D.

MAEA CORE

About Section D...
This section describes the core elements of the Master of Arts in Educating Adults program.

► Course Descriptions
  ► Core Courses
  ► Reflective Practice Seminars

► Electives
  ► DePaul University Graduate Courses
  ► Transfer Courses
  ► SNL Undergraduate Courses
  ► Independent Study Options (GILP; GGIS)
  ► Possible Learning Activities
  ► MAEA Course & GFDIS offerings

► Volunteer

► MAEA Elective Options—Registration, Tuition, Transcription

► Elements of Better Practice
MAEA Core

Course Descriptions: EA 515-518 are cohort-based. EA 525 is taken when the student is ready to work on foundation for the AIPP.

EA 515 Developing Professional Identity (4 credit hours)
In this foundation course, students will situate their own area of practice in broader contexts of adult learning and adult education. Students will systematically reflect on their professional identity(ies), examine their practice in the context of philosophical traditions, and construct their “own philosophy” of education to guide their practice. They will expand their academic sources and professional networks. Students will begin work on their individual Program Portfolios, which will be constructed throughout their program.

EA 517 Facilitating Adult Learning (4 credit hours)
In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application. While the concepts, methods, and techniques covered in this course are relevant to on-line learning, students who wish to delve further into facilitating on-line learning are encouraged to do so through the MAEA Electives option.

EA 516 Designing Educational Offerings (4 credit hours)
In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions. While the design principles addressed in this course are relevant to on-line environments, students who wish to delve further into on-line learning/teaching technology are encouraged to do so through the MAEA Electives option.

EA 526 Assessing Learning and Evaluating Programs (4 credit hours)
In this course, students will learn about and apply various approaches, strategies, and tools for assessing learning outcomes of individuals. Students will select and apply assessment models relevant to their practice settings, and gain skills in designing assessment instruments. Students also will be introduced to basic approaches and concepts involved in evaluating educational programs, with particular attention to how assessing learning can connect with program evaluation. Students who wish to delve further into program evaluation are encouraged to do so through the MAEA Electives option.

EA 518 Enhancing Practice with Theory in Adult Learning (4 credit hours)
In this capstone course, students’ practices in helping adults learn will be grounded in relevant theories, models, and principles of adult learning and development. Students will examine various strands of research and theory that support, challenge, and enhance their practices in working with adult learners in their selected settings. Students will have many opportunities to explore and share new ideas and approaches through the various perspectives studied, thereby enhancing one another’s theoretical foundations.
**EA 525 Conducting Practice-Based Inquiry (4 credit hours)**

In this course, students will be introduced to methods, strategies, and techniques appropriate for qualitative research designs. Students will focus on the topic of inquiry for their Applied Inquiry Project (AIP) (see below). The history and philosophy of qualitative research in the social sciences will provide a framework. Students will investigate various literature related to their topic of inquiry, research designs, data collection and analysis strategies, and reporting formats. In this way, EA 525 becomes a springboard for the AIP. Students who wish to augment qualitative research with quantitative approaches are encouraged to do so through the MAEA electives option.

* **EA 505 Applied Inquiry Proposal I (0.5 credit hour)**
* **EA 506 Applied Inquiry Proposal II (0.5 credit hour)**

Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC). *(See I-5, AIP-Proposal Guidelines.)*

*Students admitted prior to Fall 2012 should consult the Associate Director and Faculty Mentor about registrations.*

* **EA 528 Applied Inquiry Project (4 credit hours)**

In consultation with the faculty mentor and a project advisor, each student will design and carry out a project that addresses a significant question/issue in the student’s area of practice. Knowledge and skills gained in EA 525 will be implemented with the aim of enhancing practice informed by relevant frameworks and ideas. Upon recommendation of the academic committee, the final product then must be approved by GPSRC.

**Reflective Practice Seminars – EA 535-I, 536-II, 537-III, 538-IV**

These cohort-based seminars (.5 credit hours each) are offered during alternating quarters over a two-year period to engage students in purposeful reflection on-and-in their practice, with the aim of enhancing and improving practice. The seminars are facilitated by the faculty mentor. Three Elements of Better Practice frame the objectives and activities of the seminars: reflection; agency; and flexibility. Students report on development of their Program Portfolios at each RPS.

