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Southern New Hampshire University

IND 201 Final Project Guidelines and Rubric

Overview

In this course, you will explore the value of the Bachelor of Arts in General Studies (BA.GS) degree and how the vast knowledg[e]
program gives you an innovative edge professionally, personally, and for civic engagement. As you prepare for your future bey[ond]
you be able to articulate, in a professional manner, how your experience has prepared you for the opportunities you seek. To [help]
formally defending your experiences, skills, and goals, you will create an academic plan of study for the final project in this cou[rse]
the opportunity to illustrate your personally designed strategic plan for achieving your goals and earning a BA.GS degree.

Your academic plan of study will begin with SMART goal planning strategies. You will highlight the diversity of knowledge and s[kills]
domains of study that supplement the achievement of the goal statement. The next step is defending your concentration, whi[ch]
knowledge that supports your completion of the goal statement. You will then compile a comprehensive list of the completed [courses]
to earn your degree by the anticipated graduation date. Finally, you will present an extended rationale for your goal and the st[rategies]
goal. Your perceived professionalism as you present your academic plan is just as important as the content of what you say. Be [sure to]
professionally format your plan and check your document for any spelling and grammar errors.

The project is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learn[ing and]
submissions. These milestones will be submitted in **Modules Three, Four, and Five.** The final product will be submitted in **Mod[ule]**

In this assignment, you will demonstrate your mastery of the following course outcomes:

- Illustrate the applicability of academic learning by explaining its connections and value to personal and professional pl[ans]
- Utilize relevant research in explaining how strengths and weaknesses can be leveraged to achieve personal and profes[sional]
- Employ fundamental writing skills in articulating plans of study appropriate for academic and professional audiences
- Apply fundamental goal principles and strategic planning techniques in supporting feasible plans of academic study

Prompt

Create an academic plan of study that will explain and support your intention to earn a Bachelor of Arts in General Studies deg[ree]
achievable goal statement. Then, discuss your prior and planned academic learning and how you can use it to direct your acad[emic]
Finally, build a case for your plan of study by articulating its value to you moving forward. Remember that this is a formal, prof[essional]
formatted and presented in a manner appropriate for academic and professional audiences.

Specifically, the following **critical elements** must be addressed:

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I. **Goal Statement:** In this section, you will introduce the career and/or personal goals related to achieving your BA.C
    goal statement (one to two paragraphs). You will then develop a SMART goal related to your academic plan of stud
    introduction needs to establish the basis of your decisions for your audience.
    a) Concisely introduce your academic plan of study with a **goal statement** that details your career and/or pe
       appropriate for academic and professional audiences.
    b) Develop a **SMART goal** related to your academic plan of study.

II. **Domains of Study**: In this section, you will connect your academic learning to specific domains of study to determ
    how it can be applied to your goal statement. Domains of study refer to categories that compartmentalize differe
    intend to gain knowledge, skills, and abilities. These domains could be as broad as "critical thinking" or "technical
    specific as "the history of Massachusetts as a colony."
    a) Identify three **domains** that define any prior or planned academic learning, and name three courses that
       was some of your previous learning focused on communication or critical thinking? Which courses have y
       domain?
    b) Explain how any prior or planned academic learning relates to your **strengths and weaknesses**. Be sure to
       are developing. Support your response using research.
    c) Explain how any prior or planned academic learning **connects** to your goal statement and academic plan c
       knowledge is valuable to your goals and how will it help you plan your future.

III. **Concentration**: To complete this section, you will need to choose a concentration in the general studies program u
     research what knowledge, skills, and abilities you will need to complete this concentration.
     a) **Defend** the concentration you have chosen based on how it will help you achieve your personal or profess
        the knowledge you plan to gain in the concentration.
     b) Back up your assertions with **research** that supports your concentration choice. For instance, you might re
        abilities needed for jobs in industries related to your concentration.

