Welcome to SNLOnline

Getting Started
Once you have registered for this course, you should have received an email from the Center for Distance Education confirming your registration and providing further information. If you have not received an email from CDE, please call CDE at 1-866-SNL-FORU or email support@snlonline.net

The online component of this course is located at http://www.snlonline.net/ In order to log into the online component of the course, you will need a username and password. During the first week of the course, you will receive instructions via email from CDE staff on how to create a username and password.

New Users: If you have not taken an SNL Online course in the past, you will need to create a username and password to access the online learning environment. Visit https://www.snlonline.net/info/registerstudent.asp to create your login credentials. PLEASE NOTE: Usernames and passwords cannot begin with numbers. Usernames and passwords should be 5 to 8 characters long without any spaces in between.

Returning Users: If you have taken an SNL Online course before, you can continue to use the same username and password for all of your courses. If you have forgotten your password, you must create a new username and password for yourself by visiting https://www.snlonline.net/info/registerstudent.asp You can use the same username and password to login to all your online courses.

You can use the same username and password to login to all your online courses.

The Center for Distance Education uses the address listed in the “HOME email address” field on Campus Connection (https://campusconnect.depaul.edu) as our primary method of contacting you. You are responsible to make sure you keep your email address updated on Campus Connection. If you do not have your username and password for Campus Connection, you can request your credentials by filling out the form at http://www.snlonline.net/pdfs/IDServicesRequest.pdf printing it and faxing it to 312-362-5053. If you update your email address on Campus Connection, please also make sure to inform the Center for Distance Education office. You can contact the Center for Distance Education office via:

Phone: 1-866-SNL-FORU
Email: support@snlonline.net
Fax: 312-362-5053

Credits
The production of this course was directed by Dr. Michael DeAngelis with assistance from Dr. Luis Galarza, Mr. Hartwig Stein, and staff at the Center for Distance Education of the School for New Learning of DePaul University. Materials for this course were incorporated into this study guide from the School for New Learning Foundations Resource Book as necessary.

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Technology Requirements

Hardware and Software Requirements
You will need consistent access to or have at home the following technology:

Computer
The minimum requirements for IBM or compatible computers are:

- Pentium III computer running Windows 2000 or XP
- 128MB RAM
- 56K baud modem, DSL or a cable modem.
- CD-ROM Drive and speakers
- Monitor with 800 X 600 pixel resolution or better (1024 x 728 preferred)
- Printer

Macintosh users must have System 9.2.2 (or higher) with comparable features.

Browsers
All of the Center for Distance Learning’s courses are accessed using a web browser. The following are required for our program:

Windows: Internet Explorer 5.5 and higher; Netscape Navigator 4.75 and higher

MAC: Internet Explorer 5.2; Netscape Navigator 7.02

The following browsers are NOT SUPPORTED: AOL, Prodigy, Compuserve, Opera and Safari.

In the future, courses may require newer browser versions. Therefore, you should regularly update your browser(s) to take advantage of their new features. To check if your computer meets the browser requirements for the program, please visit http://www.snlonline.net and go to the Browser test page.

E-mail Account Requirement
You must have an Internet e-mail account. Your Internet Service Provider (e.g. SBCglobal.net, Earthlink.net, Comcast.net, etc.) may provide an e-mail account, or you can use one of the free services (e.g. Yahoo.com).

We recommended that you establish and use an email account that allows you to send and receive emails, with attachments. We recommend your using an email account that gives you the option to set security on incoming messages.

Hotmail and AOL mail are NOT recommended for the Distance Education program.

Software
You should have a recent version of Microsoft Office. Other required, but free programs, include Quicktime, Real Player or Windows Media Player and Acrobat reader 5.0. These programs can be accessed from http://www.snlonline.net/Browser/browsercheck.asp

Using the WebBoard/Discussion Conferences
All the discussion that would ordinarily take place in a classroom takes place in the WebBoard Discussion Conferences in your online course. Just as you are expected to attend a course scheduled to take place in a classroom, so you must attend to your online course, at least four times a week. This is done by going to the Discussion Conference area to read what is written there and to contribute to the ongoing discussion.
When you login to the course, click on “Discussion Conference.” You will use your same course username and password to login to the Discussion Conferences.

If you are taking an SNL Online course for the first time, you must update your profile in the Discussion Conference. You do this by clicking on the "MORE" option on the discussion conference. Please complete all the requested information. If you do not do so you will appear as a “deleted user” when you post a message.

Please do not change your username and password in the "Discussion Conference" section of the course or you will be locked out of the Discussion Conference. For more information on using the “Discussion Conference”, visit https://www.snlonline.net/pdfs/webboard-basics.pdf

**Time Management**

SNL’s online courses are **not** self-paced and require a regular time commitment EACH week throughout the quarter.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

If you find yourself getting behind, please contact your course facilitator immediately.

**Academic Integrity**

Please become familiar with http://studentaffairs.depaul.edu/handbook/code16.html

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else’s.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.
Foundations of Adult Learning

Course Description

Foundations of Adult Learning (FAL) is a course to help you understand the tasks you will undertake in becoming involved in learning successfully. Through this course, you will engage actively in your own learning. The intention is to help you develop your sense of yourself as a learner, to identify experiences, which have been important to your understanding, and to convert that experiential learning into competence.

The primary outcome of Foundations is a comprehensive plan for your own program of study. In the process of developing this Learning Plan, you will learn about a model for learning from experience. You will become more familiar with SNL’s competence-based approach and how it fits with the traditions of education. You will be able to practice many of the learning tasks that you will perform throughout your SNL program.

Each person enters Foundations at a unique point in his or her history. Some people have been in college before; others have not. Some people have moved high on the career ladder; others are reentering the job market. Some people are well into middle adulthood; others are still under thirty years of age. Some people appear very assured in what they want; others seem more tentative. However diverse your classmates appear, all are coming to find out more about themselves as learners and to create Learning Plans that will work for them.

We urge you to experience Foundations with a sense of adventure that will allow you to look at your experiences as though you are on a new journey. We urge you to experience it with a sense of openness so that you can be imaginative in creating new learning possibilities. We ask that you experience this course with a sense of trust that you will find the structure and support you need to learn how to be your own agent of learning. We are eager to join you in this exciting venture.

This course study guide contains materials you will utilize throughout your program. The sections, forms, exercises and readings will help you plan specific phases of your program, as well as introduce theories of learning, and ideas about the liberal arts. It is a resource for your use, which provides important background information. Some students think of Foundations as the course that will tell them what credit they have and what they are required to do in order to graduate. You will achieve those outcomes. However, you will achieve them as a result of your understanding and realization of the concepts and values that shape this unique approach to higher education.

Course Competencies

In this course, you will develop the following two competencies:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-2</td>
<td>Can use one’s ideas and those of others to draw meaning from experience.</td>
</tr>
<tr>
<td>L-3</td>
<td>Can design learning strategies to attain goals for personal and educational development.</td>
</tr>
</tbody>
</table>

Course Learning Goals

After completing this course you will be able to:

- Identify the purposes and expected outcomes of the Foundations of Adult Learning course.
- Articulate the importance of time structuring for effective study skills and success in undergraduate learning.
• Identify theories of adult learning, and how they can be useful to you in your undergraduate study at SNL.
• Become familiar with the use of library resources to investigate an area of knowledge.
• Identify how the Learning Styles Inventory can enhance your insights into your learning habits and practices.
• Articulate and experience the interdisciplinary nature of learning.
• Describe the purpose and structure of the SNL competence framework.
• Construct competence statements reflecting specific abilities or knowledge bases.
• Finalize an accurate log of transfer courses that are pre-approved for SNL competence, and place these courses appropriately in your Competence Grid and Learning Plan.
• Articulate the connection between the content of non pre-approved transfer coursework and competencies specified in the SNL curriculum.
• Find appropriate places for this non pre-approved transfer coursework in your Competence Grid and Learning Plan.
• Understand the distinction between day-to-day experience and college-level learning.
• Determine potential connections between your life experience and specific competencies of the SNL curriculum.
• Use library resources to investigate what has been written about a specific topic.
• Transform life experience into college-level learning through reflection and inquiry.
• Locate appropriate places in your Competence Grid and Learning Plan to note competencies that you intend to fulfill through Independent Learning Pursuits.
• Conceptualize and practice the process of goal-directed study.
• Produce an organized plan of action whose goal is the realization of a clearly defined future version of yourself.
• Transform the articulated knowledge and skills required of your chosen path into competence statements of ability and understanding.
• Understand how the Academic Committee can help you to realize your academic and professional goals.
• Discern pertinent information about yourself and your academic path, so that you can make an informed selection of a Professional Advisor.
• Know your committee’s responsibilities in evaluating coursework and ILPs that you present in support of competence.
• Understand the purpose of the First and Final Committee Meetings, and anticipate materials that you will need to prepare for your First Committee Meeting.
• Succinctly define your academic goals, professional goals, and area of focus.
• Use the knowledge about your past and present learning to plan for future learning in the context of the SNL program.
• Articulate ways in which you can use the Externship project to investigate the unknown or unexpected.
• Articulate ways in which you can use the Advanced Project to demonstrate in-depth knowledge and ability in your Focus Area.
• Articulate how your knowledge and abilities have developed as a result of your work in the Foundations of Adult Learning course.
• Prepare for the appropriate next steps that you will take in the planning of your undergraduate degree program and the demonstration of competence.

Course Structure
This course consists of ten modules. The estimated time to complete each module is one week. In this Study Guide, the terms “Module” and “Week” are used interchangeably.
## Course Schedule of Assignments

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Assignment Number and Name</th>
<th>Submit by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Introductions (posting to Introductions Conference)</td>
<td>End of Week 1</td>
</tr>
<tr>
<td>2</td>
<td>2. Adult Learning (posting to Adult Learning Conference)</td>
<td>End of Week 2</td>
</tr>
<tr>
<td>2</td>
<td>3. Learning Styles Inventory (posting to Learning Styles Inventory Conference)</td>
<td>End of Week 2</td>
</tr>
<tr>
<td>3</td>
<td>4. What Is An Educated Adult? (posting to Educated Adult Conference)</td>
<td>Middle of Week 3</td>
</tr>
<tr>
<td>3</td>
<td>5. Writing a Competence Statement in the Liberal Learning Area (posting to Educated Adult Conference)</td>
<td>End of Week 3</td>
</tr>
<tr>
<td>4</td>
<td>6. Completing the Pre-Approved Transfer Coursework Log</td>
<td>Middle of Week 3</td>
</tr>
<tr>
<td>4</td>
<td>7. Understanding the Concept and Application of “College-Level Learning” (posting to College-Level Learning Conference)</td>
<td>End of Week 4</td>
</tr>
<tr>
<td>4</td>
<td>8. Completing the Non Pre-Approved Transfer Coursework Log</td>
<td>End of Week 4</td>
</tr>
<tr>
<td>4</td>
<td>9. Completing the Transfer Coursework Assessment Form</td>
<td>End of Week 4</td>
</tr>
<tr>
<td>5</td>
<td>10. Life Experience and College-Level Learning (posting to College Level Learning Conference)</td>
<td>Middle of Week 5</td>
</tr>
<tr>
<td>5</td>
<td>11. The Library Tutorial</td>
<td>End of Week 8</td>
</tr>
<tr>
<td>5</td>
<td>12. Writing an Independent Learning Pursuit</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>5</td>
<td>13. Writing the Independent Learning Assessment Form</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>6</td>
<td>14. Imagining Your Future Professional Self (posting to Focus Area Conference)</td>
<td>Middle of Week 6</td>
</tr>
<tr>
<td>6</td>
<td>15. Writing the Professional Goal and Action Plan</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>6</td>
<td>16. Writing your Focus Area Elective Competencies</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>7</td>
<td>17. Facing the Challenge of Connecting with a Professional Advisor (posting to Academic Committee Conference)</td>
<td>Middle of Week 7</td>
</tr>
<tr>
<td>7</td>
<td>18. Nominating a Professional Advisor</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>8</td>
<td>19. Writing Focus Area Goal Statements and Descriptions</td>
<td>End of Week 8</td>
</tr>
<tr>
<td>8</td>
<td>20. Planning Future Learning (posting to Planning Future Learning Conference)</td>
<td>End of Week 8</td>
</tr>
<tr>
<td>9</td>
<td>21. Generating Ideas for Your Externship</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>9</td>
<td>22. Generating Ideas for Your Advanced Project</td>
<td>End of Week 9</td>
</tr>
<tr>
<td>9</td>
<td>23. Submitting Your Learning Plan</td>
<td>End of Week 10</td>
</tr>
<tr>
<td>10</td>
<td>24. Reflecting on Learning in the Foundations Course (posting to Past and Future Conference)</td>
<td>End of Week 10</td>
</tr>
</tbody>
</table>
Course Resources
Required Text Book

Electronic Resources
Additional required readings are indicated throughout the course study guide and available in the Resources section of the course website.

Course Grading Criteria
Foundations of Adult Learning is a Pass-Fail course. The final grade is based upon the successful and timely completion of all twenty-four of the assignments listed in the Course Schedule of Assignments above. The learning outcomes for the L-2 and L-3 competencies indicated in Module 1 will be assessed based upon the written evidence that you present online and in paper submissions to your facilitator.

Reading and Writing Assignments
The Foundations of Adult Learning will demand a significant investment of your time and energy. In the course you will be reading the Study Guide, materials in the course Resources, and selections from your textbook. In various online discussion conferences you will be posting reflection pieces based upon readings and course exercises. You will also be writing papers, plans, and assessment documents. Many of the course assignments require research.

If for any reasons you are unable to complete an assignment by the established deadline, you should contact your Foundations facilitator immediately for guidance.

Assessment Criteria for Writing Assignments

1. **Evidence of Reflection**: For assignments that specify reflection as a required activity, your written work should demonstrate to the reader that you have made careful and intelligent connections between ideas and concepts.
2. **Detail**: Your work should feature a level of detail appropriate to the demands of individual assignments.
3. **Grammar, Syntax, and Style**: You should use standard English in all of your writing assignments. Your grammar, sentence structure, and style should direct your readers to an understanding of your ideas rather than serving as impediments to such understanding.
4. **Logical Structure**: Make sure that each assignment is coherent from beginning to end.
5. **Accuracy**: Many of your assignments require you to transcribe detailed information from sources such as your college transcripts and course catalogues. It is important that you proofread all transcribed material to avoid unnecessary errors.
6. **Attention to Assignment Specifications**: Your written work should adhere closely to the guidelines established in the description of each assignment.
Assessment Criteria for Online Discussion Participation

- In the online discussions, you clearly and consistently link what you are learning in the course to your real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:
  
  o You are able to contribute to the online discussions in a collegial fashion. You should begin your contributions by addressing your peer students, maintain a kind and collegial tone, and close with your signature.
  
  o You regularly demonstrate good “listening” skills and active inquiry skills. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
  
  o You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
  
  o You actively participate in informal online discussions with your classmates and the facilitator when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is “informal” in the sense that it is meant to encourage interested discussion.
  
  o You follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with the others in the class about what you are learning. The discussions will be organized into forums around the particular assignment you are studying in specific periods of time, mostly weekly.
  
  o You may be asked by the facilitator to take leadership in a certain group for a certain time of the course. If this happens, you will receive further instructions from the facilitator.
  
  o If your participation is unacceptable at any time during the course, your facilitator will alert you and encourage your engagement as necessary. If you must be away and unable to access the Discussion Conferences during the course, you must let your facilitator know and be ready to make up missed work as instructed.
  
  o You should contribute your responses to the particular assignment for that particular discussion heading, which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussions should be adhered to when it comes to responding to the contributions of other people in the class. These "principles" are provided in the Online Participation Guidelines section in this study guide.

Online Participation Guidelines

The following guidelines are provided to you as a way to clarify what our facilitator expects of you as a member of the course:

- Participation is essential, so please connect to the course every day or at least every second day. If you cannot login and you need assistance, email the Center for Distance Education Support Services at support@snlonline.net. You will receive assistance within 24 hours.

- Discuss critically, give support to your peers, provide own ideas and experiences, challenge the ideas of others, or just make a comment that you read the posting.
• This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course of 11 weeks. If you miss any weekly discussion, make sure to communicate with your facilitator to receive direction on make-up work.

• Please accept the challenge to work with others, to construct knowledge in negotiation with others.

• Your contributions must reflect a firm understanding of the assigned readings. You will be asked to write based on your experience too; however, you will need to exhibit ideas and concepts discovered in course readings.

• As in your papers, your writing in online conferences must be clear and concise, offering structured ideas.

• Your contributions should be pertinent to the subject under discussion. You do not need to post one-sentence messages to be “seen” by your facilitator. Work at developing original ideas.
• You must observe responsible etiquette while communicating your thoughts. The use of a respectful style is expected.

• As a member of this course, you must participate in all electronic conferences regardless of the competences that you are taking this course for.
Foundations of Adult Learning

Module 1 – Orientation

Introduction and Overview
This module introduces you to the goals and outcomes of the course. You will have opportunity to introduce yourself to other members of the class in the Introductory Conference, and to start to get to know your classmates. We will also focus on developing your study skills and structuring and planning your time effectively, so that you can create some necessary conditions for succeeding in your pursuit of the Bachelor of Arts degree.

Foundations of Adult Learning will provide you with a set of reflections, exercises, structures, and guidelines designed to help you to reap the benefits of your enthusiasm as you plan your degree program. We begin by talking about how the course can help you to make plans that make sense as you grow as a student, a learner, and an educated adult. Your decision to be in this class this quarter shows how committed you are to succeeding in the pursuit of your undergraduate degree.

Learning Objectives
By the end of this module, you will be able to:

- Identify the purposes and expected outcomes of the Foundations of Adult Learning course.
- Articulate the importance of time structuring for effective study skills and success in undergraduate learning.

Module 1 Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate the importance of time structuring for effective study skills and success in undergraduate learning.</td>
<td>Study Guide. Time Management Exercise.</td>
<td>Taking the time management exercise and reflecting upon ways to manage your time effectively.</td>
<td></td>
</tr>
</tbody>
</table>

The Purposes and Goals of Foundations of Adult Learning
Simply put, the subject matter of Foundations of Adult Learning is you. As an adult who has been processing information and gaining new experiences for a number of years already, you have come to a university to educate yourself further, and to earn the credentials that go hand in hand with such education. However far along you are at the present moment in figuring out your future path—personally and professionally—the road ahead of you will require change, not only of the circumstances surrounding your life, but also of yourself.
Intentionally or not, you are different from the person you were five years ago. While this difference is due in part to a variety of things that may occurred in your life, one fundamental thing has changed: you are now the person who has decided to pursue and complete an undergraduate education, and you are now an adult student at a major university.

This decision to return to school involves conscious change—something over which you have control rather than something that has simply “happened” to you. As a result of your decision, you have already created a new version of yourself, one who has replaced inability (“I can’t go back to school right now because….”) and doubt (“Is it fair for me to expect others to pick up the slack?”) with adventure, determination, and confidence.

Foundations of Adult Learning is designed to take you several steps further in the process of conscious change that you’ve begun in your life. The primary goal of the course is for you obtain and use a set of tools to form a new version of yourself by the end of the course. This “version of you” will have a very clear understanding of how past, present and future learning experiences—inside and outside the classroom—come together, as you formulate goals and make them real through careful planning.

The process of planning for change—especially for changing yourself—will involve a great deal of reflection, a willingness to step back and examine the patterns you’ve formed and the assumptions you’ve made about your actions. In the opening weeks of the course, you will be introduced to a set of tools and theories that have proven to be useful to adult learners who, like yourself, are planning for the future.

Soon afterwards, you will begin to reflect upon past coursework and formative experiences that may become the basis of new learning. You will then begin to develop a sense of what you will need to do to construct the version of you that you want to become, by defining your educational and professional goals and investigating the experiences of other people who hold positions similar to the one you want.

In conjunction with exploring yourself and your goals, you will also become acclimated to the administrative guidelines that construct one framework of your experience here at the School for New Learning. You will learn very much about forms, policies and procedures that will be useful to you in this course and throughout your stay at SNL.

Conducting such an intensive investigation of oneself can sometimes feel like a daunting task, especially when at the same time you are being asked to learn the new “language” of such a unique program. Our lives rarely afford us such extended opportunities to think about ourselves, and when we are asked to do so in situations like this class, the experience might at first feel a bit strange, and to some people it might seem almost self-indulgent. It’s important to understand that such feelings are not only perfectly normal, but expected at this point in your degree program. It’s all a part of the very gradual process of conscious change that you will be undergoing throughout this course and the rest of your degree program at SNL.

In the early stages of their SNL program, you may also feel some anxiety about the degree to which we require you to assume such an active role in decision making processes about your education. Clearly, SNL is different from most degree programs, and it will not offer you a lockstep approach to a degree, where decisions are already made for you and your primary task is to following a series of requisite steps. SNL is much more suited to students who want their education to be as much about them as about specific subjects of study.

The important thing to remember is that when you feel anxious or overwhelmed, work through these feelings rather than have them stop you in your tracks. Do so by asking any questions that you require for clarification. In addition to the information provided in the course study guide, website, and by the Center for Distance Education Support Services (support@snlonline.net), you now have a dedicated SNL faculty member—your Foundations of Adult Learning facilitator, also known as your “Faculty Mentor”—available to help you with academic matters while you are taking Foundations of Adult Learning, and throughout your degree program at SNL.
Foundations provides you the opportunity to plan your educational future, based on your goals and SNL’s requirements. You will plan your learning within the context of SNL’s competence framework. In the process, you will learn to interpret the competencies in the areas that represent the larger aims of a liberal education.

**Work to be accomplished in Foundations of Adult Learning**

At the end of the quarter you will have:

- demonstrated an understanding of your preferred learning style by taking and interpreting the Learning Styles Inventory (LSI).
- produced a working draft of your Learning Plan/Narrative Transcript, a document that details how you will fulfill all of the requirements of SNL’s undergraduate program.
- Produced a Professional Goal and Action Plan, a document in which you will demonstrate an understanding of the professional or academic field of your chosen Focus Area, a portion of your SNL program that relates to your future professional or academic path and that you will pursue.
- identified a Professional Advisor, an individual with experience in the field that you have chosen for your Focus Area.
- identified and transferred appropriate coursework from accredited colleges for credit toward your SNL degree.
- written an Independent Learning Pursuit, an essay in which you discuss an area of your experience in the context of research, and for which you may receive credit toward your SNL degree.

**The Outcomes of Foundations of Adult Learning**

Each of the competence statements you will demonstrate in Foundations has a subset of outcomes, listed below. Your Course Study Guide features assignments and exercises to help you demonstrate these outcomes.

**L-2: Can use one’s ideas and those of others to draw meaning from experience.**

**Learning from Experience**

- Can discuss elements of learning effectively from experience using the Kolb model of experiential learning.
- Can identify relevant skills and attitudes needed to manage one’s learning, assess one’s current level, and identify areas for growth.
- Can identify one’s attitudes, values, and behaviors that can promote and/or inhibit making meaning from one’s experiences.
- Can produce examples or plans for learning from experiences relevant to the competence framework.

**Writing**

- Can analyze short texts in terms of thematic content.
- Can draw on the work of one or two other writers.

**Inquiry**

- Can make connections between one’s own ideas and the ideas of others.

**Decision Making**

- Can select appropriate stories and ideas to authenticate one’s experience (related to the Focus Area).
L-3: Can design learning strategies to attain goals for personal and educational development.

**Learning from Experience**
- Can describe one’s self as a learner using the Learning Styles Inventory (Kolb).
- Can articulate personal and professional goals and assess the gap between where one is and where one wants to be.

**Writing**
- Can write assessable competence statements.
- Can create an annotated bibliography that adequately summarizes and correctly documents sources (related to the Focus Area).

**Decision Making**
- Can identify learning interests and competencies to be developed.
- Can write a learning plan that is congruent with areas of interest and competencies for personal and professional growth.

**Using What You Learn**
As you can see, this course is designed to help you to improve upon a number of skills, and to acquire and use knowledge in many new areas. It is also important to keep in mind that what you learn in Foundations of Adult Learning will continue to be useful to you throughout the remainder of your degree program at SNL.

This is true in many ways. For example:

- The Learning Plan/Narrative Transcript that you create will serve as a guidebook that allows you to keep track of your completion of degree requirements until you graduate.

- By completing the Independent Learning Pursuit assignment in this course, you will have developed a skill that you can apply to many other learning experiences of your life, for which you can earn additional credit toward your degree.

- By investigating the Focus Area that you will have chosen, and by getting a sense of what professionals in this area do on a daily basis, you will give yourself access to a clearer picture of your future, one that you will continue to develop as you progress through SNL, and after you graduate.

**Planning and Managing Your Time**
Like most activities in life whose benefits are substantial and sustained, your enrollment in Foundations of Adult Learning will require a significant commitment of time and effort your part. Especially since this is true of all courses that you will take at the School for New Learning, it is crucial at the outset that you discover the benefits of structuring your time effectively.

As an adult learner, you most likely have a number of commitments that you must honor each week, and you will need to find a place for schoolwork among these commitments. Once you do so, you will soon discover that the best way to succeed in the pursuit of any educational goal is to maintain a sense of consistency. Reserve time throughout the week to participate in the course activities, and check in frequently with your classmates by referring to postings on the course Web Board. While everyone experiences the occasional “cram” session before an assignment is due, establish and maintain a sense of progression in your work, so that you avoid that paralyzing feeling of being overwhelmed.

It is just as important to reward yourself for your accomplishments, even for relatively small ones, since even the completion of these brings you that much closer to reaching a goal. Also, resist any temptation to sabotage yourself by minimizing the importance of your school activities in relation to your other life and work obligations.
The Foundations of Adult Learning course will involve you in both short-term and long-term planning, and by the end of the class, you should have a fairly clear sense of how much time (in terms of quarters of enrollment) it will take you to complete your degree program. If these plans are to be useful, you will need to be honest with yourself about self-pacing and the number of courses and other educational activities you can realistically manage in each eleven-week quarter. By keeping the notion of “progress” in the foreground rather than simply focusing on “finishing,” you will have a richer educational experience as well as a less stressful one.

To begin, it is important to develop a realistic picture of how you spend your time now, and of the adjustments that you will need to make in order to accommodate in your schedule the new activity of studying for school. Assignment 1 below will help you get a sense of this picture.

**Time Management Exercise**

Complete the time management exercise below. You will use this work as the basis for a posting to the Introductory discussion conference at the end of this module.

This two-part exercise is designed to help you analyze how you spend your time, and what you will need to adjust to help you succeed while in school. There are seven categories to consider. Consult them as you complete this exercise.

1. Family – includes time you spend with your immediate family, parents, and relatives.
2. Friends
3. Work – this includes everything you do for and at work, like preparing a report at home, or travel or buying business clothes.
4. Recreation – what you do in your spare time for fun and relaxation, like watching television, fiddling with your car, or cultivating your rose garden.
5. Spiritual development – includes religion, meditation, or other spiritually related activities.
6. Health – includes all health related activities, the time it takes to do them, and travel related to those activities.
7. Education – this includes going to class, going to and studying in the library, writing, revising, and editing papers, reading, group work, computer time when doing assignments, and other education-related activities.

