

# D.

## PLANNING, ASSESSMENT & INTEGRATION

### About Section D...

**This section addresses the first major component of the MA in Applied Professional Studies (MAAPS) Program—PROGRAM PLANNING, ASSESSMENT & INTEGRATION.**

### **Subsections include...**

- ▶ **Beginning—Learning Plan Research & Development/LPRD (AP- 501)**
  
- ▶ **Building the GRADUATE FOCUS AREA LEARNING PLAN**
  
- ▶ **Approving the ...Learning Plan—Learning Plan Review (AP- 502)**
  - Student's Academic Committee*
  - Graduate Student Program Review Committee (GSPRC)*
  - Ongoing & Final Approval*
  
- ▶ **Implementing the GRADUATE FOCUS AREA LEARNING PLAN**
  
- ▶ **Assessment—Principles & Practices**
  - Qualities of Assessment*
  - Principles Guiding Assessment*
  - Assessment Opportunities/Processes—including Assessment & Integration Sessions (AP-528, AP-548, AP-558 and AP-578)*
  
- ▶ **Graduation—Process & Review (includes NARRATIVE TRANSCRIPT)**

## BEGINNING...

The MAAPS Program begins with AP-501 (see below) as well as LLS-450a ♦ Finding & Assessing Information. (For information regarding LLS-450a, See *Inquiry Effectiveness* in Section E.)

**AP-501 ♦ Learning Plan Research & Development Seminar (LPRD)**

*4 credit hours; ten 3.25hr sessions (with break)*

- ▶ **Design:** As students are admitted to the MAAPS Program, they are assigned a Faculty Mentor. That Faculty Mentor builds a process of individual/group meetings and associated learning activities designed to accomplish the LPRD description and overview.
- ▶ **Description:** This seminar explores the aims of graduate education with particular focus on the program of study leading to the *Master of Arts in Applied Professional Studies*—its purpose, scope, philosophy, key roles, and processes. Special emphasis is placed on developing a working draft of the Graduate Focus Area Learning Plan for the individualized portion of the Program (i.e., Focus Area), attaining a fuller understanding of individual fields of professional study, and applying concepts, perspectives and skills of liberal learning in professional practice. In addition, the process is initiated for establishing each student's guidance committee ("Academic Committee") consisting of Student, Faculty Mentor, and Professional Advisor (i.e., an established practitioner in the student's Focus Area).
- ▶ **General Overview:** The Primary Knowledge-Base for this seminar is drawn from the fields of Adult and Higher Education, Educational Psychology, Sociology, and Adult Learning & Development. Its primary objective is to offer students opportunities to explore the philosophy and aims of the MAAPS Program, to assess their professional and academic priorities and to produce effective, working drafts of their Graduate Learning Plans. Specific emphases, as shaped in part by students' interests, may include:
  - understanding the MAAPS Program (its philosophy, rationale and key processes).
  - understanding the difference between graduate and undergraduate education.
  - understanding the meaning of "applied professional studies."
  - understanding the meaning of "liberal learning in reflective practice" as well as its domains (agency effectiveness, collaboration effectiveness, flexibility effectiveness and inquiry effectiveness) (See Section E.)
  - exploring the definition of a professional as a "reflective practitioner."
  - developing both one's Graduate Focus Area and one's 'working understanding' of the concept of Professional Competence.
  - understanding the role of Assessment & Feedback in all components of the MAAPS Program—including self-assessment and the role/value of iterative drafts of work.
  - understanding key roles (Student, Faculty Mentor, and Professional Advisor/Assessors).
  - understanding key processes (learning and otherwise): self-managed learning, learning from experience (work as a learning laboratory), collaborative learning, goal-setting, critical incident method, reflection, time-management, use of APA citation format, etc.
  - building a Graduate Focus Area Learning Plan.
  - identifying a Professional Advisor.
  - developing relationship with Faculty Mentor.
- ▶ **Assessment:** Assignment of final grade is contingent upon quality of completion of all seminar assignments in accordance with the seminar's syllabus. *Note: Students who do not satisfactorily complete the LPRD Seminar (grade of C or better) may be asked to delay enrolling (except for Continuing Activity Status) in the next quarter*

## BUILDING THE GRADUATE FOCUS AREA LEARNING PLAN...

The Graduate Focus Area Learning Plan serves as the framework and blueprint for supporting the student in targeting and eventually accomplishing his/her professional and educational goals in/through the MAAPS Program. It describes the student's graduate area of focus, background, goals and application setting. It also outlines the critical professional competencies to be developed and demonstrated through his/her graduate study—including their associated Learning Activities (means of development) and Learning Products (means of demonstration).