**EA 535 – Reflective Practice Seminar I**

At the end of the second quarter, students revisit their selected area of practice, select purposes for their program portfolio, and plan for development of the Elements of Better Practice.

**EA 536 – Reflective Practice Seminar II**

After the third quarter, students come together for group reflection and review of their progress in the program. This seminar assists students in planning their electives, reflecting on applications of their learning, assessing growth in the Elements of Better Practice, mapping theories and concepts to their practice settings, and sharing approaches to their Program Portfolios.

**EA 537 – Reflective Practice Seminar III**

At the end of quarter six, this seminar offers students an opportunity to get feedback on plans for the Applied Inquiry Project, to conduct an informal mid-program review, to examine ways in which students are applying the three Elements of Better Practice, and to identify significant “threads” across the curriculum, and present on aspects of their Program Portfolios.
EA 538 – Reflective Practice Seminar IV

Students review their program, engage in discussion on their next steps, review their personal philosophy of educating adults, reflect again on the three Elements of Better Practice, present their program portfolio, and share progress on their applied inquiry projects.

Electives

Through electives (courses, various forms of independent study, and/or certifications) students develop further knowledge and skills in specific areas of interest. Students should consult with their Faculty Mentor regarding selection of and arrangements for Electives. (See D-6)

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>8 credit hours total; approval required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal courses</strong></td>
<td><strong>Independent Study</strong></td>
</tr>
<tr>
<td>A. DePaul University</td>
<td>A. Grad Faculty Designed Independent Study (GFDIS)</td>
</tr>
<tr>
<td>B. Transfer Courses</td>
<td>B. Grad Guided Independent Study (GGIS)</td>
</tr>
<tr>
<td>C. SNL-BA Courses (preapproved)</td>
<td>C. Grad Independent Learning Pursuit (GILP) (assessment fee)</td>
</tr>
</tbody>
</table>

Formal courses

A. DePaul University Graduate Courses

A graduate course offered through any college/school at DePaul may be used. [Note: It is the prerogative of the entity offering the course to set its admissions and enrollment requirements/conditions. For example: the College of Law, School of Theater, and School of Music do not permit non-law, non-theater or non-music students (respectively) to enroll in their courses.]; To view courses offered by other DePaul University graduate departments, use the Campus Connect “class search” feature on the Campus Connect homepage. With approval from your Faculty Mentor, and assuming you meet the prerequisite requirements, you may self-register for the majority of courses offered by other departments through Campus Connect. For registration for courses in the College of Business or the College of Communication, please fill out the Special Registration Form located on the Graduate Registration Page:

http://snl.depaul.edu/academics/registration/Pages/Graduate-Registration-Information.aspx

B. Transfer Courses

A graduate course offered by another accredited institution may be used. Such a course would be applied (transferred) without additional MAEA tuition charge for up to 8 credit hours. Transferring additional graduate course credits beyond the 8 credit hour limit requires additional MAEA tuition per credit hour transferred. Students taking courses outside DePaul University are responsible for providing their official transcript to their
Faculty Mentor in order for the transfer to be posted on their DePaul Progress Report and Transcript for fulfillment of degree requirements.

Transfer courses may be used to satisfy the following degree requirements, as approved by the faculty mentor and/or GSPRC:

- Electives, up to 8 quarter credit hours (approval from faculty mentor, regarding relevance to the theme of educating adults and to the student’s particular goals and area of practice, and with regard to currency of material).

- Core courses (approval from faculty mentor and GSPRC). Assessment of proposed course substitutions will be made on an individual basis, based on congruence with the stated learning outcomes and products (evidence) of a given MAEA course.

C. SNL Undergraduate Courses (Via GGIS—see Section B. below)

Students can participate in a SNL-BA course after approval by the Faculty Mentor and course instructor (with doctorate credential) by using the GGIS Learning Agreement for this option (See I-15 or the website for form). Once the GGIS is approved, the Graduate Office will process a special graduate registration. The option to enroll in undergraduate-level courses does not apply outside of SNL.

