

Competency #1: To lead and manage in the public interest.

Learning Goal A: Use management and leadership theories to analyze the design, operation, and governance of public and nonprofit organizations.

Learning Goal B: Develop recommendations, based on multiple analytical frames, to improve the management of public and nonprofit organizations and achieve the organizational mission.

Focal Area	Above Standard (3)	Meets Standard (Proficient) (2)	Below Standard (Developing) (1)	Fails to Address Requirement (Beginner) (0)
<i>Goal A & B: Problem or question Identification</i>	Identifies or constructs a clear and explicit as well as relevant problem or question. Course/Assignment-Specific Insert: Problem is addressed at the start of the paper to frame understanding of paper’s theme.	Identifies or constructs an adequate and applicable problem or question. Course/Assignment-Specific Insert: Problem is addressed immediately at the start of the paper to frame understanding of paper’s theme.	Identifies or constructs a vague problem or question. Course/Assignment-Specific Insert: Problem is not addressed at the start of the paper.	Incoherently identifies or constructs a problem or question. Course/Assignment-Specific Insert: Problem is not addressed at the start of the paper.
<i>Goal A & B: Evidence, Analysis And Evaluation</i>	Demonstrates ability to extract pertinent and essential information from source(s). Systematically and methodically examines the situation, climate, and evidence applying applicable management theories. Course/Assignment-Specific Insert: Practical and experiential evidence can be included in place of management theories.	Demonstrates ability to extract adequate information from source(s). Adequately examines the situation, climate, and evidence applying applicable management theories. Sufficiently evaluates the potential solutions, examining effectiveness, feasibility of solutions, and potential impacts. Course/Assignment-Specific Insert: Practical and experiential evidence can be included in place of management theories.	Struggles to demonstrate ability to extract information from source(s). Vaguely examines the situation, climate, and evidence and struggles to apply applicable management theories. Identifies but insufficiently evaluates the potential solutions and loosely examines effectiveness, feasibility of solutions, and potential impacts. Course/Assignment-Specific Insert: Practical and experiential evidence can be included in place of management theories.	Does not demonstrate a coherent ability to extract information from source. Incoherently examines the situation, climate, and evidence nor applies applicable management theories. Does not identify relevant solutions. Course/Assignment-Specific Insert: Practical and experiential evidence can be included in place of management theories.
<i>Goal B: Recommendations</i>	Carefully and logically evaluates the potential solutions, examining effectiveness, feasibility of solutions, and potential impacts. Provides a specific and comprehensive recommendation(s) and thorough implementation/action plan that insightfully addresses the relevant and supported limitations and implications.	Provides a specific recommendation(s) and sufficient implementation/action plan that addresses some of the relevant and supported limitations and implications.	Provides a vague recommendation(s) and insufficient implementation/action plan that loosely addresses some limitations and implications.	Provides an incoherent recommendation(s) and/or ambiguous implementation/action plan that addresses limitations and implications.

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	<p>Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations.</p>	<p>Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations.</p>	<p>Course/Assignment-Specific Insert: Discussions of imitations and implications may mean discussion of arguments and evidence opposed to the recommendations.</p>	<p>Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations.</p>
<p>Goal A & B: <i>Conclusion</i></p>	<p>States a thorough conclusion that is logical, clearly summarizes broader relevance, and provides detail regarding the limitations and implications when applicable. Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations. Note: conclusions may be incorporated in the Recommendation.</p>	<p>States an adequate conclusion that is logical, yet more focused on the inquiry findings, and provides some discussion on the limitations and implications when applicable. Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations. Note: conclusions may be incorporated in the Recommendation</p>	<p>States a vague, general conclusion with minimal relevance and loosely mentions the limitations and implications when applicable. Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations. Note: conclusions may be incorporated in the Recommendation</p>	<p>States an ambiguous or incoherent conclusion and/or does not include the limitations and implications when applicable. Course/Assignment-Specific Insert: Discussions of limitations and implications may mean discussion of arguments and evidence opposed to the recommendations. Note: conclusions may be incorporated in the Recommendation</p>