DePaul University School for New Learning
Master of Arts Program in Applied Professional Studies (MAAPS)

LEARNING PLAN RESEARCH AND DEVELOPMENT
SEMINAR CLUSTER #101 AP 501 Room 1451 SNL Suite

Autumn Quarter, 2017, September 16 & 17 (weekend, 9:00 a.m. – 4:00 p.m.)
Sept. 30; Oct. 14; Oct. 28 (9:00 a.m. – 4:15 p.m.)

INSTRUCTOR: Catherine Marienau, Ph.D. Faculty Mentor/Professor
Phone: 312/362-6981 Email: cmariena@depaul.edu

Mailing Address: School for New Learning, DePaul University, 1 E. Jackson Blvd. Chicago, Il. 60604 (actual office location: 14 E. Jackson, 14th floor)
Individual consultations by appointment

Seminar Description

Note: Terminology that is unique to the MAAPS program is explained in the MAAPS Program Guidebook which will be provided in hard copy at the LPRD weekend.

In this Seminar (LPRD), we explore the aims of graduate education with particular focus on your program of study leading to a Master of Arts degree in Applied Professional Studies. Primary emphasis is placed on: (a) enhancing your capacities with self-managed and graduate-level learning in the service of personal/professional development; and, (b) assisting you in designing and developing an individualized and cohesive working draft of your Learning Plan. To support the creation of your draft learning plan, emphasis is placed on attaining a fuller understanding of your particular field of professional study (Focus Areas) and applying Elements of Better Practice in your professional work. In addition, the process is initiated for establishing an Academic Committee that consists of you—the student, the Faculty
Mentor, and a Professional Advisor (an experienced practitioner in your Focus Area).

**REQUIRED MATERIALS**

- **MAAPS Program Guidebook**: will be provided at the first session; please bring this to each class session as it is your primary text.

- Kolb Learning Style Inventory (LSI 4.0) (approximately $30. I will provide information on ordering at the LPRD weekend. Do NOT order on your own).

- Other Readings will be assigned and distributed in class or available on D2L. You are encouraged to bring reading material and other sources to share with the group that are relevant to the sought outcomes of this seminar.

**Desire2Learn (D2L) [https://d2l.depaul.edu](https://d2l.depaul.edu)**

Once you have registered for AP 501, you will be automatically enrolled in D2L. To login you will need your user name and password; make sure these are the same as what you have submitted to Campus Connection. D2L will be activated by August 15.

**Recommended Sources on the Basics (for getting off to a good start in graduate study)**

Note: These (inexpensive) sources are available through Amazon or other book vendors. I did not order copies through the DePaul Bookstore.


Learning Strategies

This seminar will be conducted as a workshop with an ongoing invitation to all of its learners (students and instructor alike) to contribute and exchange knowledge, ideas, quandaries, and insights related to serious planning and substantive learning. Specific methods to be used will include: interactive presentations and discussions; various self-assessment inventories; assigned readings; assignments to help build the learning plan; investigation of library sources; informational interviews & other data gathering strategies; small group collaboration; focused reflection; and, a “learning ethic” of iterative honing of your learning plan (this means multiple drafts!). Throughout the sessions, you will be submitting drafts of your work on a regular basis in order to capitalize on the benefits of a “draft-feedback-redraft” cycle. D2L will be used throughout the quarter.

LEARNING OUTCOMES

We are not what we know but what we are willing to learn.—Mary Catherine Bateson

You have expressed your desire, now be prepared for your opportunity.—Rumi

The design of this seminar—coupled with active, open and committed engagement of all participants—will enable you to:

1. Enhance your understanding of the MAAPS Program’s approach to graduate education, including concepts such as self-managed learning, collaborative learning, experiential learning, outcomes & competence-based learning, reflective practice, integrative learning, and self-assessment;

2. Develop a customized program that advances your professional goals and identity;

3. Perceive ways the Elements of Better Practice can enhance your effectiveness in professional and personal arenas;
4. Develop criteria and implement related strategies for both expanding a professional network (to enhance professional competency and identity) and **identifying/nominating a Professional Advisor** (PA);

5. Engage and enhance your skills in collaborative learning by participating in a community of learners-- serving as resources and supports to one another; and,

6. **Produce a working draft of your Learning Plan** to frame and guide learning activities in the Focus Area and direct learning in the Liberal Learning seminars.

In the process of developing your Learning Plan, you will become better acquainted with the requirements and opportunities of the MAAPS program and will increase your sophistication in targeting learning needs, planning learning strategies (to accomplish such), and identifying evidence in the demonstration of resulting competencies. In so doing, each student’s Learning Plan will emerge from this seminar as a ‘living document’ that possesses the appropriate mix of focus and flexibility.

**Deliverables**

There are two primary deliverables for the LPRD: (1) working draft of your learning plan (all parts); and, (2) nomination of your professional advisor. In addition, you are expected to complete the assignments in a timely manner throughout the quarter.

- The Learning Plan and Professional Advisor nomination are due to me no later than **November 20** (electronic version, Microsoft word; no pdf or zip files)

The **Learning Plan** contains four major parts, all of which will be developed during the LPRD. Your plan of action for developing and demonstrating your learning will be framed by eight areas of Professional Competence. You will develop one competence statement for each of the eight professional competencies, and one additional competence statement in a competence category of your choice (total of 9).
You may select one of two culminating options:

**Option A:** You will develop a total of 13 professional competencies (the 9 competencies), with 4 additional competencies being assigned to any competence category of your choice.

