plan

Quarter	College	Courses	Comps	Credit Hours	Total Comps
Pre-admission	COD	19 Transfer courses from Management AA degree	19		19
Quarter 1	SNL	Independent Learning Seminar	L-1	10	24
	SNL	Content Course 1	L7, AI		
	SNL	Pass Proficiency Exams	L4,L5		
Quarter 2	SNL	Foundations of Adult Learning	L2,F1	4	27
	SNL	Independent Learning Project	A5		
Quarter 3	LA&S	BMS 125: Business Calculus	S2X	8	31
	SNL	Content Course 2	HC, S4		
Quarter 4	CTI	IT 223: Data Analysis	S2H	8	33
	LA&S	WRD 202: Professional Business Writing (2 credits)	A2X 1/2 comp		
	COC	MGT 202: Making Sense/Managerial Data (2 credits)	S2X 1/2 comp		
Quarter 5	SNL	Independent Learning Projects	H5, L3	10	37
	SNL	Research Seminar	L8,L9		
Quarter 6	COC	MKT 310: Consumer Behavior	F5	8	38
	SNL	Content Course 3	S5		
Quarter 7	SNL	Externship	L10,L11	8	41
	COC	FIN 290: Finance	F8		
Quarter 8	SNL	Advanced Elective	E1,E2	8	44
	COC	ECO 315: Money and Banking	F9		
Quarter 9	SNL	Advanced Project	F11,F12	8	47
	COC	ICS 394: Entrepreneurship Strategy	F10		
Quarter 10	SNL	Content Course 3	AI, H4	8	50
	SNL	Summit Seminar	L12		

Scenario One BAGB Competency Chart

LIFELONG LEARNING AREA (12 SNL requirements)	LIBERAL LEARNING AND ELECTIVE AREA (26 requirements: 12 SNL, 7.5 Commerce, 1.5 LA&S, 1 CTI, 4 anywhere)			FOCUS AREA (12 requirements: 3 in SNL, 9 in Commerce)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar	A&I Elective	HC Elective	SW Elective	F-1: Focused Planning
Q1	Content Course 1 Q1	Content Course 2 Q3	S1D: CIS 1150 COD	Q2
L-2 Foundations of Adult Learning	A&I Elective	H1D: BLW 201 Business Law	SW Elective	F-2: ACC 101
Q2	Content Course 3 Q10	Buslw 2211 COD	S2A: BIO 1100 COD	Accou 1140 COD
L-3 Civic Engagement	A2X: Communications	H1X: ECO 105 Microeconomics	S2X: BMS 125 Business Calculus I	F-3: ACC 102
Q2	Speech 1100 COD	Econo 2201 COD	Q3	Accou 1150 COD
L-4 Writing for Competency Pass Proficiency Exam	A2X: WRD 202: Professional Writing 1/2 competency	H1C: ECO 106 Macroeconomics	S2H: IT 223 Data Analysis	F-4: MKT 301
Q1	Q4	Econo 2202 COD	Q4	Marke 2210 COD
L-5 Critical Thinking Pass Proficiency Exam	A-4 Business Ethics	H-4 Power and Justice	S-4 Interconnections in the Natural World	F-5: MKT 310:
Q1	Philo 1114 COD	Content Course 3 Q10	Content Course 2 Q3	Q6
L-6 Quantitative Reasoning	A-5 Creativity	H-5 Globalization	S-5:Scientific Reasoning	F-6: MGT 300
Math 1100 COD	Exeriential Learning Q2	Exeriential Learning Q5	Content Course 4 Q6	Manag 2210 COD
L-7 Collaborative Learning	E-1: SNL Advanced Elective	E-2: SNL Advanced Elective		F-7: MGT 301
Q8		Q8		Manag 2250 COD
Content Course 1	S2X: MGT 202: 1/2 competency			
Q1	Q4			
L-8 Research Seminar	EX-1 Business Elective	EX-2 Business Elective	EX-3 Business Elective	F-8: FIN 290
Q5	ICS 200 Busin 1100 COD	MGT 302 Manag 2220 COD	MGT 307 Manag 2240 COD	Q7
L-9 Research Seminar	EX-4 Open Elective	EX-5 Open Elective	EX-6 Open Elective	F-9: ECO 315
Q5	CIS 1221 COD	Manag Elective COD	Manag Elective COD	Q8

L-10 Externship	<p>11 COD courses required of AA, placed in COC requirements</p> <p>6 COD courses required for AA, placed in SNL requirements</p> <p>2 COD courses not part of AA but taken to fill BAGB requirements</p> <p>4 Competencies completed as Experiential Learning or Exam</p> <p>3 COD Management Program Electives would not fit into the program</p> <p>ENG 1101, Composition would not transfer</p> <p>Math Algebra and Pre-Calculus would not fit into the program</p> <p>19 courses would transfer at 3 hours each = 57 sem = 85.5 quarter hours</p>	F-10: ICS 394
Q7		Q9
L-11 Externship		F-11 Advanced Project
Q7		Q9
L-12 Summit Seminar		F-12 Advanced Project
Q10		Q9

BAGB Scenario Two (Student with AA degree completing BA program, part-time)

In this scenario, Student 2 is similar to Student 1, but applies the transfer credit to the regular SNL BA program.

Student 2 completes an Associate's Degree in a Business related field; the College of DuPage (COD) Management AA is used in this example. 17 of the student's 21 courses from COD would be placed.

