



**Bachelor of Business Administration
Healthcare Administration
& Organizational Leadership
Program Syllabus**

Spring 2018

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Bachelor of Business Administration (BBA) Mission

WHY THE BBA PROGRAM EXISTS

To develop leaders in comprehensive health evangelism with a specialty in business.

There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance, and purity are the secret of true success (White, Education, 135).

HOW WE INTEND TO ACCOMPLISH THIS:

Through a whole-person focused baccalaureate program committed to the ideals of the Seventh-day Adventist church.

WHAT WE DO:

Follow the Bible's method of business by blending the practical with the theoretical to develop Christian business people with a deep experience and the knowledge and abilities to expand the gospel's reach.

WHY PURSUE BUSINESS AT WEIMAR?

At Weimar Institute (WI), we believe that to lead you must first follow and serve God. The Bachelor of Business Administration program is based on that model of commitment and service to God. We have a product and mission—to spread the gospel. But to reach more souls it is necessary to use your unique God-given talents and develop them for work in different spheres. The business program at WI is for those who are interested in integrating their faith in business to further the kingdom of God.

Because of WI's unique mission, "to heal a hurting world," a business program (i.e., healthcare administration & organizational leadership) that recognizes the shortfalls in business practices, in both a secular and sacred context, can help better prepare students to become savvy business professionals in line with medical missionary work. WI's leadership recognizes an organization suffers (and ultimately fails to reach its full potential) when individuals do not subscribe to moral, ethical, and legal principles in their business practices, such that the ways of God are brought into embarrassment. We believe if this loose way of doing business is permitted to continue, it will not only engender long-term failure due to lack of resources, but it will also result in business professionals who lack integrity and fail to foster trust in all their doings. Likewise, external agents will lose confidence in those at the head of the work, who have been entrusted with the weighty responsibility of ensuring the organization moves in a proper direction in an uncompromising manner. The focus of our business program is to be not only a program for graduates to exercise their skills in the community, the church, and the world, but more so to be an example for all organizations to emulate, because of its central focus—a strict adherence to biblical principles, notwithstanding the external pressures to capitulate.

The greatest want of the world is the want of men—men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall (White, Education, 57).

THE WEIMAR BBA PROGRAM

The group of business leaders that came to Weimar and served on our Business Advisory Council shared with us their ideas of what we need to integrate into this program to have the students better prepared for the workforce. One hospital president shared with us that he spends thousands of dollars on professional training, noting some business graduates seem to be lacking in certain areas. These areas include: personal accountability, goal achievement, self-management (organizing and executing around priorities), understanding team health, futuristic thinking, critical thinking, clear thinking, teamwork, problem solving, persuasion, leadership, interpersonal skills, customer focus, flexibility, emotional intelligence, and mastering

feedback, both giving and receiving. We have intentionally designed the program in such a way to cover those topics.

Because of WI's unique mission of, "to heal a hurting world," the addition of a business program (i.e., healthcare administration & organizational leadership) recognizes the need for the highest integrity in business practices, as well as business professionals, in both a secular and sacred context; hence, a requirement for healing exists. Weimar Institute leadership recognizes that, when individuals do not subscribe to moral, ethical, and legal principles in their business practices, the entire organization suffers (and ultimately fails to reach its full potential.) We believe anything short of selfless service and strict adherence to biblical principles will not only engender long-term failure, because of a want in resources, but it will also result in business professionals who lack integrity and fail to foster trust in all their doings. Likewise, external agents will lose confidence in those at the head of the work who have been entrusted with the weighty responsibility of ensuring the organization moves in a proper direction in an uncompromising manner. The focus of our business program seeks to be not only a program for graduates to exercise their skills in the community, the church, and the world, but more so to be an example for all organizations to emulate, because of its central focus—a strict adherence to biblical principles, notwithstanding the external pressures to capitulate. The mission of the business program is: to develop leaders in comprehensive health evangelism with a specialty in business. The purpose of this focus is to bring Christian principles to the workplace, such that integrity, service, and excellence become core values and the organization embraces a culture of learning and continual growth.

The BBA in Healthcare Administration and Organizational Leadership provides the following resources and experiences:

1. External internship opportunities to gain practical experience.
2. Shadowing throughout different domains of WI.
3. Unique-to-Weimar practical experiences in the NEWSTART lifestyle program, designed to expose students to practical medical evangelism work.

In addition to our balanced program of rigorous academic requirements and practical experience, we also acknowledge the sovereignty of God, value biblical truth, hold to the inspired validity of Scripture, and believe in the inspired writings of Ellen G. White—all of which are central to business.

Program Student Learning Outcomes

A description of the four *Program Student Learning Outcomes (PSLOs)* for graduates of the BBA degree in Healthcare Administration & Organizational Leadership are outlined here and on the following pages. Rubrics fully describing each PSLO included.

Students follow Jesus as....

BBA PSLO #1 Ethically Grounded Business People ISLO #1	Students follow Jesus Christ's leadership example as they integrate His teachings into ethical business practices.
BBA PSLO #2 Critical Thinkers ISLO #3	Students evaluate a controversy or problem related to business practices or related problems where diverse perspectives of the controversy are assembled, analyzed, and used to draw a biblically consistent conclusion of judgment.
BBA PSLO #3 Effective Communicators ISLO #5	Students effectively lead others by persuasively communicating "threshold concepts" in organizational leadership or healthcare administration in both written and oral forms.
BBA PSLO #4 Proficient Administrators	Students demonstrate the best business practices by living a principled life and successfully drawing biblically-based conclusions to sound business practices.

BBA PSLO #1: Ethically Grounded Business People

Students follow Jesus Christ's leadership example as they integrate His teachings into ethical business practices.

Rationale and Summary of the Prophetic Support: We believe that Christ-like principles should be integrated throughout business practices. An effective way to train ethically grounded business people is through the Bible and Ellen G. White's writings. Business people need to be truthful in their work and not be swayed by selfish tendencies.

Christ has declared, 'All ye are brethren.' But how little of brotherly love has been manifested. The masterful, selfish, overbearing spirit will prove a curse in any line of business, but the injury it does to the work and cause of God is beyond the estimate that finite man can plan upon it. At the very heart of the work they have lied against the truth (White, The Ellen G White 1888 Materials, 1639).

The policy which worldly businessmen adopt is not the policy to be chosen and carried out by the men who are connected with our institutions. Selfish policy is not heaven-born, it is earthly (White, Testimonies for the Church vol. 5, 561).

Yet the Lord desires to have in His service intelligent men, men qualified for various lines of work. There is need of businessmen who will weave the grand principles of truth into all their transactions (White, Christ's Object Lessons, 350).

On your farm, in every line of business, you need to place yourselves in the closest connection with Christ. The practice of the virtues of Jesus Christ would refine, elevate, sanctify all our temporal affairs.

He whose life is thus in harmony with the divine purpose knows the worth of that help which God alone can give. (White, LT 27 1893, 1893).

Assessment Tools for PSLO #1:

The direct assessment tool for PSLO #1 is the *Business Program PSLO #1: Ethically Grounded Business People Rubric*, below.