**Time Management #1**

1. Think about your activities this past year. This pie chart represents how much time you spent in each category.
2. Below the pie chart, indicate time in percentages. Should one or more categories not apply, don’t worry about them. Give them 0%. Next, provide brief explanations of why you spent so much time there. For example, you may have had a project at work that took time away from other categories.
(Example: Family: 30% - I have been taking care of my aging parent in my home.)

Education:

Family:

Friends:

Health:

Recreation:

Spiritual Development:

Work:

**Time Management #2**

1. Now think about your current educational goals. This pie chart represents what you can adjust that will give you the optimum time for attending to your education. If you spend, for example, 30% of your time watching CNN, how can you use that more wisely?

2. Below the pie chart, indicate the percentage you give to the category and provide brief explanations of why you need to adjust this category, how you will make the adjustment, and what response or outcome you anticipate.

(Example: Family: 10% - I have other resources I can tap. My kids can pitch in by increasing their chores to include my Mom, and my sister has agreed to help with meals. My kids may not like the extra work sometimes, but my Mom will enjoy the extra attention.)

Education:

Family:

Friends:
Assignment 1 – Introductions
Turn now to the Introductions conference, and post a message of introduction that includes the following:

1. Whatever you feel comfortable sharing about your present profession or life status.
2. What has motivated you to return to school at this point in your life, and why you have chosen the School for New Learning.
3. What habits, behaviors, and/or attitudes have had a negative impact on your ability or willingness to pursue your goals in the past.
4. How you plan to adjust your time to accommodate your undergraduate study, based upon the results of the time management exercise you completed in this week.
Module 2 – Adult Learning: Philosophy and Practice

Introduction and Overview
The adult undergraduate is a unique student—one who has been and continues to be shaped by a vast array of life experiences that have opened up many possibilities for learning. Much exciting research has been done on the learning strategies that adult students use and find successful. In this module we will introduce you to some of the ideas arising from this research, so that you can reflect upon these ideas and apply them to your own undergraduate study.

In this module, we will consider “research” as a very natural type of “directed curiosity” that you use in your everyday life, and whose goal is to connect you to a broad range of ideas and experiences, so that you can make better sense of the world you create for yourself. You will use your own curiosity to gain access to ideas that others have written and published, you’ll apply these ideas to your own learning, and you’ll share what you’ve applied with your classmates in a discussion conference. “Research” is a term that sometimes intimidates students (younger and older), because it has been imagined and practiced as something done in isolation, as something that doesn’t connect to the world except as a requirement for a carefully documented essay that you turn in as an assignment for a class. We’ll re-establish those connections to the world here.

As an adult learner, you’ve probably developed certain ways or “styles” of learning that have helped you to make sense of the world around you, and that have served you well in the personal and professional environments in which you interact. As the last step of this module, we will introduce you to one method designed to help you to get in contact with how you have grown accustomed to learning. You will take a “Learning Styles Inventory,” obtain the results of this inventory, and reflect upon situations in your life in which your preferred style of learning served you well, and not changeable according to new challenges that the world offers us.

Learning Objectives
By the end of this module, you will be able to:

- Identify theories of adult learning, and how they can be useful to you in your undergraduate study at SNL.
- Become familiar with the use of library resources to investigate an area of knowledge.
- Identify how the Learning Styles Inventory can enhance your insights into your learning habits and practices.
## Module 2 Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>Identify theories of adult learning, and how they can be useful to you in your undergraduate study at SNL.</td>
<td>SNL Mission Statement.</td>
<td>Reading and discussion.</td>
<td>Select one of the two learning resource articles. Find one additional resource on adult learning through a directed library search. Write a short reflection piece on the ideas of these articles and how they enhance your perspective on adult learning. Post this reflection piece to the Adult Learning conference.</td>
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<tr>
<td></td>
<td>SNL Critical Success Factors.</td>
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<tr>
<td></td>
<td>Smith, “Learning Systematically from Everyday Experience.”</td>
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<tr>
<td>Become familiar with the use of library resources to investigate an area of knowledge.</td>
<td>Study Guide.</td>
<td>Hands-on experience with library database searching.</td>
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<td></td>
<td>Library Tutorial.</td>
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<tr>
<td>Identify how the Learning Styles Inventory can enhance your insights into your learning habits and practices.</td>
<td>Learning Styles Inventory (LSI).</td>
<td>Reading.</td>
<td>Post a discussion piece to the Learning Styles Inventory conference in which you: (1) report your preferred learning style to the class; and (2) relate experiences where this learning style did and did not work for you.</td>
</tr>
<tr>
<td></td>
<td>Chickering &amp; Schlossberg, “Your Preferred Learning Style.”</td>
<td>Taking the Learning Styles Inventory.</td>
<td></td>
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</tbody>
</table>

## Applying Theories of Adult Learning

One significant difference between “traditional age” college students and adult learners is in the breadth of experiences that the adult has accumulated in the process of interacting with the world at work, at home, and at play. Another difference is that in most cases, as we explored in Module 1, adult learners find themselves in the position of having to integrate and prioritize academic study among a set of other commitments that place significant demands upon the individual.

Structuring its philosophy around such realities in the lives of adult learners, the School for New Learning has devised two written documents that state its philosophy and dedication to you as an adult learner in a Vincentian learning institution. Please turn to your course Resources in the course website and read these two documents, as follows:

- “Mission Statement”: This statement connects the School with the overall philosophy of DePaul University. It describes the values which whose who engage in learning at SNL espouse and practice.

- “Critical Success Factors.” These factors comprise those essential elements without which SNL could not operate effectively. These non-negotiable characteristics are closely aligned with DePaul’s mission.
SNL applies its learning philosophies by enabling the adult learner to forge connections that allow us to transform experience into learning. In considering the fundamental question, “If I experience something, does this mean that I learned something from the experience?” we come to the most equivocal conclusion of “Well, certainly, sometimes, and other times not necessarily,” especially if we are willing to accept the notion that the result of learning is a development of a new insight that helps us to change or grow. In all arenas of our lives—at home, at work, and at play—things happen to us, but we do not always have time or opportunity to reflect upon these things that happen.

At this point, we ask you to read to two short pieces that center upon the relationship between learning and experience, and that also describe such fundamental processes as “reflection” and becoming an “agent” of one’s education.

- Pat Ryan, “School for New Learning: Purpose and Philosophy.” (in Resources section)

Think about these pieces in terms of your own processes of learning and experiencing. Later in the module, you will be asked to share your reflections on adult learning with your classmates.

**Research, Inquiry, and Curiosity**

One of the ways that we learn about a specific subject of interest is by exposing ourselves to multiple perspectives on this subject. We do this in our everyday lives on a regular basis. For example, let’s say that you work for a metropolitan transit agency, and you are given the assignment of determining the effect of a bus fare increase on revenue. To provide yourself with a context for making such a determination, you start to look at other reports of transit agencies in the United States that have recently had bus fare increases, to find out how their revenues were affected by these increases. After reading these reports, you come up with additional questions and decide to contact specific individual at these transit agencies to discuss your questions in depth.

Or let’s say, for another example, that your doctor tells you that you have high blood pressure. He specifies a course of action that involves medication, adjustment of diet, and exercise. You follow this regimen for a number of weeks, without any significant positive change in your blood pressure. You return to your doctor, who advises you to “stick with it,” but out of a sense of concern for your health you decide to get another perspective on your situation by consulting a different doctor, reading medical reports on high blood pressure, and/or talking to friends to find out how they have been successful in treating their own hypertension.

In these cases above, professional and personal circumstances have required that you conduct research—a process of inquiry that forces us to look outside of our immediate situations of concern, and to compare and contrast the situations of others (colleagues, professionals, friends) so that we can obtain more informed courses of action. We come to a broader understanding about a subject by acting upon our very natural curiosity to learn more about it.

In terms of inquiry and curiosity, we use very similar types of research as adult learners in college as we use in such aspects of our everyday lives. We start with a subject or area of interest, we consider that we already know about it (or at least what we think we know). We then begin investigating to broaden and strengthen our knowledge base. And then we relate this broader and stronger knowledge base back to ourselves. You will have ample opportunity to engage in this process of research in this course, and throughout your time at SNL.

DePaul University has a state-of-the-art online library that will serve you well as a student at SNL, and in this module we’ll start to use one of its most attractive features: the searchable database. Here, let’s start with a subject about which you’ve already given some thought and done some reading in this module:
“adult learning.” You will use a DePaul University research database to find and read one article on this subject in addition to the two that you’ve already read.

**Searching a Database**

A research database comprises an electronic collection of sources that relate to a common subject or field.


At the current page (“Resources for Research at DePaul University Libraries”), select “Research by Subject.”

The current page offers a set of “Subject Guides.” To research adult learning, we will want to select “Education.”

The current page (“Education – General”) lists a number of databases from which we could do searches. A series of links in the left-hand column permits you to specify the topic that you are pursuing within the larger field of Education. In this list you will see “Adult Education (5),” indicating that the University features five databases that relate to this specific field. Select “Adult Education (5).”

The current page (“Education – Adult Education”) lists the five databases on Adult Education. Select the fifth entry, entitled “Professional Development Collection.”

At this point, you may be directed to a screen that prompts you to enter you Campus Connect login credentials. This is a means of verifying that you are conducting research as a student of DePaul University. Enter the correct information and continue. If you do not have credentials, please contact the CDE Support Team at support@snlonline.net.

Near the top of the current page (“EBSCOhost”) you will find a series of three search fields arranged vertically, adjacent to the word “Find.” These fields allow you to enter specific terms that you want the database to search.

- In the first search field, type the work “Adult.”
- In the second search field, type the word “Learning.”

You will notice that pop-up menus to the left of the search field permit you to specify “and” or “or” in your search. In library research, these terms are referred to as “Boolean Operators.” By indicating “and,” you specify to the search engine that you want to search for documents that contain both of the words that you entered into the search fields: “Adult” and “Learning.” If you were to select “or” instead, you would obtain a listing of all documents that contain either “Adult” or “Learning.” We want both, so keep the operator set to “and.”

The adjacent fields to the right permit you to specify where in the database you want to look—we can keep these set at “Default Fields” for the purposes of this assignment.

Select “Search.”

The current screen displays the results of your search: a listing of over 4,800 documents! You need to make things a bit more specific. Choose a third search term that will hopefully provide you with a more manageable list. Choose this term on the basis of what interests you—a specific aspect of the field of adult learning. Among several other options, you might select “gender,” “race,” “ethnicity,” “workplace,” “memory,” or “studying.” Experiment with the search engine.
Once you obtain a more contained set of results, select any entry that interests you, as long as “PDF Full Text” appears within the entry. This means that the full text of the article or piece is available to you once you click on the link.

Be sure to print or write down the bibliographic information about the article. Make a habit of doing this whenever you access published written materials that you might be referencing later on.

Click on the link. The Adobe Acrobat Reader will open, and the full text article will appear on the screen. Read the article and print a copy for your records.

Proceed to as Assignment 2 below.

Assignment 2 – Adult Learning
Connect the ideas in the database resource to the ideas of either the Ryan or Smith article. In the Adult Learning conference, write and post a short reflection piece on the ideas of these articles and how they enhance your perspective on adult learning. Return to the conference periodically during the week, to read and comment upon the postings of your classmates.

The Learning Styles Inventory (LSI)
On the basis or our habits and our needs, we have become accustomed to using “styles" that help us to learn what we need to learn from individual experiences. While no individual is wholly defined by a single specific learning style, certain styles become prominent or “preferred” in our lives because we find more opportunity to use them than other styles.

For example, let’s take the subject area of golf, and assume that we are novices in this sport. Faced with the prospect of learning how to play golf, we can think of a variety of different methods to approach this learning. Some of us might feel immediately inclined to start as observers, accompanying seasoned players on the golf course and monitoring how they hold and swing their clubs, and why they choose different clubs for different purposes. Others might feel more comfortable turning to “how to” books that delineate step-by-step processes in golfing. Still others might be drawn to an exploration of the physical and scientific principles of friction, force, and exertion that make golf balls move in certain ways under specific circumstances. And another category of learners might begin by going to the driving range alone on a Sunday morning, hitting some balls, and seeing what happens next.

No single method of learning this activity is necessarily the “best” method. If we are inclined to choose one over another, it is most likely because we have drawn upon our comparable past experiences to help us figure out what might work best for us here. Additionally, it is most likely the case that we would find ourselves using a combination of methods in an order that is meaningful to us.

The Learning Styles Inventory (LSI) is a tool designed to help you to discover and better understand the learning style upon which you tend to rely upon more than others in your life experience up to this point. As we learn more about learning styles and the LSI from our readings and reflections, we will come to see that our goal is to come to recognize the benefits of adopting a variety of learning styles including, but not limited to the one that we might prefer. Many of the learning activities of this course and in the larger context of the School for New Learning are designed specifically to increase our “range” of available learning styles.

Learning Activities

- Work through the Learning Styles Inventory (LSI) and obtain the results based upon your input.
- Read Chickering & Schlossberg, “Your Preferred Learning Style,” in your textbook, Orientation to College: A Reader, pp. 80-86.
Assignment 3 – Learning Styles Inventory

Post a discussion piece to the Learning Styles Inventory conference in which you: (1) report your preferred learning style to the class; and (2) relate experiences where this learning style did and did not work for you.
Module 3 – The Interdisciplinary Nature of the SNL Program

Introduction and Overview
What is an “educated adult”? Some people might answer that this adult would be an expert in a very specific area of knowledge—for instance, an accountant must know everything there is to know about accounting, and the biologist must become a specialist in biology.

The deeper that we probe this question, however, the more we begin to see that specialized categories of knowledge like “biology” and “accounting” aren’t quite as distinct as we might imagine. Some of what a biologist is and does involves an understanding of evolution, group behavior, and new technologies that have recently been developed to gather and process information about genes and chromosomes. The accountant must understand group behavior at the level of organizations, since how individuals and units function in an organization directly connects with how money is spent.

In this module, we introduce the idea that all knowledge is inherently “interdisciplinary”—that is, learning about something always involves learning about something else that relates to the first thing. We will begin to consider how our own specific areas of learning—whether through books, interactions, or experiences—are by necessity interdisciplinary.

Next, we will examine how the structure of the SNL undergraduate program reflects this idea that knowledge is both interdisciplinary and interconnected. We will begin by examining the central concept of “competence” at SNL, and continue by understanding the logic and reasoning behind arranging competencies into categories and subcategories.

You will be introduced to two structures devised to help you keep track of your progress in fulfilling these competencies: a single-page “Competence Grid” that provides a handy at-a-glance chart of your progress, and a multi-page “SNL Learning Plan” in which you are asked to supply a bit more detail about how, when, and where you fulfill each of the fifty required competencies in the undergraduate program.

We will complete the module by analyzing the components of the competence statement. You will then have opportunity to write a statement of your own, based upon a competence that you have attained through coursework or life experience.

Learning Objectives

By the end of this module, you will be able to:

- Articulate and experience the interdisciplinary nature of learning.
- Describe the purpose and structure of the SNL competence framework.
- Construct competence statements reflecting specific abilities or knowledge bases.
### Module 3 Plan

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<tr>
<td>Articulate and experience the interdisciplinary nature of learning.</td>
<td>Study Guide.</td>
<td>Connecting the Study Guide ideas on interdisciplinary learning to the ideas of Ben-Yoseph’s article, and reflect upon the meaning of an “educated adult.”</td>
<td>Post a discussion piece on the subject, “What Is An Educated Adult?”</td>
</tr>
<tr>
<td>Describe the purpose and structure of the SNL competence framework.</td>
<td>Study Guide. Charts.</td>
<td>Reading and discussion.</td>
<td></td>
</tr>
<tr>
<td>Construct competence statements reflecting specific abilities or knowledge bases.</td>
<td>Study Guide.</td>
<td>Reviewing examples in order to understand connections between learning experiences and competence statements.</td>
<td>Write a clear and concise competence statement in one of the Liberal Learning subcategories, with an explanation of how the competence fits with the chosen subcategory.</td>
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### Knowledge is Interdisciplinary

Traditionally, institutions of higher learning have divided knowledge into subjects which correspond, in the structure of the university, to departments. The English Department is responsible for delivering courses in fiction and poetry. The History Department offers courses in the history of Japan, or U. S. history before the American Revolution. The Biology Department offers courses in genetics and cell behavior. Certainly, this structure is quite elegant, since it assigns each specific subject matter its proper place. The structure is also convenient as a reference tool, permitting students with a map or index of subject areas as they plan their course schedules.

Probing more deeply into the material covered in liberal arts, however, we start to see how difficult it is to experience areas of knowledge separately, without relating to one another. For example, a course in 1950s United States History might seem firmly rooted in the territory of a History Department. In order to explore this topic, however, the course would likely draw upon such areas as political science (anti-Communist sentiment), sociology (the birth of the concept of “juvenile delinquency”), and psychology (the increasing popularity of analysis and “self-help”). While all of these areas of knowledge at least have the common denominator of the social sciences, we can easily see how such course could also incorporate areas of the humanities such as film (the popularity of rebel heroes during this time), ethics (blacklisting). And the course might easily extend into a treatment of medical and technological advancements that bear upon the history of the United States in this decade.

While traditional institutions have certainly found ways to acknowledge this idea that it is often difficult to focus upon one area of knowledge without also talking about other areas—the practice of cross-listing courses among departments is one common form of acknowledgment—the School for New Learning secures its foundation in the idea that knowledge is interdisciplinary. SNL foregrounds this fact. Most of the courses that you will encounter at SNL do not fit neatly into a single, specific discipline; instead, they cross the boundaries of subject areas, demonstrating the richness and complexity of all knowledge. As a
Understanding the interdisciplinary nature of knowledge is in some ways liberating, since it frees us to see connections between subjects that we might never have been encouraged to explore. This understanding can also help us to think differently and more broadly about areas of knowledge courses that appear to be wholly outside of the realm of liberal arts and sciences—specifically, the areas of business and commerce. We begin to see how the student in the process of acquiring skills and knowledge in an area such as management must also learn about “liberal arts” that at first might not seem to be part of its territory—areas that might include human behavior, ethics, and globalization, law, and public speaking.

At this point, please turn to your course resources and read the following essay, which discusses the importance of the liberal arts to areas of study traditionally associated with business and commerce:


**Assignment 4—What Is An Educated Adult?**

Based upon the above discussion and Ben-Yoseph’s essay, write a reflection piece discussing your perspective on what it means to be an educated adult, and post this piece to the Educated Adult Conference. Return frequently to the conference during the week to read and comment upon the postings of your classmates.

**The Notion of “Competence”**

The School for New Learning is a competence-based program. That is, the completion of your DePaul degree through SNL is not a result of attaining a certain number of credit hours, but rather is a result of successfully meeting the requirements of a series of statements which describe knowledge, skills, and attitudes related to the liberal learning—in other words, demonstrating competence. Achieving competence requires not only reaching a certain information level, but also includes some performance, some application of ideas, some grappling with issues related to a topic, and some speculation resulting from reflection on experience. Thus, competence can be defined as knowing about something sufficiently to be able to do something with that knowledge, and to arrive at an informed interpretation of its meaning. In other words, the competent person knows how to do something, can do something, and has reached some conclusions about why and how things are done.

Competence can be developed in a variety of ways and in a variety of settings. In addition to classroom learning, experience in the workplace, in the community, and at home can contribute to the development of competence. A Liberal Arts college education, such as that offered by the School for New Learning Bachelor of Arts program, is designed to foster the development of general competence.

Traditionally, liberal arts education treated those topics that helped to develop the well-rounded person: mathematics, the arts, literature, history, language, and science. These topics are divided into three broad areas by which most liberal arts college programs are defined. These are called the social sciences, or topics related to human society, its development and history; natural sciences and mathematics, which cover areas of thinking related to physical and mathematical descriptions and analysis of the world and their accompanying technologies; and the humanities, which deal with the philosophical, visual and literary analysis of our world. As we have seen, however, such areas of education are clearly interrelated and interdependent.

The School for New Learning defines competence as a broad statement of ability that requires the application of reflection to action. In relating theory to practice both are enriched and either may come first. The place, method, and time involved in learning become flexible as the focus shifts to the ability to perform, reflect, generalize, apply, and integrate learning. At SNL, competence is the transferable and generalizable learning that is derived from experience.
Competence based education is particularly appropriate for adult learners. Adults usually have much experience from which to generalize. They also are familiar with the need to apply knowledge, to make things work, and to see results. Adult learners are focused on outcomes. They want to know not only what scientific theories and historical movements mean, but also what benefits they derive from these fields of study. The SNL competence framework is designed with these learning objectives in mind.

The themes of the Liberal Arts, and hence the SNL competence framework, can be used as a source of ideas which adults use to make sense of life in our contemporary world. The process of demonstrating competence and mastering the requirements of the Bachelor of Arts degree will help you reach these goals.

SNL Faculty and Students use the competencies themselves as a guideline for research, development of evidence, and for assessment.

Your Foundations facilitator will lead you through the Competence Framework and help you learn to use it to plan your program.

**Methods of Demonstrating Competence**

SNL’s curriculum is based on competence, and students are not limited to taking courses to fulfill credit hour requirements at SNL. You might demonstrate competence through past or future courses. These possibilities are identified below.

1. **SNL Courses (SNLC)**
   
   Online Distance Courses offered by SNL’s Center for Distance Education (CDE)
   
   SNL’s Center for Distance Education courses are paced learning experiences that require regular and frequent participation. Their duration covers an entire academic quarter.

   Classroom Courses
   
   Most onsite classroom courses at SNL meet once a week and are designed to last ten to eleven weeks, for a total of thirty contact hours.

   For most courses, enrollment in each competence is equivalent to two credit hours. Please note that students can register for either one to two competencies for most SNL courses. Tuition for both online and onsite courses is charged according to DePaul University’s credit hour rate.

2. **Accredited Non-SNL Coursework (AC)**

   As you learned in Learning Assessment Seminar, courses students have completed with a grade of C- or better are eligible for transfer into the SNL program, provided that the courses were taken for at least two semester hours or three credit hours, at an accredited college or university. In Module 4, we will focus upon the transfer of outside courses into the SNL curriculum.

3. **Independent Learning Pursuits (ILPs)**

   Many life and work experiences form the basis for college-level learning. Students demonstrate college-level learning from their experiences by writing an Independent Learning Pursuit, a essay that frames experience in the context of various forms of outside research including published works and interviews.

   Coursework from unaccredited institutions, seminars, and workshops are not generally eligible for transfer into the SNL program, but these forms of learning can become the basis for ILPs.
In Module 5, we will focus upon the purpose, structure, and parameters of ILPs.

4. Other Possibilities of Demonstrating Competence

   a. Faculty Designed Independent Studies (FDIS)

      Some SNL faculty members have designed courses which can be completed independently, outside the classroom setting. These experiences are fully articulated in syllabi and assessed by the faculty. This option is particularly helpful for those students with heavy travel requirements, and those who are successful at working alone.

   b. Guided Independent Studies (GIS)

      Students wishing to investigate topics that are not offered in the SNL curriculum can meet with a faculty member to plan an independent study. For example, no courses are currently offered at SNL on the study of fashion and its relationship to social values over the ages. Students participate in the design of the GIS, but the faculty member assesses all work.

      (see course Resources for forms and contracts.)

   c. CLEP Examinations

      The College Level Examination Program of the Testing Service offers several examinations that can be transferred into SNL for certain competencies. There is no charge for this transfer of credit. Module 4 contains more detailed information about CLEP Examinations.

   d. Proficiency Exams

      SNL offers Proficiency exams for four competencies in the curriculum. L-4 (College Writing), L-5 (Critical Thinking), L-6 (Quantitative Reasoning), and S-5 (Information Technology). You will find additional information about proficiency exams on the CDE website www.snlonline.net.

Organization Tools: The Competence Grid and the Learning Plan

On the following page of your Study Guide, you will find a chart that we refer to as the “Competence Grid,” a one-page structure comprising 50 boxes, each of which represents a requirement in the SNL Undergraduate Program. In Foundations and throughout the remainder of your program, you will find the Competence Grid to be a useful place to record your progress by indicating which competencies you have fulfilled, and which remain to be completed.

In addition to charting your plans and degree progress on the Competence Grid, for all of the fifty competencies in the SNL program you will also be asked to complete a “Learning Plan” in which you offer additional information about each competence that you fulfill. Accordingly the Learning Plan becomes a more detailed version of your Competence Grid. In addition to the information in the Competence Grid, the Learning Plan includes the following information:

   • The means by which you will have attained, or plan to attain, each competence.
   • The academic term in which you plan to attain the competence.
   • The academic term in which you have actually attained the competence.
   • The grade that you received for this competence.

On pages 30, 32-36 you will find a series of charts labeled “From Competence Grid to Learning Plan,” illustrating the relationship between these two planning tools. These charts also indicate the choices
available to you for attaining individual competencies. The section below offers more explanation of the variety of options that SNL offers you.

See the following page for the COMPETENCE GRID

There are three areas of competence in the School for New Learning curriculum grid.

The Lifelong Learning Area
Situated in the leftmost column, the first area, Lifelong Learning, is composed of twelve competence statements that address the essential knowledge, skills, and abilities adults need to manage their own learning. The L area statements are defined by the School and are the same for each student in the program.

The broad purpose of the Lifelong Learning area is to help you increase your capacity for self-directed learning and decrease your dependence on others in determining the purpose of learning and the direction of its progress. In addition to these long-term goals, the Lifelong Learning Area is designed to support your academic success within the SNL program. Though they are addressed individually in the program, the competence statements were written to interrelate, to build one upon the other, and to be continually developing throughout the student’s experience at SNL.

For example, a cluster of the LL statements (L–4 through L–7) represent the fundamental skills and perspectives necessary for learning across a variety of settings (e.g., writing, critical thinking, quantitative reasoning). The essential communication and critical thinking skills you learn for these competencies enable your meaningful participation in addressing other LL competencies that focus on key learning processes (e.g., research, experiential learning). Similarly, you learn that the skills related to these learning processes complement and enrich one another. For example, skills learned relating to collaborative learning (L-7) may better equip you to engage in research, and thereby to rediscover the power of collaboration and to refine your understanding of its workings.