Student 2 is assumed to be well prepared and has done excellent advanced planning including the development of written and technology skills, able to pass the L4, L5 and L6 exams, and capable of effective independent learning.

Since Student 2 was not planning to complete the BAGB, the student did not take additional math courses and business titles as part of the AA degree, which accounts for the student completing the AA with 21 rather than 25 courses.

Here is an estimate based on Student 2's attending DePaul part-time (taking two courses in most quarters and completing the A5, H5 and A2 competencies as experiential projects) and attending 8 consecutive quarters or 2.0 years.

This scenario should be comparable to any student with an AA degree in business or any other area that chooses to do the BA program while selecting a Focus Area in the same field as the AA degree.

12 - SNL Courses - 56 credit hours, 3 ILPs, 3 Exams, 2 Seminars

8 consecutive quarters part-time or 2.0 years

Scenario Two: BAGB Learning Plan

Quarter	College	Courses	Comps	Credit Hours	Total Comps
Pre-admission	COD	17 Transfer courses from Management AA degree	17		17
Quarter 1	SNL	Independent Learning Seminar	L-1	6	22
	SNL	Content Course 1	L7, A1		
	SNL	Pass Proficiency Exams	L4,L5		
Quarter 2	SNL	Foundations of Adult Learning	L2,F1	6	25
	SNL	Independent Learning Project 1	A5		
Quarter 3	SNL	Content Course 2	H1, S4	8	30
	SNL	Content Course 3	AX, H4		
Quarter 4	SNL	Content Course 4	S5	8	35
	SNL	Independent Learning Project 2 and 3	H5, L3		
	SNL	Research Seminar	L8,L9		
Quarter 5	SNL	Content Course 5	S1, S3	8	38
	SNL	Advanced Elective	E1,E2		
Quarter 6	SNL	Content Course 6	H2, HX	8	42
	SNL	Externship	L10,L11		
Quarter 7	SNL	Content Course 7	A3, AX	8	46
	SNL	Advanced Project	F11,F12		
Quarter 8	SNL	Content Course 8	A4, SX	8	50
	SNL	Independent Learning Project 4	A2		
	SNL	Summit Seminar	L12		

Scenario Two: BA Competency Chart

LIFELONG LEARNING AREA (12 SNL requiremts.)	LIBERAL LEARNING AND ELECTIVE AREA (26 requirements: 12 SNL, 7.5 Commerce, 1.5 LA&S, 1 CTI, 4 anywhere)			FOCUS AREA (12 competencies)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar: Q1	Interpreting the Arts Content Course 1 Q1 (A-1-___)	Communities and Societies Content Course 2 Q3 (H-1-___)	Experiencing Science Content Course 4 Q5 (S-1-___)	F-1 Focused Planning: Q2
L-2 Foundations of Adult Learning: Q2	Creative Expression Independent Learning Project 3 Q8 (A-2-___)	Institutions & Organizations Content Course 5 Q6 (H-2-___)	Patterns and Processes Biolo 1100 transfer (S-2-___)	F-2 Focus Area Elective Busin 1100 transfer
L-3 Civic Engagement Q2	Reflection and Meaning Content Course 6 Q7 (A-3-___)	Individual Development Speech 1100 transfer (H-3-___)	Science, Technology, Society Content Course 4 Q5 (S-3-___)	F-3 Focus Area Elective Accou 1140 transfer
L-4 Writing for Competency: Pass Proficiency Exam Q1	Arts and Ideas Elective Philo 1114 transfer (A-___-___)	Human Community Elective Buslw 2211 transfer (H-___-___)	Scientific World Elective CIS 1150 transfer (S-___-___)	F-4 Focus Area Elective Manag 2210 transfer
L-5 Critical Thinking: Pass Proficiency Exam Q1	Arts and Ideas Elective Content Course 3 Q3 (A-___-___)	Human Community Elective Econo 2201 transfer (H-___-___)	Scientific World Elective CIS 1221 transfer (S-___-___)	F-5 Focus Area Elective Manag 2200 transfer
L-6 Quantitative Reasoning: Math 1100 transfer	Arts and Ideas Elective Content Course 6 Q7 (A-___-___)	Human Community Elective Content Course 5 Q6 (H-___-___)	Scientific World Elective Content Course 7 Q8 (S-___-___)	F-6 Focus Area Elective Manag 2240 transfer
L-7 Collaborative Learning: Content Course 1 Q1	A-4 Ethics in the Contemporary World: Content Course 7 Q8	H-4 Power and Justice Content Course 3 Q3	S-4 Interconnections in the Natural World: Content Course 2 Q3	F-7 Focus Area Elective Marke 2210 transfer
L-8 Research Seminar: Q4	A-5 Creativity: Independent Learning Project 1 Q2	H-5 Globalization: Independent Learning Project 2 Q4	S-5 Scientific Reasoning: Content Course Q4	F-8 Focus Area Elective Manag 1100 transfer

L-9 Research Seminar Q4		E-1 Advanced Elective Q5	E-2 Advanced Elective Q5		F-9 Focus Area Elective Manag 1161 transfer
L-10 Externship: Q6	COD Management AA Transfer Student 17 of 21 transfers would fit into program 3 Management Electives and English Composition would not fit into Competency Slots.				F-10 Focus Area Elective Manag 1820 transfer
L-11 Externship Q6					F-11 Advanced Project: Q7
L-12 Summit Seminar: Q8					F-12 Advanced Project Q7

BAGB Scenario Three (Less prepared student with AA degree completing BAGB, part-time)

Student 3 completes an Associate's Degree in a Business related field, the College of DuPage (COD) Management AA is used in this example. 15 of the student's 21 courses from COD would be placed.

