

RD MA Portfolio and Synthesizing Paper Rubric for SLOA Assessment

Instructions for Reviewers: Learning outcomes and key concepts from each course are copied below, as well as the assignment instructions to students. To recap, students are asked to select four portfolio items per core course to illustrate how they have applied one or more (**not all**) of the key concepts of that class to their academic, employment, community engagement and personal lives.

Learning Outcome:	Poor	Developing	Acceptable	Good	Outstanding
Articulation of Key Concepts from RD MA Core Courses					
RD 600 Circumpolar Indigenous Leadership Symposium					
RD 601 Political Economy of the Circumpolar North					
RD 625 Community Development Strategies: Principles and Practices					
RD 650 Community-based Research					
RD 651 Management Strategies for Rural Development					
Comprehension of Key Concepts from RD MA Core Courses					
RD 600 Circumpolar Indigenous Leadership Symposium					
RD 601 Political Economy of the Circumpolar North					
RD 625 Community Development Strategies: Principles and Practices					

RD 650 Community-based Research					
RD 651 Management Strategies for Rural Development					
Application of Key Concepts from RD MA Core Courses					
RD 600 Circumpolar Indigenous Leadership Symposium					
RD 601 Political Economy of the Circumpolar North					
RD 625 Community Development Strategies: Principles and Practices					
RD 650 Community-based Research					
RD 651 Management Strategies for Rural Development					

Comments: Last updated 2021 and reapproved Fall 2025.

Rural Development Core Learning Outcomes and Key Concepts:

RD 600 Circumpolar Indigenous Leadership Symposium: Recognize the characteristics of Indigenous leadership and identify and apply them in personal, community, professional, and academic contexts.

Key Concepts/ideas: Indigenous leadership, integrated learning, career development, community development, research, professional development, self-understanding

RD 601 Political Economy of the Circumpolar North: recognize and examine political and economic systems and interrelationships that restrict or expand opportunities for rural, community, and Indigenous development, their historical and cultural roots, and the impacts on existing and potential human and economic development.

Key Concepts/ideas: cultural political economy, globalization/interdependence, colonization/development/dependency, self-determination, human development, sustainable development

RD 625 Community Development Strategies: Principles and Practice: describe and analyze the relationship between community development theory and practice, evaluate the effectiveness of strategies, and develop skills to facilitate the process of community-based development strategy-making.

Key Concepts: praxis, community-based development, facilitation, power, stakeholders

RD 650 Community-Based Research: learn and practice research methods applicable to community-based research and project development and implementation, recognize the ways in which research impacts communities, and develop research and project designs using community-based and Indigenous strategies and paradigms.

Key Concepts: community-based, participatory, action, Indigenous research paradigms, relationality, 4Rs (relationship, responsibility, reciprocity and redistribution)

RD 651 Management Strategies for Rural Development: Recognize and examine - the multiple strategies for the successful management of change in rural Alaska, including self-determination through government (tribal and municipal), self-reliance through the corporate form, and management and advocacy via nonprofit and NGO mechanisms – and evaluate and apply them.

Key Concepts: management of change (tools of sovereignty, self-governance, Native nation-building, dual/co-management), self-determination/reliance, corporate social responsibility

Unit Portfolio: For each unit (5 units based on rural development program core courses) students will assemble 4 pieces of evidence of how they have used the concepts of that unit in their academics, employment, community engagement, and lives. Individual items may be included in no more than two unit portfolios (only double counted once). Portfolio items can be:

- Academic papers
- Projects
- Work related products
- Items that represent events (flyers, pictures, etc.)
- Audio or video
- Creative work, and etc.

Unit Essay or Recorded Presentation: For each unit students will either:

- write a 3 to 5-page paper describing how their unit portfolio illustrates the concepts of that unit, or
- record a 5-to-10-minute video recorded presentation describing how their unit portfolio illustrates the concepts of that unit.

Both papers and presentations need to address the key concepts of the unit, how the items in the portfolio demonstrate those key concepts and reflect on the value of the ideas in your work and lives. The papers should be well-written and conform to Chicago Manual of Style. The presentations should be a crafted, rehearsed, and a quality recording. There is room for creativity, but not sloppiness. You may do papers for some units and videos for others. There is no need to stick with one or the other.

Final Portfolio: Students will assemble their unit portfolios into a single final portfolio for the class. I am providing two basic options for the portfolios.

- Simple option: put everything together into a pdf with cover pages and using the built in pdf contents/navigation system. This requires Adobe Acrobat Pro and the university does provide a license for the program. This will work for portfolios that are text or image based only.

· Online option: Google sites (available through your UA account) has a portfolio template that will allow you to create pages for each unit and include many different types of files. This will work for portfolios of any type.

Final Synthesizing Paper (or recorded presentation?): Students will write a final paper that explores and connects the key concepts of rural development with their work and lives, develops a model for rural development practice, and examines how this model may be applied in their future work. I'm not sure if a synthesizing video will be workable, but I'm willing to try it as well.