Note: Do not register for the SNL BA course, please fill out the Special Registration Form located on the Graduate Registration Page: http://sln.depaul.edu/academics/registration/Pages/Graduate-Registration-Information.aspx

Courses/programs/learning activities, etc., applied within a previously completed degree or where the grade on the official transcript is C- or lower are not eligible for use within the MAEA Program.

Independent Study Options

Students are encouraged to select independent study as a self-designed/managed means to satisfy some or all of the required 8 credit hours of electives. There are three types of independent study options at the graduate level:

(A) Graduate Faculty – Designed Independent Study (GFDIS)
(2) Graduate Guided Independent Study (GGIS)
(3) Graduate Independent Learning Pursuit (GILP)

Note: The Applied Inquiry Project is a special kind of independent study project, described in Section G.

A. Independent Learning (Graduate Faculty- Designed Independent Study: GFDIS)

An individualized graduate course offered through DePaul’s School for New Learning/SNL may be used. Such individualized graduate courses—called Graduate Faculty Designed Independent Studies (GFDIS)—are offered by SNL faculty on various topics as announced via the website, Quarterly Registration Bulletin and MAEA Planning Schedule.

Cost: Credit-based tuition
Credit Range: 1-4 cr hrs
Assessor: School for New Learning Full or Part-time Faculty Member
Grade: Letter grade basis
Transcription: This will appear on your transcript the same as a traditional course
B. Independent Learning (Graduate Guided Independent Study: GGIS)
The student generates a topic to investigate and plan how he/she wants to go about it (the structure). The student then consults with his or her faculty mentor about the topic and about identifying a SNL faculty member (full-time or part-time) to provide input and feedback while the student carries out the project, and to provide an assessment upon completion. The student will prepare a learning agreement that is approved by the faculty member with whom the student is working on this project. For GGIS work, the instructional role is shared between student and faculty member; however, this is not a tutorial. The faculty member will provide input on the student’s work and a formal assessment. The student will self-assess the process and product of his/her work, which also places him/her in an evaluative role. The instructor of record will be the person assessing student’s work(full or part-time faculty). The Faculty Mentor may serve as instructor/assessor. See forms section for the Learning Agreement & Assessment for GGIS.

**Cost:** Credit-based tuition

**Credit Range:** 1-4 cr hrs

**Assessor:** School for New Learning Full-time Faculty Member

**Grade:** Letter grade basis.

**Transcription:** This will appear on your transcript as “graduate independent study”

C. Independent Learning (Graduate Independent Learning Pursuits: GILP)
Students may draw on the learning they have gained through experience or non-credit training/certification, to fulfill elective requirements. To do so, students must provide evidence that their learning:

- Is at graduate level
- Is at a level of depth and breadth that would be comparable to a graduate level course if such course does not exist
- Fits the scope of the MAEA curriculum and student’s area of practice

Frequently, this option is used to include learning from prior experience (PLA – Prior Learning Assessment). It is also an option for deepening such prior learning to meet the criteria, or for developing and applying new knowledge and competences. The student is responsible, in consultation with his/her faculty mentor, for selecting a topic/subject area, articulating learning outcomes, identifying learning activities, and preparing learning products (evidence). A member of SNL’s full-time faculty will be selected, with the student’s input, to assess the student’s learning products (The Faculty Mentor may serve as an assessor). The student will prepare a Learning Agreement that is approved by the faculty mentor and the assessor. For GILP work, the student carries the major responsibility for his/her instruction, while the faculty member's role is primarily evaluative, (i.e., assessing the final product). The student, also assuming an evaluative role, contributes a self-assessment regarding the process and product of his/her work. See Forms Section for the Learning Agreement and Assessment for GILP (also available on the MAEA website – Forms)

**Cost:** An assessment fee of $150 per credit hour equivalency (1-4) will be charged to student (no additional tuition charges).