The “audience” for the Graduate Focus Area Learning Plan includes: the Student, his/her Professional Advisor and Faculty Mentor, and the Graduate Student Program Review Committee (GSPRC). In addition, students may choose to share a copy of their plans with other resources in their professional networks, e.g., their supervisors.

### **Components of The Graduate Focus Area Learning Plan:**

Although each Graduate Focus Area Learning Plan is unique and individualized, all plans are to include the following components:

- Title Page
- Part I: Area of Focus for Graduate Study
- Part II: Personal/Professional Context
- Part III: Professional Competencies (*sought outcomes, learning activities & products, etc.*)
  - AP-510 main theories/ideas *pertaining to the focus area*
  - AP-520 methods of research *pertaining to the focus area*
  - AP-530 specialized skills *pertaining to the focus area*
  - AP-540 communication modes *pertaining to the focus area*
  - AP-550 organizational/interpersonal dynamics *pertaining to the focus area*
  - AP-560 challenges from larger contexts *pertaining to the focus area*
  - AP-570 ethical issues *pertaining to the focus area*
  - AP-574 reflection in/on practice *pertaining to the focus area*
  - AP-585 –a second competence in any of the above areas
- Part VI: Plans for Culmination

–NOTE–

A detailed draft of the  
Graduate Focus Area Learning Plan  
(including directions for each section)  
is provided in Section G.

## APPROVING THE GRADUATE FOCUS AREA LEARNING PLAN...

Evolving from the Learning Plan Research & Development Seminar (first quarter of the program), Graduate Focus Area Learning Plans are officially reviewed/approved through the Learning Plan Review (second quarter of the program).

**AP-502 ♦ Learning Plan Review (LPR)**  
**2 credit hours; scheduled individually per student**

► **Description:** Through this review process, students finalize their Graduate Focus Area Learning Plans, convene their Academic Committees (comprised of themselves, their Professional Advisors, and their Faculty Mentors) to review their plans, and eventually submit their plans to the Graduate Student Program Review Committee (GSPRC) for final approval. *(A grade of “Pass” is assigned to AP-502 when the Graduate Focus Area Learning Plan is initially approved by the student’s Academic Committee.)*

*(See Important Note & Restrictions inserted after Step #2 below.)*

### Step #1: Approval by Student's Academic Committee.

- A. Student and Faculty Mentor make a “judgment call” regarding the state of the evolving Graduate Focus Area Learning Plan and its **readiness** for a meeting with the student’s Academic Committee (comprised of the student, the Faculty Mentor and the Professional Advisor). *Note: It is assumed that the student has been interacting regularly with both the Faculty Mentor and the Professional Advisor to secure feedback on earlier drafts of the Graduate Focus Area Learning Plan and to incorporate input into subsequent drafts.*
- B. Student schedules a meeting (time & place) of the Academic Committee to formally review the plan. *Note: These meetings typically take two hours. Please plan accordingly.*
- C. Student submits the current (most-evolved) draft of the Graduate Focus Area Learning Plan to the Faculty Mentor and PA a minimum of one week in advance of the meeting.
- D. A **sample agenda** for the Academic Committee meeting follows:
  1. Faculty Mentor provides a brief Program overview—explaining the roles of each member of the Academic Committee and clarifying the objectives for the meeting.
  2. Student and PA review their decision to work together.
  3. Student leads a review of the Graduate Focus Area Learning Plan in accordance with the Guidebook requirements and the following questions:
    - a. Is the Focus Area adequately defined, described, and core knowledge/skills of effective practitioners identified?
    - b. Are the professional goals clear, appropriate, and concisely articulated?
    - c. Are the Competence Statements clear, concise, stated as Learning Outcomes, and appropriate for graduate study?
    - d. Do the Learning Activities and their Products fit the Professional Competence areas and are they appropriate for graduate study?
    - e. Are the Learning Activities and their Products achievable, realistic, and appropriate within the context of plan and within professional practice?
    - f. Who is the best qualified person to guide the Learning Activities and assess resulting Learning Products? [Note: All learning activities are eventually assessed