You must fulfill all twelve of the competencies in this area. They are listed below in four groups:

- goal setting and academic planning (L-1, 2 & 3)
- learning skills (L-4, 5, 6 & 7)
- research (L-8, 9, 10, 11)
- achievement and review (L-12)
<table>
<thead>
<tr>
<th>LIFELONG LEARNING AREA (12 competencies)</th>
<th>LIBERAL LEARNING AREA (26 competencies)</th>
<th>FOCUS AREA (12 competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence in Interpreting the Arts (A-1-)</td>
<td>Competence in Communities and Societies (H-1-)</td>
<td>F-1 Focused Planning: Can design a plan for development in one’s Focus Area based on an analysis of elements that comprise that area.</td>
</tr>
<tr>
<td>Competence in Creative Expression (A-2-)</td>
<td>Competence in Institutions and Organizations (H-2-)</td>
<td>F-2 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>Competence in Reflection and Meaning (A-3-)</td>
<td>Competence in Individual Development (H-3-)</td>
<td>F-3 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>Any competence in Arts and Ideas (A-<em>-</em>)</td>
<td>Any competence in The Human Community (H-<em>-</em>)</td>
<td>F-4 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>Any competence in Arts and Ideas (A-<em>-</em>)</td>
<td>Any competence in The Human Community (H-<em>-</em>)</td>
<td>F-5 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>Any competence in Arts and Ideas (A-<em>-</em>)</td>
<td>Any competence in The Human Community (H-<em>-</em>)</td>
<td>F-6 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>A-4 Ethics in the Contemporary World: Can analyze a problem using two different ethical systems.</td>
<td>H-4 Power and Justice: Can analyze power relations among racial, social, cultural, or economic groups in the United States.</td>
<td>F-7 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>A-5 Creativity: Can define and analyze a creative process.</td>
<td>H-5 Globalization: Can analyze issues and problems from a global perspective.</td>
<td>F-8 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>E-1 Advanced Elective</td>
<td>E-2 Advanced Elective</td>
<td>F-9 Focus Area Elective (written by student/faculty)</td>
</tr>
<tr>
<td>F-10 Focus Area Elective (written by student/faculty)</td>
<td>F-11 Advanced Project: Can design and produce a significant artifact or document that gives evidence of advanced competence.</td>
<td>F-12 Advanced Project (written by student)</td>
</tr>
</tbody>
</table>
**LIFE LONG LEARNING AREA**  
(12 competencies)

<table>
<thead>
<tr>
<th>Evidence/Means of Attainment</th>
<th>Date Planned</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L-1 Learning Assessment Seminar:</strong> Can assess one's strengths and set personal, professional and educational goals. (2 hrs)</td>
<td>SNLC: Learning Assessment Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-2 Foundations of Adult Learning:</strong> Can use one's ideas and those of others to draw meaning from experience.</td>
<td>SNLC: Foundations of Adult Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-3 Foundations of Adult Learning:</strong> Can design learning strategies to attain goals for personal and educational development. (6 hrs)</td>
<td>SNLC: Foundations of Adult Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-4 College Writing:</strong> Can write clearly and fluently. (4 hrs.)</td>
<td>SNLC: College Writing OR SNL Proficiency Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-5 Critical Thinking:</strong> Can analyze issues and reconcile problems through critical and appreciative thinking. (4 hrs.)</td>
<td>SNLC: Critical Thinking OR SNL Proficiency Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-6 Quantitative Reasoning:</strong> Can use mathematical symbols, concepts, and methods to describe and solve problems.</td>
<td>SNL: Quantitative Reasoning OR SNL Proficiency Exam Transfer Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-7 Collaborative Learning:</strong> Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.</td>
<td>SNLC Transfer Course ILP</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-8 Research Seminar:</strong> Can pose questions and use methods of formal inquiry to answer questions and solve problems. (6 hrs.)</td>
<td>SNLC: Research Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-9 Research Seminar (written by student/faculty)</strong></td>
<td>SNLC: Research Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-10 Externship</strong> Can reflect upon the learning process and methods used in an experiential learning project.</td>
<td>SNLC OR Individualized Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-11 Externship (written by student/faculty)</strong></td>
<td>SNLC OR Individualized Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L-12 Summit Seminar:</strong> Can articulate the personal and social value of lifelong learning. (2 hrs.)</td>
<td>SNLC: Summit Seminar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Liberal Learning Area

The center area of the grid is the Liberal Learning area. There are three categories in the Liberal Learning Area: Arts and Ideas (A); Human Community (H); and Scientific World (S).

Students complete eight competencies in each category, and two Advanced Electives, for a total of 26 competencies in this area.

H, S, and A categories have two required competencies, numbered 4 and 5 on the competence grid.

Each category is further divided into three subcategories 1, 2, and 3.

Each subcategory contains a set of competencies related to a specific aspect of inquiry or knowledge.

All students are required to complete the following:

- One competence from each of the nine subcategories of the Liberal Learning Area.
- Any three additional competencies within in each of the three categories.
- Competencies 4 and 5 in each of the three categories.
- Competencies E-1 and E-2, representing advanced-level learning in the Liberal Learning Area.

The Nine Subcategories of the Liberal Learning Area

A-1: Interpreting the Arts

The dual process of experiencing the arts and bringing one’s own experience to bear on them leads to rich interpretative possibilities. Therefore, relating one’s experience to the work of artists, writers, and other thinkers is one of the objectives of this subcategory. Here, the Arts broadly include a number of expressive modes such as visual, textual, and performative. All competencies here call for analysis and interpretation.

A-2: Creative Expression

This subcategory deals with the sources and uses of inspiration, imagination, and creativity in artistic expression. It requires original creative activities and reflection about the creative process. Students will also discuss their creative work in the context of other artists or designers and appropriate theories or principles.

A-3: Reflection and Meaning

This subcategory invites students to explore fundamental questions about their experience of the universe. It challenges them to reflect critically and appreciatively on their basic assumptions about the meaning, purpose, and values of their lives. Since they are not the first to ponder these questions, the subcategory also asks students to relate their interpretations to the insights of significant thinkers and cultures from around the globe. Philosophers, theologians, ethicists, artists, mystics, prophets, and sages throughout history have created distinctive worldviews that students can examine in relationship to their own. By interacting with these different interpretations of the world, students can develop a deeper understanding of their own experience and the choices they face.

H-1: Communities and Societies

The world is becoming more and more interdependent and no country, including the U.S., can operate in isolation. This section emphasizes the ideas and abilities that will help individuals thrive in a global system.

H-2: Institutions and Organizations

Institutions and organizations are an important part of everyday life that change over time in the intensity and nature of their influence. This section emphasizes abilities that will help individuals understand and interact with institutions and organizations.
H-3: Individual Development

Knowledge of self is critical as one strives to function effectively in the world. Self-awareness is an important factor in personal growth and change, and is a prerequisite for understanding and interacting with other people. This section focuses on comprehension of the dynamics of individual behavior and development, independent of and in relationship to others.

S-1: Experiencing Science

Science is the systematic exploration of the universe — from the commonplace to the invisibly small or invisibly distant. These competencies encourage students to engage directly in scientific investigation, relating experience and observations to scientific concepts, models, principles, and theories.

S-2: Patterns and Processes

Whether in a distant star or in a microscopic cell, we find in nature repeating forms and functions, together with variations and changes within and among them. The competencies in this group ask students to observe the natural world in order to identify patterns and processes within it. Patterns are observable repetitions in time, space, or organization; process is the means by which patterns are caused or changed. Both are connected with scientific theory, because theories arise to explain pattern, process, or both.

S-3: Science, Technology and Society

Science and technology increasingly determine the way in which we live our lives, shape our communities, and structure of our nation and its interaction with global society. The inherent power of science and technology obscures the fact that, as with every element of culture, individuals like ourselves create the wonders of science and technology. Demonstrating this set of competencies involves explaining the relationship among society, values, and science or technology. Learning experiences should examine the manner in which social and cultural dynamics shape technological or scientific developments. They should also examine the ways in which technological or scientific changes frame social and cultural actions, values, and priorities.
## THE ARTS AND IDEAS CATEGORY (A)

<table>
<thead>
<tr>
<th>Competence in Interpreting the Arts (A-1_)</th>
<th>EVIDENCE/MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNLC Transfer Course ILP</td>
<td></td>
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</tbody>
</table>

| Competence in Creative Expression (A-2_) | SNLC Transfer Course ILP      |              |                |       |

| Competence in Reflection and Meaning (A-3_) | SNLC Transfer Course ILP      |              |                |       |

| Any competence in Arts and Ideas (A-_-_) | SNLC Transfer Course ILP      |              |                |       |

| Any competence in Arts and Ideas (A-_-_) | SNLC Transfer Course ILP      |              |                |       |

| Any competence in Arts and Ideas (A-_-_) | SNLC Transfer Course ILP      |              |                |       |

| Any competence in Arts and Ideas (A-_-_) | SNLC Transfer Course ILP      |              |                |       |

| A-4 Ethics in the Contemporary World: Can analyze a problem using two different ethical systems. | SNLC Transfer Course ILP      |              |                |       |

| A-5 Creativity: Can define and analyze a creative process | SNLC Transfer Course ILP      |              |                |       |
### The Liberal Learning Area: The Human Community Category (H): From Grid to Learning Plan Narrative Transcript

<table>
<thead>
<tr>
<th>THE HUMAN COMMUNITY CATEGORY (A)</th>
<th>EVIDENCE/MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence in Communities and Societies (H-1-_)</td>
<td>SNLC Transfer Course ILP</td>
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</tr>
<tr>
<td>Competence in Institutions and Organizations (H-2-_)</td>
<td>SNLC Transfer Course ILP</td>
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<td></td>
</tr>
<tr>
<td>Competence in Individual Development (H-3-_)</td>
<td>SNLC Transfer Course ILP</td>
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<td></td>
</tr>
<tr>
<td>Any competence in The Human Community (H-<em>-</em>)</td>
<td>SNLC Transfer Course ILP</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Any competence in The Human Community (H-<em>-</em>)</td>
<td>SNLC Transfer Course ILP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any competence in The Human Community (H-<em>-</em>)</td>
<td>SNLC Transfer Course ILP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>H-4 Power and Justice: Can analyze power relations among racial, social, cultural, or economic groups in the United States.</td>
<td>SNLC Transfer Course ILP</td>
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<tr>
<td>H-5: Globalization: Can analyze issues and problems from a global perspective.</td>
<td>SNLC Transfer Course ILP</td>
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</tr>
<tr>
<td>THE SCIENTIFIC WORLD CATEGORY (S)</td>
<td>EVIDENCE/ MEANS OF ATTAINMENT</td>
<td>DATE PLANNED</td>
<td>DATE COMPLETED</td>
<td>GRADE</td>
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</tr>
<tr>
<td>Competence in Experiencing Science (S-1-_)</td>
<td>SNLC Transfer Course</td>
<td></td>
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<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Competence in Patterns and Processes (S-2-_)</td>
<td>SNLC Transfer Course</td>
<td></td>
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<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence in Science, Technology, and Society (S-3-_)</td>
<td>SNLC Transfer Course</td>
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<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any competence in The Scientific World (S-<em>-</em>)</td>
<td>SNLC Transfer Course</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Any competence in The Scientific World (S-<em>-</em>)</td>
<td>SNLC Transfer Course</td>
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<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any competence in The Scientific World (S-<em>-</em>)</td>
<td>SNLC Transfer Course</td>
<td></td>
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<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any competence in The Scientific World (S-<em>-</em>)</td>
<td>SNLC Transfer Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ILP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-4 Interconnections in the Natural World:</td>
<td>SNLC Transfer Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can describe and explain connections among diverse aspects of nature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-5 Information Technology:</td>
<td>SNLC Proficiency Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Can use current information technology for integrated solutions to problems.
# The Liberal Learning Area: Advanced Electives (E): From Grid to Learning Plan

## Narrative Transcript

### ADVANCED ELECTIVES

<table>
<thead>
<tr>
<th>E-1: SNLC Transfer Course ILP</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-2: SNLC Transfer Course ILP</td>
</tr>
</tbody>
</table>

### EVIDENCE/MEANS OF ATTAINMENT

**E-1: SNLC Transfer Course**

- **Arts & Ideas**
  - Competency in Critical Thinking (51.E-1)
  - Competency in Creative Expression (52.E-1)
  - Competency in Social Responsibility (53.E-1)
  - Competency in Scientific Inquiry (54.E-1)

- **Human Community**
  - Competency in Civic Engagement (55.H-1)
  - Competency in Collaborative Practice (56.H-1)
  - Competency in Cultural Competency (57.H-1)

- **Scientific World**
  - Competency in Natural Science (58.S-1)
  - Competency in Mathematical Sciences (59.S-1)
  - Competency in Environmental Science (60.S-1)

### DATE PLANNED

#### E-1:
- **SNLC:**
  - E-1: Date

#### E-2:
- **SNLC:**
  - E-2: Date

### DATE COMPLETED

#### E-1:
- **SNLC:**
  - E-1: Date

#### E-2:
- **SNLC:**
  - E-2: Date

### GRADE

#### E-1:
- **SNLC:**
  - E-1: Grade

#### E-2:
- **SNLC:**
  - E-2: Grade
The Focus Area
The last area, the Focus Area, includes twelve competencies that define your field of concentration. Of these twelve statements, only the F-1 competence is defined by SNL. Because each student’s concentration is different, the other eleven competencies in the Focus Area are defined and written by each individual student with the assistance of the faculty mentor and professional advisor.

The Focus Area will be covered in detail in Module 6.

Writing Competence Statements in the Liberal Learning Area
As you have seen, SNL offers a wide variety of knowledge areas in its undergraduate curriculum, and it offers students a number of competence choices for each of the nine subcategories of the Liberal Learning Area.

The competencies offered do not, however, exhaust all possibilities of Liberal Learning. Students sometimes have particular experiential knowledge or specialized coursework that is not defined or addressed by any of the existing competence statements in the SNL framework. In such cases, students have the option of developing their own statements using an “X” competence.

At other times, students come into the SNL program with much completed coursework in a single subject area. In these cases, the X competence offers the student another option for applying related transfer coursework for competence credit.

Students may include up to three X competencies in each category of the Liberal Learning Area. This unit introduces you to the writing of X competencies for your program.

The following are some examples of X competence statements:

A-1-X: Can analyze the works of medieval English writers in an economic context.

H-1-X: Can apply contemporary political theories to the construction of ethnic communities.

S-3-X: Can discuss theories of scientific invention from a cultural perspective.

A competence statement is a generalized definition of knowledge or skill. The statement can indicate the level at which you are competent, address the depth of your knowledge, or demonstrate your performance. You can demonstrate X competencies in the same variety of ways as competencies that are already written for the SNL program.

The language you use in an X competence statement should be generally understandable, but it should also refer specifically to the vocabulary of your topic. Writing an X competence statement gives you the opportunity to define an area of knowledge, and to tailor your evidence to meet your specific needs.

Whenever you write an X competence, you should be sure to place it in the appropriate subcategory of the competence framework. You should also create competence statements that are concise.

To help you understand how to construct X competencies, please review the following examples:

Example 1

Greenlee has taken a series of courses in music performance. Much of the work she has done revolved around increasing her own skills, but these courses are covered by the statements of the A-2
subcategory. On her own, she has mastered the skills of performance herself, and that she can devise methods for passing this knowledge and ability on to her children.

Greenlee makes a knowledge chart to help her to phrase her learning in terms of a competence statement, using the following categories:

- **Topic:** The subject matter that she learned.
- **Concerns:** Issues or questions that she covered, addressed, or inquired about.
- **Descriptors:** Specific aspects of the subject matter upon which she focused.
- **Verbs:** Actions that she took in coming to terms with the subject matter.

**Greenlee’s Knowledge Chart**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONCERNS</th>
<th>DESCRIPTORS</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids’ performance</td>
<td>What age?</td>
<td>Elementary school Beginners</td>
<td>Understand</td>
</tr>
<tr>
<td></td>
<td>What skill level?</td>
<td></td>
<td>Assess</td>
</tr>
<tr>
<td>Performance ability</td>
<td>Ability vs. Expectations</td>
<td></td>
<td>Describe</td>
</tr>
<tr>
<td>Teaching ability</td>
<td>How to write a lesson plan, Materials on teaching and on music theory.</td>
<td>Know</td>
<td></td>
</tr>
<tr>
<td>Using resources</td>
<td></td>
<td></td>
<td>Employ</td>
</tr>
</tbody>
</table>

**Greenlee’s Competence Statement:**

A-2-X  Understands theories of music performance and can design materials to teach music performance to children at the elementary level.

**Example 2**

Ryan has a fascination with Asian culture and has taken several courses in Asian history. While most of these are relevant to the H-1 subcategory (“Communities and Societies”), one course in particular, “Asian vs. Western Thought,” taught Student B to understand how cultural communication problems are related to philosophical and historical differences. He would like to write a competence in the H-3 subcategory (“Individual Development”), because he feels that he can demonstrate the course has contributed substantially to his personal development.

**Ryan’s Knowledge Chart**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONCERNS</th>
<th>DESCRIPTORS</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian vs. Western thought</td>
<td>Misunderstandings in business &amp; travel</td>
<td>Japanese expectations for business practice</td>
<td>Analyze</td>
</tr>
<tr>
<td>Another point of view</td>
<td>Language barriers; Europe vs. Asia</td>
<td></td>
<td>Use</td>
</tr>
<tr>
<td></td>
<td>My own adjustment to life in Asia</td>
<td></td>
<td>Understand</td>
</tr>
<tr>
<td></td>
<td>Long vs. short(er) term culture</td>
<td>History of the U.S. vs. history of China</td>
<td>Know</td>
</tr>
</tbody>
</table>

**Ryan’s Competence Statement:**

H-3-X  Can articulate one’s individual and social development in relation to an understanding of cultural differences between East and West.

**Example 3**

Adam has taken two courses in computer programming languages: C++ Programming and Java Programming. After reviewing the competence statements and criteria for the S competencies, he
decides that both of his programming courses address the S-1-D competence (“Can design and plan an information technology solution for a problem.”). He knows, however, that he cannot use the pre-written competence statement S-1-D more than once in his program. To resolve the problem, he applies his Java course to the S-1-D competence, and then decides to write an X competence statement in the S-1 subcategory for his C++ course.

Adam’s Knowledge Chart

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONCERNS</th>
<th>DESCRIPTORS</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C++</td>
<td>Which version?</td>
<td>Programming code</td>
<td>Use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language</td>
<td>Understand</td>
</tr>
<tr>
<td></td>
<td>Small vs. large</td>
<td>Applications</td>
<td>Learn</td>
</tr>
<tr>
<td></td>
<td>business</td>
<td></td>
<td>Decide</td>
</tr>
</tbody>
</table>

Adam’s Competence Statement:
S-1-X Understands and can use the C++ programming language in small business applications.

Assignment 5—Writing a Competence Statement in the Liberal Learning Area (H, S, and A Categories)

Define an area of knowledge that is not explicitly addressed by any single competence statement in the SNL undergraduate program. Using the SNL competence statements and examples above as a guide, construct a knowledge chart pertaining to your knowledge area.

Write a well-constructed X competence statement appropriate to this knowledge. Associate your competence statement with a specific subcategory of Liberal Learning, and write a brief justification of why your statement is appropriate to that subcategory.

Send Assignment 5 to your Foundations facilitator as an e-mail attachment. You do not need to submit your knowledge chart as part of your assignment. Be sure to include your name and the date of your submission.
Module 4 – Prior Learning, Part 1: Courses

Introduction and Overview
We concluded the previous module by conceptualizing a competence acquired through a college course and then writing out an appropriate competence statement. In the present module we continue to examine the connections between courses and competencies. Here, you will begin to find places in the SNL undergraduate curriculum for competencies that you have earned (or plan to earn) through transfer courses.

SNL offers several ways for you to demonstrate the connection between your transfer courses and specific competencies. In the Learning Assessment Seminar, you were introduced to one of these ways, by identifying courses that were “pre-approved” for competence credit on the basis of their titles. In that seminar, you may have completed a log sheet that lists pertinent information about these courses. In this module, we will review the procedures for transferring pre-approved courses for competence in the SNL program, and you will also learn how to add these courses to your planning tools we introduced in the last module, the Competence Grid and the Learning Plan. This will give you a visual sense of what you’ve accomplished in relation to what is required for you to graduate.

Next, you will examine another category of transfer courses—those whose connections to specific competencies may not be readily apparent by their titles. We will explain how you demonstrate to SNL that these courses represent “college-level learning” relating to specific competencies in the undergraduate curriculum. We will also explain why we are asking you to do this demonstration. You will then carry out the process of documenting these transfer courses.

Once you have completed this process, you will be ready to add these transfer courses to your Competence Grid and SNL Learning Plan. You will then move onto the next step in your degree planning process.

Even if you have no transfer courses that are eligible for SNL competence credit, you will still find the ideas and processes of this module useful, since they also apply to courses that you may elect to take in the future at institutions outside of the School for New Learning.

Learning Objectives
By the end of this module, you will be able to:

- Finalize an accurate log of transfer courses that are pre-approved for SNL competence, and place these courses appropriately in your Competence Grid and Learning Plan.

- Articulate the connection between the content of non pre-approved transfer coursework and competencies specified in the SNL curriculum.

- Find appropriate places for this non pre-approved transfer coursework in your Competence Grid and Learning Plan.
### Module 4 Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize an accurate log of transfer courses that are pre-approved for SNL competence, and place these courses appropriately in your Competence Grid and Learning Plan.</td>
<td>Competence Grid. Learning Plan. Pre-Approved Transfer Coursework Log. Pre-Approved Course List. College Transcripts.</td>
<td>Reviewing college transcripts to determine correspondences between titles of courses completed and items in the Pre-Approved Course List. Devising appropriate statements for X competencies.</td>
<td>Complete Pre-Approved Transfer Coursework Log, with written statements for any X competencies included in the log. Add information about your pre-approved transfer courses to your Competence Grid and Learning Plan.</td>
</tr>
<tr>
<td>Articulate the connection between the content of non pre-approved transfer coursework and competencies specified in the SNL curriculum.</td>
<td>College Transcripts. Criteria for Assessing Competence. Transfer Coursework Assessment Form.</td>
<td>Discerning connections between transfer coursework and SNL competencies. Articulating and making appropriate generalizations about learning that occurred in courses not pre-approved for transfer credit. Demonstrating specific applications of concepts learned in courses not pre-approved for transfer credit.</td>
<td>Post a discussion piece to the College-Level Learning conference on the connection between the content of a transfer course and the concepts learned from the course. Write one Transfer Coursework Assessment Form.</td>
</tr>
<tr>
<td>Find appropriate places for this non pre-approved transfer coursework in your Competence Grid and Learning Plan.</td>
<td>Competence Grid. Learning Plan. Non Pre-Approved Transfer Coursework Log.</td>
<td>Transferring coursework information to appropriate logs and planning tools.</td>
<td>Complete Non Pre-Approved Transfer Coursework Log, indicating all transfer courses for which you will be applying for competence credit. Add information about your non pre-approved transfer courses to your Competence Grid and Learning Plan.</td>
</tr>
</tbody>
</table>

### Types of Transfer Coursework

1. **Accredited College Courses**
   You may apply an accredited college course to an SNL competence if a significant portion of the course description fits the SNL competence statement. Transfer courses must be 2 semester hours or 3-quarter hours, and you must have earned a grade of C- or better in any transfer course. A course from an accredited institution may be applied to one, and only one, competence.
Courses must be taken at an accredited institution. Generally, a college or university is accredited if recognized accrediting institutions have evaluated it.

Accreditation
Colleges and Universities are reviewed regularly with respect to their performance on academic standards and student services. There are several groups that work to review the credentials of U.S. institutions of learning. An accredited institution is one that has met the standards and examinations of these groups. Generally, a college or university is accredited if it has been evaluated by one of the following associations to be considered for transfer credit:

- Middle States Association of Colleges and Schools (MSA)
- The National Association of Schools of Music (NASM)
- The Northwest Association of Schools and Colleges (NASC)
- North Central Association of Colleges and Schools (NCA)
- New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
- Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)
- Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.)
- Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-SR)

Please note this is only a partial list. Information concerning a college or university accreditation can generally be found on your transcript. You should always feel free to consult with the Center for Distance Education with specific questions regarding the accreditation of specific institutions.

2. CLEP and Other Accredited Examination
General CLEP (College Level Examination Program) tests with a minimum score of 500 are acceptable for credit at SNL. The four general CLEPs accepted by SNL are as follows:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences and History</td>
<td>H-1-X</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>S-2-X</td>
</tr>
<tr>
<td>College Math</td>
<td>L-6 or S-2-X</td>
</tr>
<tr>
<td>Humanities</td>
<td>A-1-A or A-1-X</td>
</tr>
</tbody>
</table>

The English CLEP is not acceptable for transfer since it duplicates the SNL Writing Proficiency Exam.

For academic disciplines, there are specialized CLEPs that may be considered for pre-approved transfer credit. Please refer to the document entitled “CLEP Exam Information” in your Course Resources for a comprehensive chart.

3. Non-Transferable Courses
- Courses granting fewer that 2 semester or 3 quarter credit hours.
- Courses in which you have received a grade below C-.
- Courses taken at a non-accredited institution. Such courses may, however, become the basis for a competence that you can demonstrate by experiential learning. Please refer to Module 5 for further discussion of experiential learning.
- Pre-college (usually below 100-level) courses.
- Physical education courses that focus exclusively on performance.
- Coursework for the S-5 competence. S-5 may be earned only by completing appropriate SNL courses or passing the proficiency exam for this competence.
- Coursework for the L-4 and L-5 competencies. L-4 and L-5 may be earned only by completing appropriate SNL courses or passing the proficiency exams for these competencies.
Recognizing Pre-Approved Courses and Non-Pre-Approved Courses

SNL differentiates two types of transfer courses that are eligible for competence credit:

**Pre-Approved Courses** are those courses whose titles are sufficient to link them to specific SNL competencies. For example, let's look at the H-1-F competence statement, as follows:

H-1-F: Can describe and explain the roles of individual groups, societies, or states in history.

The keyword that fixes this competence as a coherent unit is “history.” Accordingly, we can see that any transfer course that might be applied to H-1-F must involve some form of historical investigation or inquiry. To make the transfer process easier for students, SNL has determined that any accredited course with the word “history” in the title can be applied to H-1-F. The title of the course sufficiently establishes the relation to the competence.

SNL's “Pre-Approved Course List” includes all courses that are eligible for competence credit on the basis of course title. This list also specifies the competence that corresponds with the course title. In cases where more than one competence is listed, the student is free to choose one competence from the list.

**Non Pre-Approved Courses** are those courses that may link to SNL competencies, but whose connection to a specific competence may be difficult to discern on the basis of the course title alone. Let's take, for example, a course entitled “Gender and the Human Mind in American Culture.” The title implies connections to Individual Development subcategory (H-3), sociological studies (H-1-B), as well as possible connections to scientific Patterns and Processes (S-2). Indeed, such a course might integrate all of these areas to some extent. In such cases, SNL asks you to demonstrate a connection to a specific competence based upon your experience of the course.

Transferring Pre-Approved Courses into the SNL Program

You began the process of transferring your pre-approved courses in *Learning Assessment Seminar*, by noting connections between course titles and SNL competencies. In some cases, you may have already completed a Pre-Approved Transfer Coursework Log, which DePaul University administration will use to apply your transfer courses to your college transcript. Please refer to pages 45-46 to see a correctly completed sample Pre-Approved Transfer Coursework Log.

Assignment 6 – Completing the Pre-Approved Transfer Coursework Log

If you completed the Pre-Approved Transfer Coursework Log in Learning Assessment Seminar, please skip to Step 6 below.

If you did not complete the Pre-Approved Transfer Coursework Log in Learning Assessment Seminar, please follow these easy steps to complete the log sheet now.

1. Access the Pre-Approved Course List from the course Resources.
2. Review your college transcripts and mark all courses whose titles correspond to entries on the Pre-Approved Course List.
3. Be sure that the courses on your list fit the criteria for accredited college courses.
4. Using the sample on page 45 as a guide, complete a Pre-Approved Transfer Coursework Log for your courses. Be sure to obtain your information directly from your college transcript, to ensure its accuracy.
5. If your log includes any courses with X competencies, write appropriate statements for these competencies, and include this information on the second page of the log, as specified. The work you did on developing competence statements in Week 3 has prepared you for the process of writing competence statements.
6. E-mail your Pre-Approved Transfer Coursework Log to your Faculty Mentor, who will review it for accuracy.