Student 3 is assumed to be an average to below average student who has completed the minimum requirements for the AA degree and had some D grades, preventing those courses from transfer. The student will likely need to take some extra courses to complete the BAGB requirements and is not a strong writer or interested in experiential learning.

Here is an estimate based on Student 3's attending DePaul part-time (taking two courses in most quarters) and attending 14 consecutive quarters or 3.5 years. However, due to potential scheduling conflicts, retaking one or more courses and/or personal obstacles, a realistic time frame would be 4 years.

11	SNL Courses	52 credit hours, no ILPs, no exams, 2 seminars
3.5	LA&S Courses	14 credit hours
10.5	COC Courses	42 credit hours
1	CTI Course	4 credit hours
28	Courses	112 credit hours

14 consecutive quarters part-time or 3.5 years

Scenario Three BAGB Learning Plan

Quarter	College	Courses	Comps	Credit Hours	Total Comps
Pre-admission	COD	15 Transfer courses from Management AA degree	15		15
Quarter 1	SNL	Independent Learning Seminar	L1	10	17
	SNL	Critical Thinking	L5		
	LA&S	MAT 101: College Algebra	None		
Quarter 2	SNL	Foundations of Adult Learning	L2,F1	8	19
	LA&S	MAT 130: Pre-Calculus	None		
Quarter 3	SNL	Writing for Competency	L4	8	22
	LA&S	BMS 125: Business Calculus	S2X		
Quarter 4	COC	ACC 101: Accounting 1	F2	8	25
	CTI	IT 223: Data Analysis	S2H		
Quarter 5	SNL	Content Course 1	L7, AI	8	27
	COC	ACC 102: Accounting 2	F3		
Quarter 6	SNL	Research Seminar	L8,L9	10	30
	COC	MGT 202: Making Sense/Managerial Data (2 credits)	S2X 1/2 comp		
Quarter 7	COC	ECO 105: Microeconomics	H1X	8	32
	COC	BLW 201: Business Law	H1D		
Quarter 8	COC	ECO 106: Macroeconomics	H1C	8	34
	COC	MKT 310: Consumer Behavior	F5		
Quarter 9	SNL	Content Course 2	A1X, A5	8	37
	SNL	Content Course 3	S5		
Quarter 10	SNL	SNL Advanced Electives	E1,E2	8	40
	COC	FIN 290: Finance	F8		
Quarter 11	SNL	Externship	L10,L11	8	43
	COC	ECO 315: Money and Banking	F9		
Quarter 12	SNL	Content Course 4	H4,H5	8	46
	COC	ICS 394: Entrepreneurship Strategy	F10		
Quarter 13	SNL	Advanced Project	F11,F12	6	49
	SNL	Content Course 5	S4		
Quarter 14	LA&S	WRD 202 Professional Business Writing (2 credits)	A2X 1/2 comp	2	50
	SNL	Summit Seminar	L12		

Scenario Three BAGB Competency Chart

LIFELONG LEARNING AREA (12 SNL requirements)	LIBERAL LEARNING AND ELECTIVE AREA (26 requirements: 12 SNL, 7.5 Commerce, 1.5 LA&S, 1 CTI, 4 anywhere)			FOCUS AREA (12 requirements: 3 in SNL, 9 in Commerce)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar Q1	A&I Elective Content Course 1 Q5	HC Elective H3A: Psych 1100 COD	SW Elective S1D: CIS 1150 COD	F-1: Focused Planning Q2
L-2 Foundations of Adult Learning Q2	A&I Elective Content Course 2 Q9	H1D: BLW 201 Business Law Q7	SW Elective S2A: BIO 1100 COD	F-2: ACC 101 Q4
L-3 Civic Engagement Q2	A2X: Communications Speech 1100 COD	H1X: ECO 105 Microeconomics Q7	S2X: BMS 125 Business Calculus I Q3	F-3: ACC 102 Q5
L-4 Writing for Competency Q3	A2X: WRD 202: Professional Writing 1/2 competency Q5	H1C: ECO 106 Macroeconomics Q8	S2H: IT 223 Data Analysis Q4	F-4: MKT 301 Marke 2210 COD
L-5 Critical Thinking Q1	A-4 Business Ethics Philo 1114 COD	H-4 Power and Justice Content Course 3 Q12	S-4 Interconnections in the Natural World Q13	F-5: MKT 310: Q8
L-6 Quantitative Reasoning Math 1100 COD	A-5 Creativity Content Course 2 Q9	H-5 Globalization Content Course 3 Q12	S-5: Scientific Reasoning Content Course 4 Q9	F-6: MGT 300 Manag 2210 COD
L-7 Collaborative Learning Content Course 1 Q5	E-1: SNL Advanced Elective Q10 S2X: MGT 202 1/2 competency Q6	E-2: SNL Advanced Elective Q10	F-7: MGT 301 Manag 2250 COD	
L-8 Research Seminar Q6	EX-1 Business Elective ICS 200 Busin 1100 COD	EX-2 Business Elective MGT 302 Manag 2220 COD	EX-3 Business Elective MGT 307 Manag 2240 COD	F-8: FIN 290 Q10
L-9 Research Seminar Q6	EX-4 Open Elective CIS 1221 COD	EX-5 Open Elective Manag Elective COD	EX-6 Open Elective Manag Elective COD	F-9: ECO 315 Q11
L-10 Externship Q11	8 COD courses required of AA, placed in COC requirements 7 COD courses required for AA, placed in SNL requirements			F-10: ICS 394 Q12
L-11 Externship Q11	3 COD Management Program Electives would not fit into the program ENG 1101, Composition would not transfer			F-11 Advanced Project Q13

