Documentation for

Report on ABHE Standard 2a
Assessment of Student Learning



Ecclesia College

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November 6, 2015

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A motion was made by Phil Brassfield to approve the Ecclesia College Institution-Wide Outcomes as read below. This motion was seconded by Joseph Wood and all are in favor. Motion is passed.

Joe Salcido

Secretary, Board of Governance Ecclesia College
July 15, 2014

Ecclesia College
Institution-Wide Outcomes

Ecclesia College prepares and enables students to achieve competence in seven broad outcomes: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communications, Integrity, Leadership, Lifelong Learning, Service and Stewardship. Those seeking a bachelor's degree will also be prepared to demonstrate Major Field Competence.

Biblical Worldview and Faith

Ecclesia College graduates will make mature, independent choices based on principles of the Christian faith and a biblical worldview.

Specific Desired Outcomes Relating to **Biblical Worldview and Faith**:

- Articulate how a biblically-based worldview affects beliefs, values, decisions, and interactions with others.
- Make life choices based on a biblically-based worldview and principles of the Christian faith.
- Demonstrate patterns of devotional practice and personal growth that will equip one for spiritual leadership.
- Demonstrate basic Scriptural interpretive skills.

Critical and Creative Thinking

Ecclesia College graduates will apply critical thinking skills based on a biblical worldview and principles to making personal and professional decisions.

Specific Desired Outcomes Relating to **Critical and Creative Thinking**:

- Research, analyze, integrate, and evaluate information from a variety of sources.
- Solve quantitative problems.
- Use the scientific method to examine and interpret data, as applicable.
- Construct well-reasoned arguments and solutions.
- Use existing knowledge to generate novel and innovative ideas.
- Synthesize and transfer learning to new, more complex, and unscripted situations.

Effective Communication

Ecclesia College graduates will communicate effectively, using verbal, non-verbal, written, listening and electronic technological, as appropriate to the occasion, task, and context.

Specific Desired Outcomes Relating to **Effective Communication**:

- Communicate effectively using written, oral, and nonverbal skills
- Adapt communication style to the occasion, task, and audience.
- Listen with understanding.
- Interact with others appropriately in a culturally-diverse and increasing pluralistic world.
- Demonstrate proficiency in the use of electronic technologies common to the workplace.

Integrity

Ecclesia College graduates will live their lives, personally and professionally, based on integrity and the highest ethical standards.

Specific Desired Outcomes Relating to **Integrity**:

- Show honesty and integrity in interactions and situations.
- Demonstrate responsibility and trustworthiness in the execution of duties.
- Articulate and defend ethical position based on biblical principles and worldview.
- Identify ethical issues in personal, professional, church, and civic life.

Leadership

Ecclesia College graduates will demonstrate leadership skills within vocational, church, community, and service contexts.

Specific Desired Outcomes Relating to **Leadership**:

- Exhibit leadership skills, as appropriate, to solve problems and strive for excellence.
- Work cooperatively with others to accomplish a common goal.
- Demonstrate accountability in one's actions and decisions.

Lifelong Learning

Ecclesia College graduates will pursue ongoing development of intellectual, creative, and theological knowledge and skills necessary to learn and grow throughout life.

Specific Desired Outcomes Relating to **Lifelong Learning:**

- Articulate the importance of lifelong learning.
- Accept constructive criticism.
- Recognize opportunities for improvement.
- Apply strategies for a practice of lifelong learning.
- Participate actively in organizations supporting one's profession.

Service and Stewardship

Ecclesia College graduates will practice the biblical imperatives to serve people and be faithful stewards of the Church and God's created resources.

Specific Desired Outcomes Relating to **Service and Stewardship**:

- Discuss current social problems in their cultural and historical contexts and suggest solutions for such problems based on biblical values and ethics.
- Benefit their local church and communities through responsible engagement and leadership.

Board approval

society and to grow networking resources for them in their chosen vocations and further study, serving to increase and reinforce their quality of learning and service.

Community and Personal Wellness

We are called to interdependence over isolation based on God's firm principle of domain with forgiveness of trespasses as the basis for healthy, committed relationships aligned with His heart and ways. We also honor God in preparing for longer-term, joyful service by following good healthful practices such as proper diet, adequate rest, regular exercise, and consistent meditation on Him.

Institutional Outcomes

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communications, Integrity, Leadership, Lifelong Learning, Service and Stewardship. Those seeking a bachelor's degree will also be prepared to demonstrate Major Field Competence.

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Specific Desired Outcomes Relating to **Biblical Worldview and Faith**:

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Critical and Creative Thinking

Ecclesia College graduates will apply critical thinking skills based on a biblical worldview and principles to making personal and professional decisions.

Specific Desired Outcomes Relating to **Critical and Creative Thinking:**

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- Adapt communication style to the occasion, task, and audience.

- Listen with understanding.
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- Demonstrate proficiency in the use of electronic technologies common to the workplace.

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Specific Desired Outcomes Relating to **Integrity**:

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- Demonstrate responsibility and trustworthiness in the execution of duties.
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- Identify ethical issues in personal, professional, church, and civic life.

Leadership

Ecclesia College graduates will demonstrate leadership skills within vocational, church, community, and service contexts.

Specific Desired Outcomes Relating to **Leadership**:

- Exhibit leadership skills, as appropriate, to solve problems and strive for excellence.
- Work cooperatively with others to accomplish a common goal.
- Demonstrate accountability in one's actions and decisions.

Lifelong Learning

Ecclesia College graduates will pursue ongoing development of intellectual, creative, and theological knowledge and skills necessary to learn and grow throughout life.

Specific Desired Outcomes Relating to **Lifelong Learning**:

- Articulate the importance of lifelong learning.
- Accept constructive criticism.
- Recognize opportunities for improvement.
- Apply strategies for a practice of lifelong learning.
- Participate actively in organizations supporting one's profession.

Service and Stewardship

Ecclesia College graduates will practice the biblical imperatives to serve people and be faithful stewards of the Church and God's created resources.

Specific Desired Outcomes Relating to **Service and Stewardship**:

- Discuss current social problems in their cultural and historical contexts and suggest solutions for such problems based on biblical values and ethics.
- Benefit their local church and communities through responsible engagement and leadership.

Pages 9-10 from Ecclesia College 2014-2018 Revised Catalog (graphic copies of PDF file)

Relationship of Ecclesia College
Institution-Wide Outcomes to Courses and Programs

Faculty Member: Clarence Holland

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level;

	BIOL 1400	BIOL 2400
Biblical Worldview and Faith		
1.0 Ecclesia College graduates will make mature, independent choices based on principles of the Christian faith and a biblical worldview.		
1.1 Articulate how a biblically-based worldview affects beliefs, values, decisions, and interactions with others.		
1.2 Make life choices based on a biblically-based worldview and principles of the Christian faith.		
1.3 Demonstrate patterns of devotional practice and personal growth that will equip one for spiritual leadership.		
1.4 Demonstrate basic Scriptural interpretive skills.		
Critical and Creative Thinking		
2.0 Ecclesia College graduates will apply critical thinking skills based on a biblical worldview and principles to making personal and professional decisions.		
2.1 Research, analyze, integrate, and evaluate information from a variety of sources.		
2.2 Solve quantitative problems.		
2.3 Use the scientific method to examine and interpret data.		
2.4 Construct well-reasoned arguments and solutions.		
2.5 Use existing knowledge to generate novel and innovative ideas.		
2.6 Synthesize and transfer learning to new, more complex, and unscripted situations.		
Effective Communication		
3.0 Ecclesia College graduates will communicate effectively, using verbal, non-verbal, written, listening and electronic technological, as appropriate to the occasion, task, and situation.		
3.1 Communicate effectively using written, oral, and nonverbal skills		
3.2 Adapt communication style to the occasion, task, and audience.		
3.3 Listen with understanding.		
3.4 Interact with others appropriately in a culturally-diverse and increasing pluralistic world.		
3.5 Demonstrate proficiency in the use of electronic technologies common to the workplace.		

	BIOL 1400	BIOL 2400
Integrity		
4.0 Ecclesia College graduates will live their lives, personally and professionally, based on integrity and the highest ethical standards.		
4.1 Articulate one's ethical beliefs and their origin.		
4.2 Show honesty and integrity in all interactions and situations.		
4.3 Demonstrate responsibility and trustworthiness in the execution of all duties.		
4.4 Defend ethical position based on biblical principles and worldview.		
4.5 Identify ethical issues in personal, professional, church, and civic life.		
Leadership		
5.0 Ecclesia College graduates will demonstrate leadership skills within vocational, church, community, and service contexts.		
5.1 Exhibit leadership skills, as appropriate, to solve problems and strive for excellence.		
5.2 Work cooperatively with others to accomplish a common goal.		
5.3 Demonstrate accountability in one's actions and decisions.		
Lifelong Learning		
6.0 Ecclesia College graduates will pursue ongoing development of intellectual, creative, and theological knowledge and skills necessary to learn and grow throughout life.		
6.1 Articulate the importance of lifelong learning.		
6.2 Accept constructive criticism.		
6.3 Recognize opportunities for improvement.		
6.4 Apply strategies for a practice of lifelong learning.		
6.5 Participate actively in organizations supporting one's profession.		
Service and Stewardship		
7.0 Ecclesia College graduates will practice the biblical imperatives to serve people and be faithful stewards of the Church and God's created resources.		
7.1 Discuss current social problems in their cultural and historical contexts and suggest solutions for such problems based on biblical values and ethics.		
7.2 Benefit their local church and communities through responsible engagement and leadership.		

ECCLESIA COLLEGE

"Where Leaders are Learning"

ENGL 1300

Louise Cole Ph.D.

Fall 2015

MWF 10:30-11:20

Wallace Hall Room B

Contact Information: alcole@ecollege.edu

Office Location and Hours: Dome 201 Mondays and Wednesdays 9-10 am

English Composition I

Course Description

This is a general course dealing with the principles and techniques of expository and persuasive composition, analysis of texts with an introduction to research methods, and critical thinking. In this course, students will focus on grammar, punctuation, spelling and develop careful analytical reading skills as well as vocabulary building through the production of short compositions. Writing is based on selected readings. Emphasis is placed on analytical thinking, critical reading, organization and ethical incorporation of sources.

Course Learning Objectives

Tune your ears to wisdom, and concentrate on understanding. Cry out for insight and understanding. Search for them as you would for lost money or hidden treasure.
Proverbs 2: 2-4 NLT

Students who successfully complete this course will:

- Respond appropriately to various rhetorical situations, purposes, and audiences
- Use writing and reading for inquiry, learning, thinking, and communicating
- Integrate original ideas with those of others
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Use collaborative writing processes
- Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

Required Textbooks

- *Patterns for College Writing: A Rhetorical Reader and Guide*. 12th ed. Bedford/St. Martin's. ISBN: 978-0-312-67684-1 (abbreviated **PCW** in syllabus)
- *Rules for Writers* 7th ed. Bedford/St. Martin's. ISBN: 978-0-312-64736-0 (abbreviated **RFW** in syllabus)

EC Policy on Textbooks: Students who have not obtained their required textbooks or are unable to show proof that it is ordered and en route will not be allowed to take their seat after the 5th day of class.

Course Policies

Academic Integrity

Academic dishonesty is defined as any act which subverts or compromises the educational process, included in this definition is any act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work. One such act is plagiarism, defined in *Merriam Webster's Collegiate Dictionary* as the act of stealing or passing off the ideas or words of another as one's own, the use of another's production without crediting the source, or the act of presenting an idea derived from an existing source as new and original.

At Ecclesia College cheating on exams and/or plagiarism will not be tolerated. Violations of these standards will result in substantial penalties. Should a case of academic dishonesty occur, I reserve the right to implement grade sanctions in accordance with college guidelines. First time offenders will receive an "F" on the assignment or test; second time offenders will receive an "F" in the course; third time offenders will be referred to the Dean of Students for probationary and/or expulsion review. Any instance of cheating or plagiarism will be reported to the Academic Office. Should an incident be reported by a second instructor with regard to an individual student, the matter will be forwarded immediately by the Academic Dean to the Dean of Students for appropriate action.

Attendance

Believing that students in a traditional classroom setting benefit from discussion and interaction with the instructor and other students, Ecclesia College requires regular and punctual attendance at all classes. A student may have *a maximum of two (2) weeks of unexcused absences* before penalties may be imposed by the instructor. For each unexcused absence after the allotted six, students will lose a percentage point for their Attendance grade.

A student who misses more than four (4) weeks of class will automatically either receive a failing grade or be administratively withdrawn from the course upon recommendation of the instructor to the Academic Committee.

Class absences due to sickness, family emergency, or attending Ecclesia College-sponsored events are considered to be **excused** absences and the student will be allowed to make up the work missed. It is the student's responsibility to approach the instructor to inquire about work to be made up during these absences on **the first day back from an absence**. In the case of College-sponsored activities, the student must consult with the instructor **before** the absence to determine what arrangements need to be made for making up the work to be missed.

In cases of extenuating circumstances (such as an extended illness) beyond the student's control, appeal for credit may be made to the Academic Committee. This appeal must be in writing, state and document reasons for the absences, and must be made before semester final exams begin. An exception may also be made for College teams who compete in national championship tournaments.

Tardiness

Students are considered tardy if they arrive after the commencement of the class session. An attendance sheet will be passed at the beginning of each class. It is the student's responsibility to sign the sheet before leaving class. *Failure to sign the attendance sheet will result in the instructor assigning the student an unexcused absence for the day*. Students who are tardy for a class will be counted as absent unless they inform the instructor of their presence at the conclusion of the class period and sign the attendance sheet. *Three tardies will be considered equivalent to one unexcused absence.*

Inclement Weather

In the event that Fayetteville and/or Springdale Public schools are closed due to inclement weather, class will not meet. If the professor needs to cancel class due to an emergency, students will be notified via email through *Populi* and the professor will post a message on the course page.

Electronics Policy

Students are allowed to bring computers and tablets to class in order to take notes and look at class content during class time. The purpose of this technology is to facilitate learning; however, *if the student instead uses the technology to perform non-class related activities (such as checking email, playing games, surfing the Web, etc.), the student will be asked to put the technology away and after* ***three such instances*** *will* ***lose a percentage point for the Participation grade*** *and be unable to bring technology to class for the rest of the semester.*

Ecclesia College is committed to honoring and respecting both teachers and students. Therefore, students will be asked to turn off cell phones, as well as blackberries and other electronic communication devices upon entering the classroom. Under no circumstances are students to use cell phones during class time. If a student is expecting an important call that he or she must take, it is the student's responsibility to inform the professor **before** class has begun and then quietly leave the class to take the call. *Students who are texting or playing on phones during class time must surrender the phone to the professor for the duration of the class period and will receive an unexcused absence for the day and after three instances will lose a point for the Participation grade.*

Course Requirements

Papers: Students will write 5 essays in APA style during the semester. For each paper, the class will review the paper requirements under the assignment description in *Populi*. Students may review the assignment description at any time and ask the professor questions prior to the assignment deadline.

Argumentative Research Paper: For their final paper, students will write an argumentative research paper using three to five approved sources. Students are required to get their paper topics approved by the professor prior to writing the paper. Students will be expected to demonstrate their ability to narrow and focus a research topic, to locate relevant sources and specific information, to differentiate between primary and secondary sources, and to use both

traditional library and electronic research methods. Students will also be required to give a presentation of their research to the class at the end of the semester.

Tests: There will be two tests given during the semester: one in the middle of the semester (midterm exam) and one at the end of the semester (final exam).