7. Once your Faculty Mentor approves your log sheet, he or she will sign it. A signed, pre-approved log sheet confirms that your courses have been approved for competence and your Faculty Mentor will submit it to the appropriate university department, where your course information will be entered on your DePaul academic transcript. A copy of your pre-approved log sheet will be put in your SNL file and a second copy will be sent to you for your records.

**Recording Pre-Approved Courses in Your Planning Documents**

In Week 3 you were introduced to two planning tools that you will use throughout the undergraduate program: the single-page Competence Grid and the multi-page Learning Plan. Whenever you complete SNL competencies, you should update both of these documents so that you always have an accurate record of your progress.

Once you receive notice from your Faculty Mentor has approved your Pre-Approved Transfer Coursework Log, you are ready to add the courses listed on this log to your planning documents.

**Updating Your Competence Grid**

First, access the Competence Grid from the course Resources.

Using your Pre-Approved Transfer Coursework Log, make a notation on your Competence Grid inside the box of each competence that you have fulfilled.

The Competence Grid is intended for your personal reference, so you may choose any of a number of ways in indicate your progress on this grid. Along with your preferred method of noting your progress, it is advisable that you also mark each competence that is being fulfilled by transfer course with the abbreviation “AC,” which stands for “Accredited Coursework.”

Print your electronic document, save it, and keep it in an accessible place. You will be referring back to it frequently in this course and afterwards.

**Updating Your Learning Plan**

Next, access the Learning Plan from the course Resources. Like the Competence Grid, the Learning Plan indicates your progress in the SNL program. In addition, by the end of the program it will become a part of your permanent DePaul University record, as a document called the “Narrative Transcript.” Since you will be using this document as a detailed account of your undergraduate work at SNL—one that might be sent to prospective employers or graduate school admissions committees—we ask that you use the structured format specified below.
Pre-Approved Transfer Coursework Log
(For courses from the pre-approved list only) downloadable from www.snl.de Paul.edu/current/baArtsForms.asp

SAMPLE

Please type and enter coursework in chronological order starting with the first course completed.

<table>
<thead>
<tr>
<th>Comp</th>
<th>Course Name</th>
<th>Course #</th>
<th>College</th>
<th>Credit Hrs (Sem/Qtr)</th>
<th>Grade</th>
<th>Date Course Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-6</td>
<td>College Algebra</td>
<td>MAT 123</td>
<td>University of the Upper States</td>
<td>3 sem.</td>
<td>B+</td>
<td>Fall 1987</td>
</tr>
<tr>
<td>H-1-F</td>
<td>European History: Napoleon to present</td>
<td>HIS 243</td>
<td>University of the Lower States</td>
<td>4 qtr.</td>
<td>A</td>
<td>Spring 1999</td>
</tr>
</tbody>
</table>

Reminder: The courses listed above have been approved for competence. These courses will appear on our DePaul Transcript when you take Foundations. This will give you, with the advice of your faculty mentor, an opportunity to change how you have assigned your transfer coursework. Do not take SNL courses for the competencies listed above. Transfer Coursework must have a grade of "C-" or better, must be 2 semester hours or 3 quarter hours credit and must be from an accredited institution. If a course listed above does not meet these requirements, you will not receive transfer credit for the course. If you include courses not on the pre-approved list, they will be deleted even if the form has been signed.

Advisor or Learning Assessment Seminar Leader       Date

Faculty Mentor       Date

Transcript(s) not available in LAS
To be completed in Foundations of Adult Learning: If you have included courses for “X” competencies on the front side of this form, please write competence statements for these courses in the spaces provided below. Your faculty mentor will provide guidance in writing these statements.

<table>
<thead>
<tr>
<th>Comp</th>
<th>Course Name</th>
<th>Course #</th>
<th>Student Designed Competence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-1-X</td>
<td>History of the American Revolution</td>
<td>HIS 255</td>
<td>Can articulate the historical factors that resulted in the American Revolution.</td>
</tr>
</tbody>
</table>

Faculty Mentor’s Signature & Date: ________________________________________________

CASC Chair Signature & Date: ________________________________________________
Using your Pre-Approved Transfer Coursework Log, complete a row of the Learning Plan for each transfer course that has been approved for SNL competence, as follows:

1. In the “Competence Statement” column, indicate the specific competence that is being fulfilled, along with the competence statement. Please note that you may not change the wording of any pre-existing competence statement in the SNL program. For X competencies, you should use the statement that you wrote, and that was approved by your Faculty Mentor.

2. In the “Evidence/Means of Attainment” column, indicate “AC” for accredited coursework, followed by the course name, the course number, and the institution where you took the course.

3. In the “Date Completed” column, indicate the quarter or semester in which you completed the course you are transferring.

4. In the “Grade” column, indicate your grade for the course.

A completed row of the learning plan should appear as follows:

<table>
<thead>
<tr>
<th>Competence Statement</th>
<th>Evidence/Means of Attainment</th>
<th>Date Planned</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-1-F: Can describe and explain the roles of individuals, groups, societies, or states in history.</td>
<td>AC: Japanese History from 1600 to the Present, JPN 312, University of Illinois at Urbana-Champaign</td>
<td>Spring 1989</td>
<td>A-</td>
<td></td>
</tr>
</tbody>
</table>

Once you have completed a row of the Learning Plan for each Pre-Approved Transfer Course, save your electronic document and keep it in an accessible place. You will be referring back to it frequently throughout this course and afterwards. You will also be submitting a more developed version of your Learning Plan as an assignment later in this course.

Committee for the Assessment of Student Competence (CASC) and College – Level Learning

Many of your courses may not connect directly to any existing competence of the SNL program on the basis of their titles. In such cases, we ask you to discern the connection between the course and a specific competence, and to articulate this connection to a faculty committee within SNL that attends to the assessment of student competence. This committee, which meets frequently each quarter, is appropriately entitled the “Committee for the Assessment of Student Competence,” also known as CASC.

CASC assesses the evidence that students prepare as they demonstrate the connection between prior learning and SNL competence. For Non Pre-Approved transfer courses, this evidence comprises a completed “Transfer Coursework Assessment Form” designed to provide students with an opportunity to demonstrate that the learning occurring in the transfer course constitutes “college-level learning.”

Certainly the learning that occurred in your transfer course might have begun with subject matter or content, but for a demonstration of “college-level learning” you are also expected to provide evidence of the following:

1. Your ability to reflect upon course content;

2. Your ability to generalize on the basis of this content, and to discern concepts or patterns that emerge from the study of content;
3. Your ability to connect these concepts or patterns to the criteria for a specific SNL competence; and

4. Your ability to apply these concepts or patterns in specific learning situations outside of the classroom.

**Connecting Non Pre-Approved Courses to SNL Competencies**

Next, you will transfer courses that are not included on the pre-approved list.

In this week, we will concern ourselves only with competencies in the Lifelong Learning (L) and Liberal Learning (H, S, and A) Areas. Focus Area competencies will be treated separately in Week 6.

Review your college transcripts and mark all courses whose titles do not directly correspond to entries on the Pre-Approved Course List. Most often, these will include courses with titles whose keywords are ambiguous in that they might apply to a number of different SNL competencies.

Access the course Resources and refer to the document entitled “Criteria for Assessing Competence.” This document includes all pre-written competence statements of the SNL undergraduate program, along with criteria that describe the competence in more detail. You should print a copy of this document for your reference.

Using your knowledge of the SNL curriculum, link each Non Pre-Approved Course with the appropriate corresponding category and subcategory, and then locate the competence that most clearly addresses the learning you experienced in the course.

For example, you completed a course entitled “Film and the American Vision.” Thinking about the subject areas of the course and what you learned from it, you determine that it fits best in the Arts and Ideas (A) category. In the course you learned to analyze visual material in scenes and shots of a film, and accordingly you determine that the A-1 subcategory, “Interpreting the Arts,” is the best fit for your course. You look back at your course syllabus, reflect upon the course, and recall that the major components involved an analysis of the components of individual shots, and the arrangement of scenes in a narrative. Reviewing all of the competence statements and criteria for the A-1 subcategory, you determine that A-1-C addresses your course most specifically, since it pertains to analysis of style and form. Accordingly, you decide to apply “Film and the American Vision” to the A-1-C competence, “Can analyze artistic or textual works in terms of form, content, and style.”

Occasionally, after you locate the appropriate subcategory for your course, you may find that none of the pre-written competencies of that subcategory adequately addresses the learning that you did. In such cases, it is perfectly acceptable that you write your own “X” competence statement. The exercise on writing competence statements that you did in Module 3 (Assignment 5) will serve as an excellent foundation for this procedure.

**Assignment 7 – Understanding the Concept and Application of “College-Level Learning”**

Choose any course that you consider to be eligible to transfer for SNL competence. Reflect upon the learning that resulted from this course in relation to the discussion of “college-level learning” above. In the College-Level Learning conference, post an entry of at least one paragraph in which you discuss how you were able to apply any of the course concepts or ideas outside of the classroom setting.

If you have no courses that are eligible for transfer, please take the opportunity to find a course that you might be interested in taking at a local college or university. Post an entry on how you might want to be able to apply such a course’s concepts or ideas outside of the classroom setting.
Transferring Non Pre-Approved SNL Courses into the SNL Program

Now that you understand the connection between your course and your chosen competence, your goal is to make this connection clear to a committee of faculty in the School for New Learning who review Non Pre-Approved courses to verify their acceptability for transfer credit. You will make this connection by completing two documents:

- A Transfer Coursework Assessment Form for each course. The form is featured on page 51 of this study guide, and it is included as a Microsoft Word document in the course Resources.

- A Non Pre-Approved Transfer Coursework Log that lists all courses you are submitting for approval at one time. The form is featured on page 55 of this study guide, and it is included as a Microsoft Word document in the course Resources.

Assignment 8 – Completing the Non-Pre-Approved Transfer Coursework Log

Let’s start with the Non-Pre-Approved Transfer Coursework Log. Access this document from the course Resources.

For each course, enter the corresponding competence, course name, course number, college, credit hour designation, grade, and term/year in a row of the log. Be sure that this course information matches the information on your official college transcript.

Submit the completed Log to your Faculty Mentor, along with Assignment 9 below.

Assignment 9 – Completing the Transfer Coursework Assessment Form

Download this document from the Course Resources. You will complete one form per competence or course. For Assignment 9, you are asked to complete one Transfer Coursework Assessment Form and submit it to your Faculty Mentor for review. You will be required to complete the remainder of your Transfer Coursework Assessment Forms at your own pace before the end of the course.

Your four objectives in completing this form are as follows: (1) to describe the activity of the course; (2) to relate your learning to the competence; (3) to analyze briefly how this material fulfills the SNL competence; and (4) to explain how you have applied the learning of the course after it was finished. Remember that you are making a case for the substantive connection of the learning in the course to a particular competence statement.

This study guide features two samples of completed Transfer Coursework Assessment Forms, on pages 53-54. Please refer to these samples as you review the process of preparing the form.

1. Complete the entire top portion of the assessment form, up to and including the “Title and Number” information of the course. Be sure that the course information you put here matches the information on your Non Pre-Approved Transfer Coursework Log and your official college transcript. Also, please be sure to use the exact competence number and statement listed in the “Criteria for Assessing Competence.” Only in cases of X competencies are you permitted to write your own competence statement.

2. Under the “Course Description” heading, include the word-for-word course description that is printed in the school’s course schedule or bulletin from the time in which you completed the course.
3. After reviewing the assessment criteria of the competence you are demonstrating, write a coherent response to the questions indicated in the next section of the form. These questions ask that you connect what you learned in the course to the statement and criteria for the competence that you’ve chosen. Be as specific as possible in your response.

4. In the final section of the Transfer Coursework Assessment Form, write a statement of at least one developed paragraph explaining situations or contexts in which you were able to apply what you learned in the course. Again, it is important that you be as specific as possible in your response.

5. Once you have completed the Non Pre-Approved Transfer Coursework Log and a Transfer Coursework Assessment Form for each course, send these documents to your Foundations facilitator as e-mail attachments.

6. Your Foundations facilitator may ask you to revise the log and/or assessment form if they are unclear in any way. After your Faculty Mentor approves your submissions, she or he will submit your work to the Committee on Assessment of Student Competence (CASC) for review.

7. Please note that final approval of a course for transfer credit is contingent upon meeting all criteria for transfer coursework. Those competencies that are not approved are returned with reasons for rejection and/or suggestions for resubmission. With the guidance of your Faculty Mentor, you may revise and resubmit appropriate courses.

Updating Your Competence Grid and Learning Plan: Non Pre-Approved Transfer Courses

Once you receive official notice that CASC has accepted your transfer courses, you may add the courses on your Non Pre-Approved Transfer Coursework Log to your Competence Grid and your Learning Plan. In doing so, use the same procedure specified earlier in this Module in relation to Pre-Approved Transfer Courses.

Important Notes

You should always keep copies of your assessment forms and log sheet for your own records. At the end of each quarter, SNL will send a list of transfer courses that have been accepted for competence credit to the registrar's office to be entered onto your academic record. Your quarterly grade report will not show these courses, since no DePaul registration was involved. Carefully consider with your Faculty Mentor the application of transfer courses in your program before submitting to CASC. Once the transfer coursework is entered into your academic record, it cannot be changed.

Since the paper process is somewhat complicated, it is best that you submit as much coursework as possible at one time.

While we ask you to complete the transfer coursework process within the Foundations of Adult Learning course, you may find yourself taking additional courses from other institutions after your complete Foundations. In such cases, you may use the same processes as you have learned in this module.
After reviewing the criteria for assessment of this competence, explain how what you learned in the course addresses the competence? What concepts, ideas, theories, or models did you learn and how does your learning address the competence? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competence? What new insights did you gain from this course?

Thinking about the competence, how have you used what you learned and/or how might you apply what you learned?

Faculty Signature: ________________________________  Date: ____________________
FOR USE BY SNL ASSESSORS ONLY
STUDENTS: DO NOT COMPLETE THIS SECTION: SUBMIT IT WITH THE FORM.

This request is approved

________________________________________ (Assessor name / today’s date)

This request has not been approved because (see checked item/s below):

A. This course should be applied to a different competence.
   Recommended competence: __________________________
   Resubmit with application to that competence.

B. Course does not fit competence

C. Course does not focus sufficiently on competence

D. Course duplicates our writing course/proficiency exam, which must be completed through School for New Learning

E. Course duplicates our reasoning/critical thinking course/proficiency exam, which must be completed through School for New Learning

F. Course duplicates our computer literacy course/proficiency exam, which must be completed through School for New Learning

G. Course does not meet required level.

H. Actual course description from college catalog is required. Provide that description and resubmit with request for application to this competence.

I. Insufficient credit hours.

J. Clarification or additional information is required as follows:

The X competence statement must be rewritten to:

increase clarity
address competence specifically and completely
more accurately reflect learning
SAMPLE

SCHOOL FOR NEW LEARNING
TRANSFER COURSEWORK ASSESSMENT FORM

STUDENT Jill Doe QUARTER Winter YEAR 2001
ADDRESS 123 Narrow St., Chicago, IL 60600 ID# 0123456

COMPETENCE STATEMENT: H-1-C Can explain the emergence, maintenance, or evolution of an economic or political system.

COLLEGE: Triton College YEAR: 1999 GRADE: B
TITLE AND NUMBER: Principles of Economics I ECO 102 CREDIT HOURS 3

COURSE DESCRIPTION:
An introduction to the major areas of modern economic theory and public policy. Topics include fiscal policy, monetary policy, and contemporary macroeconomic problems.

After reviewing the criteria for assessment of this competence, explain how what you learned in the course addresses the competence. What concepts, ideas, theories, or models did you learn and how does your learning address the competence? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competence? What new insights did you gain from this course?

This course focused mainly on the American economic structure of capitalism. However, comparisons were made to Karl Marx’ theory of communism. Classical and Keynesian economic theories were contrasted for their effectiveness at stabilizing and preventing economic downturns. Also, theories and concepts that drive the American market such as supply and demand, fiscal and monetary policy, inflation and unemployment were examined and compared. I completed a major group research project and presentation on economic growth in the United States for this course.

Think in terms of the competence: How have you used what you learned? How might you apply what you learned?

This course proved to be beneficial in my personal life. I learned how to use economic indicators and other financial data in order to maximize my own investment portfolio. I eventually subscribed to magazines such as Business Week and started to read the Wall Street Journal. This course introduced me to the impact that the business cycle and the laws of supply and demand had on all citizens as well as on American industries.

Validating Signature: ___________________________ Date: ________________
SAMPLE

SCHOOL FOR NEW LEARNING
TRANSFER COURSEWORK ASSESSMENT FORM

STUDENT: Jason Doe        QUARTER: Winter        YEAR: 2001

ADDRESS: 123 Wide St., Crystal Lake, IL.  60014        ID#: 0123456

COMPETENCE STATEMENT: A-3-E Can compare substantially different theological or philosophical systems.

COLLEGE: Triton College        YEAR: 1999        GRADE: B

TITLE AND NUMBER: Introduction to Philosophy PHL 101        CREDIT HOURS: 3

COURSE DESCRIPTION:
A survey of the writings of major philosophers on various topics: the nature of human beings, doubt and belief, authority and personal freedom, moral life, religious faith, and the ideal society.

After reviewing the criteria for assessment of this competence, explain how what you learned in the course addresses the competence. What concepts, ideas, theories, or models did you learn and how does your learning address the competence? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competence? What new insights did you gain from this course?

This course focused on the works of several philosophers and philosophical systems. An example of works studied was Socrates’ theory that the unreflective life was not worth living. Fyodor Dostoyevski’s philosophy on religious dogmatism and the great noontide experience that Friedrich Niestzche related to individualism. The course related the theories of philosophers to the development of the individual and his or her place in society. The lives of historic American individuals such as Henry David Thoreau and Martin Luther King were examined to classify their lives in terms of philosophical beliefs. Other philosophers such as Soren Kierkegaard, Arthur Shopenhauer, and Jean Paul Sartre were discussed and compared. The instructor of the course, Ed Riccardo, was the author of the book The Wisdom of Love, which is used in the course. This fact proved to greatly enhance the content of the course.

Think in terms of the competence: How have you used what you learned? How might you apply what you learned?

This course taught me the value of reflection and critical thinking. I learned to evaluate my own ideas, strengths, fears, and concepts in order to determine my own personal developmental needs. I actually still refer to the book today to refresh my memory.

Validating Signature: ___________________________ Date: _______________________________
Transfer Coursework Log Form
Please type and enter coursework in chronological order beginning with the first course completed.

Student: ______________________________ DePaul ID# ________ SS#: __

Faculty Mentor: __________________________ Quarter/Year: ______

<table>
<thead>
<tr>
<th>Comp.</th>
<th>Course Name</th>
<th>Course #</th>
<th>College</th>
<th>Credit Hrs. Sem./Qtr.</th>
<th>Grade</th>
<th>Term/Year</th>
<th>Approved ** for Comp.</th>
<th>Final Review (office use)</th>
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Note: Transfer Coursework must: be grade C- or better; either 2 semester credit hours or 3 quarter hours; and from an accredited institution.

- Term and Year that the student completed the course.
- Approved for competence by CASC: final approval pending transcript review
- Code Key (for official use only - CASC Chair)
  - AC: Approved for Transfer Credit
  - NC: Not appropriate for competence; NRG
  - Does not meet required grade criteria
  - NCH: Does not meet required credit hour criteria
  - NA: Course not from an accepted accredited institution.

CASC Chair Signature: __________________________ Date: __________________
Module 5 – Prior Learning, Part 2: Experience

Introduction and Overview
This module explains procedures and guidelines that SNL has established for you to earn competence credit for the reflections upon your learning that you produce. We will introduce you to the “Independent Learning Pursuit/Project” (ILP), a structure that you can follow as you write about your experience in relation to a specific competence in the SNL program.

The experiences in which we engage in our lives offer us infinite possibilities for learning about the world at the college level, if only we had time and opportunity to reflect upon them. The goal of this module is to accommodate this “if only.” We will begin by distinguishing your day-to-day experience from “college-level” experiential learning in which you reflect upon your own experience and place it in the context of what others have said and written about it.

The process of transforming experience into learning involves research, arising out of a healthy curiosity to compare one’s own perception of a specific area of knowledge to others’ perceptions. In this module, we will continue to examine the purposes and goals of research in terms of making one’s experience meaningful—to ourselves, of course, but also to outside readers. You will also learn how to use library resources effectively.

You will begin to write an ILP and also to consider the wealth of your experiences in relation to the competence framework. In doing so, you will be able to decide upon which additional competencies you might wish to fulfill through ILPs. Finally, you will document your intentions regarding ILP writing in your Competence Grid and your SNL Learning Plan.

Learning Objectives
By the end of this module, you will be able to:

• Understand the distinction between day-to-day experience and college-level learning.

• Determine potential connections between your life experience and specific competencies of the SNL curriculum.

• Use library resources to investigate what has been written about a specific topic.

• Transform life experience into college-level learning through reflection and inquiry.

• Locate appropriate places in your Competence Grid and Learning Plan to note competencies that you intend to fulfill through Independent Learning Pursuits.
### Module 5 Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the distinction between day-to-day experience and college-level learning.</td>
<td>Study Guide.</td>
<td>Reflecting upon your own experience in relation to assigned reading materials.</td>
<td>Post a reflection piece to the College-Level Learning conference, describing a key learning experience, explaining how the experience has altered you, and connecting the experience to a specific SNL competence.</td>
</tr>
<tr>
<td></td>
<td>John Rury, “Experience, Learning, and Knowledge.”</td>
<td>Framing your experience in the context of an SNL competence statement and criteria.</td>
<td></td>
</tr>
<tr>
<td>Use library resources to investigate what has been written about a specific topic.</td>
<td>Library Tutorial.</td>
<td>Learning how to use library search tools to investigate a topic of interest.</td>
<td>Submit the completed online Library Tutorial to the DePaul University Library.</td>
</tr>
<tr>
<td>Transform life experience into college-level learning through reflection and inquiry.</td>
<td>Study Guide materials on ILP form and structure.</td>
<td>Articulating and organizing a discussion of your experience in a structured format.</td>
<td>Write the introduction and body of an ILP.</td>
</tr>
<tr>
<td></td>
<td>Independent Learning Assessment Form.</td>
<td></td>
<td>Write an Independent Learning Assessment Form.</td>
</tr>
<tr>
<td>Locate appropriate places in your Competence Grid and Learning Plan to note competencies that you intend to fulfill through Independent Learning Pursuits.</td>
<td>Competence Grid.</td>
<td>Indicating plans to fulfill specific competencies by ILP in your planning documents.</td>
<td>Document your Competence Grid and Learning Plan to reflect your intention to fulfill specific competencies by ILP.</td>
</tr>
<tr>
<td></td>
<td>Learning Plan.</td>
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### College-Level Learning: Creating Meaning from Experience

What does it mean to “draw meaning from experience,” as is written in the L-2 competence statement? In this module, you have ample opportunity to explore this question. Adults come to college with accumulated experiences from which they can derive meaning. While their younger counterparts who enter college soon after high school may receive broad theoretical knowledge designed to help them interpret the world, as they will later experience it, adults have often lived the experience first. They have held positions in employment, have cared for family members who have had extended illness, have entered into and perhaps dissolved relationships, have raised a family of their own—sometimes, however, without the benefit of reflection on that experience as a source of learning.

As we have discovered in the previous module, any demonstration of college-level learning requires reflection—the ability not only to describe what the experience itself, but to develop reasonable generalizations from it in terms of the patterns, concepts, ideas that the experience illuminates. College-level learning also requires a “next step,” in which we highlight those patterns, concepts, and ideas and explain how we have been able to apply them after the experience itself has been completed. And finally, in the context of the SNL curriculum, college-level learning requires you to connect experience to a specific competence—a statement that reflects the skills, knowledge, and abilities you have acquired through your learning.
Once you understand and are able to demonstrate competence through college-level learning based upon your experience, a world of possibility opens up to you in terms of opportunities for fulfilling competencies in the SNL curriculum. In a very real sense, your experience becomes the basis for your learning.

**Demonstrating Competence through the Independent Learning Pursuit (ILP)**

At SNL, we ask that you show us your ability to “demonstrate” competence in the format of what we call **“Independent Learning Pursuit”** or ILP. The ILP is a structured document in which your primary goals are as follows:

1. To convince an outside reader that you have in fact acquired the specific competence that you are addressing. This outside reader will be someone who does not know you, and who has significant expertise in the area of competence that you are addressing in your ILP.

2. To articulate your experience in relation to a selected competence.

3. To frame your experience in terms of patterns, concepts, ideas that relate to it. This framing normally requires an investigation of the subject beyond the sphere of your own familiarity with it, incorporating the ideas and perspectives of others who can shed light upon the subject area.

4. To show that you are able to apply the patterns, concepts, and ideas you’ve learned to outside contexts.

5. To show that you are able to clearly and effectively document the outside resources that you’ve referenced in your discussion.

6. To show your facility in communicating clearly in standard English, to show a depth of knowledge, and to cover a variety of issues within your topic.

**Identifying Competencies from Experiential Learning**

We have already defined competence as transferable learning and as generic ability. Competence denotes a recognizable level of skill, ability, and/or knowledge that enables one to perform a specific task. You are already competent in a variety of areas. Experience in work, in home life, in leisure pursuits, and in independent study leads to knowledge and to ability in problem solving and analyzing situations.

Before we talk more specifically about the structure of the ILP, take some time to review and reflect upon significant life experiences in terms of the SNL competence statements and the criteria that describe them. This is especially important because the primary goal of the ILP is to establish a clear connection between your life experience and a competence, so that you can proceed to convince an outside reader of your abilities.

You have already become familiar with the “Criteria for Assessing Competence” (available in the course Resources) through your work in Week 4, through your work on Non Pre-Approved Transfer Coursework. We will now return to this document for another purpose: so that you can get a sense of which SNL competencies relate to experiences that you have already acquired. Recalling the “competence” denotes a recognizable level of skill, ability, and or knowledge that enables one to perform a specific task, review the criteria for individual competencies in relation to your own skills, abilities, and knowledge. Search for correspondences, and note them in a place where you can easily refer back to them.

In addressing a particular competence, you should:

- Read the statement. Notice the verbs in the statement. Some verbs indicate knowledge, others indicate skill in action, and others indicate ability in judgment. Some competence statements combine these different kinds of ability;
Consider the **category or domain** in which a competence appears (H, S, A or F). These categories provide a context for the individual statement;

Consider **educational goals** when reading a competence. You can interpret competence statements in relation to your own experiences as well as professional and educational needs;

Be **creative** in your interpretation of the statements. Your Foundations facilitator can assist you in crafting ideas to work on in this process;

Try to touch on all aspects of your **experience** as you review individual competencies.

The following example may help to offer you a context for reflection you as you make these connections between learning and experience.