L-12 Summit Seminar Q14	<p>Student got D grade in Accou 1140, Buslw 2211, making them non-transfers</p> <p>15 courses would transfer = 46 sem = 69 quarter hours</p> <p>MAT 101: College Algebra fill no competency requirement Q1</p> <p>MAT 130: Pre-Calculus fill no competency requirement Q2</p>	F-12 Advanced Project Q13
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Scenario Four (Student completes BAGB without any transfers or experiential learning, part-time)

Student 4 plans to complete the entire degree as coursework on a part-time basis taking 2 courses in most quarters, year round. The degree would take 18 quarters or 4.5 years at this pace. Of course, the actual time frame may vary depending on consistent enrollment, need to retake courses, application of experiential learning, or increasing quarterly load. However, this part-time scenario as presented gives the best basic view of completing the program without use of transfer courses or application of experiential learning and can be used as a baseline of completing degree requirements compared to a traditional Commerce degree.

15	SNL Courses	64 credit hours, no ILPs, no exams, 2 Seminars
3.5	LA&S Courses	14 credit hours
17.5	COC Courses	70 credit hours
1	CTI Course	4 credit hours
37	Courses	152 credit hours

18 consecutive quarters part-time or 4.5 years

Scenario Four BAGB Learning Plan

Quarter	College	Courses	Comps	Credit Hours	Total Comps
Quarter 1	SNL	Independent Learning Seminar	L1	10	3
	SNL	Critical Thinking	L5		
	COC	ICS 200: Introduction to Business	EX 1		
Quarter 2	SNL	Foundations of Adult Learning	L2,F1	8	6
	SNL	Quantitative Reasoning	L6		
Quarter 3	SNL	Writing for Competency	L4	8	9
	LA&S	MAT 101: College Algebra	S2X		
Quarter 4	SNL	Content Course 1	L7, AI	8	12
	LA&S	MAT 130: Pre-Calculus	S2X		
Quarter 5	COC	ECO 105: Microeconomics	H1X	8	14
	LA&S	BMS 125: Business Calculus	S2X		
Quarter 6	COC	ECO 106: Macroeconomics	H1C	8	16
	CTI	IT 223: Data Analysis	S2H		
Quarter 7	SNL	Content Course 2 (Communications Topic)	A2X, A5	8	19
	COC	ACC 101: Accounting 1	F2		
Quarter 8	SNL	Content Course 3 (Ethics with Business)	A4, HC	8	22
	COC	ACC 102: Accounting 2	F3		
Quarter 9	COC	MGT 300: Principles of Management	F6	8	24
	COC	MKT 301: Principles of Marketing	F4		
Quarter 10	COC	BLW 201: Business Law	H1D	8	26
	COC	MKT 310: Consumer Behavior	F5		
Quarter 11	COC	MGT 202: Making Sense/Managerial Data (2 credits)	S2X 1/2 comp	8	28
	LA&S	WRD 202 Professional Business Writing (2 credits)	A2X 1/2 comp		
	COC	MGT 301: Managerial Concepts	F7		
Quarter 12	SNL	Research Seminar	L8,L9	8	32
	SNL	Content Course 4	H4, HC		
Quarter 13	SNL	SNL Advanced Electives	E1,E2	8	35
	COC	FIN 290: Finance	F8		
Quarter 14	SNL	Content Course 5	S4, SW	8	38
	SNL	Content Course 6	S5		
Quarter 15	SNL	Externship	L10,L11	8	41
	COC	ECO 315: Money and Banking	F9		
Quarter 16	COC	MGT 302: Organizational Behavior	EX 2	8	43
	COC	ICS 394: Entrepreneurship Strategy	F10		
Quarter 17	SNL	Advanced Project	F11,F12	8	46
	COC	MGT 307: Human Resource Management	EX 3		
Quarter 18	SNL	Content Course 6	H5, AI	8	50
	SNL	Content Course 7	HC		
	SNL	Summit Seminar	L12		

