



KEY DOCUMENTS & FORMS *(misc.)*

About Section I...

This section includes information and/or copies pertaining to key documents, forms and templates. These materials are available in electronic format at:

<http://scps.depaul.edu/student-resources/graduate-resources/Pages/special-documents-forms-and-templates.aspx>

■ MSAT Program Brochure	I-2
■ MSAT Program Guidebook	I-2
* Independent Learning Product Assessment Form <i>(for specialized use by designated MSAT students completing AT-587 and/or AT-589)</i>	I-3...

▶ **MSAT Program Brochure**

Copies of the MSAT Program Brochure are available from the SCPS Graduate Programs Office. The brochure may also be found at:

<http://scps.depaul.edu/student-resources/graduate-resources/Pages/brochures.aspx>

▶ **MSAT Program Guidebook**

Copies of the MSAT Program Guidebook are distributed to graduate students as they begin their programs of study. Sections are also available (and regularly updated) in electronic format at:

<http://scps.depaul.edu/student-resources/graduate-resources/Pages/guidebooks.aspx>

DePAUL UNIVERSITY ♦ MASTER OF SCIENCE PROGRAM IN APPLIED TECHNOLOGY
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	<p>Culmination—Individualized Learning</p> <p>LEARNING PRODUCT ASSESSMENT</p> <p>(MS Program in Applied Technology)</p>
<p>This form can be found at Graduate Student Resources (<i>Special Documents, Forms & Templates</i>). See http://scps.depaul.edu/StudentResources/Graduate_Resources/Forms.asp.</p>	

PROJECT Number (AT-587 or -589) →	# _____
STUDENT'S NAME →	
Student's DePaul ID # →	

Step 1: Student completes information above and his/her portion of the narrative assessment below pertaining to final product(s) under review. **Student is First Assessor.** [Note: For completion of the assessment process and grade posting within a current quarter, the final learning product(s)—along with the *Learning Product Assessment Form*—must be submitted by no later than two weeks PRIOR to the last day of the quarter. If this deadline is missed, an “R” (research in progress) grade may be assigned by the Faculty Mentor. As soon thereafter as the work is assessed (within the time-limit afforded by the “R” grade), the “R” grade will be replaced with the appropriate letter grade.]

Step 2: Student submits to the **Second Assessor*** the following **three items** (to be submitted by email & by the agreed-upon due-date):
 (a) this assessment form—in **WORD-format**;
 (b) copy of correspondence outlining planned product(s) due; and,
 (c) final product(s) for review—in **WORD-format**.

*For **AT-587** (Work-based Project), the **Second Assessor** is Dr. Terry Steinbach (CDM MSAT Co-Coordinator; tsteinbach@cdm.depaul.edu).

*For **AT-589** (Reflective Practice Project), the **Second Assessor** is Dr. Kevin Downing (SCPS MSAT Co-Coordinator; kdowning@depaul.edu). [Note: For At-589, Second Assessor is Final Assessor. Proceed to Step 4.]

Step 3: Second Assessor completes his/her portion of the narrative assessment below pertaining to final product(s) and, upon completion, forwards all three items from Step 2 (a, b & c) to the **Final Assessor***.

*For **AT-587 & AT-589**, the **Final Assessor** is Dr. Kevin Downing (SCPS MSAT Co-Coordinator; kdowning@depaul.edu).

Step 4: The **Final Assessor ...**
 (a) completes his/her portion of the narrative assessment below pertaining to final product(s);
 (b) reviews previous assessments entered on form;
 (c) determines and posts overall summary grade for product(s); and,
 (d) forwards the completed assessment form & summary grade back to the Student.

CRITERIA GUIDING ASSESSMENT: The following criteria apply to all MSAT Culminating Independent Projects (AT-587 & AT-589) and should be incorporated into each assessor’s narrative comments.

