



Is there a similar undergraduate course?  Yes  No If so, how does this graduate course differ?

Discipline Prefix: EDLM If more than one provide rationale:

Credits: 3 Brief rationale for content gained in previous courses.  
Level:  7000  8000  9000 level choice:

Additional Requirements: Laboratory Hours: \_\_\_\_\_ Pre-Practicum Hours: 10 Practicum Hours: \_\_\_\_\_  
Fieldwork Hours: \_\_\_\_\_ Other (specify): \_\_\_\_\_

Prerequisite course(s) if any: \_\_\_\_\_

This course will be:  a Required Course  an Elective Special/Note: \_\_\_\_\_

Course is a replacement for (Course Number/Name): \_\_\_\_\_

Has the course been offered previously as a "Topics" course?  Yes  No  
If yes, How often? \_\_\_\_\_

What is the Expected Average Enrollment?: 20-25

Which semester will this course first be offered?: Fall 2021 How often thereafter to be offered?: Each fall

Does this course affect offerings in any other department or program?  Yes  No If yes, please explain.

Is this an Extended Campus course?  Yes  No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course Syllabus is Attached

[Print Form](#)

Reviewed by Dean: \_\_\_\_\_

**Required Signatures—Graduate and Continuing Education New Course Approval**

Course Developer: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Graduate Council Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
(Indicates Graduate Council approval)

President: \_\_\_\_\_ Date: \_\_\_\_\_

**Fitchburg State University  
Comprehensive Syllabus**

**9XXX Policy Issues in the Administration of Online Programs (3 credits)**

**Instructor:** Nicole Chelonis, Ph.D.  
**Office:** Anthony 112E  
**Office Hours:** By appointment  
**Telephone:** (978) 665-3354  
**E-Mail:** ncheloni@fitchburgstate.edu

All modules run Monday – Sunday. Look over the entire syllabus and topical outline for specific due dates

**COURSE DESCRIPTION:**

This course provides an examination of conflicting positions on policy issues of importance in K-12 and higher education and their direct implications for participants. Candidates will learn what is required to ensure that programs and courses delivered, and the operation of distance learning delivery systems, are in compliance with institution, state and federal codes, guidelines and policies; Candidates will receive an introduction to the history, philosophy, organizations, learning theories, and instructional procedures used in American and international distance education.

**TAKING AN ONLINE COURSE:**

I would encourage everyone to familiar yourselves with the general format of the class and its expectations. Please be sure to view the video within Blackboard which reviews the format of this course. As the class is online, **it is essential to be self-motivated and to manage your time.** I strongly recommend that you **stay active in the class and the discussions on a regular basis, as this is a part of your grade.** Also, make use of the supports available to you. All these supports are detailed in the Student Introductory Course within your Blackboard account. The class itself is a great resource. In addition, make sure to ask me any questions that you have. I am readily available via email. Also, remember that the IT Helpdesk is available 24/7 by emailing [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu) or by calling 978-665-4500.

**TEXTS:** Moore, M. (2018). *Handbook of Distance Education* 4<sup>th</sup> Edition ISBN 9781315296135

**Additional Readings:**

(Not required, but highly recommended) Fowler, F. (2013) Policy studies for educational leaders: *An Introduction*. Pearson ISBN-13: 9780132678117—ISBN-10: 013267811X  
Laird, L. (2020) New rules limit states' oversight of online college. How will they react?  
<https://www.educationdive.com/news/new-regulations-limit-states-oversight-of-online-colleges-how-will-they-r/571397/>

McKenzie, L. (2018) Confusion over distance education rules.  
<https://www.insidehighered.com/news/2018/03/09/universities-stall-%E2%80%98confusing%E2%80%99-distance-education-regulations>

NASSP (n.d.) Online learning. <https://www.nassp.org/policy-advocacy-center/nassp-position-statements/online-learning/>

NC-SARA (n.d.) The State Authorization Guide <https://www.nc-sara.org/guide/state-authorization-guide>

U.S. Department of Education (2018) Negotiated rulemaking for higher education 2018-19

- <https://www2.ed.gov/policy/highered/reg/hearulemaking/2018/index.html>
- <https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation>
- <https://www.federalregister.gov/documents/2019/11/01/2019-23129/student-assistance-general-provisions-the-secretarys-recognition-of-accrediting-agencies-the>