Workshops and Conferences: For each paper, students will participate in a peer-revision workshop. Students will be required to bring a full draft of the paper to class on the day of the workshop. During class time, students will read one another's drafts and fill out a worksheet for each essay read. For their final paper, students are required to sign-up for a conference with the professor. In order to receive full credit for the conference, students must bring an annotated bibliography containing a minimum of three sources they plan to use in the paper.

Participation: The participation grade is based on in-class participation in discussions and in-class and assigned activities. Students who must miss class for excused absences will be allowed to make-up out-of-class assignments and will be exempted from in-class assignments. As part of their participation grade, students will keep a vocabulary journal for each unit.

Grade Distribution

Paper 1: Personal Narrative Essay-- 10%
Paper 2: Summary Essay-- 10%
Paper 3: Analysis Essay-- 10 %
Midterm Exam-- 10 %
Paper 4: Synthesis Essay-- 10%
Paper 5: Argumentative Research Essay--10%
Final Exam-- 15%
Presentation-- 10%
Workshops and Conferences-- 5%
Attendance-- 5 %
Participation-- 5%

Grading Scale

A	94-100
A-	91-93
B+	88-90
B	84-87
B-	81-83
C+	78-80
C	74-77
C-	71-73
D+	68-70
D	64-67
D-	61-63
F	60 or below

***Populi* and Communication**

Students will be required to use *Populi* regularly during the course in order to read assignments, turn in essays and check class updates. In order to access *Populi*, students should go to *https://ecollege.populiweb.com* and type in their assigned username and password (which notably might not be the same as their ecollege email account).

When communicating via email, the professor will email students' ecollege accounts as they are listed in *Populi*, and it is students' responsibility to check this email and the course page regularly. To contact the professor, students should email me at *alcole@ecollege.edu*, and I will respond within a few hours if the email is received before 9 pm, and after 9 pm I will respond the following morning.

Paper Submission

Students are required to submit their papers electronically through *Populi* in either MS Word (*.doc or *.docx) or Rich Text formats (*.rtf) by **11:59 pm** on the day that the paper is due. It is the student's responsibility to make sure that the paper is turned in on time and "technological difficulties" will not be considered a valid excuse unless the student has already been in contact with the professor about any problems prior to the paper's due date. Papers will be accepted late without penalty ONLY if accompanied by documentation verifying an excused absence or if the student has communicated any problems to the professor prior to the paper's due date. **For unexcused papers submitted after the due date, five percentage points will automatically be deducted from the final paper score per day (including weekends and holidays) that it is late**.

Paper Format

All papers should be formatted according to APA guidelines with 1 inch margins all around in Times New Roman 12, left-justified and double-spaced. Paragraphs should be indented one-half inch. Students should include a title page including a "Running head," the title of the essay, the student's name and name of the college. For detailed formatting requirements and a sample APA student paper, see *Rules for Writers* pp. 578-95.

Course Schedule

(subject to change)

Unit One: Personal Narrative Essay

The World Through Your Eyes

Wed. August 26- Introduction to Course, Syllabus, Vocabulary Journal and *Populi*
In-Class Writing Exercise

Fri. August 28- Discuss Paper 1 and the Writing Process
TO DO: Read *PCW* Ch. 2 "Invention" and *Populi* "I Had an Abortion"

Mon. August 31- Annotating Sources
TO DO: Read *PCW* Ch. 1 "Becoming a Critical Reader, Ch. 7 "Description" pp. 151-7, and *Populi* "That Time I Was on the Today Show"

Wed. September 2- How to Structure Your Essay and In-class Work Day

TO DO: Read *PCW* Ch. 3 "Arrangement" and *RFW* "32: The Comma" pp. 292-95; Bring Personal Narrative for In-class Work

Fri. September 4- The Narrative Essay
TO DO: Read *PCW* Ch 6. "Narration" up to p. 110 and *RFW* "20: Revise run-on sentences" pp. 188-95

Mon. September 7- The Personal Narrative
TO DO: Read *PCW* Ch. 6 "Only Daughter," "Pink Floyd Night School," "My Mother Never Worked," and "Indian Education" and *RFW* "19: Repair Sentence Fragments" pp. 180-88

Wed. September 9- Drafting and Revising Your Essay and In-class Work Day
TO DO: **Submit Practice Paper on *Populi* by 11:59 pm**
Read *PCW* Ch. 4 "Drafting and Revising" and *RFW* "15: Provide Some Variety" pp. 152-6; Bring Personal Narrative for In-class Work

Fri. September 11- Formatting Your Essay in APA Style and In-class Work Day
TO DO: Read *RFW* "65: APA manuscript format: sample paper" pp. 578-95; Bring Personal Narrative for In-class Work

Mon. September 14- Peer-revision Workshop
TO DO: Bring Copy of Complete Draft of Narrative Essay to Class and Unit One Vocabulary Journal

Unit Two: Summary Essay
What Others Have to Say

Wed. September 16- Discuss Paper 2 and Working with Sources
TO DO: **Submit Paper 1: Personal Narrative Essay on *Populi* by 11:59 pm**
Read *RWF* "5: Writing about texts" pp. 70-77, *PCW* "Working with Sources" pp. 703-4 and *Populi* "Six Things To Do after the Supreme Court Decision on Gay Marriage"

Fri. September 18- Evaluating Sources and Arguments
TO DO: Read *PCW* Ch. 16 "Evaluating Sources" pp. 708- 10, Ch. 14 "Argumentation" pp. 525-27, "Using Deductive and Inductive Arguments" pp. 533-40 and *Populi* "Stop Blaming Video Games for America's Gun Violence"

Mon. September 21- Evaluating Arguments Continued
TO DO: Read *RFW* "7: Evaluating arguments" pp. 102-10 , *PCW* Ch. 8 "Exemplification" pp. 211-13, "Grammar in Context: Using Commas in a Series" pp. 217-18 and *Populi* "Violent Video Games are Hurtful to our Children"

Wed. September 23- Discuss "Uncovering the Hidden Causes of Bullying and School Violence" and How to Take Arguments Apart
TO DO: Read *PCW* Ch. 12 "Classification and Division" pp. 435-36, "Grammar in Context: Using a Colon to Introduce Your Categories" pp. 441-2, and *Populi* "Uncovering the Hidden Causes of Bullying and School Violence"

Fri. September 25- Finish Article Discussion
TO DO: Read *PCW* Ch. 10 "Cause and Effect" pp. 321-27 and "Grammar in Context: Avoiding 'The reason because;' using affect and effect correctly" pp. 331-32

Mon. September 28- Discuss "The Church and Transformational Development"
TO DO: Read *PCW* Ch. 13 "Definition" pp. 489-90 and *Populi* "The Church and Transformational Development"

Wed. September 30- Finish Article Discussion and Discuss Integrating Sources
TO DO: Read *PCW* Ch. 17 "Integrating Sources and Avoiding Plagiarism" pp. 711-14, 716-21 and *RFW* "63: Integrating Sources" pp. 543-49

Fri. October 2-- Peer-revision Workshop
TO DO: Bring Copy of Complete Draft of Summary Essay to Class and Unit Two Vocabulary Journal

Mon. October 5-- Review for Midterm
TO DO: **Submit Paper 2: Summary Essay on *Populi* by 11:59 pm**

Wed October 7-- Midterm Exam

Fri. October 9- **FALL BREAK**

Unit Three: Analysis Essay
Joining the Conversation

Mon. October 12- Discuss Paper 3, Analysis, and Grammatical Clarity
TO DO: Read *RFW* "5d: Analyze to demonstrate your critical thinking" pp. 77-83 and "8: Prefer active verbs" pp. 112-15

Wed. October 14- Discuss Constructing Reasonable Arguments and Analyzing Articles
TO DO: Read *RWF* "6: Constructing reasonable arguments" pp. 84-101 and "9: Balance parallel ideas" pp. 116-19

Fri. October 16- Article Analysis Work Day and Grammar Review
TO DO: Read *PCW* "Using Transitions" pp. 540 and *RFW* "10: Add needed words" pp. 119- 23; Bring Analysis Essay for In-class Work

Mon. October 19- Analysis Essay Work Day and APA Reference Page
TO DO: Read *RFW* "16: Documenting sources in APA style" pp. 550-78; Bring Analysis Essay for In-class Work

Wed. October 21- Peer-revision Workshop
TO DO: Bring Copy of Complete Draft of Analysis Essay to Class and Unit Three Vocabulary Journal

Unit Four: Synthesis Essay
Creating a Dialogue

Fri. October 23- **HOMECOMING**
TO DO: **Submit Paper 3: Analysis Essay on *Populi* by 11:59 pm;**
Read *PCW* "Synthesizing" pp. 715-16 and Review "Stop Blaming Video Games for America's Gun Violence" and "Violent Video Games are Hurtful to our Children" on *Populi*

Mon. October 26- Discuss Paper 4 and Synthesis, Argumentative Essay Strategies, and Essay Discussion
TO DO: Read *PCW* Ch.14 "Planning an Argumentative Essay" pp. 527-33 and "Debate: Are Internships Fair to Students?" pp. 582-92

Wed. October 28- Argumentative Essay Structure and Essay Discussion
TO DO: Read P*CW* Ch. 14 "Structuring an Argumentative Essay" pp. 541-51 and "Debate: Should American Citizenship Be a Birthright?" pp. 593-604

Fri. October 30- Essay Discussion and Grammar
TO DO: Read *PCW* "Casebook: Should Government Tax Sugary Drinks?" pp. 630-40 and *RFW* "11: Untangle mixed constructions" pp. 123-27

Mon. November 2- Grammar and Synthesis Work Day
TO DO: Read *RFW* "12: Repair misplaced and dangling modifiers" pp. 127-34; Bring Synthesis Draft of In-class Work

Wed. November 4- APA Reference Page and Synthesis Work Day
TO DO: Review"16: Documenting sources in APA style" pp. 550-78; Bring Synthesis Draft of In-class Work

Fri. November 6- Peer-revision Workshop
TO DO: Bring Copy of Complete Draft of Synthesis Essay to Class and Unit Four Vocabulary Journal

Unit Five: Argumentative Research Essay
Making Your Mark

Mon. November 9- Discuss Paper 5 and Combining the Patterns
TO DO: **Submit Paper 4: Synthesis Essay on *Populi* by 11:59 pm;**
Read *PCW* Ch. 15 "Combining the Patterns" pp. 655-63

Wed. November 11- How to Research and Evaluate Sources
TO DO: Read *PCW* "Ch 16: Finding and Evaluating Sources" pp. 705-8; Complete Web Site Evaluation Activity

Fri. November 13- Library Research Day

Mon. November 16- Library Research Day

Wed. November 18- Conferences

Fri. November 20- Conferences

Mon. November 23- Conferences

November 25-27- **THANKSGIVING BREAK**

Mon. November 30- Presentations

Wed. December 2- Presentations

Fri. December 4- Presentations

Mon. December 7- Make-up Presentations and In-class Work Day
TO DO: Bring Argumentative Research Paper for In-class Work

Wed. December 9- In-class Work Day
TO DO: Bring Argumentative Research Paper for In-class Work

Fri. December 11- Peer-revision Workshop
TO DO: Bring Copy of Complete Draft of Argumentative Research Paper to Class and Unit Five Vocabulary Journal

Mon. December 14- Review for Final Exam
TO DO: **Submit Paper 5: Argumentative Research Essay on *Populi* by 11:59 pm**

Final Exams December 15-18

2a-1, Item 5: Course Inventory for EC's Educational Goals (term used prior to Institutional Outcomes)

Course Inventory for EC Student Learning Outcomes

2013-2014: Fall 2013

	Scale of 1 (highest) to 4 (lowest)				
	Significant(1)	**Moderate(2)**	**Minimal(3)**	**None(4)**	**Average**
15) Effective Communication Skills (listening, speaking and writing):	297	220	50	6	**1.6**
16) Necessary Critical Thinking Skills (analysis, synthesis and evaluation - to interact effectively in a culturally diverse and increasingly pluralistic world)	312	210	46	6	**1.6**
17) Biblical Faith and Character (as the foundation for further spiritual and ethical development and mentoring of other faithful Christians)	333	183	49	9	**1.5**
18) A Biblical-formed Worldview (integrating the Christian faith, lifestyle and general educational content)	333	186	43	10	**1.5**
19) Effective Leadership Skills (within diversified ministry/work/vocation and service context)	291	206	65	12	**1.6**
20) A Commitment to Service (within the broad context of modern society)	287	212	57	18	**1.7**
21) A Commitment to an Established Pattern of Life-Long Learning	335	187	44	8	**1.5**

Course Inventory for EC Student Learning Outcomes

2013-2014: Spring 2014

15) Effective Communication Skills (listening, speaking and writing):	261	206	60	10	**1.7**
16) Necessary Critical Thinking Skills (analysis, synthesis and evaluation - to interact effectively in a culturally diverse and increasingly pluralistic world)	271	210	48	8	**1.6**
	290	176	57	14	**1.6**

17) Biblical Faith and Character (as the foundation for further spiritual and ethical development and mentoring of other faithful Christians)					
18) A Biblical-formed Worldview (integrating the Christian faith, lifestyle and general educational content)	283	185	56	14	**1.6**
19) Effective Leadership Skills (within diversified ministry/work/vocation and service context)	234	219	63	21	**1.8**
20) A Commitment to Service (within the broad context of modern society)	244	215	60	18	**1.7**
21) A Commitment to an Established Pattern of Life-Long Learning	276	200	48	13	**1.6**

Course Inventory for EC Student Learning Outcomes

2014-2015: Fall 2014

15) Effective Communication Skills (listening, speaking and writing):	354	213	19	0	**1.4**
16) Necessary Critical Thinking Skills (analysis, synthesis and evaluation - to interact effectively in a culturally diverse and increasingly pluralistic world)	377	185	24	0	**1.4**
17) Biblical Faith and Character (as the foundation for further spiritual and ethical development and mentoring of other faithful Christians)	373	177	33	3	**1.4**
18) A Biblical-formed Worldview (integrating the Christian faith, lifestyle and general educational content)	380	173	29	4	**1.4**
19) Effective Leadership Skills (within diversified ministry/work/vocation and service context)	343	211	29	3	**1.5**

20) A Commitment to Service (within the broad context of modern society)	362	198	23	3	**1.4**
21) A Commitment to an Established Pattern of Life-Long Learning	379	191	16	0	**1.4**

Course Inventory for EC Student Learning Outcomes

2014-2015: Spring 2015

15) Effective Communication Skills (listening, speaking and writing):	285	151	12	4	**1.4**
16) Necessary Critical Thinking Skills (analysis, synthesis and evaluation - to interact effectively in a culturally diverse and increasingly pluralistic world)	289	149	12	2	**1.4**
17) Biblical Faith and Character (as the foundation for further spiritual and ethical development and mentoring of other faithful Christians)	300	138	10	4	**1.4**
18) A Biblical-formed Worldview (integrating the Christian faith, lifestyle and general educational content)	315	122	11	4	**1.3**
19) Effective Leadership Skills (within diversified ministry/work/vocation and service context)	279	157	12	4	**1.4**
20) A Commitment to Service (within the broad context of modern society)	280	153	16	3	**1.4**
21) A Commitment to an Established Pattern of Life-Long Learning	300	136	13	3	**1.4**

The courses contribute to EC student learning outcomes as indicated below:

Significant Contribution - Addresses the outcome directly and includes targeted assessment.

Moderate Contribution - Addresses the outcome directly of indirectly and includes some assessment.

2a-1, Item 5: Course Inventory for EC's Educational Goals (term used prior to Institutional Outcomes)

Minimal Contribution - Addresses the outcome indirectly and included little or no assessment.
No Contribution - Does not address the outcome.