**Lorenzo’s Oil**

Have you seen the 1992 film entitled *Lorenzo’s Oil*? The plot of this film is very relevant to the concept of “learning from experience.”

In the film, Augusto and Michaela Odone (Nick Nolte and Susan Sarandon) play a married couple with a young son named Lorenzo. Their son begins to exhibit symptoms of a debilitating disorder which is diagnosed as a rare genetic disease known as adrenoleukodystrophy, or A. L. D. Doctors tell them that there is no cure, and that the illness is fatal. Instead of resigning themselves to the medical “facts” as they watch their son’s health deteriorate, Augusto and Micheala begin their own process of medical investigation, spending countless hours at libraries and at home reading medical textbooks and journals that might shed light on the illness. Even though they begin as novices to the field of medicine, they soon develop their abilities and knowledge to a level where they know at least as much as recognized medical “experts” in the field. They devote their lives to learning about their son’s disease so that they might help him and others with the same affliction. They read, talk, and dream in terms of medical concepts and knowledge.

Sharing their hypotheses and discoveries with medical professionals around the globe, they are given little encouragement to persist on their path. Doctors advise them to leave medical matters to the professionals. When they organize groups of parents to fight for the allocation of research dollars for the study of the disease, they are accused of inspiring hope where there can be no hope. Ultimately, they are able to assemble a group of medical professionals—who under “normal” circumstances might be competing with each other in their research—at a conference to share their knowledge about the illness. Augusto and Michaela ultimately become instrumental in the discovery of an "oil" that halts the progress of the disease, and their groundbreaking discovery ends up helping people around the world. It is still helping them. And the Odones' story is a true story.

In relation to the SNL curriculum, the experience of the Odones clearly illustrates the fact that within one “experience” (the search for a way to help their son), many learning possibilities arise—possibilities that relate to more than one competence. They learned negotiation skills through their dealings with medical professionals (H-3-D). They also learned the “change management” skills of transforming an unacceptable situation into a much better one (H-1-I). They learned about the structure and politics of medical organizations (H-2-F) and the economic realities that govern the pursuit of research (H-1-C). Each of these forms of learning could be developed separately as an Independent Learning Pursuit. Certainly, however, the most profound learning here involves a remarkable process of self-transformation, whereby these two very devoted individuals, unconstrained by any limitations on their own potential and driven by curiosity and need, manage to become experts in the very complex field of genetic disorders (S-2-A). Please read the statements and criteria for these competencies in the “Criteria for Assessing Competence” document included your Course Resources.

**Evidence of Prior Learning**

Evidence takes on a special significance because of SNL’s concentration on concrete proof of the ability to apply learning. Remember that the competencies refer to common skills, abilities, and knowledge, not to specific topics. There is no competence that reads: "Knows the facts of the French Revolution," but we do have a competence stating that students should understand how and why we study history, H-1-F,
“Can describe and explain the roles of individuals, groups, societies, or states in history.” It would be relatively easy to document knowledge of the French Revolution. Understanding the historical process requires a different kind of thought process.

Your task, as you write your ILP, is to create a specific, direct link from your experience to a particular competence statement. Thus, rather than concentrating on your experience per se, you will want to focus on how your experience fits in with the requirements of any given competence.

As you review your life experiences, you will gain an extra measure of learning simply through the process of analyzing what you know, and trying to convince someone else that you know it. Furthermore, as we have stated above, the competencies are designed to help you review your experience in light of the liberal arts.

As you have discovered, developing evidence for life experience credit is not a simple process. Beyond the important issues of what you did and what you learned, you also must consider what learning skills you employed, what methods are relevant to the topic, what documentation you will provide, what others have to say about the issue, and how the experience connects with an SNL competence statement.

Some Sources of Independent Learning

- **Community and Work Projects**
  Involvement in community projects may be related to SNL competencies. In your written reports on community projects clearly outline your role, define the roles of others, state the scope of the project, and your analysis of its progress, completion and implementation. It need not have been a success; rather you should demonstrate how the project provided an opportunity for learning. You might also include newspaper accounts, letters of testimony, artifacts, and other evidences with written work. You must make a direct connection between the experience and the competence you are addressing. It is likely that work projects will address competencies in the Focus Area.

- **Non-Credit Courses, Training, and Seminars**
  Use non-accredited adult or professional education experiences as evidence if the content fits the competence, if the work was conducted at the college level, and if you can provide an evaluation of your work. Accompany certificates of attendance or completion with descriptions and evaluations. In addition to your written description of the course or seminar, you might ask an instructor to furnish explanations of your performance. In the case of job training, supervisors may be in a position to evaluate your ability to implement seminar skills. You should also include your own assessment of the course, and of your performance there. Accompany this evaluation with a report on how you apply this learning elsewhere. Your explanation of the seminar content, its relation to the competence, and your application of the learning are the most important evidences of your competence.

- **Products/Artifacts**
  If you have published articles, participated in theatrical presentations, painted, photographed, or designed something, the product of these interests may be presented as partial evidence of learning. Photograph large or valuable objects. Accompany your tangible evidence with a written explanation of the process and meaning of the objects presented and their appropriateness to the competence.

- **Letters of Testimony**
  Letters of testimony by themselves are not considered sufficient evidence of competence. Often, however, students submit letters of testimony in conjunction with other evidence such as an essay or oral presentation. Letters of testimony should be written specifically for the purpose of demonstrating competence.

Assignment 10 – Life Experience and College-Level Learning

Please turn to your course Resources and John Rury’s article “Experience, Knowledge, and Learning.”

Reflecting upon the ideas in Rury’s article and the discussion of film *Lorenzo’s Oil* above, write a reflection piece of at least two paragraphs in which you do the following:
1. Talk about a significant experience in terms of what ideas or concepts you learned from it, and how you have been able to apply these ideas or concepts.

2. Explain how your experience to a specific competence in the SNL framework.

3. Talk about the types of outside resources that might be interesting or useful for you to investigate in order to derive more learning from the experience.

Post your reflection piece to the College-Level Learning conference. Return to the conference frequently throughout the week, so that you can read the postings of others and comment upon them as you wish.

Investigating your Subject through Library Research

In this section of the module, you will continue your investigation of experience in relation to competence by looking outside of the boundaries of what you already know. This is, of course, exactly what the Odones had to do in *Lorenzo’s Oil*. They had experience with their subject area because their son was living the effects of the disease, but they had very limited knowledge at the outset about the causes or manifestations of the disease itself, and even less about the patterns of commonalities between genetic disorders. All of this they began to discover only once they looked at what others had to say about the disorder—both in published works (medical journals and scientific textbooks) and interviews (their conversations with doctors, chemists, and other medical professionals). As a result of their inquiry, they moved from a position of living with a disease to understanding what caused it and how to control it.

Once you have selected a life experience and a competence that relates to it, you are ready to consider the matter of research and inquiry. Some productive initial questions to ask are as follows:

“What types of outside resources would be most likely to help me gain more insight into the subject of my experience?”

“What constitutes an ‘authoritative’ source in relation to this field of study?”

You should also consider the specific purposes of your research—that is, what you hope to gain or discover as a result of looking outside of yourself. In some cases, you may want to illuminate a number of “theories” that inform a subject. For example, after learning that you diabetes, you might want to find out the number of ways that medical professionals have discovered as effective in treating the disease. Another purpose of research, relating to this same subject, might be to understand the specific physiological aspects of diabetes, and this might lead you to resources that explain normal and abnormal kidney and pancreatic functions.

You have already learned how to find information through online database searches. You will now be introduced to additional research tools.

**Assignment 11 – The Library Tutorial**

Once you have a fairly clear sense of what you want to investigate and what you hope to gain from the investigation, you should take the online Library Tutorial, an exercise developed by the DePaul University Library to familiarize you with the methods of library research.

Complete the tutorial and submit it electronically to the DePaul University Library as soon as possible, and by no later than the end of the eighth week of the course.

**The Structure of the Independent Learning Pursuit**

The School for New Learning has devised the following procedure and structure for you to follow as you plan and write your Independent Learning Pursuit. The structure has been designed to offer you a way to articulate your reflections and ideas most convincingly to an outside reader.

1. **What to Do First**

Once you have selected a competence that relates to your life experience, and after you conducted sufficient research, you are ready to begin the process of documenting your learning. Well-prepared
written evidence explains to your reader what you know, how you came to know it, and what the consequences of that learning for you are. Your aim in writing Independent Learning Pursuits is to convince your readers that you have grasped the meaning of the competence statement, and that you can build an argument that demonstrates your knowledge and skill. Organization, clarity, and terseness are your greatest allies in this process. We recommend, therefore, that you follow the simple outline described below.

The course Resources section includes two sample Independent Learning Pursuits for your review.

2. The Outline

Any written document should contain a series of guideposts that inform the reader of the direction the paper will take. Start your paper with an introduction that explains:

- Your main point or what you want the reader to understand. The statement of your main point should be drawn primarily from the competence statement itself. If you chose to address H-1-I, “Can understand change methodology, plan change within a community and assess its likely effects,” your main point would be that you have documented that you can do these three things. You can understand, plan, and assess.

- Your methods, or how you will show what you intend to show. In the case mentioned above, you might tell you reader that you will base your analysis on your experience working with the PTA, on the reading you have done on community development, and/or on a review of your ongoing involvement with various community projects that draw upon your skills in this area. You might also mention what format your discussion will take. Will you treat the material chronologically? Will you present some theories and then show how they apply? Will you compare and contrast?

- Your involvement, which tells your reader why you are interested, and why you are giving this matter your attention. It is in this section that you can explain your experience.

- You need to include a definition of relevant terms as a distinct area of your paper because the competence statements are designed to cover a variety of topics. If your chosen competence deals with a specific community, you need to define what you mean by community. Remember that the SNL Assessment Committee does not have a specific definition for the terms of the competence statements in mind. You need to clarify your own interpretation of them and explain why you think what you think.

So, the first part of your paper (or outline) might be structured like this:

I. Introduction
   A. Main Point (In this paper, I will show. . .)
   B. Methodology (I will use the following types of sources and format. . .)
   C. Interest (I am interested in this area because. . .)

II. Definition of terms
   A. Terms from the competence statement itself
   B. Terms about your experience that need clarifying

In your next section, the development of your paper, you can deal with the heart of the evidence. In this section of your paper you will tell your story. The arguments you make here should convince the reader that your main point is viable. Everything you note here must be related in some way to your main point. Everything that you have mentioned in your introduction must be covered in your development. And things you have not at least hinted at in your introduction should not appear in subsequent sections of your paper.
This section is most likely to incorporate the research you have done that sets your learning in a broader context. Your reader uses the introduction as a road map and assumes that you will meet the expectations you have raised there. So, the second part of your paper might be structured like this:

III. Development
   A. Historical data, or
   B. Theories about the field, or
   C. Chronology of your experience, or
   D. Learning Cycle analysis of your experience, or
   E. Contrasting data about your field, or
   F. Some combination of A through E.

Every good paper draws a conclusion. In this section, you get a chance to summarize your arguments and restate your main point. You will want to remind the reader of your intent, note the specific connection to the competence statement, and discuss what you learned throughout this process. The conclusion of your outline might look like this:

IV. Conclusion
   A. Restatement of the main point
   B. Further connection to the competence statement

Using the competence statement as a guide and working from a written outline or notes will keep you on track. You will find that you pursue fewer tangents if you hold the idea of your main point in front of you as you write. The time you spend in organization may keep you from extensive rewrites. While this is not the only system for developing written projects, it is one that will help you achieve your goal: to successfully apply what you have learned from your experience to SNL competencies with a minimum of Foundations starts and revisions.

Documentation of Your Outside Sources
In your Independent Learning Pursuit you will be quoting, paraphrasing, or otherwise summarizing ideas contained in published written materials. Accordingly, you will be required to document your use of sources and to compile a full bibliography of the sources that you use.

For these purposes, many different systems or “styles” of documentation are currently in use. Two of the most common are those developed by the Modern Language Association (the MLA Style Guide) and the American Psychological Association (the APA Manual of Style).

The course Resources page features links to documents that explain both of these documentation styles. You may choose either style system in your ILPs and in most research-based assignments that you will write for courses at the School for New Learning.

Assignment 12 – Writing an Independent Learning Pursuit
Using the structure noted above, write an Independent Learning Pursuit pertaining to a specific competence in the Liberal Learning Area. Be sure to include a bibliography using either the MLA or APA documentation style.

This assignment is due at the end of Week 9. Please submit it to your Foundations Facilitator as an e-mail attachment.

The Purpose and Structure of the Independent Learning Assessment Form
For each Independent Learning Pursuit essay that you submit for evaluation, you are also required to prepare an Independent Learning Assessment Form, which serves as a cover page for your ILP and gives the reader an overall sense of your experience, the learning that you did in relation to it, and the ways in which you have been able to apply this learning.

Please refer to the sample Independent Learning Assessment Form on page 67 of this study guide. You will notice that its structure virtually duplicates the structure of the Transfer Coursework Assessment Form.
that we studied in the previous module. In fact, the two forms share the same purpose, and the primary
difference is that on the Independent Learning Assessment Form, you start from a description of your
learning experience rather than a college course.

At the bottom of the form, you are asked to indicate all of the types of evidence that are being presented.
You will always be including a written report of some kind (the ILP itself), but in many cases, you may also
include artifacts, written testimonies, certificates, or syllabi/agenda of workshops or conferences that
you’ve attended.

**Assignment 13 – Writing the Independent Learning Assessment Form**

Complete an Independent Learning Assessment Form, that will serve as a cover page to the ILP that you
write for Assignment 12.
This assignment is due at the end of Week 9.
Criteria for the Assessment of Independent Learning Pursuits (ILPs)

Each Independent Learning Pursuit is assessed on the basis of the following criteria:

Content
- Student connects his/her experience and knowledge and subject matter to the competence, addressing the criteria for assessment of the competence.
- Student describes and reflects on own experience and knowledge.
- Student relates others' view to his/her own learning experiences and/or demonstrates the ability to view experiences from multiple perspectives.

For the Focus Area:
- Student develops an ILP and competence statement consistent with the intent of the Focus Area as defined by the student, Faculty Mentor and Professional Advisor.

Analysis and Presentation
- Assertions are supported by evidence.
- Focus and conclusions are clear.
- Presentation format is well organized, coherent, skillfully executed and appropriate to both the topic and the audience.
- Grammar, syntax, spelling, and citation forms are appropriate (consistently cites author or title throughout the text).

Additional Criteria (optional) that can be used to address student learning
- Student makes connections between personal knowledge and experience and theories or concepts that contribute to making generalizations.
- Student relates prior experience to current issues, skills, or knowledge base needs.

For the Focus Area:
- Student demonstrates learning consistent with contemporary standards of the field.
- Product describes a practice or idea that others in the field would find valuable.
- The multi-faceted or multi-dimensional nature of subject, skill, and/or procedure is evident
- Issues of context are addressed.
- Multiple resources representing a range of viewpoints or perspectives are used and documented.

Process for Submitting Independent Learning Pursuits (ILPs)
Your academic record will reflect competencies earned through assessment of Independent Learning Pursuits, after CASC has approved your evidence for competence. These competencies also will be reflected on your quarterly grade report.

You can submit evidence of independent learning for assessment to CASC at any time after the beginning of Foundations. The forms that will document feedback from the faculty mentor and the CASC assessor are the Assessment Committee Response Forms. These forms are available in the Foundations of Adult Learning Resource site and must be attached to any Independent Learning Pursuits you submit. Specific steps in the process are as follows:

| Student submits Independent Learning to Faculty Mentor with an Assessment Form |
| Faculty Mentor assesses the Independent Learning and suggests revisions to Student. |
| Faculty Mentor submits the Independent Learning when it is judged ready for CASC, attaching the Assessment Committee Response Form with comments. |
| SNL staff submits the Independent Learning to CASC Chair who assigns a Second Reader for it. (Focus Area ILPs are only reviewed by CASC after the Professional Advisor and Faculty Mentor have assessed them.) |
Second Reader assesses the Independent Learning and provides feedback on the response form.

If the ILP meets the criteria for the competence, Acceptance is recorded in Student’s file and registration for that competence will be entered onto the record as a Pass with zero credit hours. If it does not meet the criteria, it is returned with clear instructions for revision and resubmission.

Please Note: For each submission there is a $150.00 fee to have your work assessed by SNL, and paid through DePaul’s Payment Center.

Updating Your Competence Grid and Learning Plan: Independent Learning Pursuits

In this module, you have developed a listing of competencies that you intend to fulfill through Independent Learning Pursuits, and you are in the process of completing your first ILP for review. This is a good time for you to update your planning documents so that you keep track of the future work you’ve planned.

On your Competence Grid, designate each box containing a competence that you intend to by ILP with and “LE,” which stands for “Learning Experience.” Be sure to note the exact competence that you will be fulfilling, and provide a brief description of the subject of your ILP.

Complete a row of your Learning Plan for each competence that you intend to fulfill by ILP, as follows:

In the “Competence Statement” section, indicate the specific competence that you will fulfill, along with the competence statement. Please note that you may not change the wording of any pre-existing competence statement in the SNL program. For X competencies, you should use the statement that you devise for your ILP project (subject to the approval of your Faculty Mentor).

In the “Evidence/Means of Attainment” column, indicate an "LE" for "Learning Experience," followed by a brief ILP title that indicates the subject of your inquiry.

In the “Date Planned” column, indicate that quarter in which you intend to complete this ILP. You now have a sense of the amount of work that you must devote to a single ILP, so you will serve yourself well by being realistic in your scheduling and self-expectations.

Leave the “Date Completed” column blank until this ILP has been written, submitted, and approved for competence credit. At that point, you should indicate in this column the quarter in which your ILP was approved.

Leave the “Grade” column blank for now. When your ILP is approved for competence credit, you should put a PA for “Pass” in this column.

A completed row of your Learning Plan should appear as follows:

<table>
<thead>
<tr>
<th>S-2-A: Can describe, differentiate, and explain form, function and variation within biological systems.</th>
<th>EVIDENCE/MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE: Diabetes</td>
<td>Fall 2004</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL FOR NEW LEARNING
INDEPENDENT LEARNING ASSESSMENT FORM

STUDENT ADDRESS
ID: ___________ QUARTER & YEAR _______________ Email: ___________

COMPETENCE STATEMENT: __________________________________________

Please provide key details of your experience that relate to the competence.

After reviewing the criteria for assessment of the competence you want to demonstrate, explain how what you learned from your experience addresses the competence? (What concepts, ideas, theories, or models did you learn and how does your learning address the competence? What new insights did you gain from your experience?)

Thinking about the competence, how have you applied what you learned from your experience to other situations? and/or How might you apply what you learned?

Evidence (Check all that apply):

_____ Written Report  _____ Testimony  _____ Artifact  _____ Oral Report

_____ Seminar  _____ Certificate  _____ Other

Signature: ___________________________ Date: ________________________
Module 6 – The Focus Area

Introduction and Overview
In the last two weeks, you took account of your past—in terms of courses and life experiences—and reflected upon the places that they might occupy in your undergraduate education. In the current module we will bridge the past and present with the future, as you explore, define, and plan your future professional goals. In this process, you will start to map out the category of the SNL competence framework that is most exclusively your own: the Focus Area.

You will be asked to think of professional planning as a process whose goal is to create a focused and very real picture of yourself as the future professional that you aspire to become. In doing so, you will discover the aspects of this picture that are already in place, as you take inventory of how the skills and knowledge you have acquired can serve you well in this the future professional “version” of yourself that you are creating. You will also begin to discover what is not yet in place—that is, the skills and knowledge that you will need to attain in order to live the professional life that you want.

This discovery will involve not only personal inventory and reflection, but also the curiosity and inquiry that we call “research.” You will be asked to look outside of yourself, to read about what types of expertise are required of your chosen professional path, and to talk to others who occupy professional positions like the one you want. You will assemble the information that you gather in this process in a “Professional Goal and Action Plan,” a detailed account of who you are now professionally, in terms of whom you want become.

Once you have defined the specific knowledge and skills required of your future professional self, you will be ready to express these in terms of Focus Area competencies—some of which you might already have, others of which you will need to attain. Building upon the competence writing skills you've acquired over the last two modules, you will write statements for competencies F-2 through F-10, and you'll then add these statements to your Competence Grid and your SNL Learning Plan.

Learning Objectives

By the end of this module, you will be able to:

- Conceptualize and practice the process of goal-directed study.
- Produce an organized plan of action whose goal is the realization of a clearly defined future version of yourself.
- Transform the articulated knowledge and skills required of your chosen path into competence statements of ability and understanding.
**Module 6 Plan**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualize and practice the process of goal-directed study.</td>
<td>Library databases.</td>
<td>Searching for written information about career possibilities in your chosen professional field.</td>
<td>Posting to Focus Area discussion conference on actions you need to take in order to discover more about your chosen professional life, and to realize your professional goals.</td>
</tr>
<tr>
<td>Produce an organized plan of action whose goal is the realization of a clearly defined future version of yourself.</td>
<td>Career Guides.</td>
<td>Investigating to discover information about lived experiences of professionals who hold positions in your chosen professional field.</td>
<td>Professional Goal and Action Plan.</td>
</tr>
<tr>
<td></td>
<td>Individuals who currently hold positions in the professional field to which you aspire.</td>
<td></td>
<td>Annotated bibliography of resources consulted in the preparation of your Professional Goal and Action Plan.</td>
</tr>
<tr>
<td></td>
<td>Professional Associations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transform the articulated knowledge and skills required of your chosen path into competence statements of ability and understanding.</td>
<td>Sample sets of Focus Area competence statements.</td>
<td>Reflecting upon skills and knowledge acquired through past learning activities in terms of competence.</td>
<td>Focus Area competence statements F-2 through F-10.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conceptualizing skills and knowledge to be gained from future learning activities in terms of competence.</td>
<td></td>
</tr>
</tbody>
</table>

**Discovering, Exploring, and Defining Your Professional Goals**

The Focus Area is the part of your degree program where you identify and design an area of particular interest to you. It may reflect a field of study (e.g., history, social work, education), a goal to prepare for graduate school (e.g., prerequisites for admission to a law or MBA program), a specific career goal (e.g., director of training and development, K-12 teacher), or your work or employment (e.g., consultant, events planner), or your avocation (e.g., organizing in the community, reading American literature, working in church administration).

What is common among all of these examples is the notion of a “goal,” which we can describe as a primary, desired result of your educational activities that concerns how you want to live your life professionally. Another useful way of thinking about this goal is in visual terms, as a picture of the future, professional “version” of yourself that you want to become. That version may share many things in common with who you are now (the “current version”), or the resemblance may not be very distinct at all. And by the term “professional” we do not always necessarily mean only that thing you do in order to support yourself financially. In broader terms, we can consider your profession as a set of activities with which you want to associate yourself.

However you come to define yourself professionally, thinking about your Focus Area in terms of a goal, and visually imagining that goal as a new version of yourself, brings us to another important aspect of discovering and learning about what you want to do in your life: the matter of “direction.” You will look closely at this “future you” to find out the skills and knowledge “it” possesses. You will look just as closely at the version of yourself that you are right now, to find out what you have in common with that new person. And then you will direct your investigation to finding out what information, skills, knowledge, and experience you will need to acquire to transform yourself into that new person.
By defining those specific skills and types of knowledge—both those you already possess and those you will need to acquire to meet your professional goal—you will at the same time be defining specific competencies of your Focus Area. Later in this module, we will illustrate this process to you.

To make a meaningful self-assessment of what skills and knowledge you will need to perform most effectively in your professional role, and to assist you as you define the Focus Area competencies that best relate to your Professional Goal, you will consult with a Professional Advisor, someone with expertise and experience in your field. In Week 7, you will learn more about finding and selecting this Professional Advisor.

Once you have defined the competencies of your Focus Area, you will begin to determine how you will develop and present evidence of these competencies. Here, you will find opportunity to draw upon the planning skills that you developed in the two previous modules.

It is important to keep in mind that Focus Areas are as diverse as SNL students themselves. You may be primarily interested in receiving a broad liberal arts education, and perhaps in pursuing a particular interest (e.g., child development) that may or may not be applied to a career. You may also use your work experience as a basis for the Focus Area, add some new learning, and pursue your interest through courses, independent pursuits, etc, that fit into other competence areas as well. The Focus Area may consist of any of the following options:

**All prior learning** (courses, college level learning from work experience).

Examples: Student A is interested in going to law school. She has taken many non-SNL literature courses (including upper level ones). These courses reflect not only her special interest in literature, but are also a good preparation for law school (written communication, analysis, interpretation, etc). She will build her Focus Area from this coursework. Her success in this series of courses indicates her competence in the field of literature, her ability to develop and use analytical skills, and her writing skills.

Student B has worked for 20 years in finance. While she wants to continue to learn in that area, she is most interested in the impact of the business world on other aspects of human endeavor. She will develop her Focus Area around her experience in the financial world, and plan new learning experiences interests in the Liberal Arts.

Student C wants to continue his work in community organizing. He has been an activist for many causes all his adult life, but for the past several years has become involved in housing issues. His BA will help him in his goal of creating a non-profit organization for fair housing and homelessness in a metropolitan environment. He will use life experience and several courses in social work, non-profit administration, and business to construct his focus area, and will plan to pursue new learning while at SNL in grant writing, fund-raising, and to draw on several courses within the Human Community category.

**All new learning** (courses, independent learning pursuits).

Example: Student D has been working as an administrative assistant for the last 15 years. She is interested in becoming an addictions counselor, but has had no experience in that area. Eventually she is planning on graduate school. She will look into the requirements for graduate school, talk with professionals in the field, and design her Focus Area around the learning she needs to complete for her future profession.

Student E has worked in telecommunications for several years and, while reasonably successful, has always had a passion for at-risk kids. He has decided to become certified in elementary education, teach in a public school system, and go on to graduate school for a Master’s in special education.
A mix of prior and new learning.

Example: Student F has worked in marketing for a number of years. While he has a lot of training and experience, he feels he needs to learn some additional skills to broaden his understanding as well as his employment opportunities. He will document the experiential learning he has already achieved through his career, and then he will plan for experiences and courses to support his new learning needs.

Purposes of the Professional Goal and Action Plan
Whatever the mixture of present, past, and future learning that will comprise your Focus Area, your work in this module will give you the chance to come to a better understanding about what you want to do in the future, and the reasons why you want to do it. You will come to this understanding based upon very natural processes of inquiry and research, so that you can discover as much as possible about the current and future realities of your chosen profession.

You will assemble your investigation as a document that we call the “Professional Goal and Action Plan,” which provides a detailed account of the following:

- The conditions, attributes, and realities of the profession.
- An inventory of training, skills, and knowledge that you currently have, and that you will find opportunity to apply in this profession.
- The forces that are shaping the field(s) that you need to study in order to enter this profession.
- A discussion of the training, skills and knowledge that you will need to acquire for this profession.
- Consultation of outside sources materials, including published texts and interviews.

We ask you to write the Professional Goal and Action Plan for many reasons. First, it is a document that will help you to provide clarity and direction in your pursuit of a professional goal. Your Foundations facilitator will read the document not only to assess the quality of your work, but also to find out specifically how you want to direct your life professionally. Finally, you will use your Professional Goal and Action Plan as a way of introducing yourself to your Professional Advisor, whom you will begin to secure in the next module of the course. By sharing this information with your Foundations facilitator and Professional Advisor, you offer them more specific means of helping you as you pursue your goals in the SNL program.