Signature Assignment for PSLO #1:

Direct Assessment—Written, oral or media based presentation demonstrating the student's ability to identify, develop, and articulate the connections that integrate business principles and biblical truth into a coherent framework assessed via the *PSLO #1: Ethically-Grounded Business People Rubric*, below. Data will be collected in test questions in Principles of Accounting I & II, during the budget in Personal Finance, and during the final project in Advertising Management.

Indirect Assessment—Student learning is indirectly assessed through end-of-course student evaluations or surveys which provide feedback as to the student perception of their level of engagement and learning in this area. There will be in indirect assessment with syllabi review in: FINA 101, BSAD 220, ACCT 111 & 112, BSAD 380, BSAD 370. Lastly there will be a course survey in FINA 101.

Specific Performance Criteria (PCs) for PSLO #1:

Expected PC is >85% of successful graduates scoring at Proficient or higher for each rubric component (RC) of the Ethically grounded Business People —assessed in both upper and lower level business courses.

Signature Assignments may be collected through Core or Cognate courses or during required experiences related to this ability. See **Appendix C: Program Assessment Map** for specific assignments.

PSLO #1 Rubric—Ethically Grounded Business People						
#	‡		Emerging	Developing	Proficient	Exemplary
7a	1a	Identification of Field-Related Connections ^{3,4}	Student's work: <ul style="list-style-type: none"> shows a minimal awareness of the connections between biblical ethics and examples, facts, or theories from the major field of study or perspective. requires prompting to recognize connections. 	Student's work: <ul style="list-style-type: none"> shows some sense of the connections between biblical ethics and examples, facts, or theories from the major field of study or perspective. requires some prompting to recognize deeper connections. may represent that presented by the instructor with minor developments. 	Student's work: <ul style="list-style-type: none"> connects the biblical ethics with examples, facts, or theories from the major field of study or perspective. independently identifies points in which field-related concepts complement and illuminate biblical truth (or <i>vice versa</i>). may represent that presented by the instructor but with significant development. 	Student's work: <ul style="list-style-type: none"> insightfully connects biblical ethics with examples, facts, or theories from the major field of study or perspective in a creative and novel manner. independently identifies points in which field-related concepts complement, enrich and illuminate biblical ethics (or <i>vice versa</i>).
7b	1b	Integration of Field-Related Content ^{4,5,6}	Student's work: <ul style="list-style-type: none"> has <u>connections that are not clear</u> with <u>no obvious sense of integration</u> between the field and biblical content. has attempted connections that are relatively simple. does not advance the intended purpose. leaves out obvious connections. 	Student's work: <ul style="list-style-type: none"> has connections that are "loose" or overly simple. shows a limited, yet developing ability to advance the intended purpose. leaves some obvious connections overlooked or under-developed. 	Student's work: <ul style="list-style-type: none"> has solid connections. advances the intended purpose. solidly developed the intended connections. 	Student's work: <ul style="list-style-type: none"> solidly advances the intended purpose. arrives at a sophisticated understanding. solidly integrates both field-related and biblical modes of thinking. leaves no important connections overlooked. develops some less obvious connections.

PSLO #1 Rubric—Ethically Grounded Business People						
#	‡		Emerging	Developing	Proficient	Exemplary
7c	1c	Depth of Biblical Content	Student's work: <ul style="list-style-type: none"> • is fairly simple. • may not include sufficient or accurate Scriptural or prophetic content. • has <u>some</u> noticeable biblical misunderstandings. 	Student's work: <ul style="list-style-type: none"> • is somewhat shallow but obvious efforts to develop biblical content is apparent. • may show difficulty in using both Scriptural prophetic content. • has some minor biblical misunderstandings. 	Student's work: <ul style="list-style-type: none"> • is insightful. • uses appropriate Scriptural <u>and</u> prophetic content. • Scriptural and prophetic references are accurate. • has <u>no</u> biblical misunderstandings 	Student's work: <ul style="list-style-type: none"> • is biblically deep and insightful. • uses appropriate Scriptural <u>and</u> prophetic content. • has <u>no</u> biblical misunderstandings. • Scriptural references are accurate.
7e	1d	Core Christian Apologetics	Student's work: <ul style="list-style-type: none"> • shows minimal ability to identify areas where the field-related content supports the Christian world view. • uses minimal or very few field-related or business concepts in a defensible Christian apologetic. • has noticeable errors in logic or reasoning. 	Student's work: <ul style="list-style-type: none"> • shows a limited but developing ability to identify areas where the field-related content supports the Christian world view. • shows a limited but still developing ability to use field-related <u>or</u> business concepts in a defensible Christian apologetic. • has a few errors in logic or reasoning. 	Student's work: <ul style="list-style-type: none"> • shows a proficient ability to identify areas where the field-related content supports the Christian world view. • shows a proficient ability to use field-related <u>or</u> business concepts in a defensible Christian apologetic. • has no errors in logic or reasoning. 	Student's work: <ul style="list-style-type: none"> • shows a distinguished ability to identify areas where field-related content supports the Christian world view. • shows a distinguished ability to use field-related <u>or</u> business in a defensible Christian apologetic. • well-developed logic and reasoning with no errors.
7f	1e	Awareness of Conflicts	Student's work: <ul style="list-style-type: none"> • vaguely identifies areas of apparent conflict between biblical faith and field-related concepts. • shows minimal or no ability to identify pre-suppositions, assumptions, and/or limitations of current field-related understandings in business • shows minimal or no ability to distinguish between facts and the interpretation of facts. 	Student's work: <ul style="list-style-type: none"> • shows limited ability to identify one or two areas of apparent conflict between biblical faith and field-related concepts. • shows a limited but developing ability to identify pre-suppositions, assumptions, and/or limitations of current field-related understandings of business • shows a limited but developing ability to distinguish between facts and the interpretation of facts. 	Student's work: <ul style="list-style-type: none"> • identifies one or two areas of apparent conflict between biblical faith and field-related concepts. • identifies pre-suppositions, assumptions, and/or limitations of current field-related understandings of business • shows proficient (adequate) ability to distinguish between facts and the interpretation of facts. 	Student's work: <ul style="list-style-type: none"> • shows a <u>developed and mature ability</u> to identify and discuss <u>areas</u> of apparent conflict between biblical faith and current field-related understandings. • <u>clearly and thoroughly</u> identifies and discusses pre-suppositions, assumptions, and limitations of current field-related understandings of business • <u>adeptly</u> distinguishes between facts and the interpretation of facts.
‡ Program Student Learning Outcome (PSLO) # corresponding Institutional Student Learning Outcome (ISLO)						
¹ Concept and components of this rubric were adapted from: Boix Mansilla, V., Dawes Duraisingh, E., Wolfe, C.R., & Haynes, C. (2009). Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing. <i>The Journal of Higher Education</i> 80 (3) 334 – 353. ² Signature Assignments for this PSLO will likely be done in writing and/or through an oral presentation—if so, please assess the assignment using (portions) of the rubric developed for PSLO #4, <i>Effective Communicators</i> . ³ Adapted from AAC&U VALUE Rubric: Life Long Learning (Transfer) ⁴ Adapted from AAC&U VALUE Rubric: Creative Thinking (Connecting, Synthesizing, Transforming) ⁵ Adapted from AAC&U VALUE Rubric: Creative Thinking (Innovative Thinking) ⁶ Adapted from AAC&U VALUE Rubric: Integrative Learning (Connection to Discipline)						

BBA PSLO #2: Critical Thinkers

Students evaluate a controversy or problem related to business practices or related problems where diverse perspectives of the controversy are assembled, analyzed, and used to draw a biblically consistent conclusion of judgment.

