About Section B...
This section explores the CONTEXT for this graduate program. Specifically, this section includes the following subsections:

- About DePaul University
- About the School for New Learning (SNL) & the College of Computing and Digital Media (CDM)
- About Graduate Study
- About Adult Learning
About DEPAUL UNIVERSITY

Founded by the Vincentian Fathers in 1898, DePaul University has grown over the years from a small institution with a limited curriculum to a comprehensive university that includes ten schools and colleges which offer a wide range of academic and professional programs for a student body of over 23,000.

Despite its growth and stature as the nation’s largest Catholic university, DePaul remains committed to maintaining its value-centered, urban character as well as serving individuals from a broad range of professional cultural, ethnic and religious backgrounds.

DePaul’s commitment to cultural diversity is reflected in its distinctive mission: “…to foster through higher education a deep respect for the dignity of all people…and to instill in its students a dedication to the service of others.”

For more information (e.g., mission/purpose, accreditation, etc.), please visit the Course Catalog: (http://sr.depaul.edu/CourseCatalog/CurrentCourseCatalog/index.asp --under Colleges and Schools, click on School for New Learning).

About the SCHOOL FOR NEW LEARNING (SNL) & the COLLEGE OF COMPUTING AND DIGITAL MEDIA (CDM)

The Master of Science in Applied Technology (MSAT) Program is a collaborative curriculum—drawing upon the individual and combined strengths of two of DePaul’s colleges: the School for New Learning (SNL) and the College of Computing and Digital Media (CDM).

The School for New Learning (established in 1972) exists to serve the educational needs of working adults. Recognized as a leader in the field of adult education, the School is dedicated to providing individualized, student-centered education in a collaborative environment and to empowering learning (and translating it into practice) rather than merely imparting knowledge.

Consequently, undergraduate and graduate programs in the School are designed to bridge the artificial gulf between ideas and actions so students learn ideas for action. Curricula are outcomes-based and shaped to be “customizable” to the learning needs of the individual student and, most importantly, the contribution he/she seeks to make upon degree completion. The programs enable students to focus their learning while also integrating their work and life experiences with the values and traditions of liberal learning. Working closely with faculty members as well as expert practitioners, students are assisted in both developing and demonstrating targeted areas of professional competence and honing their skills in the areas of communication, self-direction, reflection, critical thinking and creative problem-solving—skills deemed essential for maximizing personal and professional effectiveness in a world of dynamic change.

(For more information about the School for New Learning, please visit http://snl.depaul.edu.)

The College of Computing and Digital Media (established in 1995) stands out among technology schools for its teaching excellence, broad range of courses, technological currency, relevance to practitioners, and openness to those with diverse ideas and interests.

Known as a pioneering school, CDM is the largest school of technology in the United States—offering a variety of BS and MS degrees as well as a unique PhD program that welcomes industry professionals. CDM’s broad range of programs combine an emphasis on theory with a consideration of real-world practice. The programs are designed to keep pace with the latest
developments in technology while remaining grounded in the liberal arts and sciences. In addition, their multidisciplinary approach enables students to develop the skill of teamwork as well as the right mix of theory and practice to apply critical and creative thinking to new fields and become a leader in a world in constant evolution.

The College’s distance learning initiative automatically captures audio, video, and computer screen images from most CDM master’s level classes and makes them available online.

(For more information about the College of Computing and Digital Media, please visit http://www.cdm.depaul.edu.)

About GRADUATE STUDY

Education beyond the baccalaureate level can be divided into two major categories: (1) education undertaken for personal and professional development that does not lead to a degree, and (2) education leading to a formal graduate degree. Non-degree seeking post-baccalaureate education takes a number of forms including seminars, conferences and formal certificate programs offered by colleges and universities. Degree seeking post-baccalaureate education includes both masters and doctoral degrees. Both forms of post-baccalaureate education are necessary and important to support career advancement and ongoing professional development. However, it is the distinctive role and nature of graduate education at the master’s level that serves as the focus of this section.