U.S. Department of Education (2016) Final Rule on state authorizations of postsecondary distance education <https://www.ed.gov/news/press-releases/education-department-announces-final-rule-state-authorization-postsecondary-distance-education-foreign-locations> **Final rulings found here**  
(<https://www2.ed.gov/policy/highered/reg/hearulemaking/2012/pii-stateauth-unofficial-nfr.pdf>)

U.S. department of education (2008) No Child Left Behind. Evaluating Online Learning [www2.ed.gov/admins/lead/academic/evalonline/evalonline.pdf](http://www2.ed.gov/admins/lead/academic/evalonline/evalonline.pdf) and <https://www2.ed.gov/admins/lead/academic/evalonline/index.html>

Williamson, B., Eynon, R., Potter, J. (2020) Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. *Learning, Media and Technology* <https://doi.org/10.1080/17439884.2020.1761641>

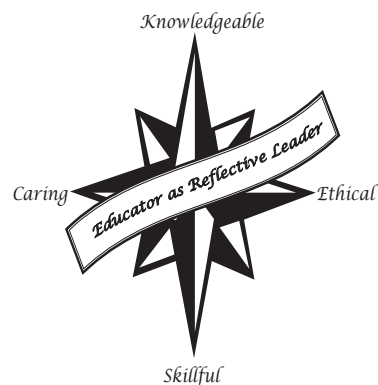
### **C. LEARNING OUTCOMES / OBJECTIVES:**

Upon successful completion of this course, candidates will:

- write a policy analysis to examine regulatory issues in online learning
- research current policy, law, and compliance in online education
- Analyze and discuss the steps to review online learning technology
- create a policy handbook containing current resources and politicians related to online education
- Research the history of distance education in the United States
- Examine and discuss the purpose of internal and external policies relating to distance education
- Examine the current political environment as relates to distance education
- Create a SWOT analysis comparing the strengths, weaknesses, opportunities and threats of the online programs of two institutions

- Explore areas of online learning as they relate to the K-12, higher education and corporate sectors
- Research and discuss the effect the Covid-19 pandemic had on regulations related to online learning
- Engage in weekly discussions with candidates' peers relating to issues of online education compliance and program creation
- Discuss best practices in hiring and training faculty and program administrators for online education programs

## FITCHBURG STATE UNIVERSITY TEACHER EDUCATION CONCEPTUAL FRAMEWORK



This course will address the dispositions of the Conceptual Framework in the following way. Each item below is an objective of the course experience.

**Knowledgeable:** As a result of the learning experiences in the course, the candidate will become more cognizant of:

- K-12 and Higher Education policy and regulations and their impact on online education.
- Relevant underlying theories that are drawn upon by exemplary administrators.
- Effective, and pervasive approaches for the development, delivery and assessment of online learning.
- Knowledgeable of the historical perspectives associated with distance education regulations
- How to research up to date compliance information applicable to the candidates' school system.

**Skillful:** As a result of the learning experiences in the course, the candidate will be able to:

- Influence the larger political, social, economic and cultural context.
- Identify and evaluate technology resources for use in online education
- Evaluate current research in online educational administration.
- Find ways to integrate theory into practice where appropriate.

**Caring:** As a result of the learning experiences in the course, the candidate will be able to:

- Collaborate respectfully with colleagues and the school community as a whole.

- Address the needs and concerns of faculty.
- Address inequity based on disability, gender, race, religion, sexual preference, socio-economic status, and so on both within the online classroom.

**Ethical:** As a result of the learning experiences in the course, the candidate will be able to:

- Apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing online education.
- Adhere to statements of ethics, such as those presented by the NASSP

**As a result of our work together you will increase your capacity to use research, reflective thinking, and collaboration to provide effective educational practice for students in a diverse society.**

**TECHNOLOGY INITIATIVES:** Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems. Teacher candidates will utilize technology as:

- a means of presenting information;
- a tool for the analysis of data;
- a means of communicating with others.

**Fitchburg State University Library Online Services:** The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at [www.fitchburgstate.edu/library](http://www.fitchburgstate.edu/library). Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762.