Rationale and Summary of the Prophetic Support:

“Critical Thinking” has been variously defined in the academic literature as the ability to analyze, contrast, criticize and assess truth claims based on objective standards (Sousa, 2011, p. 253, 262) and to integrate previous knowledge with new knowledge—making numerous links between ideas (Houghton, 2004).

In the book *Education*, we read:

Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do.... It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought (White, 17).

Throughout Scripture, the prophets called upon God’s people to make good, discriminating choices (Joshua 24:15). King Solomon asked of God an “understanding mind” that he might know how to “discern between good and evil” (1 Kings 3:9). In the New Testament, the apostle Paul admonished his hearers to “test all things; hold fast what is good” (1 Thessalonians 5:21), and the apostle John added, “Beloved, do not believe every spirit, but test the spirits to see whether they are from God. For many false prophets have gone out into the world” (1 John 4:1). Thus, God calls on His followers to decide, “not...from impulse, but from the weight of evidence” (White, *The Desire of Ages*, 458).

In our own search for truth, we have no fear of rigorous examination. In fact, we recognize that as limited human agents we understand truth only partially. Indeed, it is our honor and duty to join the never-ending search for truth, and yet we quickly add that where and how we search for truth is of vital importance—that is, not all information sources are equally correct and worthy of deep exploration.¹

*Many of the world’s learned men have received so high an education that they cannot touch the common people. Their knowledge is intricate. It soars high, but rests nowhere. The most intelligent businessmen desire simple truth such as Christ gave to the people when He was on this earth—the truth that He declares to be spirit and life. His words are as the leaves of the tree of life. What the world needs today is the light of Christ’s example reflected from the lives of Christlike men and women. The intellect most powerful in behalf of truth is the intellect that Christ controls, ennobling and purifying it by the sanctification of the Holy Spirit (White, *Testimonies* vol. 9, 135).*

Assessment Tool for PSLO #2:

The assessment tool for PSLO #2 is the *Business program’s PSLO #2: Critical Thinkers Rubric*, below.

Signature Assignment for PSLO #2:

Direct Assessment—Literature review that demonstrates the student ability to discriminate between scholarly and non-scholarly publications by articulating a relevant question, assembling a collection of publications and identifying strengths and weaknesses in methods and conclusions including sources of bias, and a priori assumptions. There will be a student evaluation in Operation Management and embedded test questions in Business Law, Operation Management, and Business Strategies.

Indirect Assessment—Student learning is indirectly assessed through student self-evaluation or self-reflective essay which provide feedback as to the level of student engagement and perceived learning in this area. Students may also be asked to provide a recollection of their search strategies for locating sources. There will also be syllabi review in: BSAD 490, BSAD 310, BSAD 245, ECON 201 & 202, STAT 314, BADA 409, ACCT 300.

¹ Adapted from the Weimar Institute *Philosophical and Educational Foundations and Academic Freedom Policy*, Section 4.4.1.

Specific Performance Criteria (PCs) for PSLO #2:

Expected PC is >80% of successful graduates scoring at *Proficient* or higher for each rubric component (RC) of the *Critical Thinking Rubric*—developed through General Education and Business Program courses and assessed within upper level and lower level program courses.

PSLO #2 Rubric—Critical Thinkers						
#	‡		Emerging	Developing	Proficient	Exemplary
3a	2a	Explanation of Controversy or Problem¹	<p>Student's work:</p> <ul style="list-style-type: none"> shows difficulty defining the scope of the question so that the chosen topic is too general or wide-ranging as to be manageable. has difficulty determining key concepts. states question without adequate clarification or description. 	<p>Student's work:</p> <ul style="list-style-type: none"> defines the scope of the question incompletely so that the question or controversy is too narrow or too broad such that important aspects of the topic are omitted. is able to identify key concepts. states the question. 	<p>Student's work:</p> <ul style="list-style-type: none"> completely defines the scope of the question into a manageable topic. determines key concepts. describes the question with appropriate depth to addresses key aspects of the topic. 	<p>Student's work:</p> <ul style="list-style-type: none"> completely and clearly defines the scope of the question into a manageable topic. determines key concepts. comprehensively describes the question with sufficient depth to addresses significant aspects of the topic.
3b	2b	Assembles Relevant Scholarly Literature from a Variety of Perspectives²	<p>Student's references:</p> <ul style="list-style-type: none"> were retrieved randomly and lack quality. represent a limited number of perspectives.³ are too few to support the demands of the topic. include many non-scholarly.⁴ publications of questionable quality (>40%). do not offer time-appropriate views. 	<p>Student's references:</p> <ul style="list-style-type: none"> were retrieved using simple search strategies from limited and similar sources. represent limited perspectives.³ are limited in ability to support the demands of the topic. include several non-scholarly publications⁴ of questionable quality (>20%). may not offer time-appropriate views. 	<p>Student's references:</p> <ul style="list-style-type: none"> were retrieved using a variety of search strategies and relevant information sources. represent various perspectives.³ adequately support the demands of the topic, but quality may be uneven. include only a few non-scholarly publications⁴ (<10%). offer time-appropriate views. 	<p>Student's references:</p> <ul style="list-style-type: none"> were retrieved from a variety of well-established search strategies. represent a diversity of perspectives.³ adequately to support the demands of the topic. include only scholarly publications.⁴ offer time-appropriate views.
3c	2c	Analysis of the Controversy or Problem^{5a,5b}	<p>Student's work:</p> <ul style="list-style-type: none"> has little evidence of background research. provides little insight beyond the very basic facts, indicates a low interest.^{5b} has information taken from sources without any interpretation. does not reveal important patterns, differences or similarities. 	<p>Student's work:</p> <ul style="list-style-type: none"> has evidence of an attempt to perform background research. provides occasional insight indicating mild interest in the subject.^{5b} has information taken from sources with some interpretation but not enough to allow a coherent analysis. does not effectively reveal important patterns, differences, or similarities related to the chosen topic. 	<p>Student's work:</p> <ul style="list-style-type: none"> has evidence of appropriate background research. provides in-depth analysis indicating interest in the subject.^{5b} has information taken from sources with enough interpretation to perform a coherent analysis. reveals important patterns, differences, or similarities related to the chosen topic. 	<p>Student's work:</p> <ul style="list-style-type: none"> has evidence of appropriate background research of literature. has an in-depth analysis, yielding a rich awareness, indicating substantial interest in the subject. has information taken from sources with enough interpretation to give a comprehensive analysis. reveals insightful patterns, differences, or similarities related to the chosen topic.
3d	2d	Recognizes and Discusses Limitations^{3,6}	<p>Student's work:</p> <ul style="list-style-type: none"> does not attempt to discuss relevant limitations of the sources or does so inadequately. does not adequately differentiate fact from opinion or emotional responses. takes expert opinions at face value. 	<p>Student's work:</p> <ul style="list-style-type: none"> attempts to discuss relevant limitations of the sources. does not consistently differentiate fact from opinion or emotional responses. often takes expert opinions at face value. 	<p>Student's work:</p> <ul style="list-style-type: none"> discusses relevant limitations of the sources. is often able to differentiate fact from opinion or emotional responses. questions viewpoints of experts. 	<p>Student's work:</p> <ul style="list-style-type: none"> insightfully discusses relevant limitations of the published research. consistently differentiates fact from opinion or emotional responses. appropriately questions viewpoints of experts.