Master’s level graduate education has a rich and important heritage. Since its inception in the newly founded universities of medieval Europe, the nature of the master’s degree has changed in both content and form. The word “master” derives from the Latin word magister, which means “teacher.” Thus, in the medieval university, a master was a “licensed teacher in the faculty of arts.”

Following its transplantation to the United States, master's education grew both in content specialization and in the number of students enrolled. According to Conrad, Haworth, and Millar in their landmark study of master’s education entitled—A Silent Success: Master’s Education in the United States (1993), the number of Master’s degrees awarded annually in the U.S. grew by 48% from 1970 to 1990. Nearly 300,000 master’s degrees have been granted each year since 1987—a number which accounts for nearly 25% of all degrees awarded by institutions of higher education.

In recent years, master’s level education in the United States has evolved to incorporate the much broader purpose of professional development across numerous fields of endeavor. This evolution has been driven, at least in part, by society’s increasing demand for individuals (professionals) capable of deriving and contributing timely, accurate and relevant information. To this end, master’s level education has expanded to become an important means through which professionals are able to both expand their knowledge and skills and enhance the competency and competitiveness of their contributions (Conrad, et al., 1993). Thus, master’s education today stands in sharp contrast to the traditional aims of graduate education which historically included “...full-time, sustained examination of an academic discipline, unlimited access to mentors and research facilities, mastery of broad academic skills in research methodology and foreign languages, and an explicit expectation that the novitiate would produce new knowledge in the form of a monographic thesis” (Spencer as cited in Conrad et al., 1993, p. 17).

Today, “most people who pursue master’s degrees...are seeking a kind of advanced education designed to expand their understanding and improve their skills so that they can be more effective in their careers” (Hasselmo as cited in Conrad et al., 1993, p. xi). In response, master’s education has become increasingly practitioner oriented—emphasizing career development, skills training and pragmatic goals (Glazer, 1986). Such education is based on a whole new set of
assumptions: “...that students should be encouraged to consider graduate study as an adjunct to
the other priorities in their lives; that students should master specific, rather than general,
techniques and bodies of knowledge; and that they should be trained to become, however tired
the cliché, consumers rather than producers, of scholarly research (Spencer as cited in Conrad et
al., 1993, p. 17).

In short, contemporary master’s education “is linked to the needs of the student and the demands
of the marketplace...it emphasizes practice [as well as] theory, skills [as well as] research, and
training [as well as] scholarship…” (Glazer, 1986, pp. 83-85). As a result, it has also developed
into a wide array of traditional and non-traditional models of educational delivery including
alternative modes of course delivery and flexible scheduling to accommodate the needs of adult
graduate students—most of whom are typically employed full-time (Johnstone, 1996).

About ADULT LEARNING

The MSAT Program offers a unique and distinctive approach to graduate education, founded
upon the following presuppositions about adult learning:

(1) Personal and Professional Competence

Adult learning is enhanced when students have opportunities to develop both social
and work role competencies. Therefore, the MSAT Program assists students to develop:
(a) in areas generic to all professionals (i.e., Liberal Learning); (b) in specialized areas
pertinent to a particular track in applied technology; and (c) in the integration of the two.
Lindeman, 1926; Schön, 1983)

(2) Outcomes-Based Planning

Adult learning is enhanced when learners have specific, measurable learning goals
and are able to expand their inherent capacity to be self-managing in both the
planning and accomplishing of such. Therefore, the MSAT Program provides students
with opportunities to develop and articulate their personal and professional goals (sought
outcomes) and pursue individual interests and goals. The Program also maintains that the
role of the ‘teacher’ is to engage in a process of mutual inquiry with the student rather than
merely transmitting knowledge and evaluating conformity to it. (Sample Resources: Dewey, 1938;