Ecclesia College Program Objectives (extracted from catalog)

DIVISION OF BIBLICAL/THEOLOGICAL STUDIES

Three degrees are offered within the Biblical/Theological Studies Division:

Bachelor of Science in Psychology & Counseling (B.S.)
Bachelor of Biblical Studies (B.B.S.)
Associate of Biblical Studies (A.B.S.)

Psychology & Counseling Program Objectives

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Science degree in Psychology and Counseling also will be prepared to demonstrate Major Field Competence as follows:

- Evaluate psychological paradigms by the authority of Scripture.
- Apply basic counseling principles as they relate to individuals, families, organizations, human development, behavior, and Christian thought.
- Use therapeutic communication skills effectively.
- Apply biblical and psychological foundations to address contemporary issues.
- Employ basic counseling skills, emphasizing active listening.
- Apply strategies for managing conflict within organizations, the home, the Church and other societal contexts.
- Interpret the legal and regulatory issues associated with counseling professions.

Licensure: Coursework for the Bachelor of Science in Psychology & Counseling degree is not accepted for counseling/counselor licensure in the State of Arkansas. The completion of an accredited master's program in the appropriate field is required for state licensure.

Bachelor of Biblical Studies Program Objectives

The purpose of the Bachelor of Biblical Studies degree is to promote a comprehensive knowledge of the biblical record. It also provides foundational skills needed for an effective preaching and/or teaching ministry and for those longing for greater depth and breadth of biblical study for personal enrichment.

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Biblical Studies also will be prepared to demonstrate Major Field Competence as follows:

- Interpret the Bible using a defensible hermeneutic.
- Apply homiletics in composing and delivering a sermon.
- Use contemporary biblical study aids.
- Articulate the function of the local church and its mission in fulfilling the Great Commission.
- Communicate the Gospel in a variety of contexts to diverse audiences.

Associate of Biblical Studies Program Objectives

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship.

In addition to the general studies program objectives, graduates in the Associate of Biblical Studies degree will:

- Have an increased biblical knowledge and practical understanding of the Scriptures (minimum of 18 semester credit hours).
- Value the Church and its world mission in fulfillment of the Great Commission.
- Have acquired demonstrable skills in witnessing effectively through supervised ministry contexts (minimum of 10 semester credit hours).

DIVISION OF CHRISTIAN LEADERSHIP

Four degrees are offered within the Christian Leadership division:

Bachelor of Arts in Communication (B.A.)
Bachelor of Arts in Leadership (B.A.)
Bachelor of Christian Leadership (B.C.L.)
Bachelor of Music Ministries (B.M.M.)

Communication Program Objectives

The Bachelor of Arts in Communication degree is designed to provide students with optimal access to the globally expanding media industry and its new communications technologies within the framework of church and para-church organizations.

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Arts in Communication also will be prepared to demonstrate Major Field Competence as follows:

- Evaluate the media's place in today's society, economy, and culture.
- Evidence the strong communications skills required by successful journalists and other media professionals.
- Articulate the impact of new communication technologies on the emerging global media environment.

- Conduct quantitative and/or qualitative research in the area of media communication.
- Demonstrate proficiency in the use of electronic technologies related to areas of major concentration.

Leadership Degree Program Objectives

The Bachelor of Arts in Leadership presents a well-balanced degree to students who believe in the necessity of godly Christian leadership in all walks of life and who desire to better equip themselves to be effective leaders in their generation. This is the "flag-ship" degree at Ecclesia College, where leaders are trained to lead. It is both a practical and a flexible degree. It can be "tailor-made" to fit the specific preparation needs of the student as he/she prepares for further studies or to enter one's chosen vocation or ministry. It is especially applicable for transfer students.

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Arts in Leadership also will be prepared to demonstrate Major Field Competence as follows:

- Apply biblical concepts of leadership to meet the needs of diverse audiences.
- Communicate the Gospel in a variety of contexts and to diverse audiences.
- Explain the Scriptures with accuracy and skill.
- Integrate Christian principles into critical thinking and decision making in one's personal and/or professional life.
- Use the dynamics of interpersonal relationships and concepts of effective communication to handle the people-related issues one faces in the context of ministry, vocation, and home.
- Lead the development and implementation of a ministry-related project.

Christian Leadership Program Objectives

The program is intended to help the student integrate Christian principles into his/her personal and professional life, serve in a position of leadership in a service organization, understand Scriptural leadership principles and be capable of applying those principles in practical situations, deliver public presentations and function as part of a team-building group.

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Christian Leadership also will be prepared to demonstrate Major Field Competence as follows:

- Apply biblical concepts of leadership to meet the needs of diverse audiences.
- Communicate the Gospel in a variety of contexts and to diverse audiences.
- Explain the Scriptures with accuracy and skill.
- Integrate Christian principles into critical thinking and decision making in one's personal and/or professional life.
- Use the dynamics of interpersonal relationships and concepts of effective communication to handle

the people-related issues one faces in the context of ministry, vocation, and home.
- Lead the development and implementation of a ministry-related project.

Music Ministries Program Objectives

Ecclesia College prepares and enables students to achieve competence in seven broad educational outcomes: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Music Ministries also will be prepared to demonstrate Major Field Competence as follows:

- Articulate a philosophy of church music.
- Plan music for worship and evangelistic services that integrate with sermon focus and incorporate concepts of hymnology and music history.
- Lead congregational worship.
- Recruit, develop and conduct ensembles.
- Apply principles of music theory, sight singing, and basic orchestration.
- Demonstrate proficiency in two applied musical concentrations.
- Demonstrate proficiency in the use of electric technologies related to areas of major concentration.

DIVISION OF PROFESSIONAL STUDIES

Degrees offered within the Professional Studies Division include:
Bachelor of Science in Business Administration (B.S.) – see four tracks offered below
Bachelor of Science in Sport Management (B.S.)

Business Administration Program Objectives

The Bachelor of Science in Business Administration program incorporates the development of the student's exposure to human problems and personal values through a well-planned curriculum which integrates within the curriculum, increasingly advanced cognitive skills, awareness of self and others, and social and interpersonal skills – all through a Christian worldview.

Four business administration degree tracks are available to the student:

General degree in Bachelor of Science in Business Administration
Bachelor of Science in Business Administration in Economics and Finance
Bachelor of Science in Business Administration in Management
Bachelor of Science in Business Administration in Marketing

Certain required courses within the business degree program form the theoretical and practical framework students need to succeed in increasingly responsible leadership roles within their professional and personal organizations. The Bachelor of Science in Business Administration degree encourages students to achieve the following educational objectives:

- Apply and synthesize the foundational areas of business to make sound business decisions.
- Access, use, and evaluate information in business decision-making.
- Use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions.
- Effectively use various forms of business communication.
- Apply prescribed ethical codes and behaviors in business and professional environment.

Sport Management Program Objectives

Ecclesia College prepares and enables students to achieve competence in seven broad educational outcomes: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, Service and Stewardship. In addition, those seeking a Bachelor of Science in Sport Management also will be prepared to demonstrate Major Field Competence as follows:

- Apply human anatomy, psychology, nutrition, health, and kinesiology principles to sports and fitness.
- Apply training, conditioning, and psychology to sports and wellness.
- Interpret the legal and regulatory issues associated with recreational, official-sanctioned, and professional sports.
- Apply management principles, concepts, and practices associated with the operations and maintenance of sport and recreation facilities.
- Articulate the sociological, historical, political and philosophical aspects of sports.
- Interpret human behavior with respect to sport and fitness.

Master of Christian Leadership Program Objectives

The Master of Christian Leadership is an online degree designed to offer biblical and theological education at the graduate level. This program will prepare Christian students who have a growing relationship with God to effectively lead in a wide variety of settings, including church and parachurch organizations, the mission field (stateside and international), and the marketplace. The Master of Christian Leadership is intended to help the student integrate biblical principles into his/her personal and professional life, understand scripture and be capable of applying its principles in practical situations.

Specific Program Objectives:

- Develop ever-increasing levels of integrity in all aspects of life (personal, professional/ministry, relational).
- Demonstrate increasing life in Christ (fruit of the Spirit), evidenced by love for others, God and themselves.
- Demonstrate a general knowledge of the Bible, including a deep/growing understanding of the major books.
- Nurture and evidence skills needful for continued spiritual growth within the demands of life and ministry.
- Demonstrate a thorough understanding of the historical development of theology and the ability to effectively support their theological views and apply them to practical life.
- Demonstrate a biblically accurate doctrine of Christian leadership.
- Become involved in practical experiences to develop ministry competencies.
- Demonstrate the necessary skills for assessment of an organization.
- Design a leadership development plan for an organization.

Christian Executive MBA Program Objectives

The online Christian Executive MBA is designed to offer biblically based non-profit leadership education at the graduate level. This program will produce excellent Christian leaders for non-profit environments. Ethical decision-making, firmly rooted in traditional family and Christian values, is emphasized throughout the program. In addition, heavy emphasis is placed on problem-solving, decision-making, communications, computer skills, and internet skills in all the courses.

The Christian Executive Master of Business Administration degree seeks the following specific learning outcomes of its graduates:

Upon completion of the program, graduates will be able to demonstrate the following:

- Application of Christian ethics and ethical organizational practices.
- Effective and innovative organizational leadership at any level of non-profit leadership.
- The analytical skills necessary for excellent non-profit organizational leadership, including economic, financial, technological, marketing, and managerial skills.
- The ability to lead non-profit organizations in successfully participating in, or competing in, local, state, national, or international economic environments.
- The ability to use organizational resources in an efficient, ethical, and humane way, in non-profit organizations.
- The skills to develop, execute, and evaluate complex organizational plans.
- The ability to implement contingency leadership styles in a way that produces effective teamwork, and efficient supervision, in non-profit organizations.
- The ability to analyze, interpret, organize, and evaluate data, and to conduct scholarly research leading to continuous improvement in non-profit organizations.

Ecclesia College Code of Honor

"Excellence, Integrity, & Order"

John 13:34-35 - "A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."

Preamble

The Bible is God's inspired and authoritative Word, revealing that Jesus Christ is God's only begotten Son; that all people are created in God's image; that He created us to have eternal life in Him through His Son, Jesus, "Christ, in you the hope of glory," to "separate the holy from the profane," "extract the precious from the worthless," discern the spiritual, which is of God, by God, and for God, from the carnal, which is of self, by self, and for self, and to convert our thought, time, talent, treasure, and trust to God's eternal riches over temporal values; that although all have sinned and come short of God's glory, God has made salvation possible through the death on the cross and resurrection of Jesus Christ; that hope, repentance, faith, love, and obedience are fitting responses to God's initiative of grace toward us; that God desires everyone to be saved and to come to the knowledge of the truth; that the Holy Spirit's power is demonstrated in and through us for the accomplishing of Christ's Great Commandment to "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and love your neighbor as yourself" with His Great Commission to "go into all the world and preach the Gospel to every creature" and "make disciples of all nations;" and that Christ's Church is God's authorized model and agency for the advancement of His Kingdom (Luke 10:27; Colossians 1:27; Jeremiah 15:19; Mark 16:15; Matthew 28:19).

In that God lowers His standard of excellence, integrity, and order for no one, but rather always provides sufficient grace to the humble to meet His standard (I Peter 5:5), the Ecclesia College Board of Governance has adopted the following student Code of Honor.

This Code of Honor supplements the current EC Student Handbook.

As a student at Ecclesia College, I will endeavor to exemplify Christ-like character through my daily personal prayer life, study of the Word of God, through faithful attendance at assembly and a local church, and the pursuit of excellence in my academic program and attainment of the institutional outcomes (see *Ecclesia College Institution-Wide Outcomes* on Populi, Shared Files).

In signing the Code of Honor, I fully recognize that Ecclesia College was founded to be and is committed to being a Christian religious institution of higher education that offers a lifestyle of commitment to Jesus Christ as personal Savior and Lord as an integral part of its educational and evangelistic outreach. It is therefore my commitment to be a person of integrity in my attitude and respect for what Ecclesia College is, in its calling to be a Christian college.

I accept my attendance at EC as a privilege and not a right and understand that the college reserves the right to require the withdrawal of a student at any time if in the judgment of the President of the College or of the College Student Development Committee such action is deemed necessary to safeguard EC's ideals of scholarship or the spiritual and moral atmosphere of it as a Christ-centered college.

2a-2, Item 1: Honor Code with Commitment to Institutional Outcomes, Student Form

In response to God's grace and mercy, according to Jesus' commandment to love the Lord your God with all your heart, soul, mind, strength, and to love your neighbor as yourself:

I commit to grow in my spirit in developing my own relationship with Jesus Christ. I commit to grow in God's grace and knowledge for His pleasure and glory.

I commit to participate in a local body of believers where Jesus Christ is worshiped.

I commit to develop my body with sound health habits by participating in wholesome physical activities and avoiding addictive substances. I will not take any illegal drugs, synthetic drugs, or misuse any drugs.

I commit to biblical sexual purity. I will not engage in or attempt to engage in any illicit unscriptural sexual acts, which will include 1) sexual activity with one who is not my spouse through ceremonial marriage (defined as marriage between one biological man and one biological woman), 2) use of pornographic or sexually suggestive materials and 3) any homosexual activity. (See addendum: *Doctrinal and Religious Absolute Statement on Marriage and Human Sexuality,* on Populi, Shared Files)

I commit to cultivate good relationships with others and to seek to love others as I love myself. I commit to building others up with my words. I will not lie; I will not steal; I will not curse; I will not gossip; I will not slander.

I commit to live in a way that honors my brothers and sisters in Christ and will avoid actions and behaviors that could be a stumbling block to them. With this in mind, I will not drink alcoholic beverages of any kind.

I commit to developing myself academically for the glory of God. I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.

I commit to responsibly serve in the work-learning program with integrity and a heart of servanthood.

Because I love my fellow students and desire God's heart and highest for them, I will be faithful, according to the steps of Matthew 18, to hold them accountable to the commitments they have made to abide by the Code of Honor. Matt. 18:15-17 step 1) I will go to my brother/sister in an attitude of humility and love. If they respond correctly, I have won them. 2) If they do not respond correctly, I will go back a second time bringing one or two brothers/sisters with me in the same attitude. If they respond correctly, then we have won them. 3) If they persist in sin, I will bring the matter to the proper authority (e.g. Student Development Office). If I knowingly ignore and do not follow these steps, I am also guilty of violating the Code of Honor.

I Will Not…

- Lie
- Steal
- Curse
- Cheat or plagiarize
- Gossip or slander
- Take any illegal drugs, synthetic drugs, or misuse any drugs
- Drink alcoholic beverages of any kind
- Engage in unbiblical sexual activity

I commit to keep my total being under subjection from all immoral and illegal actions and communications. I commit to abide by the rules and regulations that are in the Student Handbook and any subsequently adopted by the college administration. I commit to be punctual and attend classes, assemblies, and all required meetings according to EC policy. I understand that Ecclesia College is a private school, and I therefore have no vested rights in the governing of the school.

I commit to keep the Code of Honor carefully and prayerfully. I understand that my signature below is my acceptance of the entire Code of Honor and completes a contract between me and Ecclesia College which is a prerequisite for matriculation and my continued association with the College and becomes a part of my permanent file.

Print Full Name: _____ Date: _____

Signature: _____

Edit: November 3,, 2015

Ecclesia College

9653 Nations Drive
Springdale, AR 72762

TEACHING FACULTY CONTRACT

Name: _____ _____ **Employment Type:** ____Faculty ___Instructor

Academic Term: ___Fall ___Spring ___Summer Begin Date: _____ End Date:_____

Classification:_____ Rate Per Contract Hour: _____ (Rate is based on minimum 6 students enrolled at 2:00 PM on the eleventh day of class. If the teacher and administration agree to a course with fewer than 6 students, the rate will be prorated accordingly.)

