About Section G...

This section addresses the fourth (and final) major component of the MSAT Program—the CULMINATION. Specifically, this section includes the following subsections:

- Introduction to Culminating INDEPENDENT STUDY/LEARNING
- Engaging Culminating INDEPENDENT STUDY/LEARNING...
  1. Getting Started
  2. Generating Possible Areas for Study/Learning
  3. Starting with the End in Mind
  4. Developing & Proposing a Plan
  5. Initiating Study/Learning
  6. Refining/Rebooting/Redirecting Study/Learning
  7. Translating Study into Demonstration of Learning
  8. Assessing Learning
  9. Navigating Deadlines
Introduction to Culminating INDEPENDENT STUDY/LEARNING...

The culmination phase of the MSAT Program includes three application-based projects situated to enable advanced MSAT graduate students to develop and demonstrate their ability to “fly solo” in terms of planning and executing independent study/learning. As a pilot-trainee eventually takes the helm and flies without a flying-instructor, so too an advanced graduate-learner (particularly in an APPLIED field) eventually engages self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through to take the helm of deliberate learning and fly with without (or with minimal guidance from) a course-instructor.

The three MSAT culmination projects (registered for through DePaul’s School for New Learning/SNL and subject to its tuition) include:

►(4cr) AT-587 **Independent Work-based Project I (Work-based Project I)**

►(4cr) AT-588 **Independent Work-based Project II (Work-based Project II)**

Each of these projects enables students to enhance and demonstrate their ability to investigate and contribute to (and/or problem-solve regarding) a work-based challenge applicable to their professional practice and specialization within applied technology. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals. While pursued as independent learning activities, the scope, details and final graded (A-F) assessment of each project are guided by the MSAT coordinators or designates.

►(4cr) AT-589 **Reflection in/on Practice Project (Reflective Practice Project)**

This project enables students to engage and expand their professional practice as reflective practitioners. Specifically, students enhance their ability to describe and analyze a particular aspect of their professional practice and demonstrate improved functioning through focused/applied reflection. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals. While pursued as an independent learning activity, the scope, details and final graded (A-F) assessment of this project are guided by each student’s MSAT faculty mentor.

*Elective Option:* AT-588 (as a second/further work-based independent project) may be substituted with a graduate-level course or learning activity provided it is: (a) graduate-level; (b) applicable, or significantly related, to one’s specialization track; (c) offered by any DePaul school/college or other regionally-accredited institution (to be transferred upon completion); and, (d) approved by the two MSAT Co-Coordinators. Students wishing to pursue the option of substituting AT-588 should submit a proposal to the MSAT Co-Coordinators that includes: name and description of course, school/institution offering course, and the student’s rationale for proposing the course as relevant to his/her MSAT track. Upon approval of the proposed course substitution, the student registers for said course per its tuition. When completed (with a grade of C or better), the student informs the SNL MSAT Co-Coordinator in order to finalize the substitution.

Engaging Culminating INDEPENDENT STUDY/LEARNING...

**Step 1: Getting Started.**

- When ready to begin thinking about the MSAT Program’s culminating phase, students are advised to take **AT-585 (2cr) ProSeminar II: Applying Independent Learning in Professional Practice.** (See MSAT Guidebook, Section D.) This seminar explores steps—moving from **ideas to proposals to plans to deliverables.** For project proposal consultation other than via AT-585, consult SNL MSAT Co-Coordinator.

**Step 2: Generating Possible Areas for Study/Learning.**

- Regarding **Work-based Projects**, students are advised to review the state of their professional practice in relation to their Applied Technology specialization. Perhaps there is a related technology project that could benefit from additional graduate-level inquiry. Perhaps there’s a related vexing problem that might be differently addressed by concerted study.
Regard the **Reflection Project**, students are advised to consider either a particular method of reflection (applied to their professional practice) or a particular aspect of their personal/professional performance that could benefit from some targeted study and applied reflection.

**Step 3: Starting with the End in Mind.**
Students are advised to translate their ideas into “sought outcome” statements.

