

**CORE ASSESSMENT RUBRIC - Course Name and Number \_\_**  
**HA 515 Marketing, Strategic Planning and Consumer Driven Healthcare**  
**Portfolio Style**

**CORE LEARNING OUTCOMES: Students will:**

1. Create a strategic planning process for a healthcare organization/system/product line demonstrating critical thinking about the plan eg Bloom's all levels
2. Create a marketing plan or planning process for a healthcare organization/system/product line or direct to consumer marketing demonstrating critical thinking about the plan eg Bloom's all levels
3. Compare and contrast traditional healthcare marketing and strategic planning with those that involve consumer driven healthcare demonstrating critical thinking about both planning and marketing eg Bloom's all levels
4. Articulate the significant ethics and leadership issues in healthcare strategic planning and marketing demonstrating Bloom's levels of critical thinking about ethics and leadership in healthcare planning and marketing
5. Discuss clearly and critically, in writing, critical thinking eg Blooms, about the integral collaboration between planning, marketing and healthcare operations.

Core Assessment Activity

Demonstration of competency in the core learning outcomes will be assessed as a "portfolio" of activity in weekly discussions, book reports, term papers, exams, including the final exam. The weekly discussions will count for 24% of the final grade. The book report/paper will count for 26% of the final grade. The final summative exam will assess mastery of the critical thinking skills about marketing, planning and consumer centered healthcare and count for 50% of the final grade.

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## **ED 536 Transition/Career Education for Students with Disabilities**

### **Core learning outcomes:**

Upon successful completion of this course, students will be able to:

1. Summarize the philosophical, historical, and legal foundations related to the provision of transition services to students with disabilities;
  - CEC Standard 1
  - School of Education Conceptual Framework: Knowledge 2E, 3A, 3C, 3E; Skills 3A, 3B; Dispositions 4A, 5B, 5F
  
2. Use best practice career, vocational, and transition instructional techniques and planning strategies for students with mild/moderate cross-categorical disabilities;
  - CEC Standards 4, 7, & 10
  - School of Education Conceptual Framework: Knowledge 2A, 2D, 2E, 2G, 3C, 3E; Skills 1E, 1F, 2C; Dispositions 1A, 2B, 2D, 4A, 5B, 5D, 5F
  
3. Select, administer, and interpret various types of career and vocations assessments used to diagnose the needs of students with mild/moderate cross-categorical disabilities to successfully transition to future adult roles;
  - CEC Standard 8
  - School of Education Conceptual Framework: Knowledge 2C, 3B; Skills 1G, 2C, 2D, 3C; Dispositions 4A, 5B
  
4. Define and justify the elements needed for model career, vocational, and transition programs for students with mild/moderate cross categorical disabilities;
  - CEC Standards 7 & 10
  - School of Education Conceptual Framework: Knowledge 1A, 2E, 3C; Skills 2C, 3C; Dispositions 1A, 4A, 5B, 5F
  
5. Identify the characteristics of self-determined individuals, and implement activities to promote the development of self-determination skills in students with mild/moderate cross -categorical disabilities;
  - CEC Standards 2, 4, & 7
  - School of Education Conceptual Framework: Knowledge 2A, 2F, 2G; Skills 1E, 2C, 3C; Dispositions 1A, 2B, 2C, 4A, 5B, 5D, 5F
  
6. Assist students with cross-categorical disabilities in collaboration with parents and other professionals in planning for transition to post-school settings with maximum opportunities for decision-making and full participation in the community;
  - CEC Standards 2, 7, & 10
  - School of Education Conceptual Framework: Knowledge 1B, 3C; Skills 1D, 2C, 3A; Dispositions 1A, 2B, 4A, 4E, 5B, 5F
  
7. Compare and contrast the supports and services available to help address transition needs of students with cross-categorical disabilities;
  - CEC Standards 2, 7, & 10
  - School of Education Conceptual Framework: Knowledge 1B, 3C; Skills 1D, 2C, 3A; Dispositions 1A, 2B, 4A, 4E, 5B, 5F

8. Demonstrate critical self-reflection to analyze and adjust professional practices with the goal of supporting the success of individuals with exceptional learning needs; and
  - CEC Standard 9
  - School of Education Conceptual Framework: Knowledge 2E, 3A; Skills 2B, 2C, 2E; Dispositions 3E, 4A, 4E, 5B, 5F
9. Demonstrate effective professional communication skills (i.e., reading, writing, listening, and speaking).
  - CEC Standard 9
  - School of Education Conceptual Framework: Skills 3A, 3C; Dispositions 1C, 5C

### **Core Learning Assessment.**

The core assessment for this course is the Individual Transition Plan (ITP) Project. The ITP Project will account for 20% of the total grade and address core learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, & 9.