**Option B:** You will develop the 9 required competencies. In addition, you will develop and produce an Integrating Project (see MAAPS Guidebook regarding the proposal and final product).

**ASSESSMENT:**

Your performance in the LPRD will be assessed in terms of the following:

- Quality of the complete (all 4 parts and all elements of each part) working draft of your Learning Plan (clarity of vision, reasoned judgment, well organized, well researched, well written)
- Evidence of an active search for a Professional Advisor, w/ nomination
- Demonstrated deepening of your facility regarding the Elements of Better Practice: Agency; Flexibility; Reflection.

**Grades:** Letter grade basis. Students must earn a grade of C or better to pass the course.

**Criteria**

A grade: all 4 parts of the Learning Plan are drafted and ready to submit to Professional Advisor for input; Professional Advisor has been nominated and approved by faculty mentor; full participation in all required sessions.

B grade: all 4 parts of the Learning Plan are drafted but some need further feedback from faculty mentor before submitting to professional advisor; one or more candidates for the professional advisor have been identified but no one yet confirmed; full participation in all required sessions.
C grade: key parts of the Learning Plan are missing or under-developed; professional advisor search is underway with leads but needs more time; moderate participation in the required sessions.

Incomplete Grade: Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incompletes. For additional information pertaining to “incompletes” (including required form), see following link: See http://snl/StudentResources/Graduate_Resources/Grades.asp

EXPECTATIONS, POLICIES & OTHER RESOURCES

Attendance: In accordance with adult/professional engagement (see below) and, in particular, the importance of co-creating the learning space of this seminar, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a grade (C- or lower) that would necessitate re-registering and re-taking the course.

Adult/Professional Engagement: All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniqueness while also modulating them for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be ‘yes’ or ‘no’---but, not to request is to leave the matter to
chance. For additional information pertaining to DePaul’s Code of Student Responsibility, see: http://studentaffairs.depaul.edu/handbook/index.html

**Academic Integrity:** Students are expected to adhere to the University’s policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see: http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf.

**Citation Format:** SNL Graduate Programs use the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association*.

**Classroom-based Research involving Human Subjects:** Students are expected, when conducting research through the auspices of this seminar, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see http://research.depaul.edu/IRB/IRB_Home.html

**Learning Disabilities:** Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See http://studentaffairs.depaul.edu/plus/index.asp

**Writing Assistance:** Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance: http://condor.depaul.edu/writing/index.html and/or http://snl.depaul.edu/writing/index.html.
OVERVIEW OF POST-WEEKEND SESSIONS

September 30 – October 28

*If you don’t know where you’re going, you’ll probably end up someplace else.* –David Campbell.

Continuing with themes initiated during the LPRD Weekend, the LPRD’s sessions will focus on the four parts of the Learning Plan. **Throughout the quarter, you are expected to submit drafts of your work on a regular basis for feedback.** In addition, and in accordance with the individual and collective needs of the cluster (as reflected in questions and discussion), the following topics will be woven throughout the group sessions, in individual meetings with me, and via D2L discussion groups:

- Strategies for developing the Focus Area
- Using mind-mapping and other graphic images for expressing ideas and organizing ideas
- Using the workplace/practice setting as a learning laboratory
- Interpreting the areas of Professional Competence and their facets
- Creating and writing Competence Statements
- Aligning competence statements with learning activities and with learning products (evidence of learning)
- Identifying graduate level learning
- Determining appropriate (and varied) evidences of learning (including from prior experience)
- Choosing the right culminating option for you
- Identifying and nominating a Professional Advisor
- Forming and managing your Academic Committee
- Managing the Assessment process
• Making feedback and assessment meaningful
• Using critical incidents for self-assessment
• Understanding and applying the Elements of Better Practice
• Functioning as a learning community (examining mutual expectations; setting group norms)
• Exploring models of adult learning, brain-aware learning, experiential learning, competence-based learning, & reflective practice

*Drafts of some parts of the Learning Plan will be due at assigned times throughout the quarter. The importance of this will become evident as the draft-feedback-redraft cycle becomes routine.*

*The Learning Plan (all 4 parts) & nomination of your professional advisor are due no later than November 20.*
About the Instructor:

Catherine Marienau, Ph.D., is the seminar instructor and will serve as your faculty mentor from now through graduation. I have been on the full-time faculty of SNL since 1983, teaching and mentoring in both graduate and undergraduate programs. Currently, I coordinate the Master of Arts in Educating Adults program (MAEA). I am the founding director of the MAAPS program (1984-1994); and served as Associate Dean of SNL from 1983-1987. Prior to joining SNL/DePaul University, I was director of the University Without Walls program, University of Minnesota for 11 years. Current areas of teaching include: brain-aware learning and teaching; practice-based inquiry; individualized degree planning; developing professional identity; designing educational offerings; women’s issues. I consult and publish in a variety of areas including: adult development and learning; brain-aware facilitation of learning; competency-based learning and assessment; women’s development; assessing learning and self-assessment; reflective practice; and, community-based learning.

I am project lead for SNL’s project: Community Engagement Network: Collaborating and Learning for Social Action. For the past 10 years I have served on the SNL leadership team for SNL’s Center to Advance Education for Adults (CAEA).