Course(s) to be taught: **Enrollment**

Course Name: _____ **Credit Hours:** _____ _____

Course Name: _____ **Credit Hours:** _____ _____

Course Name: _____ **Credit Hours:** _____ _____

Course Name: _____ **Credit Hours:** _____ _____

Total Credit Hours: _____

Semester Pay Dates:

Approval: Division/Department Head: _____

Academic Dean: _____

This Teaching Faculty Contract is intended to identify the position and pay of the teaching faculty, who is subject to and agrees to abide by Ecclesia College's Faculty Agreement Documents (Educational Philosophy, Mission & Core Foundational Values, Institution-Wide Outcomes, ABHE Tenets of Faith, Explicit Expectations of Faculty, and Code of Honor) and other college-approved policies and procedures. The employee further agrees to perform all duties as described in the job description for the position. The final semester pay for the teacher will be paid after all job duties have been met. The college shall have at its sole discretion the right to terminate employment at any time due to a violation by the employee of the policies and procedures of the college.

I hereby accept employment with Ecclesia College according to the terms of the Teaching Faculty Contract as stated above.

Employee _____ **Date** _____

Assessment of Student Learning Plan and Implementation Guide

Due to the length and formatting, the
Assessment of Student Learning Plan and Implementation Guide
is being sent as a separate electronic document.
It is considered 2a-3, Item 1 for this report.

Ecclesia College Syllabus Review Rubric

Criterion	Not Acceptable (0)	Emerging (1)	Good (2)	Exemplary (3)
Required Components	Lacks one or more required components based on the EC Syllabus Preparation Template	N/A	Includes all required components	Includes all required components; provides additional information helpful to the students.
Syllabus Heading	Does not include	Includes some components of the heading	Includes most components, but with an altered format.	Includes all components exactly as required and in correct format (font style may be changed).
Instructor Information	Does not include	Provides name and credentials only	Provides name and credentials, but lacked either office location/ hours or phone and email address	Provided name, basic credentials, office location, office hours, phone, and email
Instructor Beliefs & Assumptions	No description of the instructor's teaching philosophy, beliefs or assumptions about learning	Little or no accounting of the instructor's teaching philosophy, beliefs or assumptions about learning	Provides description of the instructor's beliefs or assumptions about teaching and learning that guide the course	Provides well-developed rationale that includes the values and/or experiences that guide the instructor's teaching practice
Course Format (lecture, lab, seminar, online, blended, etc.)	Does not include	N/A	Listed, but not described	Listed with basic explanation.
Course Description	Does not include a course description	Uses course description in catalog, but with minor changes that were not approved by the Academic Committee	Uses course description in catalog, but failed to include prerequisite(s)	Uses course description statement as listed in the current EC Academic Catalog as well as all prerequisites

Criterion	Not Acceptable (0)	Emerging (1)	Good (2)	Exemplary (3)
Expected Student Learning Outcomes (SLOs)	Are not included; or, are written as teacher-focused objectives rather than student-focused outcomes	States outcomes in general, but uses unmeasurable or vague terms	Lists with appropriate, descriptive and measureable verbs	Lists with appropriate, descriptive and measureable verbs; uses the outcomes lead-in, "Upon completion of this course, the student will . ."; seeks higher levels of student learning as evidenced by higher level objectives in Bloom's taxonomy, i.e., application, analysis, synthesis, and evaluation.
Textbooks (Required, recommended, and supplemental reading)	Does not list textbook or other reading/learning materials	Lists text(s)but lacks one or more of the following: 1) whether text(s) is/are required or recommended, or 2) the EC Policy on Textbooks	Lists text(s), specifies whether required or recommended, includes EC Policy on Textbooks	Lists text(s), specifies whether required or recommended, includes EC Policy on Textbooks; provides additional valuable resource information available in the college library or on the Internet
Additional Resources (i.e., Guest Lecturers, Videos, Websites, Special Trips and/or a more comprehensive bibliography)	Provides no information on additional resources	Provides partial information	Provides a basic, but good, resource list, including supplemental websites students can access for help with the course	Provides information on supplemental websites the students can access for help with the course; provides a comprehensive bibliography; provides information on any guest speakers and videos used in the course.
Course Requirements	Does not include	N/A	Uses exactly as in Syllabus Preparation Template	Includes all "Course Requirements" elements found in the Syllabus Preparation Template plus additional items specific to the course
Assignments Required	Incomplete or not listed	Listed, but with no due dates	Listed with clear due dates	Listed with due dates, explanation of late policy and other requirements that might affect grades

Criterion	Not Acceptable (0)	Emerging (1)	Good (2)	Exemplary (3)
Assessment of Students' Learning	Little or no information on how the students' learning will be assessed	Assessments are listed, but without explanation	Each graded assignment is clearly described with its relative value towards the overall course grade	Each assignment includes descriptions of its rationale for inclusion in the course and what the student should get out of completing it; includes use of rubrics with quality criteria specified
Grading Scale	Does not include or changes the grading scale.	N/A	N/A	Uses exactly as printed in the Syllabus Preparation Template
Academic Policies & Procedures	Little or no information	Describes only the academic integrity policy	Includes information about all pertinent academic policies, including academic integrity, accommodating students with disabilities, and class attendance	Includes information about all pertinent academic policies, including academic integrity, accommodating students with disabilities, class attendance; provides procedural information specific to the course and instructor, such as use of electronic devices.
Basic Outline or Course Calendar	Little or no information on what course topics will be covered each week/session	Course topics broken down by class period. No evidence of required readings or other preparation from students.	Course topics broken down by class period. Includes some additional information; required readings and preparation necessary from students is incomplete.	Provides a fully articulated and logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students. Includes dates and/or session #.
Include the EC Mission Statement of the college, as well as the annual focused institutional goal(s) and character development goals	Does not include	Includes partial information	N/A	Includes complete information as specified in the Syllabus Preparation Template.
Alignment between course objectives and assessment schema	No clear connection between stated course objectives and assessment schema	Some alignment of course objectives and assessment schema	Most SLOs are aligned with the assessment schema.	All assignments are linked with a specific student learning outcome and are likely to provide sufficient evidence to adequately assess each objective.

2a-3, Item 2: Course Syllabus Review Rubric

Criterion	Not Acceptable (0)	Emerging (1)	Good (2)	Exemplary (3)
Diversity of Teaching Methods	Teaching methods are not described in the syllabus	Teaching methods are described, but lack diversity (i.e., all lecture)	Several teaching methods are included, but are primarily teacher-delivered	Multiple teaching methods are included; methods address active involvement of students in the learning process
Diversity of Assessment Methods	Assessment process/methods are not included in the syllabus	Assessment methods are included, but are limited in frequency and diversity (e.g., mid-term and final exam only)	Several assessment methods are included	Multiple means of assessment are included, including methods for assessing 1) higher levels of student learning, 2) institutional outcomes, 3) program-specific objectives; frequent use of rubrics, portfolios, & reflections
Continuity of Feedback to Students on Their Learning	No scheduled venues for giving student feedback during the course.	Few or very infrequent venues for giving students feedback on their progress in the course	Adequate opportunities for students to get feedback on their progress in the course	Provides evidence of a systematic process for ensuring that all students receive frequent feedback at regular intervals throughout the course
Opportunities for Students to Provide Evaluative Course Input	Students have no opportunity to provide input	Students' only opportunity to provide input to the instructor on their course experiences is at the end of the course.	Instructor has developed and scheduled a mid-semester course evaluation opportunity for the students	Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester. Instructor uses Plus/Delta, One Minute Papers or other formative assessments to receive input
Overall Tone	Mechanical, dictorial	Teacher-oriented	Student/learner oriented	Student/learner oriented; used 1st and 2nd person; warm, caring, friendly

Summary of Faculty Training Goes Here

Date	Topic	Description	Presenter
12-4-2014	Assessment Process	*Report on progress of the college in preparing for the* mid-term report to ABHE. She emphasized that as part of our accreditation, we are required to be able to demonstrate that we are actually doing what we say we will do. This is called "assessment," and we will continue to seek input from those actually teaching the courses. Faculty were invited to be an active part of this process.	Dr. Danene Gray, Faculty Member and Admin. Asst. to Academic Dean
7-31-2014	Assessment and Institutional Outcomes	PowerPoint presentation on Assessment followed by introduction of the revised Institutional Outcomes. She emphasized there is no fundamental change in what we are seeking to do, merely a restatement and clarification in a form that is easier to assess. Faculty who desire to be a part of the ongoing process of improving our assessment of what we do were invited to participate as team members.	Dr. Danene Gray, Faculty Member and Admin. Asst. to Academic Dean
4-28-2014 & 5-1-2014	Syllabus Preparation	At the last meeting Dr. Gray gave a presentation about pre- and post-testing in which she mentioned course objectives. In the coming academic year the syllabi will be examined carefully for course objectives that lend themselves to being measured. Faculty were reminded to use the course description on Populi. If the course description needs revision, please present this to the Academic Dean.	Dr. Bob Headrick, Academic Dean
1-7-2014	Pre- and Post-Testing to Improve Educational Outcomes	Powerpoint presentation. Discussed advantages and disadvantages of using pre- and post-testing and how it can be used to promote enhanced learning. Writing objectives came out in the meeting. Dr. Gray gave the faculty a link to an article on writing objectives and using action verbs is: http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/developing-objectives-and-relating-them-asses	Dr. Danene Gray, Faculty Member
1-15-2013	Plagiarism / Blooms's Taxonomy	EC had several serious cases at the end of the fall semester, and the goal of the discussion was to determine ways to address the challenges the current generation of students is offering. Highlights of the discussion:	Jennifer Hutchins, Faculty Member

		▪ Our students are coming to us with limited skills/experience in the following areas: 1. Logical thinking 2. Essay writing 3. Understanding the basic rules for Standard American English (appropriate grammar/usage) 4. Research methods – including how to choose valid and reliable sources of information. 5. Academic writing – including how to formulate a thesis, write an argument, and cite sources correctly. ▪ A copy of Bloom's Taxonomy was distributed to the group. Jennifer described how she tried using this in the fall semester to help her students see where they were and where she wanted to take them. The students took this as a challenge to themselves to get farther up "the ladder" (as they called the taxonomy). The reality that we face today is that some students get through high school without ever moving beyond the basic knowledge level, and if we recognize this, it can help us develop ways to move the students upward to higher levels of critical thinking. ▪ Other factors to consider are that this generation does the majority of their communication through texting or email, and has never been without the Internet. ▪ Some suggestions that came out of the discussion regarding how to deal with the challenges: ➢ Lead students to an understanding of what peer-reviewed articles are and how to weight them. ➢ Pick a standard for writing (APA/MLA/Turabian). ➢ Create a rubric for research paper writing to guide the students. ➢ Don't grade first drafts of papers. ➢ Use Purdue's OWL (online writing lab) or have some kind of writing lab. ➢ Offer a class in research methodology. ➢ Create a central place for writing aids	

		(such as through Populi) ➢ Try using "SafeAssign" or "Turnitin", software tools for determining if a writing is plagiarized or not.	
11-29-2012	Book Review: *What the Best College Teachers Do*	Reviewed Ken Bain's *What the Best College Teachers Do*. Faculty also received handout entitled "Summary of the Best Practices in College Teaching," by Tom Drummond, North Seattle Community College. Highlights emerging from this discussion: ▪ Cell phones sometimes perform useful functions, such as translation tools for international students and Bible apps. ▪ Many students can speak but are unable to write, sometimes to the point of not even being able to form a complete sentence. ▪ Note-taking skills are needed, something that could perhaps be addressed in Alpha Seminar. ▪ Keeping a journal with you at all times is something done in corporate Wal-Mart that could have classroom application. ▪ Reading/writing camps before the semester could help address the issues	Dr. Bob Headrick, Academic Dean
7-31-2012	Syllabus Preparation Template	Highlighted several sections of the template: ▪ "Some course descriptions need to be updated. If you see that the course you are teaching needs the description updated, please submit the suggested change to the Academic Committee for approval." ▪ The Attendance Policy has been revised – see item 2. ▪ Faculty are reminded to encourage library use through their assignments. ▪ Faculty are encouraged to provide students as much detail as possible regarding assignments and grading. ▪ The section with Mission Statement, Educational Goals, etc. is there and will be updated each semester as a reminder to each of us what we are striving for in our educational process. ▪ Syllabi for the fall are due to the Academic Dean on or before August 17, 2012.	Dr. Bob Headrick, Academic Dean
8-16-2011	How to Use Populi Dashboard	Discussed: • Importance of keeping attendance posted daily.	Titus Hofer, Faculty

		• Ways within Populi to communicate with the class, both as a group as well as privately with individual students. • Encourage students to check Dashboard regularly. • Documents (such as your syllabus) as well as internet links, book lists (required and optional), and other useful information can be posted for all students to access. • The calendar, which shows faculty the days they are scheduled to teach, as well as show the students when assignments are due. • Follow-up training will be provided.	
8-16-2011	Work Learning Tied to Course Objectives	Discussed ways we should tie our work learning goals into our course objectives so that our work program and academics reinforce one another.	Dr. Angela Courage, Faculty and Department Head
8-16-2011	Introduction to Library	Gave overview of library and features teaching faculty should know.	Joanne Campbell, Library Director

EC GRADUATION APPLICATION & CHECKLIST

Name: _____ (legal name to appear on diploma)

Degree: _____ Date to be conferred: _____

Minor Emphasis Emphases Concentration

_____

JR/SR hours to substantiate minor, emphasis or concentration? ____ YES____NO Height: _____

Checklist:

1. Evidence of student's Christian character and conduct per Work Learning Service records: ____YES ____NO Further Comments:_____
2. All courses in degree addressed: ____YES ____NO. If NO, please list:

   _____
3. Satisfactory student completion of Integrative Sr. Seminar I & II w/minimum grade of B: ____ YES ____ NO
4. At least 40 JR/SR sem./cr. hours in the baccalaureate degree: ____YES ____NO
5. Total sem./cr. hours 128: ____YES ____NO (associate degrees require ____ sem./hrs.; online degrees require 120 sem./hrs.)
6. At least 30 sem./cr. hours at EC, if applicable: ____YES ____NO (associate degree requires 15)
7. All official transcripts and documentation: ____YES ____NO. If NO, what is lacking to complete file?

   _____
8. CUM GPA _____ (Calculated based on last semester prior to graduation / must have min. of 2.0 to graduate)
9. Eligible for honors: ____YES ____NO (see catalog)
10. Minimum one year of Service Learning: ____YES ____NO (associate requires one semester instead)
11. Passing grade in all semesters of Service Learning: ____YES ____NO
12. Minimum one year of Work Service Learning: ____YES ____NO (associate requires one semester instead)
13. Student successfully notified of graduation fee due at registration for final semester: ____YES ____NO

14. Any other special requirements? (see catalog)
    Note any exceptions: _____
15. Cleared by Business Office: ____YES ____NO
16. Cleared by Library: ____YES ____NO
17. Approved for nomination by faculty to Board of Governance:____YES ____NO
18. Approved for graduation by Board of Governance: ____YES ____NO

Signature: _____ Date: _____

Reg./Adv. : _____ Date: _____

Revised 11/2015

ECCLESIA COLLEGE

"Where Leaders are Learning"

STDV4200 Integrative Senior Seminar I

Anita Rankin A.S., B.S., M.A
Spring Semester, 2015 (M/W)
(479) 685-5693 (TEXT) arankin@ecollege.edu

COURSE DESCRIPTION & RATIONALE

The purpose of this seminar is to assist the student in integrating all Biblical and General Studies, examining the philosophical premises for various world views, and developing and articulating a personal biblical world view. The student is expected to complete a Senior Seminar Project Prospectus, submitted in written form per Senior Project Manual instructions (APA style of citation and documentation) during the Fall semester. Prerequisite: ENGL 1310. Two credit hours.

