

Marian University Graduate Program Learning Outcomes Embedded Assessment Measures (2013-18 Plan Cycle)

Program	Program Learning Outcomes	Measure Description
MAE Educational Technology	An understanding of the teaching standards, including the dispositions expected of professional educators that are able to accurately describe, assess and reflect on best practices as they pertain to their development as teachers. (CV - Learning) (ISLO – All plus Technology Literacy)	<ul style="list-style-type: none"> • Disposition Survey • GPA >= 3.0/4.0 scale • INTASC Standard Survey • NET-C Survey • Portfolio Standard #9 • Professional Development Plan
	Collaboration with peers, professional colleagues, and community members while designing multimedia projects to promote effective teaching and student learning. (CV - Community, Social Justice, Learning, Service) (ISLO – All plus Technology Literacy)	<ul style="list-style-type: none"> • E-publication • Portfolio Standard #6 • Portfolio Standards #10
	Demonstrate current best practices in the integration of mobile technology and learning through productivity and classroom work flow. Candidates will meet the diverse needs of their students' through learning extensions. (CV - Community, Social Justice, Learning) (ISLO – All plus Technology Literacy)	<ul style="list-style-type: none"> • Mobile Integration Plan • Portfolio Standard #2 • Portfolio Standard #3
	Demonstrate the pedagogy, methodology, facilitation methods, and assessment methods necessary for effective instruction in the online environment. The candidates demonstrate understanding of the technology tools used to create and maintain online courses,	<ul style="list-style-type: none"> • Final Online T/L Blueprint • Portfolio Standard #1 • Portfolio Standard #4 • Portfolio Standard #8
	Knowledge and skills in researching, planning, budgeting, reporting, and evaluating grant proposals integrating technology. The major emphasis is on the application of analytical thinking, problem solving, persuasive writing, collaborating and assessing	<ul style="list-style-type: none"> • Grant Proposal Writing

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MAE Educational Technology (continued)	The ability to design instruction, effectively use a variety of instructional strategies and adapt instruction to encourage the development of critical thinking, problem solving and performance skills of all students. The candidates continually examine and evaluate technology and the impact it has on student learning. (CV - Social Justice, Learning) (ISLO - All plus Technology Literacy)	<ul style="list-style-type: none"> • Instructional Design Plan • Portfolio Standard #4 • Portfolio Standard #7
	Act with integrity, fairness, and in an ethical manner. (CV-Social, Justice, Learning, Spiritual Traditions) (ISLO - All plus Leadership)	<ul style="list-style-type: none"> • Code of Ethics Project • Essay • Program Exit Survey
MAE Leadership	Act with integrity, fairness, and in an ethical manner.	<ul style="list-style-type: none"> • Exit Survey • GPA Benchmark • Master's Comprehensive Exam • Portfolio: Portfolio Standard 6 • Practicum • Self-evaluation of Professional Dispositions
	Analyze and influence the larger political, social, economic, legal, and cultural context. (CV - Community, Social Justice, Learning, Spiritual Traditions, Service) (ISLO - All plus Leadership)	<ul style="list-style-type: none"> • Essay • Program Exit Survey • Strategic Planning Project
	Collaborate and mobilize resources to meet the needs of a diverse learning community. (CV - Community, Social Justice, Learning) (ISLO - All plus Leadership)	<ul style="list-style-type: none"> • Essay • Program Exit Survey • Strategic Planning Project
	Demonstrate content knowledge and processes in the field of Educational Leadership necessary to promote effective teaching and learning. (CV - Community, Social Justice, Learning) (ISLO - All plus Leadership)	<ul style="list-style-type: none"> • Comprehensive Portfolio • GPA Benchmark • Embedded Assessments • Master's Comprehensive Exam • Practicum • Program Exit Survey