IV. **Coursework**: In this section, you will think about your domains of study and your concentration in relation to you
    coursework for your entire degree program. This should be a specific and detailed outline of the number of credit
    each level (200-level, 300-level, etc.), the courses you have already completed, and so on.
    a) Provide an organized list of your **degree requirements** and your completed and planned coursework. Be s
       domains of study and your concentration where appropriate.
    b) Provide a brief **annotation** (one to two sentences) of each listed course, illustrating why the course is app
       professional goals.

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V. **Academic Rationale:** In this section, you will articulate the value of the BA.GS degree using research and specific e_ completing this degree plan.
   a) Discuss the larger **relevance of the** general studies **degree** to achieving your goals. Be sure to address the_ degree and the value of a diverse education to achieving your future goals.
   b) Incorporate **research** (e.g., course resources, scholarly articles, networking sites, webinar opportunities) t_ your goals.

VI. **Articulation and Presentation**: Your academic plan of study will be assessed on professional formatting and your u_ sure that your plan of study:
   a) Has no major errors related to **citations, grammar, spelling, or syntax**
   b) Is **organized** in a professional and easy-to-read format

Milestones

Milestone 1: *SMART Goal*
In **Module Three**, you will introduce the career goals and personal goals that are related to achieving your BA.GS degree. **This_ Milestone One Rubric.**

Milestone 2: *Concentration*
In **Module Four**, you will research the knowledge, skills, and abilities that align with your chosen concentration and will aid yo_ and you will identify three courses for your concentration that will help you develop those KSAs. **This milestone will be graded_**

Milestone 3: *Domains*
In **Module Five**, you will identify the three domains for your academic plan of study. Then, for each domain, you will list three_ knowledge, skills, and abilities required to accomplish your specific goal. **This milestone will be graded with the Milestone Th_**

Final Submission: *Academic Plan of Study*
In **Module Seven**, you will submit your final project. It should be a complete, polished artifact containing **all** of the critical elem_ reflect the incorporation of feedback gained throughout the course. **This submission will be graded with the Final Project Rub_**

Deliverables

Milestone	Deliverable	Module Due	Grading
One	SMART Goal	Three	Graded separately; Miles_
Two	Concentration	Four	Graded separately; Miles_

Three	Domains	Five	Graded separately; Milest
	Final Submission: Academic Plan of Study	Seven	Graded separately; Fina

Final Project Rubric

Guidelines for Submission: Your academic plan of study must be 6–8 pages in length (plus a cover page and references) and w spacing, 12-point Times New Roman font, and one-inch margins. Include at least three references cited in APA format.

Instructor Feedback: This activity uses an integrated rubric in Blackboard. Students can view instructor feedback in the Grade review these instructions.

Critical Elements	Exemplary	Proficient	Needs Improvement	
Goal Statement: Goal Statement	Meets "Proficient" criteria and demonstrates sophisticated ability to detail career and/or personal goals in a manner appropriate for academic and professional audiences (100%)	Concisely introduces the academic plan of study with a goal statement that details career and/or personal goals written in a manner appropriate for academic and professional audiences (85%)	Introduces the academic plan of study with a goal statement that details career and/or personal goals, but introduction is not concise, is illogical, or is not written in a manner appropriate for academic and professional audiences (55%)	Does not i plan of stu that detai goals (0%)
Goal Statement: SMART Goal	Meets "Proficient" criteria and demonstrates an advanced ability to utilize goal principles in supporting feasible plans of academic study (100%)	Develops a SMART goal related to the academic plan of study (85%)	Develops a SMART goal related to the academic plan of study, but goal is illogical or irrelevant (55%)	Does not related to study (0%
Domains of Study: Domains	Meets "Proficient" criteria and makes cogent connections between domains of learning and associated courses (100%)	Identifies domains that define any prior or planned academic learning, and three courses that support each domain (85%)	Identifies domains that define any prior or planned academic learning, and three courses that support each domain, but courses do not logically support the domains (55%)	Does not i define any academic that suppo