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to write a personal philosophy of ministry, choose a specific field of ministry and write a proper prospectus on it, and exercise scholarly research skills with critical thinking and a clear articulation of one's viewpoint. Students will:

- Gain an understanding of the varied components of ministry responsibility.
- Learn to evaluate personal interests, calling, abilities, strengths and weaknesses at an initial level of ministry through practical experience and structured reflection upon that experience.
- Exercise personal initiative, interpersonal skills, organization abilities, and analytical thinking in preparing his/her prospectus for Senior Project Report in the Spring Semester.
- Develop a personal testimony to be communicated in varied contexts of ministry.

COURSE TEXTBOOKS

Bible (any translation)
Current APA guide

COURSE REQUIREMENTS:

The EC policy is as follows:

Believing that students in a traditional classroom setting benefit from discussion and interaction with the instructor and other students, Ecclesia College requires regular and punctual attendance at all classes. A student may have a maximum of two (2) weeks of unexcused absences before penalties may be imposed by the instructor, including but not limited to lowering the final grade or requiring additional compensatory work. A student who misses more than four (4) weeks of class will automatically either receive a failing grade or be administratively withdrawn from the course upon recommendation of the instructor to the Academic Committee.

Class absences due to sickness, family emergency, or attending Ecclesia College-sponsored events are considered to be excused absences and the student will be allowed to make up the work missed. It is the student's responsibility to approach the instructor to inquire about work to be made up during these absences. In the case of College-sponsored activities, the student must consult with the instructor before the absence to determine what arrangements need to be made for making up the work to be missed.

In cases of extenuating circumstances (such as an extended illness) beyond the student's control, appeal for credit may be made to the Academic Committee. This appeal must be in writing, state and document reasons for the absences, and must be made before semester final exams begin. An exception may also be made for College teams who compete in national championship tournaments.

Students who are tardy for a class will be counted as absent unless they inform the instructor of their presence at the conclusion of the class period. Three tardies will be considered equivalent to one absence. A student is considered tardy if he/she arrives after the commencement of the class session.

Statement on classroom ethics:

Ecclesia College is committed to honor and respect both teachers and students. Therefore, students will be asked to turn off cell phones, as well as blackberries and other electronic communication devices, upon entering the classroom. Ear headsets and/or other devices or clothing that may impair a student from hearing or seeing the professor, be it himself/herself or others, are considered inappropriate. The College's dress code will be enforced (see Student Handbook).

If a student brings certain electronic devises to the classroom and it is seen by the instructor the device (i.e. cell phone, headset, etc) will be confiscated and student will regain the device from Dr. Bob in room 202C.

In the event a teacher is late, students are required to wait 15 minutes before the class is considered canceled, unless informed otherwise.

Please remember there are no early exams and that final exams cannot be given prior to the scheduled time.

Our purpose in providing guidelines for appearance is to show deference to one another as we are coming from a wide variety of backgrounds and cultures. We wish to dress in a way that will be edifying to one another. Our physical appearance symbolizes the value we place on our time together. The dress and appearance guidelines of Ecclesia College are stated in the Student Handbook as follows:

- Your appearance, including clothing and hairstyle, should be neat, *modest*, and clean.
- No pajama pants or bare feet during class or official functions.

- During class, assembly, or official functions no cut-offs, muscle shirts, clothes with holes, hats, spaghetti strap shirts, racer back or sports bra cuts (without an additional appropriate top), and no midriffs are to be shown.
- Your appearance should reflect consideration for others and your ministry without bringing opportunity to offend people who have different convictions.

If a student is 10 minutes late to class it will be considered an absence.

All documents for this course must be prepared in a professional manner. They must be typed in a 12-point font, Times New Roman, double-spaced (unless otherwise specified), formatted with proper APA headings, pagination, and documentation, and stapled together with rough drafts and source copies *before* you come to class. All assignments will be submitted via populi. NO LATE WORK ACCEPTED

MAJOR WRITING ASSIGNMENTS OVER THE COURSE OF THE SEMESTER-

WHO
This section of your project consists of two to three pages that give the reader of your paper a concise summary of who you are. It's important to remember your target audience for this project. This section should give details about the personal, academic, and professional experiences that are applicable to your overall calling. More in depth class lecture and discussion will provide further details, explanations, and time set aside to work on this portion of the paper.

WHAT
This section consists of approximately five pages that describe in detail the nature of your professional/ministry calling. This is one of the largest sections of this paper. After someone reads this section of your paper, he should have a clear picture of the ministry that you wish to create. This section should be clear and detailed, examining all facets of what your professional/ministry calling actually entails. More in depth class lecture and discussion will provide further details, explanations, and time set aside to work on this portion of the paper.

WHY
This is a five page section of your project that describes in great detail why this ministry should exist. This section requires the greatest amount of work, as it requires you to research and cite sources within these pages of your paper. This section explains why this ministry is relevant to its proposed population and location. A reader should be able to walk away from reading this section understanding the relevance and significance of your ministry. For this section, you will find and use in-text citations from a minimum of eight academic resources, as well as four resources of the student's choice using the APA style of citation and documentation. More in depth class lecture and discussion will provide further details, explanations, and time set aside to work on this portion of the paper.

WHERE
This section of your project consists of one to two pages describing where you believe your calling will lead you. This means you describe either where you would like to start a ministry or where a

particular ministry may lead you. More in depth class lecture and discussion will provide further details, explanations, and time set aside to work on this portion of the paper.

WHEN
This section of your project consists of one to two pages describing when you believe this calling will take place. Specifically, you will address the time at which you will you begin working on your ministry project. More in depth class lecture and discussion will provide further details, explanations, and time set aside to work on this portion of the paper.

HOW
This is a two to three page section of your paper that describes and summarizes the steps necessary to accomplish the proposed ministry. This section should describe any further schooling, training, financial needs, or other prerequisites necessary to accomplish the proposed ministry. More in depth class lecture and discussion will provide further details, explanations, and time set aside to work on this portion of the paper.

REFERENCES *I* WORKS CITED *I* FOOT NOTES/BIBLIOGRAPHY – No more than three references may be from the internet.

FULL ROUGH DRAFT- includes all sections of the project and completes reference page(s). The rough draft will be proofed by peers and the instructor and corrections noted.

CORRECTED ROUGH DRAFT- includes all sections of the project and completes reference page(s) that have been proofed by your peers and instructor. This corrected rough draft will be proofed by your committee.

CALCULATING YOUR GRADE

Your overall grade for the semester will calculated accordingly out of 1000 possible points:

Attendance, participation, weekly assignments, and attitude	20%
Prospectus (full draft that has been peer, instructor, and committee reviewed)	60%
References/Works Cited	20%

Grading Scale
The College's official grading scale will be followed:

		88-90	B+	78-80	C+	68-70	D+
94-100	A	84-87	B	74-77	C	64-67	D
91-93	A	81-83	B-	71-73	C -	61-63	D-
						60 or below	F

How to succeed in this course:

- Take notes (at home and in class) on readings and on how to fulfill assignments.
- Contact me if you have any questions or concerns.
- Start working on major assignments earlier than necessary.
- Revise, revise, and again, revise.
- Follow all directions given for all assignments.
- Be courteous, professional, and responsive to your classmates and me.
- Participate in class!
- Every Friday turn in completed prospectus work via populi

FINAL EXAMS:

Students must sit for the final exam at the specified time. The only exceptions are death or serious illness of a member of the student's immediate family, or illness of the student as documented by a medical professional.

Late assignment Policy
Unless previous arrangements have been made with the instructor, all assignments are due as listed in this syllabus. **No Late Assignments will be Accepted.** If for some reason you anticipate needing to turn an assignment in on another day please see the instructor at a minimum of one week prior to the assignment due date. Early assignments will be accepted.

ACADEMIC HONESTY & INTEGRITY:

Ecclesia College seeks to provide a distinctive education through its mentoring for life and learning, God-honoring academically challenging classes, work-learning internships, community service, and Christian outreach. Upon successful completion of the Ecclesia College faith and character-based education, graduates should be able to demonstrate:

- Effective communication skills in listening, speaking and writing and effective leadership skills within diversified ministry/work/vocation and service contexts.
- Necessary critical thinking skills (including analysis, synthesis, and evaluation) to interact effectively in a culturally diverse and increasingly pluralistic world.
- Biblical faith and character as the foundation for further spiritual and ethical development and mentoring of other faithful Christians.
- A Biblically-formed worldview, integrating the Christian faith, lifestyle, and general educational content.
- A commitment to service within the broad context of modern society.
- A commitment to an established pattern of life-long learning.

Mission Statement: *"As an institution of higher learning, Ecclesia College mentors effective leaders to strengthen the foundations of society through the life and values of Christ."*

Motto: *"Where Leaders Are Learning"*

Student Work Program Character Development Assessment:

> **'14-'15 Educational Goal focus**: *"Demonstrate necessary critical thinking skills (including analysis, synthesis and evaluation) to interact effectively in a culturally diverse and increasingly pluralistic world."*
>
> **'14-'15 General Studies Program Objective focus:** *"Apply mathematics and reasoning skills to solve problems (as applicable) and apply scientific method to examine and interpret data (as applicable)."*
>
> **Spring '15 Student Work Program Character Development Assessment:**
>
> **Humility** vs. Pride – Acknowledging *that achievement results from the investment of others in my life.*
>
> **Ressponsibility** vs. Unreliability – *Knowing and doing what is expected of me.*
>
> **Deference** vs. Rudeness – *Limiting my freedom so I do not offend the taste of those around me*
>
> **Dependability** vs. Inconsistency – *Fulfilling what I consented to do, even if it means unexpected sacrifice.*

Ecclesia College is committed to equipping, preparing and raising up graduates who maintain a lifestyle of truthfulness, honesty and integrity. Consequently, any type of academic dishonesty is viewed as a serious violation of Christian standards and ethics. A good working definition of plagiarism is "passing off anyone else's work, ideas, or research as your own."

Cheating on exams or plagiarism will not be tolerated. Violations of these standards will result in substantial penalties.

Plagiarism – There are academically honest ways of giving credit for someone else's ideas, conclusions and/or research. But be aware of the various forms of plagiarism, as I will enforce a zero-tolerance policy for those who cheat or use sources inappropriately. Any instance of cheating or plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Even if the infraction is inadvertent, your paper will receive a failing grade for any of these:

- Passing off anyone else's work, ideas, or research as your own.
- Omitting quotation marks or altering a quoted passage without using ellipses or brackets.
- Substituting synonyms and following word order of the original passage when paraphrasing.
- Failing to provide parenthetical citation when borrowing ideas or language from a source.

- Citing sources in your paper without listing them on a Works Cited page, or vice-versa.

OTHER ITEMS:

Right To Change This Syllabus

This syllabus represents a guideline, as opposed to a contract, and is subject to change at the instructor's discretion as circumstances warrant.

Incompletes:

Incompletes are rarely granted.

- The student who petitions for an "Incomplete Grade" must first establish that his or her work is incomplete for good cause (lengthy illness, death in the family, serious accident, etc.).
- Petition for an "Incomplete Grade" must be made by filling out the correct form and attaching all supporting documents. Illness should be supported by a physician's note.
- Only those absences that occurred because of an emergency situation can apply toward consideration of receiving an "Incomplete Grade" for any class.
- The student is accountable for any other absences and they will be dealt with according to the attendance policy.

	Monday	Wednesday
Week 1	Syllabus overview; Introduction	APA; Plagiarism; Define Ministry
Week 2	Review previous papers	Review previous papers
Week 3	Library	General Instructions
Week 4	The Academic Paper **Prospectus Title Due**	Coversheet **Coversheet completed in Class**
Week 5	Outline (Lecture) **Begin Outline in class**	Answering the "Who" Question
Week 6	"Who" Example Begin Writing The "Who"	Answering the "What" Question
Week 7	Answering the "What" Question Continued	Library
Week 8	Answering the "Why" Question Example	Answering the "Where" Question; Example
Week 9	Writing the "Where" Question	Answering the "When" Question; Example
Week 10	Writing the "When"	Answering the "How" Question; Example
Week 11	Writing the "How" question	Dealing with Endnotes, Annexes and Bibliography
Week 12	Annexes; examples	Bibliography
Week 13	Putting it together	Research (Library)
Week 14	Editing	Editing
Week 15	Peer Review	Peer Review
Week 16	Graduation	Graduation

ECCLESIA COLLEGE – *"Where Leaders are Learning"*
STDV 4201 INTEGRATIVE SR. SEMINAR II
Donna P. Brown, M.C.M.
with instructor Kat Fink, M.Lit. in progress
Spring 2016

SYLLABUS

I. COURSE DESCRIPTION

This is a continuation of STDV 4200. The student will present a written final Integrative Senior Seminar Project with oral defense during the Spring semester of his/her senior year. In addition, the student is asked to compile a portfolio for presentation two weeks prior to graduation, including a detailed resume and cover letter. **Prerequisites:** ENGL 1310 and STDV 4200. Two credit hours. Spring Semester.

II. REQUIRED TEXTBOOKS

The Bible. Version of choice. [Students need their Bible for each class session.]

Eastman, Dick and Hayford, Jack. Living and Praying in Jesus' Name**.** Wheaton, IL: Tyndale House Publishers, Inc., 1988. ISBN 0-8423-2667-7

Purdue Owl APA style of writing (copy in library)

EC Policy on Textbooks: Any student who has not obtained the required textbooks or can show proof that textbooks are ordered and en route will not be allowed to take their seat after the 5th day of classes.

III. EC INSTITUTIONAL OUTCOMES TO BE EVALUATED BY THIS COURSE:

Ecclesia College prepares and enables students to achieve competence in seven broad areas: Biblical Worldview and Faith, Critical and Creative Thinking, Effective Communications, Integrity, Leadership, Lifelong Learning, Service and Stewardship. Those seeking a bachelor's degree will also be prepared to demonstrate Major Field Competence.

Almost all institutional outcomes are addressed by this course. Exceptions are noted below. It has been determined that several days of the second semester of the Integrative Senior Seminar course will be devoted to assessment of student learning activities. A course rubric has been developed to inform the process.

Biblical Worldview and Faith

Ecclesia College graduates will make mature, independent choices based on principles of the Christian faith and a biblical worldview.

Specific Desired Outcomes Relating to **Biblical Worldview and Faith**:

- Articulate how a biblically-based worldview affects beliefs, values, decisions, and interactions with others.
- Make life choices based on a biblically-based worldview and principles of the Christian faith.
- Demonstrate patterns of devotional practice and personal growth that will equip one for spiritual leadership.
- Demonstrate basic Scriptural interpretive skills.

Critical and Creative Thinking

Ecclesia College graduates will apply critical thinking skills based on a biblical worldview and principles to making personal and professional decisions.

Specific Desired Outcomes Relating to **Critical and Creative Thinking:**

- Research, analyze, integrate, and evaluate information from a variety of sources.
- Solve quantitative problems (goal will be evaluated in a different setting).
- Use the scientific method to examine and interpret data, as applicable (goal will be evaluated in a different setting).
- Construct well-reasoned arguments and solutions.
- Use existing knowledge to generate novel and innovative ideas.
- Synthesize and transfer learning to new, more complex, and unscripted situations.

Effective Communication

Ecclesia College graduates will communicate effectively, using verbal, non-verbal, written, listening and electronic technological, as appropriate to the occasion, task, and context.