- by the student, the professional advisor or another approved outside assessor and the faculty mentor.]
- g. What connections are evident between the Learning Activities themselves or between them and the anticipated Culmination Option?
  - h. Is the Integrating Project (if chosen) appropriate given the goals of graduate study and does it respond to a significant issue in the field?
  - i. Is the timeline incorporated throughout the plan realistic?
  - j. What support is needed for implementation/completion of the plan?
  - k. Does the Faculty Mentor have sufficient information to present the plan to the Graduate Student Program Review Committee (GSPRC)?
4. Faculty Mentor leads a review of the expectations of the student-PA relationship (roles, norms, feedback, assessment timelines, meetings, etc.).
  5. Student agrees to make final changes to the plan (if any) by agreed-upon date. *[Note: If changes are substantive enough, members of the Academic Committee may choose to reconvene for a subsequent meeting before endorsing the plan to move forward.]*
  6. Each member of the Academic Committee endorses the plan (with agreed-upon changes, if any)---authorizing the student to enter endorsement dates on the title page of the plan and proceed to submit the plan (with agreed-upon changes, if any) to the Graduate Student Program Review Committee (GSPRC) for final review and approval. *[Note: All endorsements are required before GSPRC can review the plan.]*
  7. Successful completion of all steps up to this point enable the Faculty Mentor to register a grade (Pass) for AP-502. The Graduate Focus Area Learning Plan, however, is **not** officially approved until Step #2 (below) is also completed.
  8. Student and PA arrange their next meeting.

Step #2: Approval by GSPRC (Graduate Student Program Review Committee).

- A. Student makes any final changes to the Graduate Focus Area Learning Plan (changes as agreed-upon by his/her Academic Committee) and inserts endorsement dates on the title page of the plan. *[Note: GSPRC is prohibited from reviewing a plan that is not officially documented on the plan's title page as endorsed by the student's Academic Committee.]*
- B. Student submits copy of the finalized Graduate Focus Area Learning Plan (electronically; no pdf or zip files) to his/her Faculty Mentor by the **first Monday** of the month in which it is to be reviewed by GSPRC.
- C. Faculty Mentor forwards the Graduate Focus Area Learning Plan, as approved by the student's Academic Committee, to members of the GSPRC at least **one week prior** to the GSPRC meeting. *(Note: GSPRC typically meets during the **second Thursday** of each month.)*
- D. During the GSPRC meeting, the Faculty Mentor presents the Graduate Focus Area Learning Plan as endorsed by the student's Academic Committee.
- E. GSPRC considers each section of the Graduate Focus Area Learning Plan and, in particular, assesses each Competence Page (Part III) in accordance with the following directives:
  - The item/page is APPROVED.** Once approved, the particular Competence Page (from Part III of the plan) serves as an official learning contract regarding what is to be accomplished, i.e., a specific agreement among the student and relevant parties (the Program, Faculty Mentor and Professional Advisor or Outside Assessor). The student

may register for the Competence, engage its approved Learning Activity/ies and, upon completion of the approved Learning Product, initiate the assessment process. (See Learning Product Assessment process in MAAPS Guidebook, Section F.) *[If the student wishes to change the Competence Page at a later point, he/she is to revise the page and submit it to his/her Professional Advisor and Faculty Mentor for approval of the updated item.]*

**The item/page needs FURTHER DEVELOPMENT.** When ready to proceed, the student is to revise the particular Competence Page and resubmit it to his/her Professional Advisor and Faculty Mentor for re-review and approval of the item.

**The item/page is INSUFFICIENT.** The student is to re-do the particular Competence Page and resubmit it—through the Faculty Mentor—for GSPRC’s re-review.

F. Within no more than one week of the GSPRC meeting, the Faculty Mentor provides the student with written input regarding GSPRC’s action (commentary, decision, changes, etc.) and forwards a copy to GSPRC members.