PSLO #2 Rubric—Critical Thinkers						
#	‡		Emerging	Developing	Proficient	Exemplary
3e	2e	Identifies Strengths and Weaknesses in Conclusions⁷	Student: <ul style="list-style-type: none"> • rarely identifies (or incorrectly identifies) specific examples of strengths and weaknesses in research conclusions. • rarely identifies and questions <i>a priori</i> assumptions. • rarely recognizes and considers sources of bias present in publication's conclusions. 	Student: <ul style="list-style-type: none"> • occasionally identifies and provides specific examples of potential strengths and weaknesses in research conclusions. • occasionally identifies and questions <i>a priori</i> assumptions. • occasionally recognizes and considers sources of bias present in publication's conclusions. 	Student: <ul style="list-style-type: none"> • provides specific examples of strengths and weaknesses in research conclusions, when appropriate; and, • identifies and questions <i>a priori</i> assumptions. • recognizes and considers <u>many</u> sources of bias present in the references. 	Student: <ul style="list-style-type: none"> • consistently provides specific examples of potential strengths and weaknesses in research conclusions, when appropriate; and, • <u>consistently</u> and <u>thoroughly</u> identifies, evaluates and questions <i>a priori</i> assumptions present within the supporting arguments.
3f	2f	Considers One's Own and Others Assumptions⁸	Student: <ul style="list-style-type: none"> • resists considering views that differ from his/her own. • does not recognize or considers sources of bias present within the references. • <u>does not recognize</u> his or her own bias and assumptions. • identifies a <u>few of the</u> contexts that are relevant when presenting the position. 	Student: <ul style="list-style-type: none"> • is sometimes capable of considering views that differ from his/her own. • recognizes and considers <u>some</u> sources of bias present within the references. • <u>may not yet</u> recognize his/her own bias and assumptions. • identifies <u>some</u> of the contexts that are relevant when presenting the position. 	Student: <ul style="list-style-type: none"> • considers views that differ from his/her own. • recognizes and considers <u>many</u> sources of bias present within the references. • <u>often</u> recognizes, analyzes and/or articulates his/her own bias and assumptions. • identifies and evaluates how <u>several</u> of these contexts are relevant when presenting the position. 	Student: <ul style="list-style-type: none"> • responsibly considers views that differ from his/her own. • consistently and accurately recognizes and considers potential sources of bias present within references. • <u>consistently</u> recognizes, analyzes and/or articulates his/her own bias and assumptions. • clearly identifies and evaluates how <u>each</u> these contexts are relevant when presenting the position.
3g	2g	Formulates an Informed Conclusion⁹	Student's conclusion to the controversy or problem: <ul style="list-style-type: none"> • is informed by limited points of view. • shows no synthesis of information, information is fragmented. • does not consider the complexities of the controversy. • is ambiguous, illogical, simplistic and/or obvious. • may be unsupported based on inquiry findings. 	Student's conclusion to the controversy or problem: <ul style="list-style-type: none"> • is informed by limited literature research. • shows that information from the sources is not synthesized. • takes into account only limited the complexities of the controversy. • is so general that is may also apply beyond the scope of the inquiry. • acknowledges different sides of the controversy or problem. 	Student's conclusion to the controversy or problem: <ul style="list-style-type: none"> • is informed by in-depth literature research. • shows a synthesis of information from multiple sources; but, • contains no extrapolation beyond the inquiry findings. • takes into account the complexities of the controversy. • acknowledges others' points of view within the stated conclusion. 	Student's conclusion to the controversy or problem: <ul style="list-style-type: none"> • is informed by in-depth literature research. • shows a synthesis of information from multiple sources with good clarity and depth. • extrapolates from the inquiry findings. • takes into account the complexities of the controversy. • acknowledges the limits of the his/her own position and personal bias. • integrates others' points, when appropriate, within the student's position.
3h	2h	Relationship to Foundational Documents¹⁰	<ul style="list-style-type: none"> • Student's evaluation does not consider how it relates to the Weimar Institute Foundational documents. 	<ul style="list-style-type: none"> • Student evaluation considers the Weimar Institute Foundational documents, yet merely in a surface treatment. 	<ul style="list-style-type: none"> • Student evaluation considers the implications of his or her informed conclusion or judgment as it relates to the Weimar Institute Foundational documents. 	<ul style="list-style-type: none"> • Student's evaluation concomitantly and carefully considers both "secular" sources and the Weimar Institute foundational documents in arriving at an informed conclusion.

‡ Program Student Learning Outcome (PSLO)

corresponding Institutional Student Learning Outcome (ISLO)

This rubric has been adapted from: VALUE rubrics and <http://guides.library.cornell.edu/scholarlyjournals>

¹ Adapted from: VALUE Rubric—Critical Thinking (Explanation of Issues)

² Adapted from: VALUE Rubric—Information Literacy (Access the Needed Information)

³ The limitations of sources may include certain characteristics of the design or methodology research study that impacted or influenced the interpretation of the findings that were presented in the source—i.e. to what extent are the results generalizable, valid, reliable, etc. For further discussion, cf. <http://libguides.usc.edu/writingguide/limitations> (last accessed 2/7/2016). The implications of a research article include ethical implications, implications for further research and/or implications of the study in questions.

PSLO #3: Effective Communicators

Students effectively lead others by persuasively communicating “threshold concepts” in organizational management or healthcare administration in both written and oral forms.

Rationale and Summary of the Prophetic Support:

Throughout history, God has called his people to be communicators of truth—both by demonstration and declaration, in both written and oral form. To Abraham he said, “In you all the families of the earth shall be blessed” (Genesis 12:3; Acts 13:47). Through the prophet Isaiah, God spoke, “I will make you as a light for the nations, that my salvation may reach to the end of the earth” (Isaiah 49:6; Luke 2:42). The apostle Paul admonished the early church, “Let your speech always be gracious, seasoned with salt” (Colossians 4:6); the prophet Isaiah, wrote of the Messiah that He would “know how to speak a word in season to him that is weary” (Isaiah 50:4, Proverbs 15:23). Solomon declared that “a word fitly spoken is like apples of gold in a setting of silver” (Proverbs 25:11).

Thus, the extent of one’s usefulness as an educated person is often limited by the ability to communicate. Indeed, Ellen White writes, “However great a man’s knowledge, it is of no avail unless he is able to communicate it to others,” (Evangelism, 174) and “The extent of a Christian’s usefulness is measured by his power to communicate that which he has received” (The Voice in Speech and Song, 43).

Ellen White also writes specifically about business communication in the realm of publishing, but we believe that these principles can be used for any businessman or businesswoman.

Those standing at the head of the publishing work should remember that they are an example to many; and they should be faithful in the public worship of God, just as they would have every workman in every department of the office faithful... These businessmen can at any time talk fluently and intelligently on business matters, showing that they have not exercised their powers in this direction in vain. They have put tact and skill and knowledge into their work, but how important it is that their hearts, their minds, and all their powers be also trained for faithful service in the cause and worship of God; that they be able to point out the way of salvation through Christ in language eloquent in its simplicity (The Publishing Ministry, 66).