**INSTRUCTIONAL STRATEGIES:**

<u>X</u>	Lecture/Presentation	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	—	Pre-Practicum or Field Experience
—	Laboratory	—	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
<u>X</u>	Discovery	—	Field Trip
—	Interviewing	<u>X</u>	Computer Application
—	Collaborative Learning Groups	<u>X</u>	Viewing or Listening to Followed by
<u>X</u>	Reflective Response	—	Discussion
—	Creating Visual Illustrations of Concepts	—	Other:

**COURSE ORGANIZATION**

The course is in an online format. All course content will be delivered asynchronously. Typically, each module will contain a document depicting the requirements for the specific module along with assignments. However, these topics may vary according to the background, interests, and needs of students enrolled in the course.

**COMMUNICATING WITH THE PROFESSOR**

You may contact me via email or by cell phone when necessary. I will return all emails or phone calls within a 48-hour period. IF YOU DO NOT HEAR BACK FROM ME WITHIN 48 HOURS PLEASE RESEND THE EMAIL (something could have happened and I didn't receive it). All electronic communication will be made through either the email or blackboard, so please check each of those frequently (suggested at least four times per week). I am also available to meet in-person by appointment.

**COURSE CONTENT/ TOPICS AND ASSIGNMENTS:**

The following outline is approximate and is subject to change with appropriate notice.

DATE	TOPIC/ACTIVITY	READINGS AND ASSIGNMENTS DUE
<b>Introductory Module Week 1</b>	<b>The history of distance learning in America</b>	<b>Read</b> Digital Learning Gap – (Pandemic & K-12 focused) <a href="https://ccsso.org/sites/default/files/2020-06/CCSSO_Digital_Learning-v3.pdf">https://ccsso.org/sites/default/files/2020-06/CCSSO_Digital_Learning-v3.pdf</a> <b>Read</b> Part one in textbook Historical and Theoretical Foundations: An Overview Discussion Question 1 – initial post due by day 4
<b>Module 1 Weeks 2-3</b>	<b>Management, Policy, and Administration</b> Accreditation, Regulation, and the Standards Movement Distance Education Leadership Reconsidered U.S. Federal Policy in Distance Education Title IV and student protections No Child Left Behind NC-SARA and accrediting bodies Assuring Quality in Distance Education Covid 19 Pandemic regulation changes	<b>Policy Analysis Paper 1</b> 30 Points due by (date) Discussion Question 2 due by Discussion Question 3 due by <b>Read</b> – assigned articles <b>Read</b> – Textbook Sections 1 in Part 3, 16, 23, 25, 28
<b>Module 2 Weeks 4-5</b>	<b>The Ethical Character of Distance Education: Relationship and Responsibility</b> Needs Assessment and Strategic Planning in Distance Education The Theory of Transactional Distance Gender Still Matters in Distance Education Cognitive Perspectives on Online Learning Environments Distance Learning and Student Satisfaction Is Technology Enabling or Disabling for Diverse Learners Studying Online? Pressures Impacting Distance Education	<b>SWOT Analysis</b> 20 Points, due by (date) Discussion Question 4 due by Discussion Question 5 due by <b>Read</b> – assigned articles <b>Read</b> – Textbook Sections 8, 9, 10, 11, 13, 21
<b>Module 3 Weeks 6-7</b>	<b>Audiences and Providers</b> Online Learning in the Community College Context Trends and Directions in Continuing Professional Education Private and For-Profit Institutions: Evolution and Accountability Distance Education and Training in the Corporate Sector The Landscape of K-12 Online Learning: Examining What Is Known Trends on the Horizon	<b>Policy Handbook</b> 30 Points due by (date) Discussion Question 6 due by Discussion Question 7 due by <b>Read</b> Part 4 in text <b>Read</b> – assigned articles



**Course Requirements and Description of Assignments:** *Each assignment will be accompanied by a specific description of the requirements and evaluation criteria.*

1. **Forum/Discussion Board:** Each week there will be at least one discussion board forum posted within the course. Candidates are expected to respond once to the original question as well as a response to at least one classmate's post. Please refer to the rubric on discussion forum grading.
2. **Policy Analysis Paper:** Students will develop a 3-5 page paper (APA citation format, 12 pt font, Times New Roman, 1 inch margins, double spaced) addressing one of the course topics. The title page, table of content and bibliography is not included in the page total.
  - a. In the policy analysis, students will provide a comprehensive literature and case review of the selected policy/law. Additionally, the student will select one institution and conduct an analysis of their institutional policy that targets the select topic, highlighting the strengths or weaknesses of the policy.
    - Policy Analysis: 30 points, due (by date)
3. **SWOT Analysis:** 20 Points, due by (date)

Each student is to submit a 4-5 page paper detailing the strengths, weaknesses, opportunities, and threats of the online programs of two different institutions (i.e public, liberal arts, community college, online only, etc.). A minimum of two pages for each institution is required (12 pt font, Times New Roman, 1 inch margins, double spaced).