G. Faculty Mentor and student are responsible to ensure that the Graduate Focus Area Learning Plan is fulfilled in accordance with GSPRC’s official action.

► IMPORTANT NOTES & RESTRICTIONS ◀

**-The prior two steps [Step #1—Approval by Student’s Academic Committee and Step #2—Approval by GSPRC] are to occur before the end of a student’s 2<sup>nd</sup> quarter of enrollment. Students who are facing extenuating circumstances may extend the GSPRC review up to the end of the 4<sup>th</sup> quarter. Failure to secure GSPRC approval by the end of the 4<sup>th</sup> quarter may result in a Registration Hold and/or Special Review Status.**

**-In order to avoid “incomplete” or “research-in-progress” grades and/or costly erroneous registrations, students are not to register for professional competencies or related coursework (where applicable) in the focus area until after their Graduate Focus Area Learning Plans have been officially approved by GSPRC. Faculty Mentors are at liberty to authorize ONE EXCEPTION to this directive, i.e., to authorize the student to register for one designated competence prior to GSPRC approval—designated based on the Faculty Mentor’s judgment of the strength and appropriateness of the specific competence involved.**

### Step #3: Ongoing & Final Approval

The Graduate Focus Area Learning Plan is considered to be a “working document” and, as such, is subject to modification and refinement (*in consultation with the Faculty Mentor and Professional Advisor*) to accommodate new learning opportunities and goals as students proceed through their programs of study. To ensure the quality, currency and acceptability of the plan, it is initially approved through the LPR process (AP-502). Thereafter, it is periodically reviewed throughout the Program in conversations with the Professional Advisor and advising sessions with the Faculty Mentor. If/when changes in the plan are deemed substantial enough to warrant GSPRC’s re-review, a revised plan is resubmitted to GSPRC. At the point of Graduation Review, the final Graduate Focus Area “title” is re-reviewed (and altered, if necessary) to align to the demonstrated/assessed competencies. Final “title” and Competence Statements are officially entered at this point into the Graduate Narrative Transcript. (See Section I.)

## IMPLEMENTING THE *GRADUATE FOCUS AREA LEARNING PLAN...*

Students are advised to regularly consult, review, and as appropriate, revise their Graduate Focus Area Learning Plans. Regular attention to the approved plan and the corresponding portion of the Guidebook will help focus, hone, integrate and maintain relevance of study in each part. For example:

- ongoing attention to **Part I (Description/Explanation of the Focus Area)** will help give the Focus Area direction and enable you to continually hone your Focus Area's definition. (See Guidebook, Section F.);
- ongoing attention to **Part II (Personal/Professional Context)** will help ground your study in who you are, where you have come from, where you are heading and where/how you're applying your learning in practice;
- ongoing attention to **Part III (Professional Competencies)** will help keep you alert to the relevance of these sought outcomes, planned activities and anticipated products or the need to adjust them accordingly. (See Guidebook, Section F.);
- ongoing attention to **Part VI (Plans for Culmination)** will help you to continue to hone your plans in this regard and build toward them. (See Guidebook, Section F.); and, lastly,

### ► **IMPLEMENTING Professional Competencies:**

See Guidebook, Section F.

### ► **CHANGING Professional Competencies:**

See Guidebook, Section F.

## ASSESSMENT—Principles & Practices

The School for New Learning in general and the MAAPS Program in particular maintains assessment as a critical component in the learning process. As such, assessment is grounded in the following qualities and principles:

### ► **Qualities of Assessment:**

**Clarity** (communicating expectations; articulating criteria for demonstrating competence and how level of learning is measured; providing accessible feedback);

**Integrity** (applying criteria for demonstrating learning and indicators of quality; applying the expectations and standards of the college and the University in an honest and constructive manner; providing feedback that informs the subsequent learning agenda);

**Flexibility** (recognizing learning through multiple forms of evidence; using multiple forms of assessment to measure learning outcomes; drawing on alternate sources of expertise when appropriate); and,

**Empathy** (providing feedback in sufficient detail to honor students' efforts; communicating commentary in a constructive manner/tone; establishing a cooperative and trusting relationship between instructor and learner to promote assessment).