WSCUC Recommended and Core Competencies:

This PSLO includes several of the required and recommended WSCUC core competencies: *Written Communication, Oral Communication, and Information Literacy.*

Assessment Tool for PSLO #3:

The direct assessment tool for PSLO #3 is the *Business program’s PSLO #3: Effective Communicators Rubric*, below.

Signature Assignment for PSLO #3:

Direct Assessment—Written, oral or media based presentation demonstrating the student’s ability to identify, develop, and articulate the connections that integrate business principles and biblical truth into a coherent framework assessed via the essays and oral presentations the business communications/Speech class.

Indirect Assessment—Student learning is indirectly assessed through self-reflective essay on the perceived level of their learning or on their strategies for completing the assignment. These provide feedback as to the student’s level of engagement and his or her perception of learning in this area. There will be syllabi review in: BSAD 220, BSAD 245, and BSAD 410.

Specific Performance Criteria (PCs) for PSLO #3:

Expected PC is >85% of successful graduates scoring at *Proficient* or higher for each rubric component (RC) of the *Effective Communicators Rubric*—developed through General Education and Business Program courses and assessed within upper level and lower level program courses.

PSLO #3 Rubric—Effective Communicators						
#	‡		Emerging	Developing	Proficient	Exemplary
5a	3a	Context and Purpose¹	<p>Student's presentation:</p> <ul style="list-style-type: none"> shows minimal attention to context, purpose, and audience. shows an expectation of only the instructor or self as the audience. uses language that is not appropriate to the audience. 	<p>Student's presentation:</p> <ul style="list-style-type: none"> shows awareness of the context, purpose, and audience. shows awareness of the audience's perceptions and assumptions. uses language that is appropriate to the audience. 	<p>Student's presentation:</p> <ul style="list-style-type: none"> shows adequate consideration of the context, purpose, and audience. shows alignment with the audience, purpose, and context. uses language that is appropriate to the audience. 	<p>Student's presentation:</p> <ul style="list-style-type: none"> shows a thorough understanding of the context, purpose, and audience. shows clear awareness of the audience's perceptions and assumptions. uses language that appropriate to the audience.
5b	3b	Organization and Central Message³	<p>Student's:</p> <ul style="list-style-type: none"> organizational pattern is not observable within the presentation. work is difficult to "follow." central message can be deduced, but is not explicitly stated in the presentation. 	<p>Student's:</p> <ul style="list-style-type: none"> organizational pattern is intermittently observable within the presentation. work may be difficult to "follow" at times. central message is basically understandable but is not often repeated and is not memorable. 	<p>Student's:</p> <ul style="list-style-type: none"> organizational pattern is clearly and consistently observable within the presentation. students work is readily "followed." central message is clear and consistent with the supporting material. 	<p>Student's:</p> <ul style="list-style-type: none"> organizational pattern is clearly, skillful and consistently observable making the content of the presentation cohesive. central message is precisely stated, readily "followed," appropriately repeated, memorable, and strongly supported.
5c	3c	Content Development²	<ul style="list-style-type: none"> Students content development is weak. May be inappropriate at times. 	<ul style="list-style-type: none"> Student uses appropriate / relevant content to develop / explore ideas throughout much of the work. 	<ul style="list-style-type: none"> Student uses appropriate, relevant, and compelling content to explore ideas. 	<ul style="list-style-type: none"> Student uses appropriate, relevant, and compelling content to illustrate mastery of the subject.
5d	3d	Control of Syntax and Mechanics⁴	<ul style="list-style-type: none"> Student's language <u>sometimes impedes meaning</u> because of errors in usage; includes <u>many errors</u>. 	<ul style="list-style-type: none"> Student's language <u>generally conveys meaning</u> to readers with clarity; writing may include <u>some errors</u>. 	<ul style="list-style-type: none"> Student's language is <u>straightforward</u> and generally conveys meaning to readers; writing has <u>few errors</u>. 	<ul style="list-style-type: none"> Student's language is used <u>gracefully and skillfully to communicate meaning</u> to readers with clarity and fluency; <u>writing is virtually error-free</u>.
5e	3e	Access and Use Information Ethically and Legally⁵	<p>Student uses correctly ≤ 2/5 of following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses of information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published 	<p>Student uses correctly 3/5 of the following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses of information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information. 	<p>Student uses correctly 4/5 of the following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information. 	<p>Student uses correctly 5/5 of the following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses of information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information.

PSLO #3 Rubric—Effective Communicators

#	‡		Emerging	Developing	Proficient	Exemplary
			information.			
5f	3f	Sources and Evidence⁶	<ul style="list-style-type: none"> Student attempts to use sources to support ideas, but may not adequately support the discipline and genre of the writing. 	<ul style="list-style-type: none"> Student attempts to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Sources appear <i>pro-forma</i>. 	<ul style="list-style-type: none"> Student consistently uses credible, relevant sources to support ideas that are within the discipline and genre of writing. 	<ul style="list-style-type: none"> Student skillfully uses high quality, credible, and relevant sources to develop ideas that are appropriate to the discipline and genre of the writing.
5g	3g	Delivery Technique⁷	<ul style="list-style-type: none"> Student's delivery techniques detract from the understandability of the presentation. Student appears uncomfortable; does not use appropriate visual aids or illustrations in the presentation. (5h) 	<ul style="list-style-type: none"> Student's delivery techniques make the presentation understandable Student appears tentative. Student uses appropriate visual aids and illustrations in the presentation to a minimal extent. 	<ul style="list-style-type: none"> Student's delivery techniques make the presentation interesting. Student appears comfortable. Student uses appropriate and somewhat compelling visual aids and illustrations during the presentation. 	<ul style="list-style-type: none"> Students delivery techniques make the presentation compelling. Student appears polished and confident. Student uses attractive, appropriate and compelling visual aids and illustrations during the presentation.
5h	3h	Supporting Material⁸ (Oral)	<p>Student:</p> <ul style="list-style-type: none"> uses insufficient supporting materials. makes reference to information or analysis that is not shown or minimally supports his or her presentation. minimally establishes his or her credibility / authority on the topic. (5j) 	<p>Student:</p> <ul style="list-style-type: none"> uses supporting materials to make appropriate reference to information or analysis that partially supports his or her presentation. only partially establishes his or her credibility / authority on the topic. 	<p>Student:</p> <ul style="list-style-type: none"> uses supporting materials to make appropriate reference to information or analysis that generally supports his or her presentation. is able to establish his or her credibility / authority on the topic. 	<p>Student:</p> <ul style="list-style-type: none"> uses a variety of types of supporting materials. makes appropriate reference to information or analysis that significantly supports his or her presentation. is able to establish his or her credibility / authority on the topic.