**Credit Range:** 1-4 credit hours

**Assessor:** School for New Learning Full-time Faculty Member

**Grade:** Letter grade basis

**Transcription:** This will appear on your transcript as “graduate independent study”

**Certificates/Certifications**
A non-credit program/workshop/certification offered by a professional association, employer or other industry vendor may be used if approved by the SNL Graduate Programs. For information regarding certificate and certification options at DePaul, see below at [http://www.learning.depaul.edu/standard/content_areas/continuity_application/default.asp](http://www.learning.depaul.edu/standard/content_areas/continuity_application/default.asp)
Volunteering
Periodically, SNL graduate students wish to volunteer their evolving expertise (relevant to their graduate study)—both to contribute to community organizations and to further their own learning-from-practice in the process of doing so.

To proceed, students are encouraged to seek-out volunteer opportunities on their own and/or to brainstorm possibilities within their professional networks, with their faculty mentors and/or with the SNL Graduate Programs Office.

In addition, students may seek networking/referral assistance to Chicago-area non-profit organizations from The Steans Center for Community-based Service Learning at DePaul University. The steps for utilizing assistance from The Steans Center are as follows:

**Step #1:**
Student consults with his/her Faculty Mentor to identify the types of services for which the student might volunteer in relation to his/her graduate study. (The student and faculty mentor are responsible to identify the sought-outcomes of a volunteer opportunity in relation to the student’s particular graduate program.)

**Step #2:**
Student contacts the Associate Director of DePaul’s Steans Center (Ms. Helen Damon-Moore; hdamnmo@depaul.edu; 773-325-8192) to schedule an in-take conversation regarding the student’s interests, abilities and sought outcomes as determined in Step #1.

**Step #3:**
The Associate Director of DePaul’s Steans Center consults with Steans Center staff regarding possible relevant sites for non-paid volunteer opportunities and provides (within three weeks) contact information to the student regarding such sites.

**Step #4:**
Student contacts possible volunteer site(s) and makes arrangements for volunteer (unpaid) activities. (The student is responsible to ‘make the match’ between a possible site and his/her desire/ability to contribute and learn.)

**Step #5:**
Student notifies Associate Director of DePaul’s Steans Center regarding volunteer sites contacted and final site eventually selected.

**Step #6:**
Student follows-up with his/her Faculty Mentor (follow-up to Step #1) in light of the actual volunteer site identified and the activities involved in the volunteer opportunity. (Learning associated with the volunteer opportunity is to be assessed and incorporated into one’s graduate program in accordance with the directives outlined in the relevant graduate program guidebook.)
Applying Preapproved Non-credit Activities

Overview:
In accordance with the premise that learning can happen through any number of means, SNL’s Graduate Programs (MAAPS, MAEA and MSAT) remain open to considering non-credit learning activities (programs, certificates, certifications, etc.) for possible application within designated portions of its curricula. Specifically, approved non-credit learning activities may be applied, in accordance with each program’s parameters (MAAPS focus areas, MAEA electives, or MSAT non-CDM electives).

Criteria/Considerations & Decision:
When reviewing proposals for possible approval of a non-credit learning activity for application within a particular program, the SNL Teaching, Learning, & Assessment (TLA) Committee considers the following facets per each activity:

a. admission to the activity (undergrad required? experience-level required?)
b. contact hours of instruction
c. cost/fee
d. required texts/readings
e. structure/assignments
f. evidence/demonstration of learning
g. assessment process
h. credentials of instructor
i. used by other graduate programs
j. status of the activity in the profession/field

Based on this review, the SNL TLA may approve the non-credit learning activity for application with additional study or without additional study and for single application by the proposing SNL graduate student or for ongoing application by any SNL graduate student. If the activity is approved for use without additional study, it is applied via waiver of specified portions of designated program(s) and, as such, is documented via DePaul’s Degree Progress Report (DPR). To view the pre-approved list of non-credit learning activities, see H-1. If you would like to apply a non-credit activity to your elective requirement that has not been pre-approved, please consult your Faculty Mentor about preparing a proposal.

Independent Studies for Electives
A "learning product" is a demonstration of the sought outcome—providing evidence for assessment that, indeed, the sought outcome/competence has been achieved and to what level. Here, once the learning product is proposed and approved (as aligned with the sought outcome and learning activities), the student proceeds accordingly.