### ► **Principles Guiding Assessment:**

- (1) Assessment should 'feed back' information to learner to guide future learning.
- (2) Assessment should be based on multiple forms of evidence of learning.
- (3) Assessment strategies and activities should draw on the affective, cognitive, and conative domains of learning.

- (4) Assessment should be referenced to specified learning outcomes.
- (5) Assessment practices should support the overall development of students as well as measure progress toward specific learning outcomes.
- (6) Self-assessment should be included with the documentation of learning.
- (7) Assessment decisions should include the judgments of relevant experts.
- (8) Assessment processes should be designed to insure the assimilation of multiple sources of assessment data.
- (9) Assessment processes should informally recognize and affirm learning outside of competence areas specified by the curriculum.

► **MAAPS Program Assessment:**

In accordance with these qualities and principles (above) and in keeping with the focus on Professional Competence and self-managed learning, the MAAPS Program incorporates the process of assessment into all program components. In so doing, the Program holds that “assessment” (derived from the Latin phrase “*ad+sedere*”—meaning “to sit down beside or together”) connotes much more than the traditional educational notion of testing or measuring student performance. Rather, assessment focuses on the learning that has occurred across a multitude of settings (e.g., classroom, workplace, home, community, etc.) and on the meaning derived by students that they can apply within their current and/or future performance.

Consequently, assessment in the MAAPS Program is formative and summative, formal and informal, and involves input (and subsequent reflection) from a variety of individuals—faculty, practitioners, colleagues and, most importantly, students themselves. Specifically, the MAAPS Program employs assessment processes in the following areas:

► **Learning Plan Research & Development Seminar and Learning Plan Review:**

Through the Learning Plan Research & Development Seminar and Learning Plan Review process, students are guided in assessing themselves with respect to the Liberal Learning and Professional Competence areas. In so doing, they are better equipped to appropriately plan and engage their programs of study.

► **Assessment & Integration Sessions:**

While students and their Faculty Mentors meet regularly as they wish, they are required to meet (for purposes of ongoing assessment and integration) at four designated points during students’ programs of study. Prior to each designated session (individual or group), the Faculty Mentor informs students regarding the agenda for the particular session, its assignment, and the criteria for assessment (Pass/Fail) by which the session will be evaluated. See table/grid on next page for an overview of these four sessions and their possible foci:

**AP-528, -548, -558, -578 ♦ Assessment & Integration Sessions**  
**0.5 credit hours each; one 4.0hr session each (with break)**

<p>AP-528  <b>A&amp;I Session (I)</b>  <i>0.5crhr—3<sup>rd</sup> quarter</i>  <i>(one 4.0hr session)</i></p>	<p><b><u>Sample topics for ongoing exploration within Assessment &amp; Integration sessions include:</u></b></p> <ul style="list-style-type: none"> <li>-deepening application and integration of <i>self-assessment</i>;</li> <li>-deepening application and integration of <i>reflective practice</i>;</li> <li>-deepening application and integration of graduate-level <i>analysis &amp; synthesis</i>;</li> <li>-bridging <i>cognitive, emotional, somatic and behavioral aspects of learning</i>;</li> <li>-maximizing the relationship with the <i>Professional Advisor</i>;</li> <li>-maximizing the relationship with the <i>Faculty Mentor</i>;</li> <li>-maximizing relationships with <i>Colleagues</i> (in the program and beyond);</li> <li>-enhancing <i>learning beyond hurdle-jumping</i> (“getting a degree,” “taking a course,” “finishing a competence,” “filling out a form,” etc.).</li> <li>-reviewing <i>program components</i> (making changes; culmination options; graduation review; narrative transcripts; etc.)</li> <li>-etc.</li> </ul> <p style="text-align: center;"><b>[NOTE: Students may invite Professional Advisors to join and participate in any A&amp;I session. Check with Faculty Mentor for details.]</b></p>
<p>AP-548  <b>A&amp;I Session (II)</b>  <i>0.5crhr—4<sup>th</sup> quarter</i>  <i>(one 4.0hr session)</i></p>	
<p>AP-558  <b>A&amp;I Session (III)</b>  <i>0.5crhr—6<sup>th</sup> quarter</i>  <i>(one 4.0hr session)</i></p>	
<p>AP-578  <b>A&amp;I Session (IV)</b>  <i>0.5crhr—7<sup>th</sup> quarter</i>  <i>(one 4.0hr session)</i></p>	

► **Assessment of Liberal Learning:**

See Guidebook, Section, E.