Specific Desired Outcomes Relating to **Effective Communication**:

- Communicate effectively using written, oral, and nonverbal skills
- Adapt communication style to the occasion, task, and audience.
- Listen with understanding.
- Interact with others appropriately in a culturally-diverse and increasing pluralistic world.
- Demonstrate proficiency in the use of electronic technologies common to the workplace (goal will be evaluated in a different setting).

Integrity

Ecclesia College graduates will live their lives, personally and professionally, based on integrity and the highest ethical standards.

Specific Desired Outcomes Relating to **Integrity**:

- Show honesty and integrity in interactions and situations (goal will be evaluated in a different setting).
- Demonstrate responsibility and trustworthiness in the execution of duties (goal will be evaluated in a different setting).

- Articulate and defend ethical position based on biblical principles and worldview.
- Identify ethical issues in personal, professional, church, and civic life.

Leadership

Ecclesia College graduates will demonstrate leadership skills within vocational, church, community, and service contexts.

Specific Desired Outcomes Relating to **Leadership**:

- Exhibit leadership skills, as appropriate, to solve problems and strive for excellence.
- Work cooperatively with others to accomplish a common goal.
- Demonstrate accountability in one's actions and decisions.

Lifelong Learning

Ecclesia College graduates will pursue ongoing development of intellectual, creative, and theological knowledge and skills necessary to learn and grow throughout life.

Specific Desired Outcomes Relating to **Lifelong Learning**:

- Articulate the importance of lifelong learning.
- Accept constructive criticism.
- Recognize opportunities for improvement.
- Apply strategies for a practice of lifelong learning.
- Participate actively in organizations supporting one's profession.

Service and Stewardship

Ecclesia College graduates will practice the biblical imperatives to serve people and be faithful stewards of the Church and God's created resources.

Specific Desired Outcomes Relating to **Service and Stewardship**:

- Discuss current social problems in their cultural and historical contexts and suggest solutions for such problems based on biblical values and ethics.
- Benefit their local church and communities through responsible engagement and leadership (goal will be evaluated in a different setting).

IV. ECCLESIA COLLEGE MISSION STATEMENT

Ecclesia College Mission Statement: *"As an institution of higher learning, Ecclesia College mentors effective leaders to strengthen the foundations of society through the life and values of Christ."*

V. GENERAL GUIDELINES

Students will defend their project to an expert panel made up of three faculty members: (1) the course instructor, (2) the student's department or division chair, (3) a faculty member selected by the student as a reader and main faculty advisor.
Students need to ask their faculty of choice whether he/she can commit to being a senior seminar advisor. Duties include meeting periodically with the student, reading the numerous revisions of his/her project and making recommendations, committing to the faculty interview time and process, and helping student finish his/her project well and in a timely manner. Since this is the first time the College will be using a complex rubric to assess student learning as it relates to institutional outcomes, there will also be an in-service provided before review panels commence on Feb. 16.

Faculty members may not commit to more than 3 students during a given semester. Their selection, therefore, is on a first-come-first-served basis.

Additionally, (1) students are expected to make a 15 minute oral presentation of their testimony and tell their peers what their project is about in the first part of the semester and (2) students are expected to be present and participate in Assembly when the senior class presents their senior projects to the administration, staff, faculty and the student body on April 20 and April 27.

VI. COURSE OBJECTIVES

Upon completion of this course, the student should be able to:

Develop a clear, concise, and scholarly writing style.

Develop mastery in stating and solving problems.

Gain the ability to organize, synthesize, and interpret data related to his/her individual professional/spiritual calling

Demonstrate the will and tenacity to see a major project through to completion.

Consult extensively with his/her chosen faculty advisor in all stages of the capstone project until approved to be presented as an archival copy to the Registrar's Office by March 15 (Noon).

In addition, the student will be able to demonstrate mastery in each of the six levels of cognitive, affective, and psychomotor learning as presented in Bloom's taxonomy, to include:

Knowledge - Identify broad aspects of ministry

Comprehension - Articulate one's professional and spiritual development and calling in both written and verbal forms

Application - Discover and apply the steps and processes necessary to accomplish said professional/spiritual calling

Analysis - Examine one's life experience as it relates to the student's professional and spiritual development and calling

Synthesis - Generate and write a 20 page typed Senior Project according to the norms established in the Senior Seminar Project Manual instructions; 20 pages are a minimum standard for the text; the appendices should support and inform the project but should be limited to no more than 30 pages

Evaluation - Accept constructive criticism from faculty advisors, course instructors, peers and other readers throughout the process to help refine the final outcome

VII. ASSIGNMENTS

Devotional - All students are responsible for chapters assigned in the text for each class period, whether they are the presenter or not of the devotional. A daily grade will be entered for having successfully read the material BEFORE each class begins.

If the student must be absent, it is the student's responsibility to arrange to switch the date of the devotional presentation with another student and inform the professor in a timely manner. If an absence is unavoidable, and no prior arrangement is made the student will lose the daily grade for his/her presentation.

Other Activities to be added to Integrative Senior Seminar II course syllabus include:
_____ Participation in Focus Groups (per syllabus)
_____ Participation in General Studies and Programmatic Reviews (per syllabus)
_____ Successful completion of graduating senior ABHE Bible Content Test
_____ Successful completion of CAAP testing
_____ Successful participation in Student Satisfaction Survey and Exit Interview (documents to be edited or revised
_____Oral Presentation of Project to Peers
_____Oral Defense of Project to an expert committee of three faculty members
_____Oral Presentation to student body, faculty, administration and staff in Assembly
_____Project due in final form as an archival copy on March 15 in order for the student to be eligible to walk at graduation

VIII. GRADING

Students will be assessed a semester grade based on a points/competency system to be developed at a later date.

EC Grading Scale: A=91-100; B=81-90; C=71-80; D=61-70; F=60 or less

IX. COURSE OUTLINE – schedule subject to printed change.

Jan.	**12**	**-**	**Intro. To Course; Institutional Outcomes Reviewed and Rubric Discussed/Recommendations from students welcome!**
	14	**-**	**Instructions on how to transform the Prospectus into the Project Report; Key Deadlines Reviewed**
	19	**-**	**Invite Dr. Grace and/or Mr. Hudson to lead a focus group on key biblical worldview concepts**
	21	**-**	**Review Budgeting and Bibliographic Information**
	26	**-**	**Student Oral Presentations (w/ongoing project revisions as recommended by faculty advisor or course instructors)**
	28	**-**	**Student Oral Presentations - TBA**
Feb.	**2**	**-**	**Student Oral Presentations - TBA**
	4	**-**	**Student Oral Presentations - TBA**
	9	**-**	**Student Oral Presentations - TBA**
	11	**-**	**Student Oral Presentations - TBA**
	16	**-**	**Faculty Review Panels - TBA (Rubric evaluations due by next class period; faculty teams to meet as soon as possible after a student makes his/her oral defense)**
	18	**-**	**Faculty Review Panels - TBA**
	23	**-**	**Faculty Review Panels - TBA**
	25	**-**	**Faculty Review Panels - TBA**
Mar.	**1**	**-**	**Faculty Review Panels - TBA**
	3	**-**	**Faculty Review Panels - TBA**
	8	**-**	**Instructors available to guide student in final edits, as needed - TBA**
	10	**-**	**Instructors available to guide student in final edits, as needed – TBA**
	15	**-**	**Capstone Project Archival Copy is Due (unbound) in the Registrar's Office by Noon (the project will receive a time stamp upon receipt);**

			students meet with Dean of Students to decide who will be Student Commencement Speaker
	17	**-**	**Senior Focus Group #1 with Dr. Headrick (SL, WLS, Honor Code; "evidence of character and conduct by which the faculty can recommend student to Board of Governance for graduation")**
	22	**-**	**Spring Break**
	24	**-**	**Spring Break**
	29	**-**	**Senior Focus Group #2 with Dr. Headrick (SWOT analysis)**
	31	**-**	**ABHE Bible Content Test**
Apr.	**5**	**-**	**CAAP Testing**
	7	**-**	**General Education Studies Evaluation with Dr. Headrick**
	12	**-**	**Program Evaluations (major/minor, as applicable) - invite dept. chairs to visit**
	14	**-**	**Career Day with guest speakers**
	19	**-**	**Senior Focus Group #3 with Dr. Headrick (TBD)**
	20	**-**	**First Assembly Project Presentation Day (mandatory attendance)**
	21	**-**	**Portfolio Due (to include an updated resume and cover letter); Senior Exit Interviews & collection of permanent contact information**
	26	**-**	**Integrative Senior Seminar Course Evaluation (student surveys, focus groups, job/career information, etc.)**
	27	**-**	**Second Assembly Project Presentation Day (mandatory attendance)**
	28	**-**	**Party & Presentation of Data from Semester and Final Recommendations for Improvement of Student Learning at EC**
May	**7**	**-**	**Graduation**

X. SPECIAL ASSIGNMENTS – 3-Minute Class Devotionals – schedule subject to change. Journaling is encouraged for all students. Extra journaling credit allowed: up to 3 pts. on final grade.

Jan.	12	-	_DB_EH – A Wall of Fire (Protection)
	14	-	_____EH – A Sure Foundation (Stability)
	19	-	_____EH – A Refiner and Purifier (Growth)
	21	-	_____EH – A Nail Fastened in a Sure Place (Security)
	26	-	_____EH – A Great Light (Guidance)
	28	-	_____EH – A Scepter (Authority)
Feb.	2	-	_____EH – A Quickening Spirit (Vitality)
	4	-	_____EH – The Head of the Body (Supervision)
	9	-	**_All_EH – The Lord of Peace (Comfort)**
	11	-	**_All_EH – The Brightness of His Glory (Excellence)**
	16	-	**_All_EH – The Express Image of His Person (Reality)**
	18	-	**_All_EH – The Propitiation for Our Sins (Forgiveness)**
	23	-	**_All_EH – The Hidden Manna (Provision)**
	25	-	**_All_EH – The Amen (Finality)**
Mar**.**	**1**	-	**_All_EH – The Lion of the Tribe of Judah (Boldness)**
	3	-	**_All_EH – The Alpha and Omega (Totality)**
	8	-	**_All_EH – The Lord Who Heals (Restoration)**
	10	-	_____EH – The Bridegroom (Affection)
	15	-	_____EH – Wonderful Counselor (Insight)
	17	-	_____EH – The Headstone of the Corner (Completion)
	22-24	-	**SPRING BREAK**
	29	-	_____EH – The Lifter Up of My Head (Confidence)
	31	-	_____EH – My Rock (Refuge)
Apr.	5	-	_____EH – The Power of God (Mastery)
	7	-	_____EH – The Wisdom of God (Enlightenment)
	12	-	_____EH – The Way, the Truth, and the Life (Purpose)
	14	-	_____EH – The Deliverer (Liberation)
	19	-	_____EH – The Lord of Glory (Majesty)
	21	-	_____EH – The Bread of Life (Nourishment)
	26	-	_____EH – The Bright and Morning Star (Awakening)
	28	-	_____EH – The Captain of the Host of the Lord (Victory)
May	3	-	**Presentation of Devotional Journals**

XI. OTHER INFORMATION

1. CONCERNING FOOD AND DRINK: only regular bottled water;
2. CONCERNING LAPTOPS: allowed, unless improperly used;
3. CONCERNING ATTENDANCE: students are graded on attendance;
4. CONCERNING ABSENCES: Make-up work for a foreseen absence is to be turned in before the scheduled class; advising the professor beforehand;
5. CONCERNING FACULTY TARDINESS: In the event a teacher is late, students are required to wait 15 minutes before the class is considered canceled, unless informed otherwise.

XII. STANDARD ACADEMIC POLICIES:

Attendance Policy

Believing that students in a traditional classroom setting benefit from discussion and interaction with the instructor and other students, Ecclesia College requires regular and punctual attendance at all classes. A student may have a maximum of two (2) weeks of unexcused absences before penalties may be imposed by the instructor, including but not limited to lowering the final grade or requiring additional compensatory work. A student who misses more than four (4) weeks of class will automatically either receive a failing grade or be administratively withdrawn from the course upon recommendation of the instructor to the Academic Committee.

Class absences due to sickness, family emergency, or attending Ecclesia College-sponsored events are considered to be excused absences and the student will be allowed to make up the work missed. It is the student's responsibility to approach the instructor to inquire about work to be made up during these absences. In the case of College-sponsored activities, the student must consult with the instructor before the absence to determine what arrangements need to be made for making up the work to be missed.

In cases of extenuating circumstances (such as an extended illness) beyond the student's control, appeal for credit may be made to the Academic Committee. This appeal must be in writing, state and document reasons for the absences, and must be made before semester final exams begin. An exception may also be made for College teams who compete in national championship tournaments.

Students who are tardy for a class will be counted as absent unless they inform the instructor of their presence at the conclusion of the class period. Three tardies will be considered equivalent to one absence. A student is considered tardy if he/she arrives after the commencement of the class session.

Academic Integrity/Honesty Policy

Honesty is a scriptural imperative and an absolute expectation. It does not exist in degrees, and situations never justify being dishonest. Academic dishonesty includes any intentional misrepresentation of truth, presenting another's work as one's own (including internet info.), using another's work in the completion of one's own assignment, or assisting others in such behavior.

If someone turns in work that is not his/her own, there will be no credit for the assignment and a warning not to repeat. If it clearly is the work of another student, the original student may be penalized as well for allowing his/her work to be used (whether left inadvertently saved on a computer or otherwise). Notification of the incident will be made to the Academic Dean for appropriate action.

If a student were to turn in someone else's work a second time, an automatic "F" for the course will be given. The Academic Dean would, in turn, notify the Dean of Students and recommend academic probation at that point. Academic Probation would hinder students from representing the school and many other things listed in the new disciplinary policy. Should an incident be reported by a second instructor with regard to an individual student, the matter will be forwarded immediately by the Academic Dean to the Dean of Students for appropriate action.

Professionalism Policy

Ecclesia College is committed to honor and respect both teachers and students. This policy is built on personal responsibility.

Therefore, students will be asked to turn off cell phones, as well as blackberries and other electronic communication devices, upon entering the classroom. Ear headsets and/or other devices or clothing that may impair a student from hearing or seeing the professor, be it himself/herself or others, are considered inappropriate.

The student dress code requires shoes be worn (no bare feet), prohibits caps, and specifies no hoods are to be pulled over heads during class. The College's dress code will be enforced (see Student Handbook).

XIII. OTHER RELATED INSTITUTIONAL & PROGRAMMATIC OBJECTIVES:

'15-'16 Institutional Objective focus:
Demonstrate a commitment to service within the broad context of modern society

'15-'16 General Studies Program Objective focus:
Evidence knowledge of biblical values (both Old and New Testament) and basic Scriptural interpretive skills

Spring '16 Student Work Program Character Development Assessment:

Decisiveness vs. Procrastination:
The ability to recognize key factors and finalize difficult decisions

Thoroughness vs. Incompleteness:
Knowing what factors will diminish the effectiveness of my work or words if neglected

Creativity vs. Underachievement:
Approaching a need, a task, or an idea from a new perspective

ATTACH SENIOR CAPSTONE RUBRIC TO SYLLABUS FOR CLASS.

ECCLESIA COLLEGE
"Where Leaders are Learning"
MGMT4380: Business Leadership and Strategic Management
Gary L. Burney, BSM, MM
Spring, 2015

COURSE OVERVIEW

Designed as a capstone course of all students in the B.S. in Bus. Adm. program, this course should be taken during the student's final semester. It provides a review of the basic organizational functions and emphasizes the nature, development, and implementation of an organization's strategy; it uses lecture, discussion, case studies, and organizational simulations (computer simulation may be required) as means of developing decision-making and problem-solving skills.