With respect to Independent Studies, non-credit learning and prior learning (above), students are encouraged to develop learning products that speak, where possible, to both academic and professional audiences in order to integrate depth of knowledge/scholarship with sophisticated understanding of the pragmatics of professional practice. Furthermore, in keeping with graduate-level scholarship, all learning products are to include analysis which situates the learning and its product within recent/current professional literature and demonstrates the student’s command of relevant scholarship. As such, students are to use APA format for both in-text citations and bibliographic references. (See “APA Format Support” referred to in Guidebook Section J.) In addition, students are to avoid Wikipedia and other less-than-scholarly sources.
### Non-exhaustive List of Possible Learning Products that may be clustered together to demonstrate (give evidence of) sought outcomes

- artwork, graphic designs
- audio-visual presentations
- business plans
- business reports
- case studies
- clinical notes
- certifications
- commentaries
- conference papers
- computer programs/systems
- demonstrations
- designs/blueprints
- diagrams
- essays
- evaluation reports
- guides
- interview transcripts
- job-related materials
- journal articles
- laboratory reports
- management reports
- manuals
- mind maps or concept maps
- newspaper/magazine articles
- presentations (oral)
- personal reflections/journals
- photographs and slides
- procedural manuals
- project plans
- recorded interviews
- research reports
- resource kits
- video presentations
- work products

### MAEA Elective Options—Registration, Tuition, Transcription

<table>
<thead>
<tr>
<th></th>
<th>Learning ACTIVITY (as approved)</th>
<th>Learning PRODUCT (as approved)</th>
<th>REGISTRATION &amp; PAYMENTS</th>
<th>Link to Requirement for Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>▶ Independent Studies</td>
<td>✓PRODUCT as approved by Faculty Mentor and Resource Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ self-designed/managed</td>
<td>✓Assessed and graded by Resource Guide.</td>
<td></td>
<td>- Student registers for GGIS for approved number of credit hours and pays tuition.</td>
</tr>
<tr>
<td></td>
<td>▶ Work Projects</td>
<td>✓PRODUCT as approved by Faculty Mentor and Resource Guide</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Mentor links GGIS course to requirement within DPR.</td>
</tr>
<tr>
<td>2</td>
<td>▶ Graduate Courses (DePaul)</td>
<td>✓PRODUCT is course grade.</td>
<td>- Student registers for DePaul Grad Course &amp; pays its tuition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◆ graduate credit</td>
<td>✓Assessed in course.</td>
<td></td>
<td>- Student completes course and informs Mentor.</td>
</tr>
<tr>
<td></td>
<td>◆ includes GGIS &amp; GFDIS offerings</td>
<td>✓Course Instructor assigns grade.</td>
<td></td>
<td>- Mentor links grad course to requirement within DPR.</td>
</tr>
<tr>
<td>3</td>
<td>▶ Graduate Courses (Non-DePaul)</td>
<td>✓PRODUCT is course grade.</td>
<td>- Student registers for non-DePaul grad course &amp; pays its tuition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◆ graduate credit</td>
<td>✓Assessed in course.</td>
<td></td>
<td>- Student completes course and submits official transcript to SNL Grad Office.</td>
</tr>
<tr>
<td></td>
<td>◆ transfer course</td>
<td>✓Course Instructor assigns grade.</td>
<td></td>
<td>- SNL Grad Office enters course onto DPR; Mentor links course to requirement.</td>
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<td></td>
<td></td>
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<td></td>
<td><strong>NOTE:</strong> As a non-DePaul course, this registration will not apply toward DePaul's financial aid minimum for the quarter.</td>
</tr>
<tr>
<td>4</td>
<td>▶ Certificates or Special Programs with additional study</td>
<td>✓PRODUCT is certificate + additional study &amp; demonstration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>◆ non-graduate credit</td>
<td>✓Assessed by GILP process.</td>
<td>- Student registers for certificate or program &amp; pays its fee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓Mentor assigns grade.</td>
<td>- Student also registers for GILP for approved number of credit hours &amp; pays fee.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student completes GILP and submits documentation to Mentor.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Mentor enters notation onto DPR indicating “requirement filled” via note.</td>
</tr>
</tbody>
</table>
| 5 | **Certificates or Special Programs without additional study**<sup>A,B</sup>  
- non-graduate credit  
- SNL deems venue to be sufficiently graduate-level to merit waiver of designated Elective credits. | ✓ PRODUCT is certificate or progr. completion.  
✓ Assessed in certificate or program.  
✓ Mentor waives approved number of Elective Credits, per SNL authorization. | - Student registers for venue & pays its fee<sup>B</sup>.  