‡ Program Student Learning Outcome (PSLO)

corresponding Institutional Student Learning Outcome (ISLO)

*** Refers to both written and oral communication.**

- Adapted from VALUE Rubric: Written Communication (Context of and Purpose for Writing); Oral Communication (Language)
- Adapted from VALUE Rubric: Oral Communication (Organization); Oral Communication (Central Message)
- Adapted from VALUE Rubric: Written Communication (Content Development)
- Adapted from VALUE Rubric: Written Communication (Control of Syntax and Mechanics)
- Adapted from VALUE Rubric: Information Literacy (Access and Use Information Ethically and Legally)
- Adapted from VALUE Rubric: Written Communication (Sources and Evidence)
- Adapted from VALUE Rubric: Oral Communication (Delivery)
- Adapted from VALUE Rubric: Oral Communication (Supporting Material)

PSLO #3 Rubric—Effective Communicators					
#	†	Emerging	Developing	Proficient	Exemplary
9.		<i>Delivery techniques:</i> Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).			
10.		<i>Central message:</i> The main point/thesis/"bottomline"/"takeaway" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.			
		<i>Supporting material:</i> Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.			

PSLO #4: Proficient Administrators

Students demonstrate the best business practices by living a principled life and successfully drawing biblically-based conclusions to sound business practices.

Rationale and Summary of the Prophetic Support:

Let men be connected with God's work who will represent His character. They may have much to learn in regard to business management; but if they pray to God as did Daniel, if with true contrition of mind they seek that wisdom which comes from above, the Lord will give them an understanding heart (White, The Publishing Ministry, 127).

As future Healthcare Administrations and Organization Leaders the students need to know the source of wisdom. Through the integration of faith into all of Weimar's classes the students will be equipped with wisdom to use later on in their business endeavors. Many business decisions have to do with tradeoffs, and when we are aligned with God's will He will give us understanding on how best to proceed.

Speaking of businessmen, Ellen White writes:

To every man God has given his work. To some He has given talents of means and influence; and those who have the interests of God's cause at heart will understand His voice telling them what to do. They will have a burden to push the work where it needs pushing (Testimonies vol. 5, 564).

Assessment Tools for PSLO #4:

The direct assessment tool for PSLO #4 is the *Business Administration's PSLO #4: Proficient Administrators Rubric*, below.

Signature Assignment for PSLO #4:

Direct Assessment—Assessment will be done through the literature review in Business Research, the strategic analysis in Business Strategies, imbedded test questions in Finance, and a final project and presentation in Healthcare Administration. Lastly for direct assessment, there will be internship portfolio assessment done for Healthcare Administration.

Indirect Assessment—Student learning is indirectly assessed through student self-reflection on his or her problem-solving ability and a reflection on his or her own process of problem solving. This will provide feedback as to the student's level of engagement and perception of his or her learning in this area. There will be syllabi review in: BSAD 335, BSAD 370, BSAD 330 BSAD 340, FINA 401, BSAD 405, BSAD 320, and BSAD 355.

Specific Performance Criteria (PCs) for PSLO #4:

Expected PC is >80% of successful graduates scoring at *Proficient* or higher for each rubric component (RC) of the *Effective Communicators Rubric*—developed through General Education and Business Program courses and assessed within upper level and lower level program courses or Business Capstone.

PSLO #4 Rubric—Proficient Administrators						
#	‡		Emerging	Developing	Proficient	Exemplary
1a	4a	Defines & Explains Key (Threshold) Concepts in Healthcare Administration	<p>Student has a limited disciplinary knowledge base:</p> <ul style="list-style-type: none"> • is able to correctly define / explain <u>fewer than half</u> of the (designated) major concepts. 	<p>Student has a developing disciplinary knowledge base:</p> <ul style="list-style-type: none"> • is able to correctly define / explain <u>approximately half</u> (50-75%) of the (designated) major concepts. 	<p>Student has a developing disciplinary knowledge base:</p> <ul style="list-style-type: none"> • Student is able to define / explain <u>many</u> (~75-90%) of the (designated) major concepts. 	<p>Student has a developing disciplinary knowledge base:</p> <ul style="list-style-type: none"> • Student is able to define / explain nearly all (>90%) of the (designated) major concepts.
	4b	Uses Key (Threshold) Concepts to Analyze and Evaluate Core Healthcare-related Problems	<p>Student has an emerging ability:</p> <ul style="list-style-type: none"> • uses limited field-related terminology when responding to questions or problems. • ideas do not stem from any particular disciplinary perspective. • shows little or no awareness of disciplinary methods or habits of mind. • noticeable misconceptions exist. 	<p>Student has a developing ability:</p> <ul style="list-style-type: none"> • uses some field-related terminology when responding to questions or problems. • uses disciplinary concepts, theories, perspectives in simplistic, general, or mechanical ways. • shows an awareness of disciplinary methods and modes of thinking. • some misconceptions are present. 	<p>Student has a proficient ability:</p> <ul style="list-style-type: none"> • uses appropriate field-related terminology when responding to questions or problems. • uses concepts and theories according to discipline standards. • uses disciplinary perspectives, findings, and examples. • accurately employs disciplinary methods of thinking with few misconceptions. 	<p>Student has an exemplary ability:</p> <ul style="list-style-type: none"> • uses appropriate terminology. • includes an organized network of concepts, theories, perspectives, findings, and examples when responding to questions or problems.. • offers insightful analysis and interpretation. • employs disciplinary methods and habits of minds with no apparent misconceptions.
1b	4c	Interprets Financial documents in Healthcare Administration	<p>Student:</p> <ul style="list-style-type: none"> • attempts to explain information presented in accounting forms; but, • draws incorrect conclusions about what the information means. • significant errors are present. 	<p>Student:</p> <ul style="list-style-type: none"> • provides somewhat accurate explanations of information presented in accounting forms. • occasionally makes minor errors related to computations or units. 	<p>Student:</p> <ul style="list-style-type: none"> • provides accurate explanations of information presented in accounting forms. • few errors are apparent but do not affect the final answer. 	<p>Student:</p> <ul style="list-style-type: none"> • provides accurate explanations of information presented in accounting forms. • makes appropriate inferences based on that information. • no errors are present.
1d	4d	Identify Strategies² and Necessary Assumptions³	<p>Student:</p> <ul style="list-style-type: none"> • does not attempt to or fails to identify the important aspects of the problem that must be considered. • employs a single strategy that is incomplete and/or lacks justification. • unsuccessfully describes assumptions or makes unstated assumptions. 	<p>Student:</p> <ul style="list-style-type: none"> • identifies a small percentage of the important aspects of the problem. • employs only one possible strategy to solve the problem. • attempts to describe some assumptions but makes some unstated assumptions. • provides little or limited justification for using the chosen strategy. 	<p>Student:</p> <ul style="list-style-type: none"> • identifies some of the important aspects of the problem that must be considered. • considers multiple possible strategies to solve the problem. • provides a reason for using the chosen strategy. • includes information regarding some of the required assumptions. 	<p>Student:</p> <ul style="list-style-type: none"> • identifies important aspects of the problem along with other possible strategies. • gives reasons for using the chosen strategy and not an alternative. • includes information regarding necessary assumptions. • shows awareness that confidence is limited by the accuracy of the assumptions.
<p>‡ Program Student Learning Outcome (PSLO) # corresponding Institutional Student Learning Outcome (ISLO)</p> <p>11. Adapted from VALUE Rubric: Quantitative Literacy (Interpretation) Baseline: For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends. Milestone 1: For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line. Milestone 2: For instance, accurately explains the trend data shown in a graph. Capstone: For example, accurately explains the trend data shown in a graph and makes reasonable predictions.</p> <p>12. Adapted from VALUE Rubric: Problem Solving (Identifies Strategies)</p> <p>13. Adapted from VALUE Rubric: Quantitative Literacy (Assumptions)</p> <p>14. Adapted from VALUE Rubric: Quantitative Literacy (Calculations); S. E. Shadle, E. C. Brown, M. H. Towns, D. L. Warner, <i>J. Chem. Ed.</i> 2012, 89, 319-325</p> <p>15. Adapted from VALUE Rubric: Quantitative Literacy (Communication)</p> <p>16. Adapted from VALUE Rubric: Quantitative Literacy (Representation)</p> <p>17. Mathematical portrayal/forms includes, but is not limited to, a symbolical, graphical or numerical means.</p>						