4. **Policy Handbook--** 30 Points due by (date)

For this assignment, you should put together for yourself, your school, and/or your district a reference notebook to assist you in monitoring and influencing the educational policy system of the state in which you work.

The reference notebook should consist of at least the following sections: (1) information about the governor, his/her staff, any staff people especially involved in education policy, and major positions the governor has taken on online education; (2) information about the legislature, including the Speaker of the House, Senate President, education committees in both houses, finance committees in both houses, your district's representative and senator, and major educational issues in the legislature; (3) the chief state school officer; (4) the State Board of Education; (5) the State Department of Education; (6) educational interest groups; (7) major non-educational interest groups which seek to influence online education policy; (8) titles of publications and other resources which carry information on the state online educational policy process. (9) Links to organizations of accreditation and compliance for online courses (i.e. NECHE, NC-SARA etc.)

Other materials may be added which are relevant to your particular position or interests.

Sources: Some of this information is available in the library; other sources are publications of the state government and the relevant agencies, bodies, and groups. Some of it (e. g., addresses and phone numbers) is available online, city directories, etc.

Format: A three-ring binder or other semi-permanent presentation might be the most appropriate for this project. However, you may create a Google Doc or Google Sheet for the purposes of submitting the assignment.

**ASSISTANCE AND SUPPORT:**

If you have questions or concerns about what is being addressed in class or about some aspect of an assignment, **do not hesitate to ask the instructor.** In addition to the instructor, there are other sources of support (writing skills, math skills, counseling, etc.) on campus in the Academic Success Center. Please refer to the Library Resources tab to understand APA style for citations, etc.

**Evaluation:**

Your grade will be determined according to the quality of your work on each of the following:

- Forum Discussion Board Responses -20%
- Policy Analysis Papers-30%
- SWOT Analysis – 20%
- Policy Handbook – 30%

**Grading Scale**

FITCHBURGSTATE Grade	Letter Grade Equivalency	% Range
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete (80% of course requirements must be completed before a student can request a grade of IN)	

Independent assignments should be completed by the individuals receiving credit for the assignment. All resources—people and materials—must be cited appropriately.

**Late Assignments:** An assignment is considered late if it is passed in after the date and time it is due. Late assignments will receive a **5% reduction in the overall grade for each day it is late.**

**Rewrite Policy:** Students will have the opportunity to rewrite assignments that have received unsatisfactory grades. The final grade for any such assignment will be the average of the original grade and the rewrite grade. Rewrites are due one week from the date that the original graded assignment is returned to the student. No exceptions will be made. The group activity projects are not eligible for a rewrite.

**Extra Credit:** During the course of the semester, there may be opportunities for students to earn extra credit (e.g. participating in professional development seminars, attending conferences, etc.). Such opportunities will be made available to all students in the course.

## **COURSE POLICIES**

### **Policy on Academic Integrity**

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State Grade Appeal Policy in your Student Handbook.

### **Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-3427 or 978-665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor at the beginning of the course. It is important that the issues relating to disabilities be discussed with the instructor as soon as possible.

### **Policy on Writing**

Students preparing to be teachers must serve as role models of good oral and written communication. The grade will reflect the quality of the written material.

### **Computer Literacy Requirement**

All assignments must be typed, doubled-spaced and formatted in APA style when appropriate. Candidates are encouraged to use email as a method of communication. Use of the internet to obtain information, ideas, and resources is also encouraged. Candidates are required to access the Blackboard system, as course documents will be posted on the site for your convenience.

## Copyright Policy

You are reminded that, in preparing materials for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See “Student Handbook” for more details.

## Distance Learning & Extended Campus Library Services & Onecard

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to candidates and instructions as to how to access them.

Candidates who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Candidates select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the candidate will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the candidate does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university’s Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)).