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MAE Leadership (continued)	Ensure management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.	<ul style="list-style-type: none"> • GPA Benchmark • Master's Comprehensive Exam • Portfolio Standard 4 • Practicum • Self-evaluation of Professional Dispositions • Exit Survey
	Facilitate the development of a shared vision of learning. CV – Community, Social Justice, Learning) (ISLO-All plus Leadership)	<ul style="list-style-type: none"> • Essay • Personal Best Leadership Project • Program Exit Survey • School Improvement Plan
	Lead by facilitating the development, articulation, Improved Implementation, and stewardship of a vision of learning that is shared by the school community.	<ul style="list-style-type: none"> • GPA Benchmark • Master's Comprehensive Exam • Portfolio Standard 1 • Portfolio Standard 2 • Practicum • Self-evaluation of Professional Dispositions • Exit Survey
	Manage the learning organization, including operations and resources for a safe, efficient, and effective learning environment. (CV – Community, Social Justice, Learning) (ISLO – All plus Leadership)	<ul style="list-style-type: none"> • Essay • Personal Best Leadership Project • Needs Assessment • Program Exit Survey
	Manage by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.	<ul style="list-style-type: none"> • GPA Benchmark • Master's Comprehensive Exam • Portfolio Standard 3 • Practicum • Self-evaluation of Professional Dispositions • Exit Survey

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MAE Leadership (continued)	Model collaboration with families and community members, responsiveness to diverse community interests and needs, and the ability to mobilize community resources.	<ul style="list-style-type: none"> • GPA Benchmark • Master's Comprehensive Exam • Portfolio Standard 5 • Practicum • Self-evaluation of Professional Dispositions • Exit Survey
	Promote a school culture and instructional program conducive to student learning and staff professional growth. (CV – Community, Social Justice, Learning, Spiritual Traditions) (ISLO-All plus Leadership)	<ul style="list-style-type: none"> • Essay • Personal Best Leadership Project • School Improvement Plan • Student Support Services Plan • Program Exit Survey
	Understand, respond to, and interact with the larger political, social, economic, legal and cultural context that affects schooling.	<ul style="list-style-type: none"> • GPA Benchmark • Master's Comprehensive Exam • Portfolio Standard 7 • Practicum • Self-evaluation of Professional Dispositions • Exit Survey
MAE Special Education	Pre-service teachers will know and apply the essential processes needed for effective co-teaching experiences.	<ul style="list-style-type: none"> • Embedded assessments in SPE 624 Co-teaching and Collaboration course. Co-teaching unit of study with another teacher.
	Demonstrate knowledge of research based curriculum and other academic instruction, including the role of curriculum and assessment, and apply this understanding when designing lessons and teaching students with special needs.	<ul style="list-style-type: none"> • Performance rubric with criteria and performance levels for case study. • Performance Rubric for Curriculum Evaluation spreadsheets • Online self-evaluation survey with a reflection writing component. • Marian Lesson Planning Rubrics and Observation Checklists • EdTPA Rubrics

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MAE Special Education (continued)	Pre-service special education teachers will develop an appreciation for diversity of student learning needs and ways to accommodate for them in the regular education classroom.	<ul style="list-style-type: none"> • Case Study (SPE 626 and 634) • Co-Teaching Unit of Study (SPE624) • Assistive Technology District Evaluation and Support plan (SPE 674) • Field Experience and Seminar (SPE 697) • Student Teaching Clinical Experience Portfolio (SPE 665 and SPE 655) • EdTPA portfolio • University Supervisor and Cooperating Teacher’s evaluation • Self-Evaluation of Critical Teaching Skills (SPE 655 and SPE 665)
	Pre-service teachers will know and apply the essential processes needed for effective co-teaching experiences.	<ul style="list-style-type: none"> • Co-Teaching Unit of Study (SPE 624)
	Pre-service special education teachers will be able to define the characteristics, causes, and ways of diagnosing special education disabilities/disorders.	<ul style="list-style-type: none"> • Case Study (SPE 626 and 634) • Interviews and Reflection Papers (SPE 634)
	Pre-service special education teachers will develop the professional writing skills required for documentation of Individual Education Plans, Behavioral Intervention Plans, academic intervention plans (tier II) and Transition Plans for students in pre-referral and formal stages of placement in special education programming.	<ul style="list-style-type: none"> • Case Study (SPE 626 and 634) • Co-teaching Unit of Study (SPE 624) • Behavioral Intervention Plan (SPE 637) • Lesson Plans for Field Experience (SPE 697) • Lesson Plans for Student Teaching (SPE 655 and SPE 665)
	Pre-service special education teachers will apply appropriate collaboration and consultation strategies to lead, support, and teach other professional educators, parents and the local community about special education law, intervention planning, state and federal initiatives, transition opportunities and other essential information impacting students with special needs.	<ul style="list-style-type: none"> • Consultation and Collaboration Plan of Action (SPE 624) • Interviews and Reflection Papers (SPE 634)