Program Methods

The business program will teach students how to integrate their faith into their business practices. Students will gain hands-on learning experience through internships and shadowing with various businesses. This experience gained will better prepare students for the workforce, more than just solely relying on the textbook material. When possible, the textbooks that are selected have Christian faith-based principles to help the students strengthen their walk with Jesus Christ. In addition to reading textbooks, students will be required to read case studies, listen to presentations from a variety of business leaders, attend classes, and read selections of the *Spirit of Prophecy*. These methods of instruction will create well-rounded business leaders.

Who Should Attend This Type of Program?

The target demographic for the incoming students for this business program are 18- to 25-year-olds who have the desire to use business to demonstrate their faith to others, as well as to transform organizations into having sound business practices using faith-based principles. The degree nomenclatures are Organizational Leadership and Healthcare Administration, both of which would be a Bachelor of Business Administration. This program will prepare students to go into the workforce or for an advanced degree.

Program Requirements

Students intending to complete a BBA in Healthcare Administration or Organizational Leadership are required to meet the following criteria as it is noted in the general admissions policy of Weimar Institute (see section on General Education). Admission requirements include minimum levels of prior education, preparation, or training.

Admission Requirements

Regular academic standing is granted to applicants who have acceptable character recommendations, are 17 years of age by August 30 of the year they plan to begin and meet one of the following criteria:

- Are a graduate from an approved high school or academy with a grade point average (GPA) of at least 2.5.
- Have a General Educational Development (GED) certificate with an average standard score of 50 on each of the five tests and with a standard score of not less than 40 on any one test or have an equivalent certificate.
- Received a minimum SAT score of 1100 (revised in March 2016) or a minimum ACT score of 21. If the SAT took place prior to March 2016, an in-house system will be used to evaluate the scores.

Students with a California High School Proficiency examination may apply and consideration will be given based on maturity and college potential. Persons younger than age 17 may be interviewed to determine readiness for college work and campus life.

Weimar Institute requires first-year applicants to submit ACT (American College Testing Program) or SAT (Scholastic Aptitude Test) scores with their application. ACT or SAT scores will also be required for students who have had non-traditional schooling.

Students who fail to meet any of the above criteria may still apply. They will be considered for possible acceptance with an academic probationary standing.

Admission Policy for Homeschooled Students

Weimar Institute is “homeschool friendly” and welcomes students who have completed high school at home. For further information on homeschool admissions, Weimar Institute encourages families to speak to the Admissions Representative (530-422-7950). The following admission policies apply:

1. Completed application.

2. Transcripts must be submitted. If official transcripts from traditional high school(s) are not available, an unofficial transcript (created by the parent) of all class work completed during high school may be submitted. This should include: course name, year completed and grade received.

ACT or SAT scores must be submitted.

To gain admission to the business program, you must be an upperclassman in good standing.

Good standing includes the following:

- Spiritual commitment
- Dedication to service
- High ethical standards
- Dedication to a healthy lifestyle, as enumerated by the NEWSTART acronym
- Academic eligibility (2.75 GPA or higher.)

Graduation Requirements

A minimum of 123 semester credits is required for the Healthcare Administration track and 120 for the Organizational Management track. The student pursuing the BBA will fulfill the general education requirements, including the practical, work education, and the ministry-related components (see General Education section). In addition, students will take the specific core, cognate, and emphasis-related courses listed below.

Required Courses

Lower Division Core	22 credits
FINA 101 Personal Finance	1 credit
ACCT 111 Principles of Accounting I	3 credits
ACCT 112 Principles of Accounting II	3 credits
CPTR 155 Computer Concepts	3 credits
ECON 201 Principles of Macroeconomics	3 credits
ECON 202 Principles of Microeconomics	3 credits
BSAD 220 Business Communications/ Speech	3 credits
BSAD 245 Operations Management	3 credits
Upper Division Core	33 credits
BSAD 310 Business Law	3 credits
BSAD 320 Human Resource Management	3 credits
ACCT 300 Managerial Accounting	3 credits
BSAD 355 Principles of Management	3 credits
BSAD 360 Ethical, Social, Legal Issues	3 credits
BSAD 410 Preparing to Meet the Firms	1 credit
BSAD 400 Business Seminar	2 credits
FINA 401 Business Finance	3 credits
BSAD 405 Business Research	3 credits
BSAD 380 Advertising Management	3 credits
BSAD 440 Organizational Behavior	3 credits
BSAD 490 Capstone Business Strategies	3 credits
Cognates	6 credits
RELK 385 Christian Ethics	3 credits
STAT 314 Introduction to Statistics	3 credits
Healthcare Administration Emphasis	13 credits
BSAD 215 Medical Terminology	1 credit
BSAD 335 Healthcare Administration	3 credits
BSAD 336 Healthcare Administration	3 credits
BSAD 370 Internship	6 credits
TOTAL CREDITS FOR BBA WITH HEALTHCARE ADMINISTRATION EMPHASIS	71 credits
Organizational Management Emphasis	10 credits
BSAD 330 Leadership in Organizations	3 credits
BSAD 340 Multicultural Management	4 credits
BSAD 345 Principles of Entrepreneurship	3 credits

TOTAL CREDITS FOR BBA WITH ORGANIZATIONAL LEADERSHIP EMPHASIS 68 credits

Degree Plan

The Degree Plan (attached) provides a detailed list of Required Courses (Professional Education, Cognates, Educational Observation & Experience, as well as General education), Required Competencies and Required Experiences for graduating with a BBA in Healthcare Administration and Organizational Leadership.

Course Plan

This document provides students with a typical sequence of major classes, depending on when they start their program (odd or even first year). Students can see expected progress through the program, gauge their completion of the program and, in major class areas, create plans for their entire program.

Faculty Teaching Schedule

This document (attached) shows the department planning of even and odd year cycles, including classes offered and the scheduled faculty, Appendix A.

Curriculum-Assesment Map

This document (attached) shows the comparison of classes taught vis-à-vis where the PSLOs are intended to be learned and to what level, Appendix B.