All registered Fitchburg State University candidates are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the candidate has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, candidates may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Candidates wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

## Suggested Readings and Resources

Andrei Dacko, Lester Leung, Mazhar Mohad, Mariel Vandelloo, Mariel, "Making It Personal: Understanding the Online Learning Experience to Enable Design of an Inclusive, Integrated E-Learning Solution for Students,"

- Archambault, L., Kennedy, K., Shelton, C., Dalal, M., McAllister, L. & Huyett, S. (2016). Incremental Progress: Re-examining Field Experiences in K-12 Online Learning Contexts in the United States. *Journal of Online Learning Research*, 2(3), 303-326. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/174116/>.
- Archambault, L. & Larson, J. (2015). Pioneering the digital age of instruction: Learning from and about K-12 online teachers. *Journal of Online Learning Research*, 1(1), 49-83. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE <https://www.learntechlib.org/primary/p/149852/>).
- Barbour, M. (2013) The landscape of K-12 online learning: Examining what is known. Request pdf from instructor
- Barbour, M., Archambault, L., & DiPietro, M. (2013) K–12 Online Distance Education: Issues and Frameworks, *American Journal of Distance Education*, 27:1, 1-3, DOI: 10.1080/08923647.2013.759452
- Bryans-Bongey, S. & Graziano, K.J. (2019). Schools in Transition: How Teacher Preparation Programs Prepare K-12 Teachers to Teach Online. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 921-925). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/207757/>.
- CCSSO (2020) Professional standards for educational leaders <https://ccsso.org/resource-library/professional-standards-educational-leaders>
- Elizabeth Reyes-Fournier, Edward J. Cumella, Michelle March, Jennifer Pedersen, and Gabrielle Blackman, "Development and Validation of the Purdue Global Online Teaching Effectiveness Scale," *Online Learning* 24, no. 2 (2020): 111–127
- H. L. (2017) SAMR model: *A practical guide for EdTech integration*. <https://www.schoolology.com/blog/samr-model-practical-guide-edtech-integration>
- Louis, K. S., Febey, K., Gordon, M., Meath, J., & Thomas, E. (2006). Educational leadership in the states: A cultural analysis. Minneapolis, MN: Center for Applied Research and Educational Improvement, University of Minnesota.
- Papia Bawa, "Retention in Online Courses: Exploring Issues and Solutions—A Literature Review," *SAGE Open*, January 5, 2016;
- Patrick, S., Powell, A. (2009) A summary of research on the effectiveness of K-12 online learning. *International association for k-12 online learning*

- Petrea Redmond, Amanda Heffernan, Lindy-Anne Abawi, Alice Brown, and Robyn Henderson, "An Online Engagement Framework for Higher Education," *Online Learning* 22, no 1 (2018): 183–204
- Nathalie Roland, Mariane Frenay, Gentiane Boudrenghien, "Understanding Academic Persistence through the Theory of Planned Behavior: Normative Factors under Investigation," *Journal of College Student Retention: Research, Theory & Practice* 20, no. 2, (July 2016): 215–235;
- Redmond et al., "An Online Engagement Framework," 183–204; Eric Bettinger and Susanna Loeb, *Promises and Pitfalls of Online Education*, research report, (Washington DC: The Brookings Institution, June 9, 2017)
- Rehn, N., Maor, D., & McConney, A. (2018) The specific skills required of teachers who deliver K–12 distance education courses by synchronous videoconference: implications for training and professional development, *Technology, Pedagogy and Education*, 27:4, 417-429, DOI: 10.1080/1475939X.2018.1483265
- Reid, P. (2020) Identifying, evaluating, and adopting new teaching and learning technologies. <https://er.educause.edu/articles/2020/8/identifying-evaluating-and-adopting-new-teaching-and-learning-technologies>
- Sarah O'Shea, "Older, Online and First: Recommendations for Retention and Success," *Australasian Journal of Educational Technology* 35, no. 1 (2019);

