About Section D...

This section addresses the first major component of the MSAT Program—PROSEMINARS in Applied Technology. Specifically, this section includes the following subsections:

► Introduction to ProSeminars

► ProSeminar I:
   Introduction to Applied Technology (AT-580)

► ProSeminar II:
   Applying Independent Learning in Professional Practice (AT-585)
INTRODUCTION to... PROSEMINARS IN APPLIED TECHNOLOGY

The two ProSeminars (within the MSAT Program) are designed to promote the following three dynamics across the entire degree: (a) professional development; (b) graduate-level learning; and, (c) graduate students’ proactive learning. They are both offered by DePaul’s School for New Learning/SNL and, as such, are subject to SNL tuition.

AT-580 ◆ PROSEMINAR I
Introduction to Applied Technology
(2 cr hrs)

►Design: As students are admitted to the MSAT Program, they are assigned to a Faculty Mentor. That Faculty Mentor builds a process of individualized tutorial and/or small group meetings designed to accomplish the purposes of ProSeminar I—Introduction to Applied Technology. Students are encouraged to register for and engage in this proseminar early in their MSAT programs of study.

►DESCRIPTION: Through various learning opportunities (independent study, interactive sessions, individualized meetings with faculty, etc.), this seminar explores the aims of graduate education within the program of study leading to the MASTER OF SCIENCE IN APPLIED TECHNOLOGY—its purpose, scope, philosophy, key roles and processes. Special emphasis is placed on developing a baseline context for graduate study including a literature-based initial exploration into one’s specialized Applied Technology track (applied information systems, applied network technology, applied IT project management, applied information technology or applied human-computer interaction).

►General Overview: The primary knowledge-bases for this proseminar are drawn from the fields of Higher Education, Educational Psychology, Sociology, Adult Learning & Development and Applied Technology. Its primary objective is to offer students opportunity to orient further to the MSAT Program, assess their professional/academic priorities and develop a working plan for both the program and their specialized applied technology track within it (its definition, components, trends, issues, hot-topics, major resources, etc.). As such, the proseminar incorporates both the Elements of Better Practice1 (reflection, agency and flexibility) and the process of planning for successful graduate study. Specific emphases, as shaped in part by students’ interests, may include:
  • understanding the MSAT Program (its philosophy, rationale and key processes).
  • understanding the difference between graduate and undergraduate education.
  • understanding the meaning of “applied technology.”
  • understanding the Elements of Better Practice (reflection, agency, flexibility).
  • understanding the role and process of Liberal Learning & the Domains of Applied Effectiveness2.
  • understanding key roles (Graduate Student, Faculty, Faculty Mentor/Advisor, etc.).
  • understanding key processes (learning and otherwise): self-managed learning, learning from experience (work as a learning laboratory), collaborative learning, outcomes-based learning, goal-setting, reflection, time-management, use of APA citation format, etc.

►Assessment: Assignment of final letter grade is contingent upon quality of completion of all proseminar assignments in accordance with the Proseminar I syllabus.

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1 For information regarding Elements of Better Practice, see Section E.
2 For information regarding Domains of Applied Effectiveness, see Section E.
Design: In culmination of the MSAT Program, students design and execute two work-based applied projects and one reflection-in/on-practice project. (See Section G.) As students are ready to begin thinking about these projects, they are encouraged to register for and engage in a series of individualized tutorial and/or small group meetings designed to accomplish the purposes of ProSeminar II—Applying Independent Learning in Professional Practice.

DESCRIPTION: Through various learning opportunities (independent study, group sessions, individualized meetings with faculty, etc.), this seminar explores the purpose and process of moving graduate learning into self-initiated, self-designed and self-managed application beyond the classroom. Students are guided in identifying independent projects associated with work-based problems/issues related to their specialized tracks in Applied Technology as well as learning opportunities related to their reflective practices. Special emphasis is placed on developing (and seeking approval for) project proposals for the culmination phase of the MSAT Program including implementation plans for translating proposals into execution strategies and eventual deliverables.

General Overview: The primary knowledge-bases for this seminar are drawn from the fields of Performance Psychology, Sociology, Leadership Science and Applied Technology. Its primary objective is to offer students opportunity to identify and develop proposals for their culmination projects and, upon approval, to prepare step-by-step execution strategies to bring proposals to accomplishment. As such, the seminar incorporates both the Elements of Better Practice\(^1\) (reflection, agency and flexibility) and the process of planning for successful program culmination. Specific emphases, as shaped in part by students’ interests, may include:

- deconstructing “work-based study” and “reflective practice” into actionable agendas for development.
- understanding efficacy, initiative-taking and self-management in professional practice.
- identifying and targeting learning opportunities (e.g., exploring problem-based learning).
- designing learning strategies.
- identifying aligned demonstrable/measureable learning outcomes.
- leading (“taking-initiative-to-add-value”) in and through any role.
- assuming deeper ownership for one’s own ongoing professional development.

Assessment: Assignment of final grade is contingent upon quality of completion of all proseminar assignments in accordance with the Proseminar II syllabus. Aligned with the purpose of AT-585, this seminar is graded Pass/No-Pass.

\(^1\) For information regarding Elements of Better Practice, see Section E.

NOTE: ProSeminar I & Proseminar II (AT-580 & AT-585) are not available for waiver or substitution by other courses (transfer or otherwise).