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MAE Special Education (continued)	Develop an appreciation for diversity of student learning needs and ways to accommodate for them in the regular education classroom. (CV - Social Justice, Learning)	<ul style="list-style-type: none"> • Dispositions Survey • Human Relations Reflection Papers on Human Relations Experience • SPE 674 Assistive Technology Improved Implementation Plan • SPE 697 mini-unit of study-accommodations/modifications in lessons.
MAE Special Education (continued)	Candidates for the Masters of Education will be able to identify educational questions or problems, review the literature, plan a research strategy, collect and analyze data, take action based on results and share their findings (taken from the DIAL program outcomes since this is shared coursework).	<ul style="list-style-type: none"> • Action Research Paper • Action Research Paper with attached scored rubric (completed in TDE612/613: Action Research Classes).
	Demonstrate knowledge of research-based literacy instruction, including the role of curriculum and assessment, and apply this understanding when designing lessons and teaching students with special needs. (CV - Social Justice, Learning)	<ul style="list-style-type: none"> • Cooperative Teacher midterm and final evaluations of student teacher in field experience 697. Direct Measure. • Foundations of Reading Test (FORT) • SPE 621 Mini-unit • SPE 697 Mini-unit Improved Implementation
	Pre-service special education teachers will apply appropriate collaboration and consultation strategies to lead, support, and teach other professional educators, parents and the local community about special education law, intervention planning, state	<ul style="list-style-type: none"> • SPE 644: 504 Compliance Report. Direct Measure
Pre-service special education teachers will be able to define the characteristics, causes, and ways of diagnosing special education disabilities/disorders.	<ul style="list-style-type: none"> • SPE 634- IEP referral and assessment plan as part of a Present Level of Performance (project). • SPE 634-Interviews of Special Education Teachers and School Psychologists and Reflection Papers. 	

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MAE Special Education (continued)	Pre-service special education teachers will develop the professional writing skills required for documentation of Individual Education Plans, Behavioral Intervention Plans, academic intervention plans (tier II) and Transition Plans for students in pre-	<ul style="list-style-type: none"> • SPE 626 IEP Annual Goals and Objectives, accommodations/modifications and tier2 and 3 interventions Project. • SPE 634 IEP referral and assessment plan as part of a Present Level of Performance. Direct Measure • SPE 637- Behavioral Intervention Plan. Direct Measure
MS Organizational Leadership and Quality	Assessment: Able to engage in organizational assessment and improvement	
	Leadership Skills and Approach: Able to articulate their leadership approach	
	Personal & Professional Growth: Increased sense of competence and confidence as a business professional and manager/leader.	<ul style="list-style-type: none"> • Dean's Interview, OLQ 701 Final Presentations.
	Presentation Skills: Able to make a professional presentation to a business audience.	<ul style="list-style-type: none"> • Consulting Team Project Presentation to Client.
	Problem Solving: Able to solve practical problems	
	Quality: Able to use process and quality concepts and tools	
	Teamwork: Able to function effectively in group work as a team member and leader	
	Writing Skills: Able to prepare a professional business document for a business audience.	<ul style="list-style-type: none"> • Consulting Team Project Report to Client.