If you are at a point in your life where you are investigating options for future professional plans, you will be able to use the research exercises of this module to begin a very exciting exploration—one that will eventually culminate in an informed decision about a Focus Area.

The Structure and Content of the Professional Goal and Action Plan

The following describes your professional or curricular goal, and demonstrates your knowledge of the theories and theorists, practical considerations, relevant skills, and future concerns of your field. Please address each of the areas below to construct a Professional Goal and Action Plan.

1. Goals
   a. State your goal.
   b. Explain why this goal is important to you.
   c. Relate your professional goal to the liberal arts (i.e. counseling calls on theories of human behavior, business management requires knowledge of economic systems, diversity in the workplace, etc.)
   d. Based on your research, explain what trends are currently influencing your field or Focus Area
2. **Learning Objectives**
   a. Explain what knowledge you need to succeed in your field.
   b. Discuss current issues, controversies, challenges in your field.
   c. Describe the skills you need to acquire.
   d. Describe the attributes you need to demonstrate.

3. **Self Assessment**
   a. Explain what knowledge you already have.
   b. List the skills you already have.
   c. Describe the attributes you already possess.

4. **Learning Processes and Resources**
   a. Describe the steps you will take to learn what you don’t know.
   b. List the resources you will use.
   c. List the steps you will take to acquire the skills you need.
   d. Describe the steps you will take to develop the attributes you need.

5. **Target Date:** How long will it take you to reach your goal?

6. **Evaluation Standard:** How will you know that you have reached your goal? (I will have succeeded in learning what I need to learn when…)

7. **Annotated Bibliography**
   An annotated bibliography includes the bibliographic information that is used to identify a source (author, title, publication name, date, place, page numbers) and a paragraph summarizing the content of the source. Please refer to page 77 of your study guide to see an example of an annotated bibliography.
   a. Include at least 8 references
   b. Include your interview notes

**Assignment 14 – Imagining Your Future Professional Self**
Write a reflection piece of one to two paragraphs, in which you imagine who you want to be professionally in the future. Respond to the following questions in your piece:

- How will you make this version of yourself “real”?
- What information will it be useful to gather about your profession?

Post this reflection piece to the Focus Area Conference. Refer back to the conference several times throughout the week to read the postings of your classmates. Comment upon these postings as appropriate.

**Beginning Your Research for the Professional Goal and Action Plan**

*If you have already decided on a Focus Area, please begin at Step 4 (Self-Assessment).*

*If you have not yet decided on a Focus Area, please begin at Step 1.*

- **Step 1. Exploring Your Interests**
  If you have not yet decided upon the Focus Area you will pursue, please use this time in the course to investigate your interests. The process of choosing a career path or Focus Area should start by first exploring what it is you like to do, what activities you do well, and what interests you have. In short,
sound choice of Focus Area results from an awareness of your wants and needs, along with an ability to identify areas where you can best use those skills that are consistent with your interests.

Once you have identified two or three areas you believe you might want to pursue, investigate each of them. For career areas, seek out information concerning job requirements, job activities, working conditions, salaries, and education requirements. Below are some suggestions for pursuing these two steps in selecting a career path or focus area.

**DePaul’s Career Center** offers various services that can help you explore your interests, strengths and abilities. Visit the Career Center Website at [http://careercenter.depaul.edu](http://careercenter.depaul.edu) or call 1-312-362-8437 for more information. Through the Career Center, you can obtain assistance from a career counselor to develop a sense of your own skills and to explore possible career options.

At libraries and bookstores, there are also many books available on career development and job hunting. *What Color is your Parachute*, by Richard Bolles, *Wishcraft*, by Barbara Sher, and *The Lotus and the Pool: How to Create your Own Career* by Hilda Lee Dail are excellent choices. Bolles updates his helpful paperback every year. His book is filled with exercises and self-assessment tools designed to help the reader determine a best career fit, goals and skills. Dail offers a holistic approach involving dreams, symbols, person myths, intuitions, and memories as well as analytical skills needed to set goals and to plan strategies.

Be sure to do some searches using Internet search engines and the DePaul University library databases to discover more resources that are available as you explore your areas of interest. You may also want to visit some job hunting websites such as monster.com and careerbuilder.com.

If you are looking at a Focus Areas that are not career oriented, reflect on what aspects of that area most interests you and explore ways that you might develop your knowledge and/or use this focus in your life.

**Step 2. Investigation**

By completing some of the activities listed above, you will have gained a greater understanding of what your strengths are, what skills you possess, and what activities you are likely to do well and to enjoy. You should also have identified at least two or three interesting career or focus areas to pursue.

The next step in defining a career goal or focus area is to gather the information that you find to be most helpful. In the case of career-oriented professional goals, you should find out information about education and experience requirements for the profession, roles and responsibilities, salaries, working conditions, and expected changes in the field over the coming years.

Talking to other students who are already working in your career or focus area can be helpful. Obtaining information about a variety of fields and related areas can help you make a final decision about a focus area or career goal. You may want to invite conversation about this at the student-run “Satellite Forum” available within the general course options of the Foundations of Adult Learning course website.

**Step 3. Report on Exploring Focus Area interests**

After completing the activities mentioned above, address the following questions thoroughly in a report that you prepare for your own reference:

1. What have you learned about yourself through this exploration?

2. What are your strengths, skills, and abilities?
   a. What do you do well and enjoy?
   b. What is important to you?
   c. What specific features do you want to include in your work and life?
   d. What specific features do you want to avoid?
3. What preliminary decisions have you made concerning career or focus area interests?
   List the occupations or areas that meet the features you have listed in point 1.
   What are the requirements, roles, and responsibilities of each?
   What type and level of education does each require?

4. List the methods you used to investigate the careers or areas you examined.

5. Make a choice, unless you need more development of your ideas. If so, please show the
   specific steps you plan to take and when you will be ready to move forward with the rest of
   your Professional Goal and Action Plan.

Once you have completed your report, you will be ready to begin investigating in greater detail your
chosen career or focus area.

▶ Step 4. Self Assessment (Begin here once you have decided on your Focus Area.)

The following exercise is a start in the process of analyzing your own abilities, interests, and values
with respect to your professional goal. The questions listed below will help you move toward a better
understanding of your Focus Area.

Ultimately, you will need to expand your sources for the Professional Goal and Action Plan to include
at least eight bibliographic sources. For now, this self-assessment should be used as a tool to find
out what you already know and what you don’t know. It is likely that you will not be able to answer all
of them without further research. A large part of self-assessment involves separating our knowledge
from our hunches, and then deciding how to get the information we need.

▶ Please complete on a separate sheet of paper (note: if your Focus Area is not career-
oriented, answer only those questions that are relevant):

1. What title do you give your Focus Area? (Training and Development, Community Organizing,
   Business Management, American Literature)

2. What are the roles and responsibilities of a professional in your focus area?

3. What theories, information, or models does someone in your focus area need?

4. What specialized professional skills are necessary?

5. What liberal learning skills are necessary?

6. What changes are currently influencing your focus area? (computers, international markets,
   literary theory, etc.)

7. What other professional areas are related to your field? How? (Is training part of Human
   Resources…?)

8. What are the possible organizational structures for someone in your field? (Self-employment,
   team membership, supervisory capacities?)

9. What are the relevant professional organizations and publications in your field?

10. What are the current debates or issues important to your focus area?

11. What kind of education does a professional in the field need? Is there a difference between
    classroom and experiential learning in your field?

12. What research skills are important?
13. Will you need a graduate degree to practice in your field? If so, what sort? What are the available programs? What are their admissions requirements? What prerequisites are necessary for admission?

14. Note the details of your focus area about which you are unclear:

15. List strategies for obtaining the information mentioned in question #13.

➢ Step 5. Information Gathering

After careful self-assessment, you should have a sense of what kinds of information you need. Many university, college, and city libraries carry books and professional journals related to jobs and careers. Below is a list of some helpful books. You should also conduct interviews with professionals already practicing in your field. The Internet, of course, is a great resource.

Books on Careers
The Career Advisor Series includes essays written by top professionals in a variety of fields. These essays provide you with an insider’s perspective on careers and include information on what to expect on the job, on typical career paths, and what employers look for in applicants. Books in this series also help you identify professional organizations and publications. The series is published by Bradley J. Morgan, Ed. 1993: Gale Research, Inc., Detroit, and includes:

Marketing and Sales Career Directory
Environmental Career Directory
Travel and Hospitality Career Directory
Medical Technologists and Technicians Career Directory

The Encyclopedia of Careers and Vocational Guidance provides information concerning the history of various jobs, the nature of work within given fields as well as requirements of the job. This volume also includes information concerning methods of entering a field, advancement prospects, employment outlook, earnings and work conditions.

Besides encyclopedias and edited volumes on careers, there are many other books that provide detailed information. Below is a list of some of the useful books available at libraries:

On Becoming an Artist
Opportunities in Sales Careers
Women in Finance
Careers in the Outdoors
Careering and Relearning in the 90s
Careers in Veterinary Medicine

Internet Resources
Several internet resources are available to help you to investigate your area of professional interest. For examples, visit monster.com and careerbuilder.com. Please access “Career Resources on the Internet” in your Course Resources for a listing of relevant sites.

Interviews
Talk to people who are involved in the field or subject you wish to pursue. Also, you could interview people who supervise the kinds of positions you would like to have and/or interview people who work for people in those positions or fields.

Plan to go into the interviews with a prepared list of general topics to discuss, but allowing, as much as possible, your respondent to lead the conversation. If your interviewee starts to discuss issues that you had not considered, but are relevant to your focus area, give her or him time to talk. Do be sure, however, that you leave the interview having covered the major issues and questions you have.

Limit the time of your interview to an hour or less. Interviews that go beyond one hour can be tiring and unproductive for both you and your respondent.
During the interview, take few notes, jot down only key words and phrases. Taking more detailed notes can be disruptive and can result in a poor interview. If you leave time immediately after the interview to sit quietly and elaborate on your notes, you will remember much of what was discussed.

**Sample Interview Questions**

1. Describe your field.
2. Outline what you do in a typical day.
3. Discuss how you became involved in the field, and how you prepared yourself to do this work.
4. What specific educational preparation do you deem necessary for entry into and or success in this field?
5. What specific theoretical information is necessary?
6. What attitudes or personal style issues are important to success in your field?
7. What trends do you see developing in the field?
8. Who are the proponents of these trends?
9. What other professional or academic areas are influenced by the field?
10. How long might it take to become comfortable and experienced in the field?
11. What are the relevant professional organizations, publications, etc., in your field?
12. What are the next steps in your career?
13. What advice can you give me?
14. What is one thing you wish you had done to prepare for this endeavor that you didn’t do?
15. What questions have I omitted?

➢ **Step 6. The Annotated Bibliography**

After completing your research, choose at least eight sources that have been the most helpful to you. Develop reflective annotations - approximately one paragraph each - for each of those sources (books, articles, or interviews) including a brief summary of the contents, an analysis of the relation of the material to your field, and a comment on the author. The result will comprise your “Annotated Bibliography.” The samples below will give you a sense of the format and content of entries to an annotated bibliography:
Annotated Bibliography Samples

1) Interviews
Doe, Jane. Telecommunications Manager, Magic Cellular Corporation
Interviewing Jane gave me insight into the technical requirements of the telecommunications field. Jane Doe has been a Telecommunications manager for one year. She suggests that anyone interesting in pursuing a career in Telecommunications gain as much knowledge about new technology as possible. Ms. Doe believes that knowledge in data communications is becoming more important. Therefore, she suggests one get as much exposure to the data environment as possible. She believes that there is growing opportunity surrounding call center technology.

2) Articles
In this article, the author discusses the importance of liberal learning as it relates to business. He emphasizes that liberal learning teaches communication skills, analytical techniques, planning, flexibility, appreciation for other cultures, ethics, and independent learning. All of those skills are essential in the business world, especially for managers. Furthermore, the author refers to an article by George O. Klemp, Jr. that states cognitive skills distinguish an outstanding performer from his or her less effective counterpart. Liberal learning nurtures cognitive skill, therefore it helps to create outstanding individuals.

3) Books
This book contained job descriptions about various careers, including one for a telecommunications Technical Consultant. The job descriptions included analyzing information, developing designs and system configuration. The necessity of excellent project coordination skills was emphasized. The authors recommended at least a BA or BS in Business Administration. The skills for technical consultant parallel the responsibilities of a telecommunications analyst position in my current employment.

Assignment 15 – Writing the Professional Goal and Action Plan
Using the research procedures and document structure outlined above, write your Professional Goal Setting and Action Plan. Be sure to include an annotated bibliography of at least eight resources.

This assignment is due by the end of Week 9. It should be submitted to your Foundations facilitator as an e-mail attachment.

Pre-Defined Focus Areas
In several subject areas, the School for New Learning has devised Focus Areas with competence statements that are either suggested or pre-written. These are accessible through the “Pre-Defined Focus Areas” link in your Course Resources. You might want to review these areas to get a sense of how Focus Areas can be structured. If you are interested pursuing any of these pre-defined Focus Areas in whole or in part, please discuss this matter with your Foundations Facilitator.

Focus Area Competencies
After defining the content of your Focus Area via the Professional Goal and Action Plan, you and your Professional Advisor, with the consultation of your Faculty Mentor, will distinguish specific items that will form the separate competencies in your Focus Area.

Your Focus Area comprises the far right-hand column of your Competence Grid. It includes twelve competencies, and it is structured as follows:

F-1: A competence in the focused planning of an area of investigation. You will fulfill this competence by the time of your First Committee Meeting, shortly after you have completed the work for Foundations. You will use your
Professional Goal and Action Plan and your Learning Plan as part of your evidence.

Week 7 includes more detailed information about fulfilling F-1.

F-2 – F-10: These nine competencies are Focus Area Electives. You will write your own competence statement for each of these nine electives, based upon the specific types of skills and knowledge that you identify as integral to your professional goal. We will discuss the writing of these competence statements in this present module.

F-11 – F-12: You will fulfill these two Focus Area competencies by completing an Advanced Project, a document in which you will demonstrate advanced-level competence in your Focus Area.

Week 9 includes more detailed information about the Advanced Project competencies.

Please refer to the chart on the following page for a visual overview of the Focus Area. As a reminder, here is the key to the following codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNLC</td>
<td>School for New Learning Course</td>
</tr>
<tr>
<td>AC</td>
<td>Accredited Course (from a transfer institution)</td>
</tr>
<tr>
<td>ILP</td>
<td>Independent Learning Pursuit</td>
</tr>
<tr>
<td>FOCUS AREA (12 competencies)</td>
<td>EVIDENCE/ MEANS OF ATTAINMENT</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>F-1 Focused Planning Can design a plan for development in one’s Focus Area based on an analysis of elements that comprise that area.</td>
<td>LE: Completed at the First Committee Meeting</td>
</tr>
<tr>
<td>F-2 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-3 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-4 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-5 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-6 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-7 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-8 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-9 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-10 Focus Area Elective (written by student and faculty)</td>
<td>SNLC Transfer Course ILP</td>
</tr>
<tr>
<td>F-11 Advanced Project: Can design and produce a significant artifact or document that gives evidence of advanced competence.</td>
<td>SNLC, designed by student and Academic Committee Project (Prerequisite: Research Seminar)</td>
</tr>
<tr>
<td>F-12 Advanced Project (written by student)</td>
<td>SNLC, designed by student and Academic Committee Project</td>
</tr>
</tbody>
</table>
From Action Plan to Competence Statements: Articulating Your Focus Area Competencies

According to the description of the Professional Goal and Action Plan, the third and fourth sections of the document concentrate on your discussion of “Self Assessment” and a description of “Learning Processes and Resources,” as follows:

3. Learning Objectives
   a. Explain what knowledge you need to succeed in your field.
   b. Discuss current issues, controversies, challenges in your field.
   c. Describe the skills you need to acquire.
   d. Describe the attributes you need to demonstrate.

4. Self Assessment
   a. Explain what knowledge you already have.
   b. List the skills you already have.
   c. Describe the attributes you already possess.

The “Learning Objectives” section pertains to learning that you must do in the future, in order to perform effectively in your new professional role. The “Self Assessment” section pertains to learning that you have completed in the past, and that will continue to be essential as you engage in your new professional role. Accordingly, these expressions of your present and future learning become the basis for the nine Focus Area elective competence statements that you will write.

Let's take a look at some examples to make this process clear.

Example 1
Melanie has decided to define that her Focus Area will be Human Resource Management. Through her research and interviews, she has learned that Human Resource Managers need to have a working knowledge of business law. She also learns why she must have this knowledge: in order to be able to provide informed representation in matters of arbitration.

Melanie has not yet acquired this knowledge, so she has included Business Law in the “Learning Objectives” section of her Professional Goal and Action Plan.

To document the fact that she will need to learn about business law to perform effectively in her chosen professional area, she writes a Focus Area elective competence statement as follows:

- F-4: Can apply the procedures and concepts of business law to arbitration issues that involve Human Resource departments.

Example 2
Hiram has decided to define his Focus Area as English Literary Studies. After earning his undergraduate degree from SNL, he intends to go graduate school, and his ultimate goal is to earn a Ph.D. and become a literature professor at a university, focusing upon the Medieval period. Through his research into graduate program admissions requirements and his interviews with two university professors in his area of interest, Hiram has learned that the ability to demonstrate a knowledge of literary theory will be essential to his ability to get admitted to graduate school.

To document the fact that he will need to learn more about the concepts and practices of literary theory in order to reach his professional goal, he writes the following Focus Area elective competence statement:
• F-7: Can articulate and apply the concepts of literary theory to the analysis of English literature.

From his research, Hiram has also learned that a thorough knowledge of Middle English is considered to be essential for Medieval literary scholars. Hiram has already taken an intensive course in Middle English from another institution. He writes the following competence statement to reflect essential learning that he has already acquired.

• F-8: Can identify the grammatical and stylistic attributes of Middle English and read texts in the language with fluency.

Ways to Fulfill Focus Area Electives (F-2 through F-10)
As the Focus Area chart indicates, the Focus Area Elective competencies may be fulfilled in a number of ways, including SNL courses (SNLC), coursework from accredited transfer institutions (AC), and Independent Learning Pursuits (ILP).

There are no pre-written competencies in the Focus Area.

Since the suitability of student learning to the Focus Area is always a function of the individual student’s specific design, there are no pre-approved competencies in the Focus Area.

Here is more detailed information about using evidence from each of these possibilities for your Focus Area Elective competencies:

SNL Courses
You will recall that most SNL courses may be taken for a maximum of two competencies. Many SNL courses offer students the option of registering for one Focus Area competence; because SNL courses are interdisciplinary in design, the remaining competencies for the course involve one or more of the other categories of the SNL framework (L, H, S, and A).

When SNL instructors offer courses for a Focus Area elective, the competence offering is listed as “F-X,” denoting both that the competence applies to the Focus Area, and that the competence statement itself is not pre-written. You may formulate the statement for F-X competencies in collaboration with your course instructor.

You may not take a single SNL course for more than one Focus Area competence.

Courses from Accredited Transfer Institutions
Before being admitted to SNL, and in many cases while you are a student here, you may find need or opportunity to enroll in courses at other institutions to meet the competence requirements of your Focus Area. In such cases, you demonstrate competence by completing the same Transfer Coursework Assessment Form used for all other Non Pre-Approved Transfer Coursework. You will find this form in the course Resources.

Please note that you should always consult with your Foundations facilitator and Professional Advisor before enrolling in any courses from institutions outside of the School for New Learning. In this way, you may ensure that the course you intend to take will address the competence that you have selected.

Independent Learning Pursuits
Prior learning experiences often relate directly to the Focus Area elective competencies that you write. In such cases, you have the freedom to design Independent Learning Pursuits to fulfill these competencies.
Please note that it is often very useful to consult with your Foundations facilitator and/or Professional Advisor when you design ILPs for the Focus Area.

**Assignment 16 – Writing your Focus Area Elective Competencies**

Using the discussion and exercises as guidelines, write your Focus Area elective competencies F-2 through F-10.

This assignment is due at the end of Week 9. Please submit the assignment to your Foundations facilitator as an e-mail attachment.

**Adding your Focus Area Competencies to the Competence Grid and the Learning Plan**

Once you have written your Focus Area elective competencies, you are ready to add them to your Competence Grid and Learning Plan. To the extent that you have decided upon how you will fulfill these competencies, you can add this information to the Learning Plan as well.

On the appropriate box of the Competence Grid, you should write your competence statement and indicate with the appropriate tag (SNLC, AC, or LE) how you intend to demonstrate that competence.

For each Focus Area elective competence, you should include as much information as you know in each individual row.

Let’s take Hiram’s two Focus Area competencies noted in Example 2 above, and show how he would document these competencies correctly in his Learning Plan:

| EVIDENCE/M 
MEANS OF 
ATTAINMENT | DATE 
PLANNED | DATE 
COMPLETED | GRADE |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F-7: Can understand and apply the concepts of literary theory to the analysis of English literature.</td>
<td>AC: Literary Theory, ENGL 357, Middle Earth University</td>
<td>Fall 2005</td>
<td></td>
</tr>
<tr>
<td>F-8: Can identify the grammatical and stylistic attributes of Middle English and read texts in the language with fluency.</td>
<td>AC: Middle English, ENGL 311, Middle Earth University</td>
<td>Fall 2001</td>
<td>A-</td>
</tr>
</tbody>
</table>

We know, of course, that even though Hiram has indicated that Fall 2001 in the “Date Completed” competence, he will still need to demonstrate this competence by completing a Transfer Coursework Assessment Form to his Foundations facilitator.
Module 7 – Professional and Academic Support: Your Academic Committee

Introduction and Overview

In this course, we are asking you to take a great deal of responsibility for reflecting upon, researching, and planning for your undergraduate education and professional future. As you are indeed discovering, SNL requires you to take initiative and act independently.

You are not alone in your journey. In this week, we introduce you to the concept of the “Academic Committee,” a small group of people who work together to guide and assist you in achieving your academic and professional goals. The SNL Academic Committee normally includes a Faculty Mentor who offers you academic guidance in and after Foundations of Adult Learning, a Professional Advisor with whom you consult on matters pertaining to your Focus Area, an optional “Peer” who supports you in your life as an undergraduate student, and you—the head of the committee, who schedules and chairs its meetings.

Your Faculty Mentor is your Foundations of Adult Learning facilitator. We will ask you to identify a Professional Advisor (PA) who is qualified to help you to achieve your unique professional goals. Through your work on the Professional Goal and Action Plan, you will be learning enough about your professional goal to make an informed selection of the best person to assist you in planning for your professional life. With our guidance you will gather the appropriate tools for connecting with the right PA for you.

We’ll also talk about the purpose and structure of the two required “meetings” of this committee during your undergraduate program.

Finally, in addition to information about committee members’ roles, we’ll discuss how the committee participates in the evaluation of your academic work at SNL - especially your ILPs and the major research projects you will be doing here.

Learning Objectives

By the end of this module, you will be able to:

- Identify how the Academic Committee can help you to realize your academic and professional goals.
- Discern pertinent information about yourself and your academic path, so that you can make an informed selection of a Professional Advisor.
- Know your committee’s responsibilities in evaluating coursework and ILPs that you present in support of competence.
- Articulate the purpose of the First and Final Committee Meetings, and anticipate materials that you will need to prepare for your First Committee Meeting.
Module 7 Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify how the Academic Committee can help you to realize your academic and professional goals.</td>
<td>Study Guide.</td>
<td>Considering your goals in connection with the resources available to help you to realize them.</td>
<td></td>
</tr>
<tr>
<td>Discern pertinent information about yourself and your academic path, so that you can make an informed selection of a Professional Advisor.</td>
<td>Surveying and reflecting upon your personal and professional needs to decide upon who will be most helpful to you as a Professional Advisor.</td>
<td>Post a discussion piece to the Academic Committee Conference on the challenges you face in seeking and connecting with an appropriate Professional Advisor.</td>
<td>Complete a Professional Advisor Nomination Form and e-mail this form to your Foundations facilitator.</td>
</tr>
<tr>
<td>Know your committee’s responsibilities in evaluating coursework and ILPs that you present in support of competence.</td>
<td>Study Guide.</td>
<td>Reviewing the requisite steps you will take to secure useful guidance from your Professional Advisor on the design of your Focus Area.</td>
<td></td>
</tr>
<tr>
<td>Articulate the purpose of the Committee Meetings, and anticipate materials that you will need to prepare for your First Committee Meeting.</td>
<td>First and Final Committee Meeting Checklists.</td>
<td>Reviewing the requisite steps you will take to secure useful guidance from your Professional Advisor on the design of your Focus Area.</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Committee Roles and Responsibilities**

The SNL Academic Committee has many functions, roles, and responsibilities, but its main purpose is to assist and guide you as you complete your undergraduate program. As a student at SNL, you will undoubtedly encounter hurdles and obstacles from time to time, and the support that you will receive from your Academic Committee can help you to overcome these problems, or at least to put them into a realistic context. You can also use your Academic Committee as a forum for discussing and assessing your overall degree progress, for clarifying goals and purposes, and for providing resources and advice on Independent Learning Pursuits at various stages in the program.

The Academic Committee consists of you, the Faculty Mentor (representing SNL), and the Professional Advisor (representing your Focus Area). You may also elect to include a fourth
member, the Peer. The Peer should be someone who knows you well and can therefore provide special support and encouragement.

The roles of the individual Academic Committee members include the following:

1. **The Student.** As the **Student**, you are the chairperson and central member of the Committee. You are responsible for securing counsel from other Committee members and for formulating an appropriate Learning Plan based on a combination of the advice received and of your own goals and concerns. Your responsibilities include:

   a. Communicating individually with the Faculty Mentor and Professional Advisor in the discussion of the Learning Plan;
   b. Finalizing your Learning Plan/Narrative Transcript;
   c. Negotiating the specifics of the Learning Plan with the Committee;
   d. Preparing appropriate paperwork;
   e. Engaging in ongoing self-evaluation of progress and direction, maintaining accurate and updated planning tools, and communicating with Committee members about the status of the Plan.

2. **The Faculty Mentor** is responsible for:

   a. Assisting you in the design of the Learning Plan, particularly with respect to H, S, and A categories;
   b. Working with you and the Professional Advisor on the design, implementation, and evaluation of Externship and Advanced Project (two independently conducted projects that we will discuss in Module 9);
   c. Assessing and approving all ILPs, SNL coursework, and transfer coursework that you submit for competence in the Lifelong Learning and Liberal Learning Areas (in conjunction with CASC);
   d. Assessing and approving all ILPs, SNL coursework, and transfer coursework that you submit for competence in the Focus Area (in collaboration with your Professional Advisor);
   e. Approving your registration in Guided Independent Studies (GIS);
   f. Attending Committee meetings and assuring that the Committee process meets the procedural requirements of SNL;
   g. Helping you seek innovative learning activities and alternative learning styles;
   h. Ensuring that your work meets the academic criteria appropriate to a BA degree from SNL and DePaul.