Prerequisite: FINC 3300; MGMT 2300, 3350; MKTG 2300. Offered on demand. Three credit hours.

STUDENT LEARNING OUTCOMES/OBJECTIVES

After completing this course, students will be able to:

1. Define Strategic Management
2. Discuss alternate perspectives on strategy development
3. Explain broad and task environments
4. Discuss the strategic value of internal resources and capabilities
5. Discuss value chain analysis and firm performance
6. Explain the elements of strategic leadership and direction
7. Discuss Organizational values and purpose.
8. List and explain competitive tactics
9. Define and discuss business-level strategies
10. Explain international growth tactics
11. Explain corporate strategy, diversification methods and portfolio management
12. Define functional and organizational strategies
13. Explain strategic control and restructuring.

METHOD OF INSTRUCTION

This course will consist of classroom instruction and a weekly lab, using technology for research and assignments. On Wednesday the team lab assignment will be given. Students will access all course materials, assignments, student-instructor and student-student communication, activities, exams and resource links via Populi and the Cengage learning Course Web Site. Learning requires students to be self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. Given the **15 week**

format, it is a time intensive coursework. Be prepared to spend 8-12 hours per week on readings and assignments.

Required Course Materials:

E-Text only – course key
Strategic Management: Theory & Cases: An Integrated Approach, 11th Edition
Charles W. L. Hill; Gareth R. Jones; Melissa A. Schilling
ISBN-10: 1-285-18448-3
ISBN-13: 978-1-285-18448-7

A Laptop computer that can access the internet

Office software that is capable of saving work in MS Word, Excel, and PowerPoint format.

WRITING INTENSIVE (WI) COURSE

As a designated "WI" course, there are special skills and abilities that must be demonstrated and refined throughout this course. Drawing on elementary writing skills students should have acquired in their general education courses, this course is intended to promote writing skills at a professional business level.

This interrelationship between general education writing requirements and disciplinary based writing skills is explained in this excerpt from the Tarleton State "Writing Intensive Program" website (http://www.tarleton.edu/wip/about/philosophy.html):

Writing Ability is defined not merely as students' control over surface textual features (grammar, mechanics, format, usage). It also involves their ability to adjust writing to the demands of audiences, to organize it, to invest it with critical thought, to utilize argumentation and presentation, and to produce documents that fulfill the expectations of both general and discipline-specific audiences…Freshman English composition courses cannot, nor are they designed to, achieve all of these goals.

Therefore, after being introduced to general principles of academic writing in first-year composition courses, students must learn to write in disciplinary settings. Furthermore writing in disciplines is a means by which students learn more about disciplines themselves. That is, writing about content is inseparable from learning in the ways that members of disciplines think, argue, and research.

Upper division business WI courses are intended to foster the development of communication skills needed for participation in the business world, where effective communication is a highly valued and marketable skill. This course will focus on continuous improvement in written and internet-based communication. Writing skills will be tested and developed via case studies and essays. Given the ever increasing reliance of the business world on the internet, email and

social media, netiquette and internet communication skills-building will be integrated via active use of discussion board interaction. The instructor will provide ongoing feedback of each individual's written communication skills. Detailed evaluation rubrics will be provided for students to understand expectations and progress. It will be the student's responsibility to make the instructional adjustments and corrections throughout the semester.

ATTENDANCE

Believing that students in a traditional classroom setting benefit from discussion and interaction with the instructor and other students, Ecclesia College requires regular and punctual attendance at all classes. Also believing, that employers expect employees to be at work, and on time the class will be conducted as if each student/employee is reporting to his or her job each class period.

Each employee/student will start out at the same pay grade – A or 100%. An employee/students pay grade can be lowered by the following.

1. Unexcused absence –
    a. Class absences due to sickness, family emergency, or attending Ecclesia College-sponsored events are considered to **be excused absences** and the student will be allowed to make up the work missed. It is the student's responsibility to approach the instructor to inquire about work to be made up during these absences. **In the case of College-sponsored activities, the student must consult with the instructor before the absence to determine what arrangements need to be made for making up the work to be missed. Failure to notify the instructor prior to the required absence will result in the absence being unexcused.** In cases of extenuating circumstances (such as an extended illness) beyond the student's control, appeal for credit may be made to the Academic Committee. This appeal must be in writing, state and document reasons for the absences, and must be made before semester final exams begin. An exception may also be made for College teams who compete in national championship tournaments

    b. An unexcused absence is any absence that does not meet the above criteria and work missed cannot be made-up

2. Unexcused Tardies
    a. Students who are tardy for a class will be counted as absent unless they inform the instructor by posting on the class bulletin board the tardy and the time of arrival to class. A student is considered tardy if he/she arrives after the commencement of the class session. If arriving late the student must not disrupt the ongoing class. Any disruption will result in the student being asked to leave and will be counted as an absence.
    b. Three tardies will be considered equivalent to one absence and will result in a 3% reduction of pay grade.

A student may have a maximum of two (2) weeks of unexcused absences (6) before penalties may be imposed by the instructor,(this does not constitute permission to miss class) including but not limited to lowering the final grade or requiring additional compensatory work. A student who misses more than four (4, 12 absences) weeks of class will automatically either receive a failing grade or be administratively withdrawn from the course upon recommendation of the instructor to the Academic Committee. Remember 3 tardies count as 1 absence.

INSTRUCTOR CONTACT INFORMATION

Name: Professor Gary L Burney

Cell Phone: (479) 601-4351 Please **text me** first with your name, course question, and the best time to contact you and I will text, call, or email you back the same day.

Populi Bulletin Board: This is the best contact point. When you post to the class bulletin board I receive an email alert. I check email morning and evening and will respond back with 24 hours. Please don't wait until the last minute to as a question about an assignment. You may not receive an answer in time in that situation.

CLASSROOM ETHICS:

Ecclesia College is committed to honor and respect both teachers and students. Therefore, students will be asked to turn off cell phones, as well as blackberries and other electronic communication devices, upon entering the classroom. Ear headsets and/or other devices or clothing that may impair a student from hearing or seeing the professor, be it himself/herself or others, are considered inappropriate. The College's dress code will be enforced (see Student Handbook). Business casual is the preferred attire for Business classes.

In the event a teacher is late, students are required to wait 15 minutes before the class is considered canceled, unless informed otherwise. Unless hindered by extreme emergency I will always be in class on time. If I am going to be gone for any reason I will communicate my absence and what you should do in the class bulletin board in Populi if at all possible.

ACADEMIC INTEGRITY

Ecclesia College is committed to preparing graduates who maintain a lifestyle of truthfulness, honesty, and integrity. Any type of academic dishonesty is viewed as a serious violation of Christian standards and ethics. Cheating on exams or plagiarism will not be tolerated. A good working definition of plagiarism is "presenting anyone else's work, ideas, or research as your own."

Violations will result in substantial penalties. First time offenders will receive an "F" on the assignment or test; second time offenders will receive and "F" in the course; third time offenders will be referred to the Dean of Student Services for probationary and/or expulsion review. Any instance of cheating or plagiarism will be reported to the Academic Office. Should an incident be reported by a second instructor with regard to an individual student, the matter will be forwarded immediately by the Academic Dean to the Dean of Students for appropriate action.

There are proper ways of giving credit for someone else's ideas. Be aware of the various forms of plagiarism as any instance of plagiarism will result in a penalties for the assignment and a report submitted to the academic dean. Even if the infraction is inadvertent, the assignment will receive a failing grade for the following errors:

1) Presenting anyone else's work, ideas, or research as your own.
2) Omitting quotation marks or altering a quoted passage without using ellipses or brackets.
3) Substituting synonyms and following word order of the original passage when paraphrasing.
4) Failing to provide in-text citations when borrowing ideas or language from a source.
5) Citing sources in your paper without listing them on a Works Cited page, or vice-versa.

INCOMPLETES

Incompletes are rarely granted. The student who petitions for an incomplete grade must first establish that his or her work is incomplete for good cause (lengthy illness, death in the family, serious accident, etc.), and the student must have a passing score at the time of submitting the petition. A "Petition for an "Incomplete Grade" must be submitted via email no later than the first day of the sixth week of the eight-week course and must contain supporting documents in the form of attachments. Illness should be supported by a physician's note. Only those absences that occurred because of an emergency situation can apply toward consideration of receiving an incomplete grade for any class.

Required Assignments and Grade Determination:

All documents must appear professional; they must be typed in a 12-point font, double-spaced, and formatted with proper APA headings, pagination, and documentation. Assignments include (but are not limited to) the following:

Readings from the texts as well as supplemental selections

Assignments:
Weekly Team Assignments……..……200 pts.
Case Studies……..200 pts.

Mid-Term exam…….. 100 pts.
Final exam.....100 pts

Total possible…… 600 pts.
Please remember there are no early exams and that final exams cannot be given prior to the scheduled time. Your final exam for Business Foundations will be the presentation of your Team's completed Business Plan.

Grading Procedure (also known as evaluation process) – the College's official grading scale to be followed is:

	88-90 = B+	78-80 = C+	68-70 = D+	60 or Below = F
94-100 = A	84-87 = B	74-77 = C	64-67 = D	
91-93 = A-	81-83 = B	71-73 = C-	61-63 = D-	

Graded Assignments/Tasks:

All assignments are to be done, and submitted in electronic form. No assignments turned in on paper will be accepted. Grades for written assignments will be posted in Populi. All team assignments are due on Saturday and are to be posted in Populi: **Papers posted any other way WILL NOT BE ACCEPTED.**

The mid-term and final exams will be taken in Populi. You must have a laptop computer to take the mid-term and the final.

Tentative Schedule (may change)

- Weekly Team Assignments will be assigned from the text chapters
- **Case Study Assignments**: There are two required major case assignments during the semester. They are a critical aspect of the Writing Intensive portion of the course. Each case will require complex analysis of real-world organizational situations using frameworks from the text and assigned discussion questions. Case One will involve two phases. After initial submittal it will be returned with feedback concerning both analysis and writing. Second submittal of this case will involve rewrite of the original analysis and a required Part B, involving research and update of the organization's ethical and social responsibility actions using internet sources. Detailed instructions for these cases will be provided separately.

Changes to Syllabus:

This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced in class

	Dates	Topic / Reading	Assignments
	Week 1	Strategic Leadership: Managing the Strategy-Making Process for Competitive Advantage	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 2	External Analysis: The identification of Opportunities and Threats	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 3	Internal Analysis Distinctive Competencies, Competitive Advantage, and Profitability	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 4	Building Competitive Advantage Through Functional-Level Strategies	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 5	Business-Level Strategy	Weekly Team assignment due on Saturday at 11:59 p.m.

	Week 6	Business-Level Strategy and the Industry Environment	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 7	Strategy and Technology	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 8	Strategy in the Global Environment	Mid-Term Exam Case Study #1 Due
	Week 9	Corporate-Level Strategy: Horizontal Integration, Vertical Integration, and Strategic Outsourcing	Weekly Team assignment due on Saturday at 11:59 p.m.
3	**Week 10**	Corporate-Level Strategy: Related and Unrelated Diversification	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 11	Corporate Performance, Governance, and Business Ethics	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 12	Readings TBD:	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 13	Readings TBD:	Weekly Team assignment due on Saturday at 11:59 p.m.

	Week 14	Readings TBD:	Weekly Team assignment due on Saturday at 11:59 p.m.
	Week 15	Readings TBD:	Weekly Team assignment due on Saturday at 11:59 p.m.
		Finals Week	Final Exam Case Study #2 Due

Ecclesia College Distance Education

Course Syllabus

STDV 4335 – Senior Ministry Project Online

If you are experiencing technical difficulties and cannot find the answer in the Canvas Student Guide, please file a support ticket via the "Help" item in the upper right hand menu of the Canvas learning platform.
Tech Support Hours are:

M-F: 8:00 a.m. to 9:00 p.m.
Saturday: 9:30 a.m. to 9:00 p.m.
Sunday: Closed

Tech Support is only for situations regarding the online course platform and cannot provide repair advice for your personal computer. All students are responsible for the maintenance and operation of their computers.

Course Description: The Senior Ministry Project requires students to integrate college experience and studies, examine the philosophical bases for various worldviews, and assist in the development and articulation of one's own Biblical worldview. The final project document is completed in stages and should reflect the student's personal philosophy and researched plan for ministry. The course is divided into eight weeks.

Course Goals: The purpose of this course is to enable the student to do the following:

1. Gain an understanding of the varied components of ministry responsibility and Biblical worldview.
2. Learn to evaluate personal interests, calling, abilities, strengths and weaknesses at an initial level of ministry through practical experience and structured reflection.
3. Exercise personal initiative, interpersonal skills, organization abilities, and analytical thinking as evidenced in the completed project.
4. Articulate the details of the project within the online classroom in a satisfactory manner.
5. Develop a personal testimony to be communicated in varied contexts of ministry.

Course Objectives: Upon completion of the course, students will be able to:

1. Write a personal philosophy of ministry as an outgrowth of one's walk with the Lord, one that reflects an understanding of a Biblical worldview.
2. Choose a specific goal for ministry and write a viable plan for it.
3. Exercise scholarly research skills, MLA research skills, and critical thinking skills.
4. Conduct adequate research in preparation for writing task.

Textbook Source: No textbook is required for this course; instead, students are expected to familiarize themselves with the website below and use it routinely to format the project using MLA style. Throughout the course, instructions will be given in regard to the MLA sections of the website.

http://owl.english.purdue.edu/

After accessing the website, click on the link to MLA 2009 Formatting and Style Guide under "Most Popular Resources" on the right side of the page.

Grade Determination: All documents must appear professional; they must be typed in a 12-point font, double-spaced, and formatted with proper MLA headings, pagination, and documentation. Each written assignment must be saved as a Word document (.doc) or as a Rich Text File (.rtf) and submitted as an attachment.

Assignments are accepted only via the designated upload option in this platform and are not accepted via email. Weekly assignments include one class discussion (25 points) and a written assignment (20 points).

Written assignments address the following information in relation to the student's plan for ministry:

- Who: a detailed and personal reflection of he student's relationship with his faith and call to ministry.
- What: an overview of the ministry project.
- Why: a written defense of the need for the project.
- Where: a detailed description of the location of the ministry.
- When: a discussion of an extended timeline for the ministry project.
- How: a specific plan detailing the financial obligations and sources of income to support the project. Works Cited: the final Works Cited page containing a minimum of eight sources.
- Abstract: a paragraph synopsis of the contents of the Project Essay.
- Project Essay: 5 pages minimum and 7 pages maximum of content (excluding title page, works cited page, abstract, and appendix) detailing a viable plan to meet the goals of the ministry project.

Final grades will be entered by the Friday following the last day of class, and students will have access to the course for two weeks following the end date.

Grading Scale: Grades are calculated on a "points possible" basis. The number of points earned is divided by the number possible. The following scale is used to determine letter grades:

91 – 100	A
81 – 90	B
71 – 80	C
61 – 70	D
Below 61	F

The following points are attributed to each assignment:

Assignments	**Points Possible**	**Total Points**
Weekly Assignments	20	140
Discussions (8)	25	200
Final Essay	50	50
Power Point	50	50
Total		540 points
Extra Credit	30	30

Attendance Policy: Regular and punctual attendance is required. Ecclesia College's attendance policy requires that students be present every week in the online classroom. Attendance is established by punctual submission of one weekly graded assignment. For this course one of the following graded assignments must be submitted to satisfy weekly attendance requirements:

1. a substantial discussion post* or
2. a grammar, research, or sentence pattern assignment or
3. a written assignment.