**Reflective Discussion Boards Rubric  
(FORMATIVE ASSESSMENT)**

<b>Indicators</b>	<b>Does not Meet Standard</b>	<b>Acceptably Meets the Standard</b>	<b>Comprehensively Meets the Standard</b>
<b>Discussion Boards</b>	<p>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</p> <ul style="list-style-type: none"> <li>Minimally reflects on the readings, class activities, and research</li> <li>Minimally articulates what was accomplished</li> <li>Next steps do not seem to follow what was accomplished</li> <li>Each entry demonstrates minimal understanding of the material and action research process</li> </ul>	<p>Meets expectations for standard; needs occasional minimal support</p> <ul style="list-style-type: none"> <li>Clearly reflects on the readings, class activities, and research</li> <li>Clearly articulates what was accomplished</li> <li>Next steps mostly follow what was accomplished</li> <li>Each entry demonstrates a competent understanding of the material and action research process</li> </ul>	<p>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p> <ul style="list-style-type: none"> <li>Thoroughly and perceptively reflects on the readings, class activities, and research</li> <li>Thoroughly and clearly articulates what was accomplished</li> <li>Next steps perceptively follow what was accomplished</li> <li>Each entry demonstrates a comprehensive understanding of the material and action research process</li> </ul>
<b>Citations</b>	<ul style="list-style-type: none"> <li>Rarely integrates sources when appropriate</li> <li>Few sources appropriately cited within the entries using appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Integrates sources when appropriate</li> <li>Most sources appropriately cited within the entries using appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Smoothly integrates sources when appropriate</li> <li>All sources appropriately cited within the entries using appropriate APA format</li> </ul>
<b>Mechanics and Style</b>	<ul style="list-style-type: none"> <li>Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> <li>Numerous mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>few mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>No mechanical errors</li> </ul>

**Policy Paper  
(FORMATIVE ASSESSMENT)**

<b>Indicators</b>	<b>Does not Meet Standard</b>	<b>Acceptably Meets the Standard</b>	<b>Comprehensively Meets the Standard</b>
<b>Depth of Analysis</b>	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
<b>References and APA formatting</b>	Demonstrates misconceptions or does not adequately identify policies	Displays a competent and accurate understanding of important concepts or generalizations	Demonstrates a thorough understanding of the important concepts and provided analysis and insight into some aspect of that information
<b>References and APA formatting</b>	Fewer than 4 resources are cited. APA style not followed consistently. Major oversights in completeness or clarity.	Some components are missing or incomplete. The citations from references lack relevance. Paper contains all elements but they are organized poorly.	All citations follow APA style, are clear and complete. There are at least 5 different references cited in the text and listed on the reference page.
<b>Mechanics and Style</b>	The document is disjointed without smooth transitions between ideas within and between paragraphs	The document is competently organized, uses smooth transitions between ideas within and between most paragraphs	The document is well organized, uses smooth transitions between ideas within and between paragraphs



**SWOT Analysis  
(SUMMATIVE ASSESSMENT)**

<b>Indicators</b>	<b>Does not Meet Standard</b> Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	<b>Acceptably Meets the Standard</b> Meets expectations for standard; needs occasional minimal support	<b>Comprehensively Meets the Standard</b> Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
<b>SWOT</b>	Important trends and events not mentioned or marginally mentioned. Major organization strengths and weaknesses not / marginally identified and discussed.	Recommendations address most major issues, but are not elaborated upon not adequately explained	Recommendations address all major issues, appear to be appropriate for solving organizational problems and explained in depth.
<b>Spelling and Grammar</b>	The presentation contains many grammatical, punctuation, and spelling errors.	The presentation contains a few grammatical, punctuation, and spelling errors.	The presentation is free of grammatical, punctuation, and spelling errors.
<b>APA Formatting, Mechanics and Style</b>	The document is disjointed without smooth transitions between ideas within and between paragraphs	The document is competently organized, uses smooth transitions between ideas within and between most paragraphs	The document is well organized, uses smooth transitions between ideas within and between paragraphs

**Policy Handbook  
(SUMMATIVE ASSESSMENT)**

<b>Indicators</b>	<b>Does not Meet Standard</b> Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	<b>Acceptably Meets the Standard</b> Meets expectations for standard; needs occasional minimal support	<b>Comprehensively Meets the Standard</b> Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
<b>Resources Identified</b>	Handbook is limited in presentation or data. Inadequate as a resource	Handbook contains adequate resources including local and state representatives and accrediting agencies.  Some components are missing or incomplete. Handbook contains all elements but they are organized poorly.	Handbook is complete with local, state and federal resources and political stakeholders as well as regulatory sites, accrediting agencies and references to policy and law  Includes identification of upcoming policy or law
<b>Formatting and Mechanics</b>	The document is disjointed without logical transitions between sections or information	The document is competently organized and creates a logical format for finding information	The document is well organized and facilitates ease of accessing relevant information