3. **The Professional Advisor’s (PA’s)** main responsibility is to provide assistance for the clarification and development of your Focus Area and related goals. You select the PA (with the subsequent approval of SNL). Your PA is responsible for the following:

   a. Assisting you in clarifying professional goals;
   b. Helping you with finalizing and/or clarifying the Focus Area category of your Learning Plan;
   c. With your Faculty Mentor, approving the entire Learning Plan;
   d. Assessing Approving all ILPs, SNL courses, and transfer courses that you submit for competence in the Focus Area (in collaboration with your Faculty Mentor);
   e. Working with you and your faculty mentor in the design, implementation and evaluation of Advanced Project and Externship (see Week 9);
   f. Helping to develop and assess appropriate Independent Learning Pursuits in the Focus Area;
   g. Attending at least 2 academic committee meetings (the first and final) and assuring that the standards of professional preparation are maintained;
   h. Helping you seek innovative and alternative learning options.
4. **Peer.** You have the option to choose a Peer member of the committee, whose role is to advise, support and encourage you throughout the learning process and to offer constructive criticism. Your Peer will not be involved in the evaluation of your work, but is responsible for:
   a. Helping you clarify goals;
   b. Suggesting alternative learning strategies;
   c. Counseling you on how to integrate school, work, and personal life;
   d. Offering ideas for appropriate learning projects.

**Qualifications of the Professional Advisor**

Since you will be working closely with your Professional Advisor during the remainder of your undergraduate program, it is important that you find someone who can offer you the best assistance. The following are some useful questions for you to consider as you search for a Professional Advisor:

- **Professional area:** Is the prospective PA a practitioner in your focus area or in an area related to your goals?
- **Personal style:** Do you and the prospective PA seem to be compatible in terms of communication style and expectations of the student-PA relationship?
- **Philosophy:** Is the prospective PA supportive of the SNL approach to adult learning?

The person that you choose must meet the following set of qualification to be eligible to serve as your Professional Advisor:

- Experience in your educational or goal area
- Knowledge of operant theories and trends in your goal area
- Masters degree or equivalent professional expertise
- Ability to provide at least 15 hours of contact over the period of your involvement in the Committee stage of SNL
- Openness to competence-based, non-traditional education and ability to be both critical and supportive

**Finding a Professional Advisor**

At this point, you may have clearly in mind as a most suitable PA candidate. If so, you are ready to move forward with the steps that we outline in the remainder of this module. If, on the other hand, you are a bit apprehensive about having to connect with someone to serve in the role of their Professional Advisor, please know first that this is a normal and understandable reaction to a situation that seems uncertain. The best way to handle this is to confront it as a very important step of the process of learning how to build professional relationships.

By making connections to potential PA candidates, you are providing yourself with vital connections to the future version of the self you are creating. Appropriately, this connection-making is often referred to as “networking,” a skill important to both professional and lifelong learning.

Some students have expressed that they are concern about “bothering” a busy individual with the prospect of taking the additional responsibilities that come with serving as an SNL Professional Advisor. Be assured that if a candidate is too busy to have time to assist you, she or he will let you know this. And the fact is that most candidates are very willing (and often flattered) to have the chance to put their own professional knowledge, expertise, and experience to use in the Professional Advisor role.

It is also important that you know that your Professional Advisor will receive a modest stipend for participating in each of the two required Committee Meetings of your SNL program.
Assignment 17 – Facing the Challenge of Connecting with a Professional Advisor
Post a discussion piece to the Academic Committee Conference on the challenges you face in seeking and connecting with an appropriate Professional Advisor. In addition to providing you with a place to voice your successes and concerns, here you will have opportunity to learn from the experiences of your classmates.

Assignment 18 – Nominating a Professional Advisor
Once you have connected with a suitable, qualified candidate for your Professional Advisor, complete the “Professional Advisor Nomination Form” and submit this to your Foundations facilitator.

After you submit the form to your Foundations facilitator, your approved Professional Advisor will receive a packet from the School for New Learning, containing detailed information on the SNL Program and the Professional Advisor’s role and responsibilities.

This assignment is due by the end of Week 9.

Meeting with Your Professional Advisor (after Foundations of Adult Learning)
Please note that students normally complete the activities described below after they have successfully completed the Foundations of Adult Learning course. We describe these activities here to give you a clear sense how you shape your Focus Area from the time that you select a Professional Advisor until the time of the first meeting of your Academic Committee.

After you have completed the PA nomination process, you will want to help your new PA to become familiar with the work that you have done in Foundations of Adult Learning on two of your primary planning documents: 1) your Learning Plan; and 2) your Professional Goal and Action Plan. You may also decide that it is appropriate and useful for you to share a copy of your current resume.

Forward these documents to your PA, and make arrangements to have a student-PA conference where you can discuss your plans, questions, and concerns about the content and structure of your Focus Area. Please be use to provide your PA with sufficient time to review your materials before this conference.

The student-PA conference will be most effective when you specify questions and areas of concern that you would like to address. Please let your PA know that the following are among the areas in which you would especially appreciate feedback:

- In my Professional Goal and Action Plan, are my career goals clearly stated and focused?

- In my Focus Area elective competencies, have I sufficiently addressed the types of professional skills and knowledge that will be essential to my success in this field

The conference itself will give you a chance to discuss your Focus Area in more detail. In addition to the responses to the questions above, during the conference you will want to discuss the following matters with your PA:

- Are my Focus Area competence statements understandable and clearly written?
• Can you (the PA) recommend any other professional areas in which I should become competent?

• In my Learning Plan, have I proposed workable strategies for fulfilling my Focus Area elective competencies?

Based upon the outcome of your student-PA conference, you may decide to make changes to your Professional Goal and Action Plan and/or the Focus Area of your Learning Plan. It is useful to make these changes as soon as possible after the meeting, so that you will have updated documents for your committee meetings.

Required Committee Meetings
The entire Academic Committee will participate in two required meetings. While these meetings have multiple purposes, a primary function of each meeting is to serve as a checkpoint for your progress at two crucial stages in your degree program. You hold your First Committee Meeting shortly after finishing the Foundations of Adult Learning course, at a stage when you are finalizing the plans that you’ve made for completing your undergraduate program. You hold your Final Committee Meeting shortly before you prepare to graduate from SNL. You, your PA, or your Faculty Mentor may arrange additional committee meetings if they are felt to be useful or necessary.

The average time per meeting is about one hour.

Preparation for the First Committee Meeting
On page 90 of this Study Guide, you will find a checklist that lists the points that should cover in your First Committee Meeting. The checklist is also included in your course Resources.

You will see for this checklist that the First Committee Meeting has many goals, including a review of your degree progress thus far and a discussion of the degree planning activities that you’ve done in Foundations of Adult Learning.

The First Committee Meeting becomes the point in your SNL program where you present planning documents that offer you and the other committee members the clearest possible sense of when and how you will fulfill the fifty required competencies of the undergraduate program. Accordingly, prior to this meeting, you should present to the other committee members versions of your Professional Goal and Action Plan and your Learning Plan that reflect your Professional Advisor’s suggestions during your student-PA conference.

Fulfilling the F-1 Competence
If your planning documents are in order and your PA and Faculty Mentor, your Committee will officially approve them at the First Committee Meeting. At this point of approval, you will have met the requirements of one more of your fifty required competencies:

F-1: Can design a plan for development in an area of specialization, based on an analysis of the elements that comprise that area.

At the First Committee Meeting, your PA and Faculty Mentor will complete the "Assessment Committee Response Form: Focus Area 1," which you will find in the course resources online. As you can see, the assessment of this competence is handled as an Independent Learning Pursuit. You have fulfilled the evidence of the F-1 competence by the planning activities and work that you did during and after the Foundations of Adult Learning course.
After your Academic Committee members complete this response form, your Faculty Mentor will attach hard copies of your approved Professional Goal and Action Plan (complete with your annotated bibliography of at least eight sources) and your approved Learning Plan to the response form. Your F-1 will then be submitted for processing, and your official university records will shortly reflect a grade of PA (Pass) for your F-1 competence.

**Evaluating Evidence for Focus Area Competencies F-2 through F-10.**

In Weeks 4 and 5 respectively, we learned the procedures for demonstrating competence through Non Pre-Approved Transfer Coursework and Independent Learning Pursuits in the Lifelong Learning and Liberal Learning Areas. For both of these areas, specialists of the Committee on the Assessment of Student Competence (CASC) is responsible for make an assessment decision on your work after your Faculty Mentor reviews it.

For transfer coursework and ILPs in Focus Area, your Professional Advisor serves as the specialist instead of CASC. Accordingly, the procedure for submitting evidence gaining final competence approval for your Focus Area elective competencies is as follows:

**For Focus Area transfer courses (all forms are included in the course resources):**

1. Complete a Transfer Coursework Assessment Form for each course. Be sure to include the competence statement that your Academic Committee has agreed upon.
2. Complete a Non Pre-Approved Transfer Coursework Log Form for all courses that are being applied to Focus Area competencies. Please do not include transfer courses from other areas of the SNL program on this form.
3. Submit the Transfer Coursework Assessment Form and the Non Pre-Approved Transfer Coursework Log Form to your Faculty Mentor.
4. After your Faculty Mentor has approved the assessment form, she or he will forward it to your Professional Advisor for final approval.
5. Once final approval has been obtained, your Faculty Mentor will submit the signed Transfer Coursework Assessment Forms and the Non Pre-Approved Transfer Coursework Log Form for processing.
6. Shortly afterwards, your official university records will reflect your completion of these Focus Area elective competencies.

**For Focus Area ILPs (all referenced forms are included in the course Resources):**

1. Write the Independent Learning Pursuit essay.
2. Complete and an Independent Learning Assessment Form as the cover page for your ILP.
3. Submit the ILP essay and assessment form to your Faculty Mentor for approval.
4. Your Faculty Mentor will forward your approved ILP to your Professional Advisor, along with an assessment form that the PA will be asked to complete.
5. Once your Professional Advisor approves your ILP, she or he will return the approved assessment form to the Faculty Mentor.
6. Your Faculty Mentor will then submit your ILP for processing. Shortly afterwards, your official university records will reflect a grade of PA (Pass) for each approved ILP.

**For SNL Courses (SNLC) in the Focus Area:**

Any SNL course that is offered for an F-X can be applied to your Focus Area as long as your Academic Committee has approved the course in advance. This approval will depend upon the correlation between the course material and the competencies that you...
and your committee have identified as essential to your Focus Area. Please consult with your Academic Committee before registering for the F-X competence in any course.

Please be aware also that you may register for only one F-X competence per course. The second competence for the course must be in the Liberal Learning or Lifelong Learning Areas.

FIRST COMMITTEE MEETING CHECKLIST
After you have identified and contacted an appropriate Professional Advisor, use this list to prepare yourself for your First Committee Meeting.

Professional Advisor:
• Meet with (in person or by phone) your PA to discuss your goals and plans
• Make sure your PA has had time to look over your Learning Plan, Professional Goal and Action Plan, or student profile summary prior to the first committee meeting
• With your PA & Faculty Mentor, identify possible times for a committee meeting.

Faculty Mentor
• Make sure she or he has the most recent copy of your Learning Plan & Professional Goal and Action Plan
• Call or email your committee members to confirm meeting time and place.

Peer: (Optional)
• Meet with and discuss SNL, your educational goals, and the role of the Peer
• Make sure Peer has most recent copy of Learning Plan and other materials
• Contact for first committee meeting.

Agenda:
• Introduce members and review their roles.
• Review your desired outcomes of the meeting.
• Review your career goals, educational goals, and your learning style and what implications these have for the shaping of your plan.
• Discuss LL competencies you have achieved thus far, and how you will continue to develop these skills.
• Discuss your Professional Goal and Action Plan, and review FA plans (prior and/or new learning)
• Review prior learning already approved in H, S, and A categories, discuss course plans and review proposals for Independent Learning Pursuits.
• Discuss Externship and Advanced Project plans, if appropriate.
• Delineate time frames & decide on communications procedures.
• Recap and document decisions.

Required Documentation
✓ Learning Plan with clear notes of agreed-upon changes, signed by all Committee members.
✓ Accepted Focus Area competence assessment forms (including F-1) and evidences initialed by the Faculty Mentor and signed by the PA (if ready).
✓ Confirmation of assignment of PA and of completion of first Committee meeting.
FINAL COMMITTEE MEETING CHECKLIST
When you have completed your Advanced Project and sent it to your committee members, you convene the final committee meeting. (1.) check the calendar at http://snl.depaul.edu/current/calendar.asp for Final Committee Meeting deadlines and (2.)
Please send your Narrative Transcript/Learning Plan to your faculty mentor at least a week before the meeting. Expect to be asked to reflect on your development, your experiences in learning, and future learning goals in this meeting.

Preparation:
• Make sure you have filled out and submitted an "Intent to Graduate" Form to the SNL office the quarter before you plan to graduate
• Check your records against SNL’s graduation report (you should receive this in the mail)
• Send first drafts of your Externship (if independent) and Advanced Project to Committee.
• Call or email to get feedback on your drafts.
• Expect some questions on your work and its implications at final committee meeting.
• Update or revise your Learning Plan/Narrative Transcript to reflect the changes made since your first meeting.
• Make sure you have registered for: Externship (with the appropriate capstone competencies), Advanced Project, and Summit Seminar.
• If you are taking a course during your final quarter, you may complete that course after your final meeting. All other work must be submitted before the final Committee meeting, according to SNL deadlines.

Key agenda items:
✓ Ensure that all work is completed, documented, and the student's file is complete
✓ Discuss the Externship and Advanced Project
✓ Clarify decisions by the Committee on the acceptability or required revisions on work received
✓ Reflect on the original goals of your program of study, assess their achievement and discuss your growth and development as well as future plans
✓ Reflect upon specific learning experiences in and out of SNL
✓ Discuss progress and accomplishments in the Lifelong Learning Area
✓ Make sure you have obtained information to prepare for Summit Seminar and graduation
✓ Reflect on SNL and the Committee process
✓ Share congratulations
PROFESSIONAL ADVISOR NOMINATION FORM
This form is to be submitted by a student to their Faculty Mentor.

Student Name ________________________________

Student’s ID Number ___________________________

Date Form is Submitted ______________ Faculty Mentor ______________

Professional Advisors must have the following qualifications:
• Experience in student’s educational or goal area
• Knowledge of operant theories and trends in student’s goal area
• Masters Degree or equivalent professional expertise
• Ability to provide at least 15 hours of contact over the period of student’s involvement in the Committee stage of the SNL degree
• Openness to competence-based, non-traditional education and ability to be both critical and supportive

To confirm the above, a current resume for the nominated individual must be attached to this form.

Name of individual you are nominating to be a PA ________________________________

Individual’s area of expertise ________________________________

Individual’s current job title and place of employment ________________________________

Given the criteria listed above, please explain the qualifications of the individual you are nominating as they relate to your Individual Focus Area and how this expertise will be of assistance to you in attaining your SNL degree:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Nominated PA’s home address: ________________________________

(street)

(city, state and zip code)

Nominated PA’s work telephone: ________________ home telephone: ________________

Nominated PA’s e-mail address: ________________________________
STUDENT PROFILE SUMMARY

NOTE: If you do not have a resume, send this form to your PA.

Name: _____________________________ ID: ________________________

Mailing Address: ________________________________________________

Phone Number (W): ______________________ (H): ________________________

Faculty Mentor: __________________________ Phone Number (W): ______________

Employment History (Begin with current position, if any; attach other pages if necessary.)

Position Title: __________________________ Dates: ______________________

Employer: ______________________________________________________

Responsibilities: ________________________________________________

Position Title: __________________________ Dates: ______________________

Employer: ______________________________________________________

Responsibilities: ________________________________________________

Professional Goal:

Education History
Degree (if any) College/Institution Dates Credit Hours Earned (approx.)

______________________________________________________________

______________________________________________________________

______________________________________________________________

Non-credit seminars: ____________________________________________

______________________________________________________________

______________________________________________________________

Other Interests
Community or civic activities or associations: ________________________

______________________________________________________________

______________________________________________________________

Areas of interest and/or expertise other than work: __________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Module 8 – Planning Your Future Learning

Introduction and Overview
Over the past weeks you have added several pieces to your Competence Grid and SNL Learning Plan: transfer courses you’ve completed; ILPs you are writing and planning to write; and Focus Area competencies you’ve acquired and need to attain. We will now focus upon fleshing out some of the still missing pieces of these two planning documents, and especially your SNL Learning Plan.

The SNL Learning Plan is designed for you to use. Along with your Competence Grid, it serves as a guide to your accomplishments and goals as you move through your undergraduate degree program. After you graduate, however, you will be able to use SNL Learning Plan in other capacities, as a very detailed record of what you have accomplished at DePaul University. As you will learn later in your program, the document will become a “Narrative Transcript” of your undergraduate education. The audience for this document might be a prospective employer or a graduate school admissions committee.

In the first part of this module, you will some brief statements that summarize your educational goals, professional goals, and Focus Area. You will write clear and concise statements that will be informative for your Academic Committee and any audiences that might read the document after you graduate. You will add these statements to your SNL Learning Plan, knowing as you do so that you are free to update them the future, as your goals change and become clearer.

We will then turn to the planning of your future coursework at SNL—a future that begins with your next quarter of enrollment and concludes when you have completed all fifty competencies. We will talk about strategies for selecting SNL courses that will work best for you. You’ll make some tentative plans about the courses you’ll take in the upcoming quarters.

The result of your efforts in this module will be an even clearer picture of your future, during and beyond your experience as a student at SNL. You’ll see more of what you’ve accomplished, and you’ll be able to come up with a realistic picture of what you have left to do.

Learning Objectives
By the end of this module, you will be able to:

• Succinctly define your academic goals, professional goals, and area of focus.

• Use the knowledge about your past and present learning to plan for future learning in the context of the SNL program.
The Learning Plan: Goal Statements and the Description of your Focus Area

Through your work on the Professional Goal and Action Plan, you have been developing a clear picture of your goals. You will now shape some of this material into concise goal statements, to help to focus your own plans, and to provide useful information to your Academic Committee. After you graduate, when your Learning Plan takes the function of a “Narrative Transcript” of your academic accomplishments, these statements will offer important information for prospective employers in job applications, or for graduate school admissions committees.

On page 101 of this Study Guide, you will find an instruction sheet for completing the Learning Plan/Narrative Transcript, along with the first two pages of the Learning Plan itself. The first page is quite simple to complete, since it comprises only biographical information about you and your Academic Committee members.

On the following page of the Learning Plan you are asked to write five descriptive statements. In this module, we will be concerned with only the first three of these statements; in Week 9 we will talk about Externship and Advanced Project, and you will write tentative descriptions of those assignments.

The first three statements are as follows:

**Educational Goal**
In considering your educational goal, reflect specifically upon (1) what you want to achieve academically here at SNL and afterwards, and (2) what specifically you are interested in learning more about as you progress through your degree program. Certainly the goal statement may include the fact that you are seeking to earn a specific degree (the B.A., or if you are planning to pursue graduate study, the M.A., M.S., M.B.A. Ph.D., Ed.D., J.D., or M.D.), but the statement
should also give your readers a sense of what you want to learn more about, out of a sense of curiosity or need.

This will require some reflection and a personal inventory which might result, for instance, in your coming to terms with your commitment to having a better command of language in writing. This realization might stem from your knowing that you will need to be an effective writer in your future career as a lawyer, or it might arise from a sense of personal commitment to improving your ability to communicate with others. Or you may discern among the areas that you want to learn more about in your undergraduate study is something that has no apparent connection to your professional goal. You might be interested in learning more about international history and globalization out of a sense of curiosity or responsibility as an informed citizen.

The Educational Goal should be composed as a brief statement (one to two sentences).

**Professional Goal**
If the Professional Goal seems a bit easier to formulate at this point, it may be because you have been devoting so much effort to exploring this goal in this course. In composing the Professional Goal statement, you should take a good look at the “future version” of your self that you are striving to become, and concisely describe this person that you will become.

The Professional Goal should be composed as a brief statement (one to two sentences).

**Title and Rationale for Focus Area**
We all know how important a title is in capturing the attention and interest of others. An effective title should point us accurately to the specific field of your Focus Area, but it should also engage its reader into wanting to know more about your own interest in this field.

Consequently, instead of composing a generic title such as “Business Administration,” “Medicine,” or “Law,” you should personalize your title, perhaps as follows:

“The Legal Dimension of Immigration Policies and Practices.”

“The Philosophy and Practice of Organizational Leadership.”

The title should be followed by a single paragraph in which you describe your Focus Area in more detail. An excellent place from which to draw information for this description is your Professional Goal and Action Plan and the Focus Area competence statements that you have written. In the rationale statement, you should let the reader know about those components that hold your Focus Area in place as a coherent field of study.

**Assignment 19 – Writing Focus Area Goal Statements and Descriptions**
Complete the cover sheet of your Learning Plan, where you are asked to supply contact information of all of each of your Academic Committee members.

Using the guidelines discussed in this module, write an Educational Goal Statement, a Professional Goal Statement, and the Title and Rationale for Focus Area. Add these statements and descriptions to your Learning Plan.

Send your Educational Goal Statement, Professional Goal Statement, and Title and Rationale for Focus Area as an e-mail attachment to your Foundations facilitator.

This assignment is due at the end of Week 8.
Planning Future Coursework for Your Undergraduate Program

The remainder of your Learning Plan comprises a series of tables pertaining to the areas and categories of the SNL undergraduate program. In the last several modules of this course you have been building this document, specifying the competencies that you have fulfilled and plan to complete by accredited transfer coursework and Independent Learning Pursuits. In this module, you will focus upon placing past, present, and future SNL coursework in your Learning Plan and Competence Grid. The planning of your future SNL coursework will help you to create a clear picture of how to proceed with the remainder of your degree program. In the process, you will also be able to estimate a reasonable graduation date.

Adding Past and Present SNL Coursework to your Competence Grid and Learning Plan

If you have already taken courses at the School for New Learning, you should add the completed competencies to both your Competence Grid and your Learning Plan. In the Competence Grid, simply indicate the completed competence in the appropriate box, and mark the box with an SNLC (for “SNL Coursework”).

You should update your Learning Plan as follows:

In the left hand column, indicate the competence that you fulfilled, and write out the competence statement from the “Criteria for Assessing Competence.” You will find this document in the Course Resources.

For any X competencies that you have already completed through SNL coursework, write out the competence statement that your instructor wrote, or that you and the instructor agreed upon.

In the “Evidence/Means of Attainment” column, indicate “SNLC” followed by the title of the course.

In the “Date Completed” column, indicate the quarter in which you completed the course.

In the “Grade” column, indicate the grade that you received from your instructor.

For completed SNL courses, a line of the Learning Plan should appear in the following format:

<table>
<thead>
<tr>
<th>EVIDENCE/ MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-1-F: Can describe and explain the roles of individuals, groups, societies, or states in history.</td>
<td>SNLC: Cultural History of Movie Theaters</td>
<td>Fall 2000</td>
<td>A</td>
</tr>
</tbody>
</table>

Use the same procedure for any SNL courses in which you are currently enrolled, including Foundations of Adult Learning. Since you have not finished these courses yet, you should indicate the current quarter in the “Date Planned” column. After you have completed the courses, you can indicate the appropriate information in the “Date Completed” and “Grade” columns.
For SNL courses in progress, a line of the Learning Plan should appear in the following format:

<table>
<thead>
<tr>
<th>EVIDENCE/MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNLC: College Writing</td>
<td>Winter 2004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planning Your Future SNL Coursework

The planning of your future SNL coursework constitutes one of the final stages of curriculum planning that you will do in this course. Planning future coursework is an exciting activity that gives you a sense of what to anticipate in quarters to come. By planning carefully, you will offer yourself a realistic sense of your progress through the program, and you will be able to estimate a graduation date.

You begin by taking a long look at your Competence Grid. For each of the boxes that are not yet marked as completed, in progress, or planned, you will be locating an appropriate SNL course (or another competence-based learning activity such as a Faculty Designed Independent Study or a Guided Independent Study). The L-4, L-5, L-6, and S-5 competencies may also be fulfilled by passing proficiency examinations.

You proceed by using the planning tools and information available to you to identify courses that you will apply to your remaining competencies. Here, you need to take account of several factors.

**First, some courses have prerequisites.** All of these courses are listed below:

<table>
<thead>
<tr>
<th>SNL COURSE AND COMPETENCIES</th>
<th>ASSOCIATED PREREQUISITE COURSES AND COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Seminar (L-8, L-9)</td>
<td>Learning Assessment Seminar (L-1)</td>
</tr>
<tr>
<td></td>
<td>Foundations of Adult Learning (L-2, L-3)</td>
</tr>
<tr>
<td></td>
<td>College Writing (L-4)</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking (L-5)</td>
</tr>
<tr>
<td>Externship (L-10, L-11)</td>
<td>Research Seminar (L-8, L-9)</td>
</tr>
<tr>
<td>Advanced Project (F-11, F-12)</td>
<td>Research Seminar (L-8, L-9)</td>
</tr>
<tr>
<td>Advanced Electives (E-1, E-2)</td>
<td>Research Seminar (L-8, L-9)</td>
</tr>
<tr>
<td>Summit Seminar (L-12)</td>
<td>Final quarter of enrollment at SNL.</td>
</tr>
</tbody>
</table>

**Second, you may enroll in two competencies for most SNL courses.** The exceptions to this policy are L-1, L-4, L-5, L-6, and L-12, each of which has a separate course associated with one competence.

At this point, the best way to learn about competence registration options for courses is to access the course registration information for next quarter. This information is available to you now through the CDE website, located at www.snlonline.net.
Here is an example of a row of the course schedule:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject / Course Number</th>
<th>Registration Numbers</th>
<th>Lifelong Learning</th>
<th>Liberal Learning Area</th>
<th>Focus Area</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Creative Writing course, taught by T. Sullivan, is being offered for the five competencies listed: A-1-C, A-2-A, A-5, H-1-X, and H-3-B. While the instructor will be addressing all five competencies in the course, you may enroll for a maximum of two of these five competencies. To a great extent, the competencies for which you choose to register will determine the focus and emphasis of many of the assignments you will do for the course. The five-digit numbers adjacent to the competencies are the registration numbers you will use when you register online.

You should choose competencies that you can apply to toward your graduation requirements — those that you have “open” on your Competence Grid and Learning Plan. SNL courses are designed to be interdisciplinary, and it is often the case that a single course will be offered across many categories and subcategories. This variety enriches the possible learning experiences that the course promotes.

**Example**
Mia is interested in enrolling for T. Sullivan’s Creative Writing course. She reviews the competencies offered, and she then checks her competence grid to see which of these might fit. She sees that she has already fulfilled the A-2-A and A-5 competencies in another course, so she eliminates these two options.

What remains are A-1-C, H-1-X, and H-3-B. She has not yet fulfilled any competence in the A-1 subcategory, so she decides that A-1-C is a good fit for her. She has fulfilled one competence in H-1, but she has not yet completed her H-3 subcategory requirement.

Mia decides to take the Creative Writing course for the A-1-C and H-3-B competencies. She registers for each of the competencies online using the five-digit registration numbers next to the competencies in the course schedule. The choices she has made have the following result:

In her Creative Writing course, Mia will be focusing upon the analysis of artistic form, content, and style (the A-1-C competence), and also upon how factors of identity such as race, gender, and religion shape human identity (the H-3-B competence).