Scenario Four Competency Chart

LIFELONG LEARNING AREA (12 requirements: all in SNL)	LIBERAL LEARNING AND ELECTIVE AREA (26 requirements: 12 SNL, 7.5 Commerce, 1.5 LA&S, 1 CTI, 4 anywhere)			FOCUS AREA (12 requirements: 3 in SNL, 9 in Commerce)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar Q1	A&I Elective Content Course 1 Q4	HC Elective Content Course 3 Q8	SW Elective S2X: MAT 101 Q3	F-1: Focused Planning Q2
L-2 Foundations of Adult Learning Q2	A&I Elective Content Course 6 Q18	H1D: BLW 201: Business Law Q10	SW Elective S2X: MAT 130 Q4	F-2: ACC 101 Q7
L-3 Civic Engagement Q2	Communications course A2X: Content Course 2 Q7	H1X: ECO 105: Microeconomics Q5	BMS 125: Business Calculus I Q5	F-3: ACC 102 Q8
L-4 Writing for Competency Q3	A2X: WRD 202: Professional Writing 1/2 competency Q11	H1C: ECO 106: Macroeconomics Q6	IT 223: Data Analysis Q6	F-4: MKT 301 Q9
L-5 Critical Thinking Q1	A-4 Business Ethics Content Course 3 Q8	H-4 Power and Justice Content Course 4 Q12	S-4 Interconnections in the Natural World Content Course 5 Q14	F-5: MKT 310: Q10
L-6 Quantitative Reasoning Q2	A-5 Creativity Content Course 2 Q7	H-5 Globalization Content Course 6 Q18	S-5: Scientific Reasoning Content Course 7 Q14	F-6: MGT 300 Q9
L-7 Collaborative Learning Content Course 1 Q4	E-1: SNL Advanced Elective Q13 S2X: MGT 202 Q11	E-2: SNL Advanced Elective Q13	F-7: MGT 301 Q11	
L-8 Research Seminar Q12	EX-1 Business Elective ICS 200 Q1	EX-2 Business Elective MGT 302 Q16	EX-3 Business Elective MGT 307 Q17	F-8: FIN 290 Q13
L-9 Research Seminar Q12	EX-4 Open Elective Content Course 4 HC Comp Q12	EX-5 Open Elective Content Course 5 SW Comp Q14	EX-6 Open Elective Content Course 7 HC Comp Q18	F- 9: ECO 315 Q15
L-10 Externship Q15				F- 10: ICS 394 Q16
L-11 Externship Q15				F-11 Advanced Project Q17
L-12 Summit Seminar Q18				F-12 Advanced Project Q17

Scenario Five (Student completes BAGB without any transfers or experiential learning, full-time)

In this scenario, Student 5 plans to complete the entire degree as coursework on a full-time basis taking 3 courses in most quarters, year round. The degree would take 12 quarters or 3.0 years at this pace. Of course, the actual time frame may vary depending on consistent enrollment, need to retake courses, application of experiential learning, or increasing quarterly load. This scenario compared to completing the BS in Commerce at a full-time pace differs in several ways. The full-time student in this scenario is assumed to be an adult and most likely not working or at least not working full-time and attends year round, with the full-time load consisting of three courses per quarter. The traditional COC student does not attend summers, averages 4 courses per quarter, attends for four years, and would log 20 more credit hours or 10 courses. These 10 extra courses would mainly address a major subject area and several other Liberal Arts requirements.

15	SNL Courses	64 credit hours, no ILPs, no exams, 2 Seminars
3.5	LA&S Courses	14 credit hours
17.5	COC Courses	70 credit hours
1	CTI Course	4 credit hours
37	Courses	152 credit hours

12 consecutive quarters part-time or 3.0 years

Scenario Five BAGB Learning Plan

Quarter	College	Courses	Comps	Credit Hours	Total Comps
Quarter 1	SNL	Independent Learning Seminar	L1	14	4
	SNL	Critical Thinking	L5		
	COC	ICS 200: Introduction to Business	EX 1		
	SNL	Quantitative Reasoning	L6		
Quarter 2	SNL	Foundations of Adult Learning	L2,F1	12	8
	SNL	Writing for Competency	L4		
	LA&S	MAT 101: College Algebra	S2X		
Quarter 3	SNL	Content Course 1	L7, AI	12	14
	SNL	Content Course 2 (Communications Topic)	A2X, A5		
	LA&S	MAT 130: Pre-Calculus	S2X		
Quarter 4	SNL	Content Course 3 (Ethics with Business)	A4, HC	12	18
	COC	ACC 101: Accounting 1	F2		
	LA&S	BMS 125: Business Calculus	S2X		
Quarter 5	SNL	Content Course 4	H4, HC	12	22
	COC	ACC 102: Accounting 2	F3		
	CTI	IT 223: Data Analysis	S2H		
Quarter 6	SNL	Content Course 5	S4, SW	12	26
	COC	ECO 105: Microeconomics	H1X		
	COC	BLW 201: Business Law	H1D		
Quarter 7	SNL	Research Seminar	L8,L9	14	30
	COC	ECO 106: Macroeconomics	H1C		
	COC	MGT 300: Principles of Management	F6		
Quarter 8	SNL	SNL Advanced Electives	E1,E2	12	34
	COC	MKT 301: Principles of Marketing	F4		
	COC	MGT 301: Managerial Concepts	F7		
Quarter 9	SNL	Content Course 6	H5, AI	12	38
	COC	MKT 310: Consumer Behavior	F5		
	COC	MGT 202: Making Sense/Managerial Data (2 credits)	S2X 1/2 comp		
	LA&S	WRD 202 Professional Business Writing (2 credits)	A2X 1/2 comp		
Quarter 10	SNL	Externship	L10,L11	12	42
	COC	MGT 302: Organizational Behavior	EX 2		
	COC	ECO 315: Money and Banking	F9		
Quarter 11	SNL	Advanced Project	F11,F12	12	46
	COC	MGT 307: Human Resource Management	EX 3		
	COC	FIN 290: Finance	F8		
Quarter 12	SNL	Content Course 7	HC	12	50
	SNL	Content Course 8	S5		
	COC	ICS 394: Entrepreneurship Strategy	F10		
	SNL	Summit Seminar	L12		