**Regarding Work-based Projects,** the outcome statements might be:
- to enhance and demonstrate my ability to investigate and contribute to XXXXX as a work-based *project* applicable to my professional practice and specialization within applied technology; and/or,
- to enhance and demonstrate my ability to investigate and problem-solve with respect to XXXXX as a work-based *problem* applicable to my professional practice and specialization within applied technology.

**Regarding the Reflection Project,** the outcome statement might be:
- to enhance my ability to describe and analyze XXXXX as a particular *method* or *process* of reflection and apply it to my personal/professional practice; or,
- to enhance my ability to describe and analyze XXXXX as a particular *aspect* of my personal/professional practice and demonstrate improved functioning through focused/applied reflection regarding such.

[*If interested in viewing an assortment of methods/processes of reflection and/or aspects of personal/professional practice that previous graduate students have explored, consult with SNL MSAT Co-Coordinator.*]

**Step 4: Developing & Proposing a Plan.**
Students are advised to scope-out a plan for each project and propose such for approval. Each proposal plan includes responses to the following 10 items:

<table>
<thead>
<tr>
<th>PROPOSAL FORM—Independent Projects for MSAT Culmination Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ _Work-based Project #1 (AT-587); _ ■ _Work-based Project #2 (AT-588); _ ■ _Reflection-in/on-Practice Project (AT-589)</td>
</tr>
<tr>
<td>1. Proposer’s Name &amp; Date of Proposal Submission:</td>
</tr>
<tr>
<td>2. MSAT Specialization Track:</td>
</tr>
<tr>
<td>3. Working Title of Proposed Project:</td>
</tr>
<tr>
<td>4. Brief Description of Proposed Project:</td>
</tr>
<tr>
<td>5. Application Setting—Who will benefit from this project?</td>
</tr>
<tr>
<td>6. Value #1—Why is this project of value to you personally?</td>
</tr>
<tr>
<td>7. Value #2—How is this project of value to applying your MSAT specialization?</td>
</tr>
<tr>
<td>8. SOUGHT OUTCOME—When successful with this project, what will the project serve to demonstrate about you?</td>
</tr>
<tr>
<td>9. LEARNING ACTIVITIES—How do you propose to pursue this project? Where will you start? What steps will you follow? What scholarly resources will you explore? (Please list at least 20 scholarly resources that you propose to explore—at minimum—as you begin work on this project.)</td>
</tr>
<tr>
<td>10. LEARNING PRODUCTS—What “deliverables” do you propose to eventually submit as evidence of your learning &amp; project completion? (Please briefly outline or describe what each item/product will include.)</td>
</tr>
</tbody>
</table>
The process for project proposal approval is reviewed and contained within AT-585. For project proposal approval beyond AT-585, consult SNL MSAT Co-Coordinator.

**Step 5: Initiating Study/Learning.**

- As proposals are approved,
  - students are advised to conduct an initial and broad exploration of the topic under investigation. This involves using research skills to identify and explore multiple data-points/perspectives on the topic and sorting for “better” resources (not just convenient ones). Key initial questions to explore include:
    - how is the topic described/defined?
    - how is the topic analyzed in terms of its component-parts and how they interact?
    - how are the topic’s “best practices” and/or standards of excellence presented & grounded?
  - students are advised to include at least 20 peer-reviewed, scholarly resources per project, i.e., primary sources that are peer-reviewed from the professional literature including books and professional journals. **NOTE: Internet websites & Wikipedia are not sufficient sources of information at the graduate-level.** See link below: http://www.findingdulcinea.com/news/education/2010/march/The-Top-10-Reasons-Students-Cannot-Cite-or-Rely-on-Wikipedia.html.

**Step 6: Refining/Rebooting/Redirecting Study/Learning.**

- Students are advised to periodically return to their project’s “sought outcome” in order to make sure their study is on-target. Note, for example, key words offering direction (e.g., describe, analyze, demonstrate, apply, etc.):
  - **Describe** = discussing the topic’s qualities/characteristics at a surface or basic level—grounded in multiple data-points across the professional literature.
  - **Analyze** = breaking down the topic into its component parts and explaining the relationship between/among the parts—grounded in multiple data-points across the professional literature.
  - **Demonstrate** = offering a specific artifact/example that gives direct evidence of your ability with the topic—sufficient that the example can be assessed against standards in the professional literature.
  - **Apply** = translating description and analysis into implications for professional practice.