(3) Multiple Methods and Ways of Knowing

Adult learning is enhanced when learners are able to participate in structuring the
learning experience and choosing learning activities best suited to their learning
needs and individual learning differences. Therefore, the MSAT Program enables
students to identify and pursue learning activities of their own choosing within the context of
core courses as well as through electives and independent projects at the end of the
program. In so doing, students are encouraged to explore and employ a wide variety of
activities (e.g., through work projects, independent studies, tutorials/guided readings,
conferences/special programs and also formal coursework) and capitalize on the fact that
learning is a process that happens throughout one’s life—not merely in a classroom. (Sample
Resources: Belenky, Clinchy, Goldberger & Tarule, 1986, 1997; Boyatzis, 1995; Cross, 1981; Houle, 1961; Kidd,
1959; Knowles, 1978; Merriam & Caffarella, 1991; Rogers, 1969; Smith, 1982; Tough, 1979)

(4) Relevant Experience and Reflection

Adult learning is enhanced when both its content and its process are linked to
learners’ past and present experiences and they are able to draw on such
experiences as a resource for learning. Therefore, the MSAT Program requires that
students possess—prior to entering the program—a base of prior experience in the areas

B-4
of study they wish to pursue as well as an ongoing setting (work or otherwise) in which to
derive and/or apply related learning while enrolled. In this regard, the MSAT Program
stresses the ability to articulate, reflect upon, and analyze experience in order to better
apply knowledge (derived through content) and create knowledge (derived through
experience). (Sample Resources: Brookfield, 1987; Dewey, 1938; Freire, 1970; 1973; Kolb, 1984; Knowles,

(5) Ongoing and Multifaceted Assessment
Adult learning is enhanced when ongoing, systematic feedback is provided
regarding learners’ growth and development and incorporates the perspective of
those closest to the context of the learning and its application. Therefore the MSAT
Program actively incorporates assessment processes (formative and summative) into all
aspects of the curriculum. Multiple assessors — including the students themselves and
faculty members with expertise in adult learning methodologies and in the breadth and
depth of applied technologies—are used to evaluate various portions of students’ graduate
work. In so doing, the MSAT Program facilitates students’ constant development of skills in
both reflective self-assessment and the solicitation/utilization of feedback. (Sample Resources:
Banta, 1993; Boyatzis, 1995; Kolb, 1984; Lindeman, 1926)

(6) Peer Collaboration
Adult learning is enhanced when learners are provided with opportunities to interact
with peers during the learning process. Therefore, the MSAT Program creates
opportunities for students to network with one another to find appropriate learning
colleagues. Core courses and the Liberal Learning Seminars provide important occasions
for peer interaction with other students; however, the Program also encourages students to
‘interact with peers’ in the larger community of practice (beyond DePaul) associated with
their areas of study. (Sample Resources: Brookfield, 1986; Bruffee, 1993; Houle, 1984)

(7) Supportive Climate
Adult learning is enhanced when it takes place in a climate that minimizes anxiety
and encourages experimentation. Therefore, the MSAT Program seeks to create an
environment responsive to, and supportive of, the needs of adult learners. Such an
environment includes: (a) a flexible model of education fostering peer support among
students; (b) a curriculum deliberately incorporating the interests of the individual; and, (c)
opportunity to build ongoing relationships with faculty in order to benefit from mentoring
support and feedback throughout the program of study. (Sample Resources: Chickering, 1981;

REFERENCES
Baird, L. (1990). The melancholy of anatomy: The personal and professional development of graduate and professional
New York: Agathon Press.
Baldwin, R. G. & Thelin, J. R. (1990). Thanks for the memories: The fusion of quantitative and qualitative research on
college students and the college experience. In J.C. Smart (Ed.), Higher Education Handbook of Theory and
Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1997). Women’s ways of knowing: The development of self, voice,
D.A. Kolb & Associates (Eds.), Innovation in professional education: Steps on a journey from teaching to learning
(pp. 50-91). San Francisco: Jossey-Bass.
Brookfield, S.D. (1987). Development critical thinkers: Challenging adults to explore alternative ways of thinking and