Scenario Five BAGB Competency Chart

LIFELONG LEARNING AREA (12 requirements: all in SNL)	LIBERAL LEARNING AND ELECTIVE AREA (26 requirements: 12 SNL, 7.5 Commerce, 1.5 LA&S, 1 CTI, 4 anywhere)			FOCUS AREA (12 requirements: 3 in SNL, 9 in Commerce)
	Arts & Ideas Category	Human Community Category	The Scientific World Category	
L-1 Independent Learning Seminar Q1	A&I Elective Content Course 1 Q3	HC Elective Content Course 3 Q4	SW Elective S2X: MAT 101 Q2	F-1: Focused Planning Q2
L-2 Foundations of Adult Learning Q2	A&I Elective Content Course 6 Q9	H1D: BLW 201: Business Law Q6	SW Elective S2X: MAT 130 Q3	F-2: ACC 101 Q4
L-3 Civic Engagement Q2	Communications course A2X: Content Course 2 Q3	H1X: ECO 105: Microeconomics Q6	BMS 125: Business Calculus I Q4	F-3: ACC 102 Q5
L-4 Writing for Competency Q2	A2X: WRD 202: Professional Writing 1/2 competency Q9	H1C: ECO 106: Macroeconomics Q7	IT 223: Data Analysis Q5	F-4: MKT 301 Q8
L-5 Critical Thinking Q1	A-4 Business Ethics Content Course 3 Q4	H-4 Power and Justice Content Course 4 Q5	S-4 Interconnections in the Natural World Content Course 5 Q6	F-5: MKT 310: Q9
L-6 Quantitative Reasoning Q1	A-5 Creativity Content Course 2 Q3	H-5 Globalization Content Course 6 Q9	S-5: Scientific Reasoning Content Course 7 Q12	F-6: MGT 300 Q7
L-7 Collaborative Learning Content Course 1 Q3	E-1: SNL Advanced Elective Q8 S2X: MGT 202: Q9	E-2: SNL Advanced Elective Q8	F-7: MGT 301 Q8	
L-8 Research Seminar Q7	EX-1 Business Elective ICS 200 Q1	EX-2 Business Elective MGT 302 Q10	EX-3 Business Elective MGT 307 Q11	F-8: FIN 290 Q11
L-9 Research Seminar Q7	EX-4 Open Elective Content Course 4 HC Comp Q5	EX-5 Open Elective Content Course 5 SW Comp Q6	EX-6 Open Elective Content Course 7 HC Comp Q12	F- 9: ECO 315 Q10
L-10 Externship Q10				F- 10: ICS 394 Q12
L-11 Externship Q10				F-11 Advanced Project Q11
L-12 Summit Seminar Q12				F-12 Advanced Project Q11

Focus Area Competency Balance for Business Minors

Students who design their focus area in traditional business areas must dedicate their Lifelong Learning and Liberal Learning competencies to areas outside the traditional business areas. Areas defined as traditional business include for-profit application of Accounting, Business Law, Decision Sciences, Finance (including Insurance, Real Estate, and Banking), Human Resources, Management, Management Information Systems, Management Science, Marketing, Operations Management, Organizational Behavior, Organizational Development, Strategic Management, Supply Chain Management (including Transportation and Logistics), and Technology Management.

For detailed information on how Business Minors can fit within the Focus Area, see 'Business Minors' on the SNL website.

Community-based learning Courses

Community-based learning connects meaningful community work with classroom learning. It offers students thoughtfully organized experiences that attempt to meet real community needs. Because community-based learning extends learning beyond the classroom, it offers the opportunity to work with non-profit organizations to test classroom theories in practical situations, and to provide a needed service to the community. Students find that community-based learning is an experience unlike any other. It stimulates intellectual and personal growth as well as fosters a sense of connection to a larger community. Community-based learning courses offer students time to reflect on their service experience in classroom discussion and writing assignments.

Courses require a minimum of 20 hours spent outside of class working with a community organization. In the past, students in community-based learning courses have had the opportunity to:

- tutor school age children
- organize recreational activities at a shelter that provides a stable residence for ill or injured homeless men and women
- work with teen mothers in a group home
- interview guests at a suburban homeless shelter so that the community can better meet their needs
- provide recreation activities for elderly men and women living in nursing homes
- serve as a mentor in an exercise and nutrition program offered through Chicago's Department of Public Health
- assist women on welfare who are attempting to make the transition to financial independence
- play with children who live in a homeless shelter for single parent families
- work in a community health clinic for those without health insurance
- provide interviewing and job skills counseling to a job assistance program for unemployed women and men
- work in animal shelters

[For more information about community-based learning, see your Faculty Mentor.](#)

Local Review Board at SNL and Institutional Review Board at DePaul University

What is the Local Review Board?

The *Local Review Board* (LRB) resides within every college at DePaul, including SNL. All proposals involving human subjects come to the SNL LRB before being sent to the University's Institutional Review Board (IRB). This is the first point of contact for any proposal involving human subjects that is *not specifically related and limited to class assignments*.

What is the Institutional Review Board?

The *Institutional Review Board* is a university-wide committee to review all research activities involving human subjects conducted by DePaul faculty, staff, or students. The IRB is made up of a diverse group of DePaul faculty and staff with representatives from various colleges, schools, and departments, as well as local community representatives. The SNL Local Review Board submits vetted proposals to the IRB.

Why do we have these boards?