Should students’ investigations yield insufficient resources, they are advised to consult with Research Librarians at the DePaul Library for further targeted assistance.

- Students wishing to discuss their projects’ evolving progress with the MSAT Co-Coordinators are welcome to do so by contacting either or both coordinators.

**Step 7: Translating Study into Demonstration of Learning.**

- Students are advised to return to the list of “learning products/deliverables” proposed and approved in Step 4 and begin to evolve that list into a “working outline” around which to organize learnings/findings from Steps 5 & 6.

- As students build their “deliverables” per project, they are advised to:
  a. consult the criteria that will be used to eventually assess the deliverables submitted. **(See Independent Learning Product Assessment Form in MSAT Guidebook, Section I)**;
  b. ensure that all aspects of the “sought outcome” are being addressed in the materials being developed;
  c. build logical and cohesive materials—buttressing points with input from relevant literature, integrating input from sources without plopping quotations into the text with no discussion and using APA format for in-text citations and bibliographic
references. (For APA assistance, see http://snl.depaul.edu/StudentResources/Graduate_Resources/APA_Format.asp; and/or, http://owl.english.purdue.edu/owl/resource/560/01/); d. avoid plagiarism. (For information regarding DePaul’s Academic Integrity Policy, see http://academicintegrity.depaul.edu/index.htm. For various “plagiarism checkers,” see http://grammarly.com; http://plagtracker.com; or, http://writecheck.com.; e. seek writing assistance (as needed). (For information regarding writing assistance, see http://snl.depaul.edu/student-resources/graduate-resources/Pages/writing-assistance.aspx; and, f. adhere to posted deadlines. [For final review and grade posting WITHIN a particular quarter, final deliverables must be submitted by the posted deadline—two weeks prior to the day the quarter ends. This date is regularly posted in the Graduate Quarterly Registration Bulletin available at http://snl.depaul.edu/academics/registration/Pages/Graduate-Registration-Information.aspx. If additional time is needed beyond the quarter’s deadlines, an “R” (research-in-progress) grade will be assigned. As soon thereafter as materials are submitted and graded, the R will be altered to the appropriate letter grade.]

NOTE: Students wishing feedback (comments, no grade) regarding initial drafts of “deliverables” are advised to schedule such with either (or both) MSAT Coordinator sufficiently in advance of posted deadlines to enable review, input and subsequent refinement (as necessary). Otherwise, documents submitted are considered final.

Step 8: Assessing Learning.
✓ When materials (deliverables) in evidence of learning are ready for final submission, students are advised to complete their portion of the Independent Learning Product Assessment Form (self-assessment; student as 1st assessor). (See MSAT Guidebook, Section I.) Thereafter, students are to submit the form along with all deliverables to the next assessor.

✓ Regarding Work-based Projects, the form & materials are to be submitted to the 2nd Assessor (CDM MSAT Co-Coordinator or designate). After reviewing the materials and completing the 2nd assessor portion of the form, the 2nd assessor forwards the form and materials to the 3rd/final assessor (SNL MSAT Co-Coordinator). The final assessor completes the assessment, assigns the grade (A-F) and forwards materials back to student.

✓ Regarding the Reflection Project, the form & materials are to be submitted to the 2nd/final Assessor (SNL MSAT Co-Coordinator). The final assessor completes assessment, assigns grade (A-F) and forwards materials back to student.

Step 9: Navigating Deadlines.
✓ To insure grade posting within a particular quarter of registration, Independent Learning Products are due to one’s Faculty Mentor (having been already assessed, as applicable, by prior assessors) one week prior to the officially-posted last day of classes for that quarter. (Specific dates per quarter are available in each quarter’s SNL Graduate Registration Bulletin.) If this deadline is missed, an “R” grade (research in progress) may be assigned by one's Faculty Mentor. As soon as the work is assessed thereafter (i.e., within the time-limit afforded by the “R” grade), the “R” grade will be replaced with a letter grade.

◆◆◆◆◆