- (1) **Agreement:** Submission fulfills the **sought outcomes** (deliverables) outlined in the applicable 587 or 589 MOA correspondence with the Student—including any adjustments negotiated in advance of submission and in writing with the appropriate MSAT Co-Coordinator. Student includes/attaches relevant correspondence. *(Exceptional/A= agreement fulfilled and attached by student; Strong/B = most of agreement fulfilled; Satisfactory/C = sufficient portions of agreement fulfilled but with gaps.)*
- (2) **Investigation:** Submission demonstrates **investigation** across multiple data points including peer-reviewed scholarly articles (published within the last 10 years). *(Per 4 credit hours: Exceptional/A = minimum 20 scholarly articles; Strong/B = minimum 15 scholarly articles; Satisfactory/C = minimum of 10 scholarly articles.)* **Note:** Scholarly articles are typically published in peer-reviewed/refereed journals. Wikipedia, personal blogs or mainstream/pop-culture websites are not acceptable scholarly resources.
- (3) **Analysis/Synthesis:** Submission develops a **point of view that incorporates analysis and synthesis** drawn from multiple vantage points; i.e., (a) it evidences understanding beyond simple/simplistic description and/or mere opinion; and, (b) it evidences knowledge of, and ability to use, professional and scholarly literature in the field or related fields. *(Per 4 credit hours: Exceptional/A = substantial analysis/synthesis; ballpark 40-pages/8000-words*; Strong/B = some analysis/synthesis as well as description; ballpark 35-pages/7000-words*; Satisfactory/C = primarily description; ballpark 30-pages/6000-words*)* [*Note: Ballpark pages/word-counts do not include bibliography and addenda and may be adapted—with approval from SCPS MSAT Coordinator—for artifacts other than research papers.]
- (4) **Application:** Submission addresses **application** of the project consistent with contemporary best practices/standards of professional practice. *(Exceptional = deep description/demonstration of application addressing complexities involved; Strong = solid description/demonstration of application; Satisfactory = basic description/demonstration of application.)*
- (5) **Organization/Coherence:** Submission is **well-organized, coherent, skillfully executed and presented in sufficient detail** to be understood and evaluated by an “outside” party. *(Exceptional/A = well-organized and coherent; Strong/B = solidly organized; Satisfactory/C = unevenly organized/lacking a framework.)*
- (6) **Polish:** Submission demonstrates **graduate-level “polish”**—free of grammatical errors, typos, haphazard appearance, APA citation format errors, etc. *(Exceptional/A = well written; no grammatical errors; correct APA citation format; Strong/B = some grammatical errors; APA errors, etc.; Satisfactory/C = numerous grammatical errors, APA errors, etc.)*
- (7) **Reflection:** Submission includes the student’s **reflection** on his/her learning process through working on this project. This review of “lessons learned” is typically included within an **addendum** to the product submitted. *(Exceptional/A = deep and nuanced reflection on learning and implications for practice going forward; Strong/B = solid reflection on learning; Satisfactory/C = some reflection on learning.)*



► STUDENT’s Self-Assessment:

Applying criteria above, **student** self-assesses his/her final item(s) under review—

<i>Narrative Assessment regarding Item(s) under Review (Add space or append with extra pages as needed.)</i>			
Rating (check):	<input type="checkbox"/> <i>Exceptional</i>	<input type="checkbox"/> <i>Strong</i>	<input type="checkbox"/> <i>Satisfactory</i> <input type="checkbox"/> <i>Marginal/Unacceptable</i>

Student Signature: _____ * **Date:** _____

**Email submission is sufficient in lieu of signature. When the first page of the form and this self-assessment portion are complete, the student proceeds to Step 2 (as outlined on the first page of this form).*

► SECOND Assessor (CDM Co-Coordinator or designee)

Applying criteria above, **second assessor** assesses final item(s) under review—

<i>Narrative Assessment regarding Item(s) under Review (Add space or append with extra pages as needed.)</i>			
Rating (check):	<input type="checkbox"/> <i>Exceptional</i>	<input type="checkbox"/> <i>Strong</i>	<input type="checkbox"/> <i>Satisfactory</i> <input type="checkbox"/> <i>Marginal/Unacceptable</i>

Second Assessor’s Signature: _____ * **Date:** _____

**Email submission is sufficient in lieu of signature. When the first page of the form and this self-assessment portion are complete, the second assessor proceeds to Step 3 (as outlined on the first page of this form).*

► FINAL Assessor (SCPS MSAT Co-Coordinator)

Applying criteria above, **final assessor** assesses final item(s) under review—

<i>Narrative Assessment regarding Item(s) under Review (Add space or append with extra pages as needed.)</i>			
Rating (check):	<input type="checkbox"/> <i>Exceptional</i>	<input type="checkbox"/> <i>Strong</i>	<input type="checkbox"/> <i>Satisfactory</i> <input type="checkbox"/> <i>Marginal/Unacceptable</i>

Final Assessor’s Signature: _____ * **Date:** _____

**Email submission is sufficient in lieu of signature. When this assessment portion is complete, the final assessor proceeds to Step 4 (as outlined on the first page of this form).*

Overall Summary Grade for Item(s)	Exceptional <i>(A) (A-)</i>	Strong <i>(B+) (B) (B-)</i>	Satisfactory <i>(C+) (C)</i>	Marginal/Unacceptable <i>(C- & below)</i>