The IRB fulfills DePaul's contract with the federal Office of Human Research Protections (OHRP) to ensure that all human subjects research (whether federally-funded or not) conducted by DePaul faculty, staff, and students complies with the federal regulations (45 CFR 46) and adhere to the statement of principles contained in the Ethical Principles and Guidelines for the Protection of Human Subjects of Research (The Belmont Report). IRB approval affirms the methodological and ethical quality of the research, and it is the primary responsibility of the IRB to review research activities that involve human subjects or their data to ensure that:

- The risks to the participant are outweighed by the possible benefits to the participant and/or the importance of the knowledge to be gained or its benefit to society.
- The rights and welfare of each participant will be adequately protected.
- Informed consent is obtained by adequate and appropriate means, when applicable.
- Long-term research protocols are reviewed at least annually.
- The participant is fully aware of his/her rights, risks, benefits, and the nature of the procedures.

What sort of review is needed for class-related projects?

IRB review of classroom-related activities is not required at DePaul when the collection of information from participants is exclusively for the purpose of class discussion or for the purpose of training in research or research methods. Instructors who believe that their students' classroom-related activity does not require IRB review may choose to submit the course syllabus to their Local Review Board for confirmation. Instructors who are uncertain about whether their classroom activities require IRB review should definitely submit their course syllabus to their Local Review Board for evaluation.

Even when IRB review is not required, activities designed to collect information from human participants should protect the rights of these participants. In such cases, the instructor remains responsible for educating students about the protection of human subjects and providing ethical guidance for all student projects. The SNL LRB strongly recommends that all students embarking on human subject research complete the CITI training and certification.

Instructors and students are advised to review and adhere to DePaul's *Best Practices in Designing & Conducting Non-Reviewable, Classroom Based Research* at the end of this document.

What if the research involving human subjects will extend beyond the classroom assignment and/or is independent from any class? *Research with human subjects that is not specifically related and limited to class assignments must be reviewed by the LRB and IRB.* All individuals engaging in the conduct of research at DePaul with human subjects, including faculty sponsors supervising student researchers, will be required to complete the CITI on-line basic initial training program before they will be approved as personnel on a research protocol.

What if I want to publish data collected for a class project? Data collected for a class project may not be used for publication or presentation, unless the project was reviewed and approved by the IRB *prior* to recruitment and data collection. Should there be any possibility of or intent to publish, present, or otherwise disseminate research data or findings outside the course in the future (e.g., for a Senior Paper, a Master's Thesis, by the instructor), an application must be submitted for review and approval by the IRB prior to the start of recruitment and data collection.

Resources

For more information, see the following: <http://offices.depaul.edu/ors/research-protections/irb/Pages/faqs.aspx>

For training, see the following: <https://offices.depaul.edu/ors/research-protections/irb/training/Pages/default.aspx>

For forms, see the following: <https://offices.depaul.edu/ors/research-protections/irb/Pages/forms-templates.aspx>

Steps to Human Subjects Research LRB/IRB Approval:

1. If you and your instructor judge that your research falls under LRB/IRB requirements, download the form, complete it, and mail it to snllrb@depaul.edu for internal review.
2. The Local Review Board at SNL will review and likely send the proposal back to you with specific questions and suggestions for changes. Once a final proposal is agreed upon, SNL IRB will submit the proposal to the Institutional Review Board, who will be in touch with you once a determination has been made or if there are questions.

Best Practices in Non-Reviewable, Classroom-Based Research

- ◆ The Institutional Review Board at DePaul University does not review research conducted by students solely to fulfill a course requirement, unless the student researcher or the faculty member intends to disseminate or generalize the data (e.g., by publishing, presenting/publishing an abstract or poster, or presenting the research at an academic conference). Nevertheless, DePaul University has a strong interest in ensuring that all research at the university is conducted ethically. For this reason, DePaul's IRB has ratified the following "best practices" for faculty members who teach research methods courses and for students conducting research in order to fulfill course requirements Human subjects research conducted to complete Masters or Doctoral degree program requirements is not included in this policy, as these activities require IRB review and approval prospectively.

- ◆ Students engaging in non-reviewable classroom human subject research should **complete** the human subjects research ethics training module required for students by the DePaul Office of Research Protections. The link to the online CITI training course is available on the IRB webpage at: <http://research.depaul.edu/>. In addition, students should carefully review important documents in the area of human subjects protection (i.e. *Belmont Report*; *Declaration of Helsinki*; *World Health Organization Guidelines*)
- ◆ Students are encouraged to develop data-gathering procedures that are consistent with the principles outlined in research ethics and human subject protection guidance and that incorporate methods to protect the confidentiality of the research data.
- ◆ Confidentiality and protection of research subjects should be the guiding principles in students' research methods. Whenever possible, participants' anonymity should be guaranteed.
- ◆ Students are cautioned that anonymity and confidentiality have different meanings.
 - Study data may not be appropriately described as "anonymous," if the researcher collects participant names, other identifiable information, or audio- or video-recordings (see guidance on audio/video recordings). Additionally, study data might not be anonymous if a combination of data elements, such as birth date, occupation, and zip code, could reasonably be used to determine the identity of the participant. Study data may be "anonymous" when the researcher never records anything in the research record that identifies the participant. Study data may be anonymous when the participant themselves is not completely anonymous to the researcher, for example in cases where interviews take place face-to face, the participant is not anonymous, but the data can be recorded anonymously.
 - Conversely, for a study that involves the collection of names or identifiable recordings the researcher could indicate that all data will remain "confidential," when research procedures ensure that participants' data will not be shared outside the research team in an identifiable format and protections are in place to prevent an unexpected breach of confidentiality.
- ◆ Students must become familiar with the principles of informed consent and be able to justify their consent processes to supervising faculty. A standard informed consent process includes:
 - Using a consent document or script or information sheet that provides sufficient information for the participant to make an informed decision about whether or not they want to be in the research(see, e.g., "adult consent form" or exempt information sheet templates at: <http://research.depaul.edu/>);
 - Ensuring that the consent document or script, or information sheet, is written at a language level appropriate for the population;
 - Having an oral exchange with the participant about the substance of the consent form or information sheet;
 - Asking the participant to recount key characteristics of the study (risk, benefits, activities), in order to confirm understanding;
 - Collecting a signed & dated form from the participant, if appropriate; and