By reviewing the course schedule and selecting courses that interest you, and that fit into your undergraduate program requirements, you will be able to make intelligent planning decisions for your registration next quarter.

You will also be able to access the tentative schedules of future quarters through the Center for Distance Education’s website.

**The third factor to consider as you plan your course schedule for future quarters is the matter of “realistic expectations” that you can make of yourself.** As a quality institution, DePaul University offers courses that are designed to be challenging, and these courses require you to invest a significant amount of time. Since you want create the best possible learning situations for yourself at DePaul, you should not take on more than you can handle in terms of quarterly course load. Carefully assess the amount of time you can devote to your academic
study, and plan your schedule accordingly. We consider two courses per quarter to be a reasonably full course load for a working adult with many other obligations to fulfill.

As you plan, you should also take account of your financial resources that are available for tuition and books. At SNL, each competence is equivalent to two quarter hours, so for most two-competence courses that you take, you will be assessed four credit hours of tuition. Being realistic financially can help you to make workable plans for future SNL coursework.

**Exercise: Documenting Plan for Future Coursework**

Using the above materials and examples to guide you, review the course schedule materials available at the CDE website, and add to both your Competence Grid and Learning Plan the courses that you plan to take in all future quarters of your undergraduate program. When you have finished this exercise, you should have planned plan for all competencies except for the following five:

- L-10 & L-11  Externship
- F-11 & F-12  Advanced Project
- L-12  Summit Seminar

You may refer to the sample Learning Plan in your course Resources to see a completed document.

You will not be required to turn in your Learning Plan until the end of the next module, where you will be introduced to the Externship and Advanced Project.

**Assignment 20 – Planning Future Learning**

As you work through the exercise above, post a reflection piece to the Planning Future Learning conference, in which you discuss the area or category of the competence framework in which you anticipate the most difficulty.
LEARNING PLAN / NARRATIVE TRANSCRIPT INSTRUCTIONS

The Learning Plan / Narrative Transcript that you develop in Foundations, and continue to revise with your Academic Committee, will eventually become the Narrative Transcript, which provides documentation on how you completed your B.A. degree. As you visualize and plan your program, you should place planned and finished evidence, such as courses and ILPs on your Learning Plan/Narrative Transcript.

As you complete these plans, you will add the quarter and year you demonstrated the competencies and your grades. As a transcript, this represents a cumulative, evolving process of planned and revised learning that is finalized just prior to your last committee meeting.

When developing your Learning Plan/Narrative Transcript, please use the following codes in designating the kinds of evidence that has been accepted for demonstration of competence:

- **Independent Learning Pursuit or Project (ILP):** signifies learning through work or life experience, including informal or unaccredited study.

- **Accredited Coursework (AC):** indicates a course taken at an accredited college or university other than SNL.

- **School for New Learning Course (SNLC):** designates courses taken at SNL. This includes Externship, Advanced Project, and any competencies fulfilled by FDIS or GIS.

Be sure to check the official record of your coursework (“course history”) regularly against your evolving Learning Plan/Narrative Transcript.
**SNL BA LEARNING PLAN/NARRATIVE TRANSCRIPT**

<table>
<thead>
<tr>
<th><strong>Student:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Position:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Company:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Admitted:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date of Graduation:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student ID Number:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone (W):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone (H):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Faculty Mentor:**

| **Address:** |  |
| **Position:** |  |
| **Company:** |  |
| **Phone (W):** |  |
| **Phone (H):** |  |
| **Email:** |  |

**Professional Advisor:**

| **Address:** |  |
| **Position:** |  |
| **Company:** |  |
| **Phone (W):** |  |
| **Phone (H):** (optional) |  |
| **Email:** |  |

**Peer Advisor (Optional):**

| **Position:** |  |
| **Company:** |  |
| **Phone (W):** |  |
| **Phone (H):** (optional) |  |
| **Email:** |  |
### ADVANCED PROJECT

The student's Advanced Project results from an individually designed learning project and exhibits the student's ability to produce a work that is the culmination of her or his learning.

### EXTERNSHIP

*Externship:* The student's Externship results from an individually designed project, focusing on doing, making, or creating, and then reflecting on that learning process, an Externship class, or a travel course.
Module 9 – Research in the SNL Program

Introduction and Overview
You’ve already planned and conducted much research in this course, and you’ve come to appreciate the connection between curiosity, inquiry, and knowledge. Later in your undergraduate program, you will be working on two major projects that require you to apply very distinct types of research: the Externship and the Advanced Project.

You will learn something about the Research Seminar, an SNL course that helps you to understand how and why you might conduct research in specific field of interest, how to design appropriate research methods, and how to write a research proposal.

You can probably identify an activity, skill, or type of knowledge that you’ve always been interested in pursuing, but never did anything about it. Maybe this was because you didn’t have time; maybe pursuing such an endeavor would be a bit scary, since it would require you to use learning tools in which you lack confidence. Such projects are perfect for Externship, which we could describe as a process of “reaching out.” For the Externship, not only will you pursue something quite new, but you’ll also pursue it in ways that might fall outside of the “comfort zone” of the preferred learning style that you identified when you took the Learning Styles Inventory several weeks back. The research that you do for Externship often involves using your curiosity to discover more about an area of interest, and finding out about the very different ways in which you can learn something new.

The research that you will conduct for the Advanced Project is more closely related to your chosen Focus Area. For the Advanced Project, you will consider an area of investigation that relates directly to your Professional Goal. You will develop a large-scale project that addresses this area, and that will help you in the pursuit of your professional goal. An Advanced Project related to a Focus Area encompassing entrepreneurship might comprise a business plan for starting up a new company. A student with a Focus Area involving the sociology of human relations might devise an Advanced Project on the concerns and behavior of a disenfranchised urban community. Such a project might later provide important evidence to a graduate school admissions committee that he student is capable of doing graduate-level research in her field of interest.

In this module, you are asked to consider possible interesting and suitable topics for these projects, knowing that you can always modify these topics or change them entirely later on. As you connect with your classmates and find out what they are interested in doing for Externship and Advanced Project, you will write out a brief description of your own topics. We will then ask you to add these descriptions to the narrative section of your SNL Learning Plan, as a record of your tentative plans for future learning.

Learning Objectives
By the end of this week, you will be able to:

- Articulate ways in which you can use the Externship project to investigate the unknown or unexpected.
- Articulate ways in which you can use the Advanced Project to demonstrate in-depth knowledge and ability in your Focus Area.
### Module 9 Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate ways in which you can use the Externship project to investigate the unknown or unexpected.</td>
<td>Results of the Learning Styles Inventory (LSI) that you took in Week 2. Postings to the Learning Styles Inventory Conference. Sample Externship project, available through the “Student Work” link of the course website.</td>
<td>Taking personal inventory of activities and pursuits that lie outside of your “comfort zone.”</td>
<td>Post a reflection piece to the Externship Conference, discussing activities or pursuits that you have avoided out of fear. Write a short paragraph description of a possible Externship project, and explain what interests you about this project. Add this description to the narrative section of your Learning Plan. Determine a prospective two-quarter timeframe for your Externship project and update your Competence Grid and Learning Plan accordingly.</td>
</tr>
<tr>
<td>Articulate ways in which you can use the Advanced Project to demonstrate in-depth knowledge and ability in your Focus Area.</td>
<td>Sample Advanced Project, available through the “Student Work” link of the course website.</td>
<td>Reflect upon major learning projects that you would like to investigate and conduct in your Focus Area.</td>
<td>Post a reflection piece to the Advanced Project Conference, in which you introduce a major project that is appropriate to your Focus Area. Write a short paragraph description of a possible Advanced Project, and explain what interests you about this project. Add this description to the narrative section of your Learning Plan.</td>
</tr>
</tbody>
</table>

### SNL Courses that Focus on Research

Research can be divided into two basic elements: what you study, and how you study it. That is, the topic of your research and the methods you employ to find information. Success in problem solving depends on your ability to define a problem, to find relevant information, to assess the information, to use the information, and to understand how you yourself influence the research process. Therefore, the School has designed three experiences that address these areas: Research Seminar, Externship, and Advanced Project.
Research Seminar

<table>
<thead>
<tr>
<th>EVIDENCE/ MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNLC: Research Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L-8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.

L-9: To be written by faculty and student.

SNLC: Research Seminar

The Research Seminar is a two-competence, six credit-hour course that gives you the opportunity to describe, locate, evaluate, and use information. Rather than produce a research paper, students in Research Seminar write a research proposal. The objective is not to produce an educated opinion on a topic, but rather to find a problem or topic that interests you, formulate it into a question, discover its background (what have the so-called experts done on this question), to create your own proposal for adding to (or filling in gaps of) the research and to design a method for answering your research question. Through Research Seminar, students learn what information is, where to find it, how to evaluate sources, libraries, research, and how to design effective means to answer questions. At the end of the course, you will have a thoroughly investigated research proposal. In some cases, you may link the topic of your Research Seminar proposal to the Advanced Project (described on pages 109-111 below).

Externship

<table>
<thead>
<tr>
<th>EVIDENCE/ MEANS OF ATTAINMENT</th>
<th>DATE PLANNED</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNLC: Externship Course or Independently Designed Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Research Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L-10: Can reflect on the learning process and methods used in an experiential project.

L-11: To be written by faculty and student.

SNLC: Externship Course or Independently Designed Project

Prerequisite: Research Seminar

Externship offers you the chance to learn something new and at the same time to explore new ways of learning. You can choose from two formats for completing the Externship: 1) an individualized project assessed by your Academic Committee or, 2) an SNL travel course or SNL service-learning course. For either of these formats, you will be expected to:

- Identify and explain a personal learning goal
• Identify and select learning opportunities to support the goal
• Select and employ methods to achieve the desired learning goal
• Explain the interrelationship between one’s own profile as a learner and new learning opportunities
• Explain the nature and outcomes of this particular learning experience

These specific criteria make clear that the emphasis in Externship is on thoughtful reflection about how your learning occurs. The learning environment you choose for the basis of your Externship will depend upon your own needs and preferences.

The central issues of the Externship are:

• To motivate yourself to define and to expand your learning style
• To learn about something with which you don’t have much experience
• To familiarize yourself with your ability to successfully adapt to new learning.

When you took the Learning Styles Inventory in the second week of this course, you learned about your “preferred” learning style as a way of learning that has become familiar and comfortable to you because it has served you well in your life experience. You may have become, for instance, an “Accommodator” because you have yourself learning most effectively through a “hands on” approach. This doesn’t mean that you don’t have attributes of other learning styles. You still find yourself reflective, conceptualizing, or experimenting, but you may feel less “at home” doing these things than you do when you forge ahead and try things out for yourself.

The best (and most challenging) Externship projects are those that take you outside of the “comfort zone” of learning. You begin to select an appropriate project by reflecting on those activities that you have been curious about, but which you have put off or avoided because of fear or a conviction that you could never do them well enough. You then reflect upon the many ways in which you could approach your learning in relation to this activity. You design your own learning situations, and then you go ahead and engage in the learning activities using a variety of learning styles. As you carry out the learning process, you learn not only about the subject at hand, but also (and most importantly here) about your own learning patterns and skills.

Externship courses direct you toward experiences that the instructor designs and arranges. For the Externship project that you design yourself, you determine your own schedule. You and your Academic Committee will arrange a suitable means of communicating on your progress.

The Externship fulfills two competencies in the Life Long Learning area (L-10 & L-11). The L-10 competence statement is already written, and you will develop the L-11 competence statement with the assistance of the instructor or the Academic Committee.

Assignment 21 – Generating Ideas for Your Externship

Post a reflection piece to the Externship Conference discussing an activity or pursuit that you have avoided out of fear or conviction that you couldn’t do it well enough. Explain to your classmates how this might become a suitable project for Externship.

You should prepare for this assignment by:

• Reviewing the results of the Learning Styles Inventory that you completed in Week 2 of this course.
• Re-reading the posting that you wrote for the Learning Styles Inventory conference.
• Reviewing the “Ideas and Examples for Externship” below.
• Reading the sample Externship project available through the “Student Work” link of the course website.

**Ideas and Examples for Externship**

Student A developed criteria to analyze diets. She researched information on nutrition, assessed various theories in that field, and applied them to her own experience with fads, with medically approved diets, and with other types of weight loss schemes.

Student B learned how to restore furniture. She read about antiques and learned to recognize various period pieces. She identified which problem needed what sort of restoration. She purchased and restored several pieces.

Student C prepared an international menu for his dream restaurant, balancing practical considerations with marketing. He also prepared a Japanese meal and videotaped his efforts, and presented the video along with a step-by-step analysis of the required techniques.

Student D analyzed the needs and special considerations of the older workers. She tied her one-on-one interviews with workers to research done on the graying of the American workforce.

Student E completed several site visits to a Doctor's practice. She conducted a business analysis focusing on the new rules for billing Medicare and Medicaid. She identified several common business problems and recommended solutions.

Student F learned photography for his Externship. Through a park district course, he developed both technical and artistic skills. He learned how changing technology is influencing the photographic world. He researched the history of the art and produced a photo essay.

Student G drew on her years as a single mother, designing a training program for teenaged mothers and working to implement that program in a local health care facility.

Student H focused his Externship on tutoring. He investigated the local school system’s use of tutors. He volunteered to work with students and researched learning styles and teaching techniques. He instituted a parent/tutor program for his children’s school.

Student I reviewed various mystery titles for her local library. She interviewed several librarians, bookstore owners, and literature teachers on assessing books for popular audiences. She chose several new authors, read and critiqued their works, and made recommendations based on her reading and research.

**Preparing for Externship**

*After you have conducted the personal inventory and completed Assignment 21 above, you will have formed the basis for your Externship project. You need not pursue the project further until you prepare to enroll in the Externship competencies (L-10 and L-11), at which time you will be required to work through two planning documents that SNL has devised to help you organize your activity. These two documents are called the “Externship Worksheet” and the “Externship Proposal and Contract.” Both documents are available in the Course Resources.*
Advanced Project

The Advanced Project demonstrates knowledge and expertise in a student’s Focus Area. The Project should include an understanding of the dialogue between theory and practice within a particular topic. Case studies, or analyses of specific problems can therefore serve to illustrate general principles and an understanding of the larger conceptual framework provided for practical applications. The Advanced Project should demonstrate the student’s ability to investigate a problem in depth and to establish clear links between the definition of the problem, discussion of conceptual issues, methods of investigations, and analysis of findings.

Focus of Advanced Project
The Advanced Project demonstrates the ability to apply problem solving and research skills in an area relevant to your Focus Area goals. In the Advanced Project, you may address a very specific practical problem or answer a theoretical question. In either case, you need to define and describe in detail the problem being addressed, including a presentation of relevant research or literature. In the presentation of the problem, as well as in the discussion of its scope and/or solution, you will demonstrate in-depth knowledge of a particular area as well as the ability to apply concepts to the issues discussed.

Because the Advanced Project often builds on an area of your expertise, the product can be quite sophisticated for undergraduate work. While it may be connected to an area of expertise already developed, it must nevertheless represent new learning, where the research, reading, and analysis augment or diversify learning previously achieved.

Final Product for Advanced Project
The outcome of the Advanced Project represents your grasp of theoretical information and application of this information to a problem. Your project will be designed individually to serve your particular learning needs. You might make use of a variety of research media.

The nature of the product should be directly related to the knowledge and skills you want to demonstrate. If your goal is to learn how to create a document or artifact in a particular form and present this as the Advanced Project, it will however also be necessary for you to demonstrate your understanding of the form or principle used to create the document.

- For example, you may be involved in a reorganization effort at work and choose to produce a plan for implementing a new organizational structure as the Advanced Project.
In addition to creating a plan appropriate for a specific organization, you would also have to demonstrate understanding of underlying principles of planned change or organizational development.

- Or you might choose to develop a training module that could be used at your workplace, because you are interested in training as a field of study. Aside from producing the actual module, you would also demonstrate understanding the principles of training and/or learning theory applied in the construction of the module, as well as to document your experience, and your research.

- In the case of artistic productions (a painting, novella, etc), you should also make explicit the decisions behind the creative process. This can be done in either written or oral form (e.g., in the Final Committee Meeting.) It is possible, of course, for your demonstration of certain principles and knowledge of aesthetic standards to be implicit in the work itself. Your Committee will have to judge to what extent explicit discussion of underlying theory and/or principles is necessary.

- Projects have included, but are not limited to, original art work, business plans, book chapters, training, sociological analyses, organizational change proposals, articles for publication, information system plans, and philosophical theses.

**Evaluation of Advanced Project**

The following criteria are the type that will be used by your Academic Committee in advising you and evaluating this project:

- Thorough knowledge of the broader context of a particular issue. Have you drawn on what others have said about a given problem, i.e., accessed and analyzed the existing literature? Do you demonstrate an understanding of key issues and perspectives in a given field of investigation? For example, does a student illustrating a children's book have knowledge of the various approaches to design and the methods of illustrating for a specific age group?

- Appropriate use of direct investigation, experience, or application. This can range from collecting and analyzing original data to drawing systematically on experience, or testing a process of application, all of which must be connected to the larger theoretical framework identified in the previous criterion. **Note:** The balance of direct investigation, hands on experience, and application of theories, and secondary reading will be quite variable in different projects. Ideally however, all should be evident.

- Logic of final project. Is the final document coherent, with all the pieces linked and relating to the main issue? In particular, the problem definition, discussion of conceptual issues, methods of investigation, and analysis of findings must all be linked.

- Professional standards of investigation and presentation. Does the project investigate a problem in sufficient depth? Are generalizations offered, and sufficiently supported by evidence? Is the document well written (or is there evidence of well-developed presentation skills in the case of other artifacts?)

- Documentation. Have you followed appropriate citation and bibliographic style and format? Have you included necessary attachments and other supporting materials?

**Assignment 22 – Generating Ideas for Your Advanced Project**

Post a reflection piece to the Advanced Project Conference discussing a major project that pertains to your Focus Area. Explain to your classmates how this might become a suitable Advanced Project.

You should prepare for this assignment by:
• Reviewing the work you’ve done on your Focus Area competencies.
• Reviewing the "Ideas and Examples for the Advanced Project" below.
• Reading the sample Advanced Project available through the “Student Work” link of the course website.

Ideas and Examples for the Advanced Project

Student A has dreamed about entering into an entrepreneurial business. For the Advanced Project, she will develop a business plan with a 5-year marketing plan.

Student B will carry out a study proposed in Research Seminar where she will work with a team in her neighborhood to create an alternative to youth sentencing based on Balance and Restorative Justice. Her Focus Area is in Work Studies.

Student C will examine the impact of technology on daily life. He will research computer crime, presenting the types, techniques and relevant law.

Student D will research and develop a counseling program for the treatment of drug and alcohol dependency. This will form part of her Focus Area in human resources.

Student E will analyze the change in management anticipated in the second millennium and the reduction of middle manager positions. She will approach this problem from several points of view including organizational and human resource impacts.

Student F, whose Focus Area is in the construction business, will design a floor plan and architectural blueprint for a new house. She will pay special attention to investigating code and zoning requirements.

Student G will draw up plans, based on his work in Research Seminar, for restoring the ecological balance in several of the canals and channels in the Chicago suburban area. His Focus Area is in Environment and Ecology.

Student H will focus on the investigation of Resource Based Relative Value Scale systems for healthcare reimbursement in order to properly serve the managed care environment.

Student I will explore the short story form, reading, analyzing, and writing about a selection of a dozen or so short stories and write several drafts of her own story. She will also participate in a writers’ group for feedback and professional growth.

Student J will define and develop skills in drawing others into a vision, plan, and exercise of lay outreach ministry. His Focus Area is in parish ministry.

Student K will draw on his Focus Area in counseling and his experience as a parent of adopted children. He will design and write a manual for parents of adopted children.

Preparing for Advanced Project

After you have completed Assignment 21 above, you will have formed the basis for further discussion of your Advanced Project that you will have in your First Committee Meeting. Once you prepare to enroll in the Advanced Project competencies (F-11 and F-12) later your program, you will be required to work through two planning documents that SNL has devised to help you organize your activity. These two documents are called the “Advanced Project Worksheet” and the “Advanced Project Proposal and Contract.” Both documents are available in the Course Resources.
The final step of your SNL undergraduate program is the fulfillment of the L-12 competence through Summit Seminar.

Summit Seminar is a three-week course that you will take during your final quarter of enrollment before you graduate from the School for New Learning. The course is designed to help you bring closure on your SNL experience, to enable you to celebrate your accomplishments, and to reflect upon the skills and attitudes that you’ve developed through your work at SNL.

In Summit Seminar you will share summaries of your Externship and Advanced Project with other classmates who are graduating. You will also finalize the narrative transcript that you have written here in the Foundations course, and you will obtain guidance and professional assistance on writing resumes, job cover letters, and graduate school application essays.

**Completing Your Learning Plan**
Completing this exercise carefully will prepare you to submit your work for Assignment 23 below.

You may now put the finishing touches on the Competence Grid and Learning Plan that you have been developing in the Foundations course. You may then submit the final Learning Plan to your Foundations Facilitator.

You will recall that the opening narrative section of your Learning Plan asks for short descriptions of your Externship and Advanced Project. Based upon the reflection you’ve done on these assignments in this module, write these two brief descriptions and add them to your Learning Plan now.

Now it is time to think about when you might plan to enroll in Externship and Advanced Project. In determining this, keep in mind that both of these are major projects that will involve as much or more work than regular SNL courses, and that SNL permits students to take two successive quarters to complete each project. While only you know your own capabilities and commitments, it is unrealistic to expect to complete both projects simultaneously in a single quarter, whether or not you plan to be enrolled in additional courses at the same time. As projects that you will usually be completing towards the final stages of your SNL program, you should give yourself ample time and opportunity to use what you will have learned from SNL, and to make each of these projects meaningful to you.

Please remember also that you must complete Research Seminar before enrolling in either Externship or Advanced Project.

At this time, you should add your plans for Externship and Advanced Project to your Competence Grid and your Learning Plan. You do not need to write the statements for competencies L-11 and F-12 until you are ready to write contracts for these projects later on.
In the “Date Planned” column of the Learning Plan for Externship and Advanced Project, indicate the quarter in which you intend to finish each project. Keep in mind that Externships and Advanced Projects often take two quarters to complete.

The final piece of your Learning Plan is deciding when you will take Summit Seminar (L-12). This is an easy one! Since you will be taking Summit Seminar in your final quarter at SNL, review your Learning Plan and determine the latest quarter in which you plan to be fulfilling competencies. This is the quarter in which you should take Summit Seminar. Please add this information to your Competence Grid and Learning Plan now.

**Assignment 23 – Submitting Your Learning Plan**

Review your Learning Plan carefully to ensure that you have documented your plans to complete all fifty of the required competencies in the SNL program. Re-read the narrative statements at the beginning of the Learning Plan to ensure that they are informative and clear.

Submit the Learning Plan to your Foundations facilitator as an e-mail attachment.

This assignment is due by the end of Week 10.
Module 10 – Where You Go From Here

Introduction and Overview
A few modules back, in our discussion of the Professional Goal and Action Plan, we asked you to describe a picture of your new professional self. You compared the person you are now to a “future version” of yourself, and in examining that picture you found out what looked familiar and what still looked a bit strange.

As we close the Foundations of Adult Learning course, we ask you to think about how different you look now in comparison to that person who logged onto an Introductory conference ten or eleven weeks ago. What looks clearer to you than it did then, about the program? About your identity as an adult undergraduate student? About the professional goal you will pursue? What additional information do you need now to proceed in the pursuit of your goals?

After considering these questions, we’ll ask you to look ahead to your academic endeavors for the next couple of quarters and beyond. We’ll talk about how you can continue to apply the learning tools and resources of this course as you proceed through your undergraduate education at the School for New Learning. And we’ll talk about good times to schedule your First Committee Meeting.

Learning Objectives
By the end of this week, you will be able to:

- Articulate how your knowledge and abilities have developed as a result of your work in the Foundations of Adult Learning course.
- Prepare for the appropriate next steps that you will take in the planning of your undergraduate degree program and the demonstration of competence.

Module 10 Plan

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<thead>
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<th>Learning Objectives</th>
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<td>Articulate how your knowledge and abilities have developed as a result of your work</td>
<td>Study Guide.</td>
<td>Reflecting upon your progress in defining and pursuing academic and professional</td>
<td>Post a reflection piece to the Past and Future Conference on your progress</td>
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<td>in the Foundations of Adult Learning course.</td>
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<td>Prepare for the appropriate next steps that you will take in the planning of your</td>
<td>Study Guide.</td>
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<td>degree program and the demonstration of competence.</td>
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Looking Back
You have come a long way since this course began. You have learned how to transform life experience into college-level learning. You have done a significant amount of work in defining your academic and professional goals. You now have a Learning Plan that serves as an accurate record of both your degree progress thus far and your specific plans for fulfilling the remaining competencies of your program. You have a Professional Goal and Action Plan that reflects the status of your chosen field, how you see yourself within this field, and what you will need to learn to live the professional life that lies ahead of you.

Earlier in this course, we talked about the ways in which new learning can transform you. When you started this course, you were quite different from the person who felt at some time in the past that she or he could not possibly return to school and pursue an undergraduate degree. Now, as this course comes to a close, you are different from who you were at the start.

Assignment 24 – Reflecting on Learning in the Foundations Course
Take some time to reflect upon your learning in the Foundations of Adult Learning course, and post a discussion piece to the Past and Future Conference in which you consider the following questions:

• Since the beginning of Foundations, what is more clearly focused about the degree work you will do here at SNL?

• What seems clearer to you about the pursuit of your academic and professional goals?

• What additional information about the program do you need at this point to proceed with your learning at SNL?

Looking Ahead
You should congratulate yourself for the hard work you've done in the planning of your degree program and your future, after you graduate from SNL.

As the final piece of this course, we ask you to look ahead to upcoming stages of your degree program here, and we offer some suggestions as you proceed in your learning.

Regarding the pursuit of your professional goals, your next endeavor will be the First Committee Meeting. To keep up your momentum and to ensure that you receive the proper guidance early on, we suggest that you prepare yourself to schedule this meeting as soon as possible after you finish Foundations of Adult Learning. The material on the Academic Committee in Week 7 of this Study Guide will help you to get ready, the discussion of “Meeting with Your Professional Advisor” and the sections that follow as you prepare.

Please be sure to update your Competence Grid and Learning Plan as you complete more SNL competencies, and also whenever you alter your plans. By doing so, you will always have accurate documents that represent the current status of your progress. It is especially important to have current information on hand when you discuss your degree progress with members of your Academic Committee.

If you are interested in attempting to fulfill the L-4, L-5, L-6, and/or S-5 competencies by the proficiency examinations that SNL offers, you might want to take these exams as soon as possible. In this way, you will give yourself better opportunity to determine which courses you will and will not be required to take. Information about proficiency examinations is available at the CDE website, www.snilonline.net.
And finally, please remember the importance of a manageable quarterly course load. You will feel better about yourself and your progress if you give yourself the opportunity to devote time and resources to the exciting classes that you will take here.

Best wishes as you move ahead.