Program Faculty

- Alison Cavazos (adjunct)
- Carolyn Heisler (adjunct)
- Gordon Botting (adjunct)
- Julie Farmer (adjunct)
- Mario Torres, MBA, CSM (adjunct)
- Pablo Seidel, MBA (adjunct)
- Russel Malott (adjunct)
- Stanly Palit, MBA, MS (part-time)

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Appendix A: Faculty Teaching Schedule

ff = co-taught course; ✓ = instructor					Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021	Sum 2021	Fall 2021	Spring 2022	Sum 2022	Fall 2023	Spring 2024	Sum 2024
ACCT	111	Heisler	3	Principles of Accounting 1	✓			✓			✓			✓			✓		
ACCT	300	Farmer	3	Managerial Accounting		✓			✓			✓			✓			✓	
FINA	101	Botting	1	Personal Finance	✓			✓			✓			✓			✓		
BSAD	400		2	Business Seminar							✓			✓			✓		
BSAD	220		3	Business Communications/Speech				✓			✓			✓			✓		
ACCT	112	Heisler	3	Principles of Accounting 2		✓			✓			✓			✓			✓	
BSAD	335		3	Healthcare Administration					✓										
BSAD	336		3	Healthcare Administration					✓			✓			✓			✓	
BSAD	415		3	Advertising Management					✓			✓			✓			✓	
BSAD	370		6	Internship			✓			✓			✓			✓			✓
ECON	201	Palit	3	Principles of Macroeconomics	✓			✓			✓			✓			✓		
BSAD	310	Malott	3	Business Law	✓			✓			✓			✓			✓		
BSAD	301	Torres	3	Operations Management	✓			✓			✓			✓			✓		
BSAD	320	Cavazos	3	Human Resource Management	✓			✓			✓			✓			✓		
BSAD	410	Farmer	1	Preparing to Meet the Firms		✓			✓			✓			✓			✓	
BSAD	490		3	Capstone Business Strategies		✓			✓			✓			✓			✓	
ECON	202	Farmer	3	Principles of Microeconomics		✓			✓			✓			✓			✓	
STAT	314	Palit	3	Introduction to Statistics		✓			✓										
FINA	401	Farmer	3	Finance	✓			✓			✓			✓			✓		
BSAD	405	Ramirez	3	Business Research		✓			✓			✓			✓			✓	
BSAD	330		3	Leadership and Organization					✓										
BSAD	340		3	Multicultural Management				✓			✓			✓			✓		
BSAD	345		3	Principles of Entrepreneurship					✓			✓			✓			✓	
BSAD	215		3	Medical Terminology					✓			✓			✓			✓	
BSAD	360		3	Ethical, Social, Legal Issues				✓			✓			✓			✓		
BSAD	440		3	Organizational Behavior				✓			✓			✓			✓		
CPTR	155		3	Computer Concepts	✓						✓			✓					
BSAD	335		3	Principles of Management		✓		✓	✓			✓			✓			✓	

Appendix B: Curriculum Map

		PSLO #1 Ethically Grounded Business People										PSLO #2 Critical Thinkers										PSLO #3 Effective Communicators										PSLO #4 Proficient Administrators																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
		Students follow Jesus Christ's leadership example as they integrate his teachings into ethical business practices.										Students evaluate a controversy or problem related to business practice or related problems where diverse perspectives of the controversy are assembled, analyzed, and used to draw a biblically consistent conclusion of judgment.										Students effectively lead others by persuasively communicating "threshold concepts" in organizational leadership or healthcare administration in both written and oral forms.										Students demonstrate leadership practices by living a principled life and successfully drawing biblically based conclusions to ethical business problems.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
I = Introduced, D= Developed, M = Mastered, A = Assessed		ISLO #7 Principled Workers										ISLO #2 Critical Thinkers										ISLO #5 Effective Communicators										ISLO #1 Spiritual Leaders																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
Prefix	No.	Course	Assessment	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
FINA	101	Personal Finance	Signature Project	I,D, A	I	I,D	I,D, A	I,D, A																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
ACCT	111	Prin. of Accounting 1	Embedded Test Questions	I, A	I, A	I	I	I, A																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
ACCT	112	Prin. of Accounting 2	Embedded Test Questions	I,D, A	I, A	I	I	I,D, A																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
CPTA	155	Computer Concepts															D	D	D	D	D	D	D	D																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
ECON	201	Prin. of Macroeconomics																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
ECON	202	Microeconomics																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
BSAD	215	Medical Terminology																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
BSAD	220	Business Commun./ Speech	Essays & Presentations	I,D	I	I,D	I	I,D									I, D, M, A	I,D,M,A	I	I,D, A	I,D, A	I,D	I,D, A	I,D			I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I

Appendix C: Multi-Year Program Assessment Plan

Year	Year Assessed	Objectives (ILSOs or PSLOs)	Means of Assessment Direct Assessment (Where, When, What)	Responsible Person	Benchmark (Expected Level)
1	2017-2018	Objective #1 Ethically Grounded Business People	<p><u>Direct methods:</u></p> <ul style="list-style-type: none"> Signature Assignment in Personal Finance and Advertising Management <ul style="list-style-type: none"> Project in Personal Finance and Advertising Management Embedded test questions in Principles of Accounting I & II <ul style="list-style-type: none"> <u>Indirect methods:</u> Syllabi Review, FINA 101, BSAD 220, ACCT 111& 112, BSAD 380, BSAD 370 Course Survey in FINA 101 	BBA Faculty	<ul style="list-style-type: none"> >85% of successful graduates scoring at Proficient level or higher for each rubric component of the Ethically Grounded Business People
2	2018-2019	Objective #2 Critical Thinkers	<p><u>Direct methods:</u></p> <ul style="list-style-type: none"> Student evaluation in Operations Management Embedded test questions in Business Law, Operations Management, and Business Strategies <p><u>Indirect methods:</u></p> <ul style="list-style-type: none"> Syllabi Review, BSAD 490, BSAD 310, ECON 201 & 202, STAT 314, BSAD 409, ACCT 300 	BBA Faculty	<ul style="list-style-type: none"> >80% of successful graduates scoring at Proficient level or higher for each rubric component of the Critical Thinkers
3	2019-2020	Objective #3 Effective Communicators	<p><u>Direct methods:</u></p> <ul style="list-style-type: none"> Written essays and oral presentations in Business Communication/Speech class <p><u>Indirect methods:</u></p> <ul style="list-style-type: none"> Syllabi Review, BSAD 220, BSAD 410 Student self-report 	BBA Faculty	<ul style="list-style-type: none"> >85% of successful graduates scoring at Proficient level or higher for each rubric component of the Effective Communicators
4	2020-2021	Objective #4 Proficient Administrators	<p><u>Direct methods:</u></p> <ul style="list-style-type: none"> Literature review in Business Research Strategic analysis in Business Strategies Embedded test questions in Finance Final project and presentation in Healthcare Administration Assessment of internship experience portfolio <p><u>Indirect methods:</u></p> <ul style="list-style-type: none"> Syllabi Review, BSAD 335, BSAD 370, BSAD 330, BSAD 340, FINA 401, BSAD 405, BSAD 320, BSAD 355 Student self-report 	BBA Faculty	<ul style="list-style-type: none"> >80% of successful graduates scoring at Proficient level or higher for each rubric component of the Proficient Administrators
5	2021-2022	Comprehensive Program Review	<p><u>Direct methods:</u></p> <ul style="list-style-type: none"> Projects, Portfolios, and embedded test questions (as above) <p><u>Indirect methods:</u></p> <ul style="list-style-type: none"> Syllabi Review, Student self-report, Student Survey 	BBA Faculty	