- Providing the participant or parent/guardian with a copy of the consent form or information sheet for future reference.
- These steps apply, regardless of whether the student seeks consent from an adult participant, parental permission from a parent/guardian, or assent from a minor participant.
- ◆ Should there be any possibility or intent to publish, present, or otherwise disseminate research data or findings outside the course, students must file an application for review with the IRB prior to beginning recruitment or data collection. Students should name a faculty sponsor on that application and confer with that person or the DePaul Office of Research Protections about federal regulations, guidance, and local DePaul policies governing human subject research at DePaul University..

Useful Websites

DePaul University:	http://www.depaul.edu
Campus Connection	https://campusconnect.depaul.edu
DePaul Library	http://www.library.depaul.edu
DePaul University Students	http://www.depaul.edu/students/
Library Online Workshop	http://library.depaul.edu/Services/OnlineInstruction.aspx
School for New Learning	http://www.snل.depaul.edu
SNL BA Program	See http://snل.depaul.edu under Academics
SNL BA in Computing	See http://snل.depaul.edu under Academics
SNL BA in Early Childhd. Ed.	See http://snل.depaul.edu under Academics
SNL BA in General Business	See http://snل.depaul.edu under Academics
SNL MAAPS Program	See http://snل.depaul.edu under Academics
SNL MSAT Program	See http://snل.depaul.edu under Academics
Calendar	See http://snل.depaul.edu under Student Resources
Forms	See http://snل.depaul.edu under Student Resources
Future Class Schedules	See http://snل.depaul.edu under Student Resources
Graduation Information	See http://snل.depaul.edu under Student Resources
Professional Advisor Info:	See http://snل.depaul.edu under Faculty & Staff
Proficiency Exams	See http://snل.depaul.edu under Student Resources
Registration Information	See http://snل.depaul.edu under Academics
Scholarships	See http://snل.depaul.edu under Student Resources
SNL Online Information	See http://snل.depaul.edu under Student Resources
Syllabi	See http://snل.depaul.edu under Academics

CHAPTER 12:

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Glossary of SNL Acronyms and Useful Terms

BAIFA	Undergraduate program, BA with Individualized Focus Area
BAC	Undergraduate program: BA in Computing (with CDM)
BACA	BA Curriculum and Assessment Committee
BAECE	Undergraduate program: BA in Early Childhood Education (with COE)
BAGB	Undergraduate program: BA in General Business (with COC)
DCM	Degree Completion Major. BA in Applied Behavioral Sciences. BA in Leadership Studies
TLA	Teaching, Learning and Assessment Committee. The body that evaluates all transfer class and ILP submissions to determine if they are acceptable for credit.
CLEP Exams	College Level Examination Program of the Testing Service; offers tests that can be transferred to SNL for credit.
FAL	Foundations of Adult Learning (course, or resources book)
FDIS	Faculty Designed Independent Studies. These are courses designed for students who seek more independence in furthering their knowledge, while having the structure of a designed course. See the course guide for more information and/or check the web for available learning opportunities.
GIS	Guided Independent Study. A learning experience planned and accomplished with the help of a faculty member.
ILP	Independent Learning Pursuit. A project completed for credit outside of the classroom environment; submitted for competency assessment to TLA.
IRB	Institutional Review Board on Human Subjects Research
LAS	Independent Learning Seminar. The first requirement for students seeking undergraduate admission to the SNL program.
LP	Learning Plan. A detailed document outlining how a student will complete their SNL degree. Students develop this in Foundations and continue refining it through out their program.
LRB	SNL's Local Review Board for compliance with the university's IRB.
MAAPS	Masters of Arts in Applied Professional Studies
MACA	MA Curriculum and Assessment Committee
MAEA	Master of Arts in Educating Adults
MAPES	Master of Arts in Parenting & Education Support
MSAT	Master of Science in Applied Technology
PGAP	Professional Goal Setting and Action Plan, which is developed in Foundations, then reviewed and assessed in the First Committee Meeting (post Foundations)
Proficiency Exams	Tests that can be taken in lieu of Writing for Competency, Critical Thinking and Quantitative Reasoning classes.
Community-based learning	There are courses offered for Externship and other competencies that feature community-based learning. See the course guide for more information and/or check the web for available service opportunities. (Note that not all Externship courses are service related; some feature travel or other learning opportunities.)
SNL	School for New Learning
Summit Seminar	This is an undergraduate's last learning experience at SNL. Students demonstrate the lifelong learning competency L-12 in this all-day learning event.
Travel Courses	We offer a variety of learning opportunities that feature travel. Some are in conjunction with DPU offerings, while others are designed specifically for SNL students or feature individual travel as GIS. Students may be able to register for Externship in these courses. See the course guide for more information and/or check the web for available foreign study opportunities.
Truman Bridge	These courses are offered with Truman (a Chicago City College) for students interested in attending SNL. Courses run approximately 15 weeks on the semester system, and SNL students can register for up to three competencies (instead of two in a quarter). See the SNL website for courses.

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