**NOTE:** As a non-graduate credit entity, this registration will not apply toward DePaul’s financial aid minimum for the quarter.  

- Student completes certificate/program and submits documentation to Mentor/SNL office.  
- Mentor enters notation onto DPR indicating “degree requirement waived.” Per waiver no notification appears on registrar’s transcript, it does appear on student’s DPR.  

**DPR = Degree Progress Report**

<sup>A</sup>-**Transfer:** Up to 8 quarter-credit hours of learning via categories 3 & 5 (above) can be applied without additional MAEA tuition. Over the 8 quarter-credit-hour limit, students must register and pay for the related MAEA tuition.

<sup>B</sup>-**Financial Aid Parameter:** DePaul’s Financial Aid applies to DePaul’s tuition. Tuition/fees related to learning activities in categories 3 & 5 are not eligible for DePaul Financial Aid unless special arrangements (on an individual basis) are made with the DePaul Financial Aid Office.
Elements of Better Practice

<table>
<thead>
<tr>
<th>Elements of Better Practice</th>
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</thead>
<tbody>
<tr>
<td><strong>(1) REFLECTION</strong></td>
</tr>
<tr>
<td>a. Understanding reflection.</td>
</tr>
<tr>
<td>b. Exploring experiences, understandings, feelings, perceptions and actions.</td>
</tr>
<tr>
<td>c. Reflecting critically on past and present experiences to inform present and future actions, decisions and progress.</td>
</tr>
<tr>
<td>d. Drawing on ideas to interpret experiences.</td>
</tr>
<tr>
<td>e. Surfacing emotions/feelings that underlie assumptions and perspectives and staying open to data regardless of emotional reactions.</td>
</tr>
<tr>
<td>f. Selecting purposeful approaches and strategies for: (a) self-reflecting; (b) eliciting constructive feedback; and, (c) self-assessing.</td>
</tr>
<tr>
<td>g. Using self-reflection, feedback and self-assessment to advance learning and development.</td>
</tr>
<tr>
<td>h. Determining course(s) of action guided by critical reflection(s).</td>
</tr>
<tr>
<td><strong>(2) AGENCY</strong></td>
</tr>
<tr>
<td>a. Understanding agency.</td>
</tr>
<tr>
<td>b. Taking responsibility for achieving goals (including learning goals) and adding value.</td>
</tr>
<tr>
<td>c. Identifying and using a variety of learning resources.</td>
</tr>
<tr>
<td>d. Turning specific events into experiences for learning.</td>
</tr>
<tr>
<td>e. Participating proactively and creating networks.</td>
</tr>
<tr>
<td>f. Managing time and tasks to fulfill commitments.</td>
</tr>
<tr>
<td>g. Finding and using standards to track progress and assess effectiveness.</td>
</tr>
<tr>
<td>h. Accepting responsibility for outcomes (positive and negative) of actions.</td>
</tr>
<tr>
<td><strong>(3) FLEXIBILITY</strong></td>
</tr>
<tr>
<td>a. Understanding flexibility.</td>
</tr>
<tr>
<td>b. Analyzing messy conditions/situations and applying knowledge from multiple perspectives, models and theories as well as roles, responsibilities and contexts.</td>
</tr>
<tr>
<td>c. Making connections between seemingly disparate entities.</td>
</tr>
<tr>
<td>d. Generating and entertaining multiple interpretations for any proposition, assertion or observation.</td>
</tr>
<tr>
<td>e. Devising well-framed problems and inventing possible solutions.</td>
</tr>
<tr>
<td>f. Adapting to various situations based on awareness/examination of learning processes.</td>
</tr>
<tr>
<td>g. Practicing a repertoire of skills and responses across a variety of personal/professional settings.</td>
</tr>
<tr>
<td>h. Taking appropriate risks.</td>
</tr>
</tbody>
</table>