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MSN	Analyze, synthesize, and utilize knowledge required throughout the course of study	<ul style="list-style-type: none"> • Likert Survey • Portfolio (NP and NE)
	Assess, plan, implement, and evaluate educational programs available to nursing students, staff, and clients to improve delivery of education and to promote health outcomes.	<ul style="list-style-type: none"> • Likert Survey
	Communicate effectively, both orally and in writing with professional and non-professional individuals	<ul style="list-style-type: none"> • Likert Survey • Portfolio
	Critically and accurately assess, plan, implement and evaluate educational programs available to nursing students, staff, and clients to improve delivery of education and to promote health outcomes.	<ul style="list-style-type: none"> • Likert Survey
	Demonstrate strong critical thinking and decision-making skills 6-13 months post-graduation	<ul style="list-style-type: none"> • Likert Survey • Portfolio
Thanatology	Graduates of this program will demonstrate competence in applying thanatology evidence-based best practices in needs assessment and support services/program development, delivery and assessment for individuals and families confronting the end of life, death, loss and bereavement including bereavement after natural death, traumatic death, in various cultural contexts, and across the life span	Explicit outcome in THA 615, 625 & 795., Implicit outcome in THA 605, 640 & 630., Indirectly assessed in THA THA 605, 625 & 640., Directly assessed in THA 615, 630 & 795 with embedded assessments yet to be designed, In THA 605 it is introduced. In THA 625, 640 & 630 it is reinforced. In THA 615 & 795 it is advanced.
	Graduates of this program will design and implement educational programs on death, the dying process, end-of-life decision making, and bereavement topics for communities and professional audiences	Explicit outcome in THA 795, Implicit outcome in THA 615 & 625, Indirectly assessed in THA 625, Directly assessed in THA 615 & 795 with embedded assessments yet to be designed., In THA 615 it is introduced, in THA 625 it is reinforced and in THA 795 it is advanced

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Thanatology (continued)	Graduates of this program will analyze, synthesize and evaluate the relationship between religious and spiritual belief systems and the reaction to and coping with death, and incorporate these elements appropriately into service delivery.	Explicit outcome in THA 625, 640 and 795., Implicit outcome in THA 605 and 615., Indirectly assessed in THA 605, 615 & 630., Directly assessed in THA 625, 640 & 795 with embedded assessments yet to be designed., In THA 605 it is introduced, in THA 615 it is reinforced and in THA 625, 640 & 795 it is advanced.
	Graduates of this program will conduct and evaluate thanatology action research critically and reflectively.	Explicit outcome in THA630 & 795, Implicit outcome in THA 605, 615, 625, & 640, Indirectly assessed in THA 605, 615, 625, & 640., Directly assessed in THA 630 & 795 with embedded assessments yet to be designed. In THA 605 it is introduced. In THA 615, 625, & 640 it is reinforced. In THA 630 and 795 it is advanced.
	Graduates of this program will identify and discuss common ethical issues with individuals and families.	Explicit outcome in THA 615, 640, 630 & 795. Implicit outcome in THA 605 & 625. Indirectly measured in THA 615, Directly measured in THA 625, 640 & 795. In THA 605 & 615 it is introduced, in THA 625 & 630 it is reinforced, and in THA 640 & 795 it is advanced.
	Graduates of this program will participate effectively in the academic and professional community.	Explicit outcome in THA 630 and 795. Implicit outcome in THA 605, 615, 625 & 640. Indirectly assessed in THA 605, 615, 625 & 640. Directly assessed in THA 630 & 795 with embedded assessments yet to be designed. In THA 605 it is introduced, in THA 615, 625, 640 it is reinforced, and in THA 630 & 795 it is advanced.
	Graduates of this program will recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of contemporary thanatology theory and practice.	Explicit outcome in 4 core curriculum courses: THA 605, 615, 625 & 795, Implicit outcome in 2 core curriculum courses. Indirectly assessed in THA 605 & 625. Directly assessed in THA 615 and 795 with embedded assessments yet to be designed, In THA 605, it is introduced. THA 615 & 625 it is reinforced. In THA 795 it is advanced.