► **Assessment of Focus Area—Basic Competencies & Culmination Options:**

See Guidebook, Section F.

► **Ongoing Self-Assessment:**

Within professional practice, one’s commitment and ability to accurately monitor and assess oneself is both an essential value and skill. Throughout the MAAPS Program, this value and skill is engaged at the following major junctures:

-*Admissions*: During the admissions process, applicants are asked to assess their strengths and challenges as learners in various settings. Subsequently, during the individualized planning process, students analyze their interests, goals and skills in relation to their evolving understanding of professional practice and graduate study.

-*Liberal Learning Seminars*: These seminars provide students with ongoing opportunities to self-assess regarding their “effectiveness” (See Section E.) and, through the particular focus per seminar, to target areas for continuous improvement.

-*Focus Area Competencies*: As students complete each competence, they are asked to use the Learning Product Assessment Form to review the process and results of their individually-designed Learning Activities in relation to the Program’s criteria for graduate-level learning (listed on the form). For those who also choose to complete the Integrating Project, they are also asked to evaluate their Integrating Project in terms of the value it offers to the professional practice in the field.

- Assessment & Integration Sessions*: These sessions provide an explicit focus on self-assessment regarding all aspects of the graduate program.
- Graduation Review*: Students are asked to review their development as “master practitioners” in relation to their own internal professional standards, those of the MAAPS Program, and those of their respective fields.

**GRADUATION—Process & Review** (including **MAAPS NARRATIVE TRANSCRIPT**)

As students near the completion of their programs of study (two or three quarters in advance), they are advised to consult “**Graduate Information & Steps**” for key requirements and dates pertinent to graduation preparation and readiness. (See Index—*Graduation Information & Steps*.)

Regarding the **MAAPS Graduation Review** in particular, the following applies:

- (1) **Meeting**: Student schedules and convenes a meeting with at least the Faculty Mentor and, hopefully, both the Faculty Mentor and the Professional Advisor (PA)---**no later than two weeks prior to the end of the quarter in which he/she wishes to graduate**. The purpose of this meeting is fundamentally *celebration-with-an-agenda!*
- (2) **NARRATIVE TRANSCRIPT**: Student prepares an electronic version of his/her Narrative Transcript and submits it to the Faculty Mentor. (See Narrative Transcript in Guidebook, Section I.) Whereas the DePaul University Transcript (prepared by the University’s Student Records Office) indicates quarters, credit hours and grades, the student’s official Graduate Narrative Transcript (prepared by the student & faculty mentor) offers a more comprehensive description of graduate work completed in the MAAPS Program (program description, focus area description and specific competencies demonstrated, etc.).
- (3) **Review**: Student and Faculty Mentor (as well as PA, if present) review student’s record to ensure satisfactory degree completion—*52 credit hours (as described in the MAAPS Guidebook) or approved equivalents; minimum cumulative GPA of 3.0 and complete Narrative Transcript*.
- (4) **Reflection**: Student and Faculty Mentor (as well as PA, if present) discuss:
  - the state of the student’s knowledge-base, understanding, and competence relative to the aims of the MAAPS Program (Liberal Learning and Professional Competence) and any changes in such since his/her study began;
  - the student’s experience in the MAAPS Program (e.g., significant challenges and learnings gleaned from the manner in which the student handled the challenges; suggestions for program, etc.); and,
  - the student’s anticipated “next steps” (personal/professional development for the next five years including areas ready for further learning; initial plans regarding methods for addressing these areas; etc.).
- (5) **Clearance for Degree Conferral**: Subsequent to the **MAAPS Graduation Review** (and prior to the University’s deadline for degree conferral input per quarter), the Faculty Mentor makes any final changes/corrections to Degree Progress Report and/or the Narrative Transcript and forwards notice and Narrative Transcript copy to the Graduate Programs Office--clearing the student for degree conferral.
- (6) **Transcript Copies**: Graduates (alumni) wishing to secure copies of their DePaul University Transcript and their MAAPS Narrative Transcript should contact the University’s Student Records Office (<http://sr.depaul.edu>).