Domains of Study: Strengths and Weaknesses	Meets "Proficient" criteria and makes cogent connections between prior or planned academic learning and personal strengths and weaknesses (100%)	Explains how any prior or planned academic learning relates to personal strengths and weaknesses, including the specific domains being developed, with support from research (85%)	Explains how any prior or planned academic learning relates to personal strengths and weaknesses, including the specific domains being developed, with support from research, but explanation is cursory or illogical (55%)	Does not [...] planned a[...] to persona[...] weakness[...]
Domains of Study: Connects	Meets "Proficient" criteria and demonstrates sophisticated understanding of how any prior or planned academic learning connects to the goal statement and academic plan of study (100%)	Explains how any prior or planned academic learning connects to the goal statement and academic plan of study, including why this knowledge is valuable to goals and how it will help plan the future (85%)	Explains how any prior or planned academic learning connects to the goal statement and academic plan of study, including why this knowledge is valuable to goals and how it will help plan the future, but explanation is cursory or illogical (55%)	Does not [...] planned a[...] connects t[...] academic [...]
Concentration: Defend	Meets "Proficient" criteria, and level of support provided demonstrates thorough understanding of how the chosen concentration will help achieve personal or professional goals (100%)	Defends the chosen concentration based on how it will help achieve personal or professional goals, supporting the defense by referencing the knowledge to be gained in the concentration (85%)	Defends the chosen concentration based on how it will help achieve personal or professional goals, but defense is cursory or not supported by referencing the knowledge to be gained in the concentration (55%)	Does not [...] concentra[...] help achie[...] profession[...]
Concentration: Research	Meets "Proficient" criteria, and support provided demonstrates thorough understanding of knowledge and skills needed in chosen concentration (100%)	Backs up assertions with research that supports concentration choice (85%)	Backs up assertions with research that supports concentration choice, but research is cursory or does not adequately support need to acquire particular knowledge (55%)	Does not b[...] research t[...] concentra[...]
Coursework: Degree Requirements	Meets "Proficient" criteria, and level of detail provided demonstrates thorough understanding of all degree requirements (100%)	Provides an organized list of degree requirements and completed and planned coursework (85%)	Provides a list of degree requirements and completed and planned coursework, but list is incomplete or unorganized or contains inaccuracies (55%)	Does not p[...] requireme[...] planned c[...]

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Coursework: Annotation	Meets "Proficient" criteria and demonstrates sophisticated understanding of why each course is applicable to personal or professional goals (100%)	Provides a brief annotation for each course listed that illustrates why the course is applicable to personal or professional goals (85%)	Provides a brief annotation for each course listed that illustrates why the course is applicable to personal or professional goals, but annotations are illogical (55%)	Does not p of each co why the co personal o
Academic Rationale: Relevance of the Degree	Meets "Proficient" criteria and makes cogent connections between the relevance of the degree in achieving goals, the benefits of the degree, and the value of diverse education in achieving future goals (100%)	Discusses the larger relevance of the degree in achieving goals, including the benefits of the degree and the value of diverse education in achieving future goals (85%)	Discusses the larger relevance of the degree in achieving goals, including the benefits of the degree and the value of diverse education in achieving future goals, but discussion is cursory or illogical (55%)	Does not c relevance goals (0%)
Academic Rationale: Research	Meets "Proficient" criteria, and research provided illustrates a sophisticated awareness of research that will support achievement of goals (100%)	Incorporates relevant research that will support achievement of goals (85%)	Incorporates research, but it is cursory or not entirely relevant to goals (55%)	Does not i will suppo (0%)
Articulation and Presentation: Citations, Grammar, Spelling, or Syntax		Has no major or minor errors related to citations, grammar, spelling, and/or syntax that affect the clarity of the submission (100%)	Has several minor errors and no major errors related to citations, grammar, spelling, and syntax that affect the clarity of the submission (55%)	Has major citations, syntax tha clarity of t
Articulation and Presentation: Organized	Meets "Proficient" criteria and demonstrates masterful use of fundamental writing and organization skills (100%)	Is organized in a professional and easy-to-read format (85%)	Is partly organized in a professional and easy-to-read format, but some sections are unclear or illogical (55%)	Is not orga and easy-t

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