To complete the ITP Project, the student must develop an Individual Transition Plan for a student with a cross-categorical disability (disability will be assigned by the Instructor). The ITP must include the following components:

- A. Prepare a case study profile. Write a description of a student for whom you will design an ITP. Provide information under the following headings: (You may need to be creative!)
  - a. General Description (e.g., name, age, gender, grade, race/ethnicity, cultural group, type of disability/disabilities, etc.)
  - b. Detailed Present Level of Performance (e.g., academic strengths and weaknesses, summary of transition assessment results for each of the transition areas, etc.)
  - c. Student's personal future goals for training, post-secondary education, employment, and independent living
  - d. Family's goals for student in each of the transition areas (i.e., vocational training, post-secondary education, employment, and independent living)
- B. Answer the following Focus Questions aimed at your assigned cross-categorical disability.
  - a. According to the *Missouri State Plan for Special Education*, what is the legal definition of the assigned cross-categorical disability?
  - b. Discuss the (a) cognitive/perceptual, (b) social/emotional, (c) language, and (d) learning/academic characteristics associated with an individual with this type of disability.
  - c. Discuss the impact these characteristics may have on the student's achievement of his/her identified transition goals.
  - d. Discuss what types of support, such as accommodations and assistive technology, may be needed to help the student achieve his/her identified transition goals.
- C. Using the provided ITP format (Instructor will email Word file containing ITP form), write an ITP for the student in your case study profile. The ITP form is combination of elements contained in Missouri's Form C: Transition Services Plan, the Transition Form recommended by Miller, Lombard, & Corbey (2007), and the Individual Transition Plan recommended by Wehman (2002).

You must complete **ALL** sections of the ITP, including a rationale for your entries (Note: "N/A" may be necessary response, yet still requires a rationale).

- D. Discussion of how *person-centered* principles are reflected in the ITP you developed.
- E. Using a PowerPoint presentation to highlight key points, present your ITP Project to the class. Note: a "hard" copy of your PowerPoint presentation must be provided to the Instructor on the day of your presentation.

Your class presentation must include:

- a. Presentation of your Case Study Student Profile.
- b. Presentation of Focus Questions related to the disability and your responses/answers to them.
- c. Present your completed ITP and provide your rationale for each of the four (4) ITP goals. Explain how/where person-centered principles are reflected in the ITP.

# HI 343 The American Civil War

## Core Learning Outcomes

1. Identify the political, social, military, religious, and economic realities of “Bleeding Kansas” and the Civil War and how these realities influence our lives today;
2. Examine the chronology of key events of “Bleeding Kansas” and the Civil War;
3. Debate the events of “Bleeding Kansas” and the Civil War in the context of the history of terrorism and warfare;
4. Critique the causes of the events in the Kansas Territory and of the Civil War;
5. Evaluate the impact of technology on the Civil War and current applications;
6. Contrast the personal experiences of the people of “Bleeding Kansas” and the Civil War era;
7. Interpret the global aspects (American and European) of the Civil War era;

## Core Assessment:

Explain the factors which led President Lincoln to view the emancipation of slaves as a military necessity for the Union and therefore to issue the Emancipation Proclamation. Contrast this to Frederick Douglass's view that the Proclamation validated the idea that slavery was the major cause of the war and that the Proclamation expanded war aims to include abolition for its own sake. Analyze the following issues in relation to the Proclamation: human resources of the Union and the Confederacy; the military impact on both the Union and the Confederacy; the status of slaves and slavery; Northern, Southern, Western, and European reaction to the Proclamation, and, finally, the legacy of the emancipation proclamation and the end of slavery.

## CORE ASSESSMENT FOR HI 355 WORLD WAR II (MLL)

### Core Learning Outcomes:

1. Analyze the causes of World War II
2. Analyze the impact of technology on the war
3. Discuss the major events of the war
4. Examine personal experiences of the people involved in the war
5. Describe the post-war world and the legacies of World War II

### Core Assessment Assignment

Analyze the decision to use atomic weapons, the immediate effects and consequences of their use, and the lasting legacies resulting from their use. How did cultural differences between combatants in the Pacific Theater play a role in the decision? How did use of atomic weapons affect the outcome of the war and the immediate post-war world? Identify and explain the lasting political and diplomatic legacies of the use of atomic weapons in this war. Use Howard, Miller, and Frank in your answer. Cite your sources. Include a Works Cited. Proofread, proofread, proofread!

### Historiographical Papers:

A historiographical paper is a focused study on a humanistic and/or critical problem or issue. Papers will be evaluated for both content (evidence and argument) and style of presentation. The instructor will identify a particular problem or issue, and the student will access the secondary literature (writings) on this problem. Students need to extrapolate arguments from the various writers that prove relevant to the problem or issue of the review. It is critical that students begin the writing process early. Students need to present their own argument but not stray from the original problem or issue. The review should be typed, double-spaced, font size of 10-12, Times Roman typeset, with citations in proper MLA Style, including a properly formatted Works Cited page (does not count toward the total word count required), use margins of one-inch on four sides, contain a proper MLA Style header and page header and page numbered, include eight sources, and be 1,000 to 1,500 words. The student is held responsible for fully understanding what constitutes plagiarism and Park University's and the instructor's regulations regarding consequences of plagiarism detection and fabrication.

### Final Paper Format:

(100 points)

- ◆ Proper MLA format
- ◆ 1,000 to 1,500 words
- ◆ Submit the paper in Microsoft Word in the Dropbox and as an attachment to an email.
- ◆ Name on first page
- ◆ Page number all pages (including the first)
- ◆ Proofread the paper!

- ◆ Spell check the paper!
- ◆ Proper internal documentation of sources
- ◆ Works Cited
- ◆ Use of Miller, Howard, and Frank