*Please refer to the Discussion Requirements (below) to note the criteria for a substantial discussion post. Please note the following guidelines regarding absenteeism:

1. Absences are neither excused nor unexcused.
2. Attendance is recorded weekly.
3. If a student is absent for two consecutive weeks, the student will receive an administrative withdrawal from the course without the possibility of a refund (see the refund policy in the Tuition and Fees page of the EC Online web section at ecollege.edu).
4. Technical difficulty is not an acceptable reason for absenteeism.
5. Attendance is established by the posting of one weekly assignment (a substantive

discussion post, a quiz or test, a written assignment, or a team assignment).

6. An email or a "checking-in" response in the discussion forum does not satisfy the weekly attendance requirement.
7. Students will be notified via email regarding their absentee status.

Late Work Policy: Please note the following guidelines regarding late assignments:

All assignments, including quizzes, are due by Saturday at 11:59 PM (Central Time) unless otherwise noted in this syllabus or in the content of the weekly assignment. All late assignments incur a deduction in points.

A ten percent deduction in points is assigned for each day the assignment is late.

Late assignments are not accepted after Tuesday at 11:59 Central Time following the initial due date.

Discussion Forum Requirements: Each discussion activity is worth 25 points. Please note the following guidelines for discussion participation:

Before midnight on Tuesday (each week) you must post a substantive response to the initial discussion topic. You must then follow up with a minimum of four additional substantive responses to the posts of others ("posts of others" includes the follow up questions posted by the course facilitator) for a combined five substantive posts per week. Also, before midnight (Central Time) every Saturday you should have posted on at least three different days of the week. Each discussion forum is worth twenty- five points total, making each individual post worth five points.

If you do not make an initial substantive post by Tuesday five points will be deducted from your score. Five points will also be deducted from your score for failing to post substantively on at least three different days of the week. Posts that do not meet the criteria for being substantive will not earn any points.

Also, it is okay to quote from the text(s) in discussions, but be sure your own thoughts take up more space in your posts than the quotations you might use. Merely quoting from the text does not count for a substantive post. You must substantially contribute your own thoughts/writing in each post you make.

For comments/posts to be considered substantive, each one must meet the following criteria:

a. contain a minimum of 100 words written in paragraph format and
b. create a clear connection to the topic and/or the post of another student which relates to the topic or
c. extend the meaning of the initial post by offering related yet new information or
d. relate a personal experience to support the discussion topic or
e. reference information from the course text to support the discussion or

f. pose a question to another student or about the topic in general or
g. reference a secondary source that contains helpful information about the discussion topic and, in general,
h. lead the reader to a higher level of understanding about the discussion topic,
i. demonstrate correct grammar and usage (sentence structure, punctuation, spelling), and
j. overall--include content with a high degree of readability.

Summary of Discussion Forum Priorities:

1. Substantive response to initial topic before midnight by every Tuesday.
2. Minimum of **5** substantive posts per week.
3. Post on at least **3** different days each week.
4. Posts completed after midnight on Saturday will be awarded 0 points.
5. All posts must be substantive (see definition above) in order to earn points.

Graded Assignments: Graded assignments typically include one weekly written assignment, a sentence pattern or grammar assignment, and a discussion activity. Grades for discussion assignments will be posted by Wednesday of each week. Grades for written assignments will be posted by Friday following the due date. Scores for quizzes will be available immediately following completion of the quiz as will the score for the final exam.

The quizzes may be repeated and must be until a score of 100 percent is achieved. The final exam is offered only once and is timed.

Student/Instructor Communication: Students can expect a returned email response from the instructor within 24 hours. If a phone conversation is preferred, please email the instructor and provide your phone number and several best times for the conversation. The instructor will always confirm the number and time via email before calling you.

Classroom Ethics and Netiquette: Students are responsible for reading and understanding the EC Online Netiquette Policy. Please review the expectations for online discussions listed below:

1. Always be polite and positive.
2. Address the entire class as opposed to only one student.
3. Be objective and open to new ideas.
4. Acknowledge and accept cultural differences.
5. Consider that your written words should reflect your Christian values.
6. Use standard English. Omit slang and "chat" terms or symbols.
7. Do not use all capital letters as this indicates flaming (shouting).
8. Use complete-sentence format, which includes capitalizing first words of sentences and using correct punctuation.
9. Focus on solutions rather than problems.

10. Use titles that reflect the content of the comment.

Research References: All references used in the research process must be of a scholarly nature. Sources such as Wikipedia, Ask.com, and others are not acceptable and will not be awarded credit within individual assignments. Please refer to the links provided by Ecclesia College, and if, for any reason, you are uncertain about the quality and reliability of a source, please consult with your instructor.

Academic Honesty and Integrity: Ecclesia College is committed to preparing graduates who maintain a lifestyle of truthfulness, honesty, and integrity. Any type of academic dishonesty is viewed as a serious violation of Christian standards and ethics. A good working definition of plagiarism is "presenting anyone else's work, ideas, or research as your own."

Violations will result in substantial penalties. First time offenders will receive an "F" on the assignment or test; second time offenders will receive and "F" in the course; third time offenders will not only receive an "F" in the course, but will not be given the option to retake that particular course to receive a higher grade in the future.

Fourth time offenders will not be allowed to continue their studies at the College. Any instance of cheating or plagiarism will be reported to the Academic Office.

There are proper ways of giving credit for someone else's ideas. Be aware of the various forms of plagiarism as any instance of plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Even if the infraction is inadvertent, the assignment will receive a failing grade for the following errors:

1. Presenting anyone else's work, ideas, or research as your own.
2. Omitting quotation marks or altering a quoted passage without using ellipses or brackets.
3. Substituting synonyms and following word order of the original passage when paraphrasing.
4. Failing to provide in-text citations when borrowing ideas or language from a source.
5. Citing sources in your paper without listing them on a Works Cited page, or vice-versa.

Incompletes: Incompletes are rarely granted. The student who petitions for an incomplete grade must first establish that his or her work is incomplete for good cause (lengthy illness, death in the family, serious accident, etc.), and the student must have a passing score at the time of submitting the petition. A Petition for an "Incomplete Grade" must be submitted via email no later than the first day of the sixth week of the eight-week course and must contain supporting documents in the form of attachments. Illness should be supported by a physician's note. Only those absences that occurred because of an emergency situation can apply toward consideration of receiving an incomplete grade for any class.

Inclement Weather Policy: On occasion, extreme weather conditions may lead to power outages for an extended period. If outages do occur and are verified by local media officials, due dates for assignments will be adjusted accordingly.

Americans with Disabilities Act (ADA) Compliance: Ecclesia College will comply with the provisions of Title III of Americans with Disabilities Act, as a public accommodation, and will provide reasonable accommodation to persons otherwise qualified who fulfill the College's ADA procedures, inasmuch as the reasonable accommodation does not constitute an undue burden or fundamental alteration for the institution.

Please note: If you have a disability as defined in the Americans with Disabilities Act, you must notify the Academic Office and the Student Development Office of your disability and complete the necessary steps to receive reasonable accommodation for your disability. Information regarding the Americans with Disabilities Act is available through the Student Development Office. The First Year Program Coordinator is the designated ADA liaison for the institution. Students who fail to register their disability with the Academic Office and the Student Development Office and complete the procedures as outlined in the ADA Policy (AMPAP 2:8.0) will not receive any accommodation for their disabilities. Reasonable accommodation begins when the procedures are fulfilled and are not retroactive to the period of time before the procedures were completed.

Grievance Procedures: Please contact me first with any questions or concerns with the class. If there are technical problems, please see the paragraph in the syllabus about technical support. If you have concerns about the class that you do not wish to discuss further with me, please contact my supervisor, Paul Snyder, Director of EC Online, at paul@ecollege.edu

How to Succeed in this Course: Read assignments and all course announcements carefully. Respond promptly and substantially in discussion assignments. Start working on major papers early. Revise, revise, and again, revise. Follow all directions given for all assignments and ask lots of questions!

Assignments:

Week 1 "Who" (20 points)

Discussions 1 (25 points)

Week 2 "What" (20 points)

Discussions 2 (25 points)

Week 3 "Why" (20 points)

Discussion 3 (25 points)

Week 4 "Where" (20 points)

Discussion 4 (25 points)

Week 5 "When" (20 points)

Discussion 5 (25 points)

Week 6 "How" (20 points)

Discussions 6 (25 points)

Week 7 Works Cited and Abstract (20 points) Discussions 7 (25 points)

Week 8 Final Essay (50 points)

Week 8 PowerPoint (50 points)

Discussions 8 (25 points)

Extra Credit (Optional) due by Saturday of Week 8 (30 points)

Date	Details	
Sat Oct 24, 2015	Discussion Forum 1	due by 11:59pm
	Essay Assignment 1	due by 11:59pm
	Extra Credit Orientation Quiz	due by 11:59pm
Sat Oct 31, 2015	Discussion Forum 2	due by 11:59pm
	Essay Assignment 2	due by 11:59pm
Sat Nov 7, 2015	Discussion Forum 3	due by 11:59pm
	Essay Assignment 3	due by 11:59pm
Sat Nov 14, 2015	Discussion Forum 4	due by 11:59pm
	Essay Assignment 4	due by 11:59pm
Sat Nov 21, 2015	Discussion Forum 5	due by 11:59pm
	Essay Assignment 5	due by 11:59pm
Sat Nov 28, 2015	Discussion Forum 6	due by 11:59pm

	Essay Assignment 6	due by 11:59pm
Sat Dec 5, 2015	Assignment 7	due by 11:59pm
	Discussion Forum 7	due by 11:59pm
Sat Dec 12, 2015	Discussion Forum 8	due by
	Extra Credit Assignment (Optional)	due by
	Final Essay and PowerPoint	due by

EC Senior Capstone Project Rubric

Fall Semester___Spring Semester___

Criterion	Advanced (3 pts.)	Proficient (2 pts.)	Emerging (1 pt.)
1. Comply with required components for the project (abstract, who, what, why, where, when, how & bibliography)	Clear enunciation of all required components; provides additional information helpful to the reader in appendix; length exceeds minimum requirement of 20 pages	Clear enunciation of all required components; required minimal length of 20 pages of text	Lacks clear enunciation of one or more required component based on course syllabus; required length of 20 pages
2. Synthesize and summarize project into a written abstract statement	Clear, focused, challenging statement	Clear, focused statement	Clear statement
3. Demonstrate a working knowledge of English professional writing skills (grammar, punctuation, paragraphing, etc.) and accurately apply APA writing style	Evidence of careful editing and revising as well as excellence in grammar, syntax, and mechanics of writing throughout the paper; follows APA writing style with minimum errors (0-3 errors); no missing components	Evidence of careful editing and revising with only a few mechanical or APA writing style errors throughout the paper (4-6); no missing components	Evidence of editing and revision but some mechanical and APA writing style errors remain (7+) that do not interfere with readability; no missing components
4.Demonstrate content mastery	Exceptional knowledge, insight and understanding of the subject matter, including the ability to select and apply the most appropriate, well-researched content to develop an effective approach	Good knowledge, insight and understanding of the content, including the ability to select and apply an appropriate, well-researched content to develop an effective approach	Basic knowledge, insight and understanding of the content; content is not consistently appropriate or well-researched
5. Prepare a bibliography according to designated writing style	All supportive materials are properly and flawlessly cited; formatting is consistent with the APA designated style; more than 8 sources; (0-3 errors)	Supportive materials are properly cited with minimal (4-6) errors; formatting consistent with the APA designated style); only 8 sources	Supportive materials are presented, but with errors (7+); formatting not consistent with the APA designated style; less than 8 sources

6. Articulate one's professional and spiritual development and calling in both written and verbal forms	Based on self-assessment, effectively articulate professional and spiritual development and calling in both written and verbal forms	Based on self-assessment, effectively articulate either professional or spiritual development and calling in written and/or verbal forms	Has difficulty articulating either professional or spiritual development and calling in written and/or verbal forms; unable to self-assess effectively
7. Discover and apply the steps and processes necessary to accomplish said professional/spiritual calling	Effectively research and list necessary steps to one's life goals; shows evidence can follow directions	Research and list necessary steps to one's life goals; shows evidence can follow directions	Shows little evidence of research into steps to achieve one's life goals; little or no evidence can follow directions
8. Examine one's life experiences as it relates to the student's professional and spiritual development and calling	Communicates a personal learning stretch that reflects a significant personal growth (self-discovery evident)	Communicates a personal learning stretch that reflects relevant personal growth (self-discovery relevant)	Communicates a personal learning stretch that reflects some personal growth (self-discovery not as evident)
9. Identify broad aspects of ministry	Shows evidence of significant research into possible career choices within established or new organizations (church, para-church or vocational applications)	Shows evidence of some research into possible career choices within church, para-church or vocational applications	Shows no evidence of research into possible career choices
10. Critique projects to refine final outcomes	Peer review contributions led to significant improvement in student project report	Peer review contributions led to some improvement in student project report	Peer review contributions did not significantly affect the final project report
11. Recognize the project reflects and articulates the EC institutional mission: "...mentors effective leaders to strengthen the foundations of society through the life and values of Christ"	Well articulated leadership through mentoring theme in project	Well articulated leadership theme in project	Leadership and mentoring themes not well articulated

12. Articulate how a biblically-based worldview affects beliefs, values, decisions, and interactions with others	Clear statement and application of a biblical worldview	A biblical worldview is stated and generally applied	Some aspects of a biblical worldview are stated, but inadequately and/or erroneously applied
13. Make life choices based on a biblically-based worldview and principles of the Christian faith	Displays clear evidence of congruence between heart and head knowledge in actions and expressions	Evidences congruence between heart and head knowledge in actions and expressions	No evidence of congruence between heart and head knowledge
14. Demonstrate patterns of devotional practice and personal growth that will equip one for spiritual leadership	Gives examples as clear evidence of devotional practices and spiritual growth	Gives examples as evidence of devotional practices and spiritual growth	Shows minimal evidence of devotional practices and spiritual growth
15. Demonstrate basic Scriptural interpretive skill.	Demonstrates the ability to integrate and apply knowledge through the lens of Scripture	Only biblical “proof-texting” is utilized to support position	The Bible is rarely used to support a position
16. Research, analyze, integrate, and evaluate information from a variety of sources (8 or more)	Thoroughly analyzes and evaluates key information, including demographics, applicable to the topic, and constructs persuasive and compelling arguments	Analyzes and evaluates key information, including demographics, applicable to the topic, and constructs persuasive and compelling arguments	Offers limited analysis and evaluation of key information
17. Construct well-reasoned arguments and solutions	Demonstrates exceptional work through the consistent use of a clear and logical progression of points and conclusions	Demonstrates proficiency through the use of a clear and logical progression of points and conclusions	Inconsistent application of logic in presenting a progression of points and conclusions

18. Use existing knowledge to generate novel and innovative ideas	Carefully analyzes information collected and draws appropriate, inventive, warranted, judicious, and non-fallacious conclusions supported by evidence through accurate interpretation of statements, graphics, charts, tables, etc.	Analyzes the information collected and draws appropriate, warranted, and non-fallacious conclusions; conclusions are generally supported through interpretation of statements, graphics, charts, tables, etc.	Analyzes the information collected, but conclusions do not consistently and logically derive from that information
19. Synthesize and transfer learning to new, more complex, and unscripted situations	Makes clear connections to previous or current content and to real-life situations	Makes connections to previous or current content and to real-life situations	Makes occasional connections to previous or current content or to real-life situations
20. Communicate effectively using written and oral skills	Information is presented in a logical, interesting sequence organized with smooth transitions	Information is presented in a logical sequence organized with generally smooth transitions	Presentation of information is not consistently logical and transitions between points are not smooth
21. Communicate effectively using verbal and non-verbal skills	Maintains steady eye contact; rarely makes errors in the following non-verbal and verbal areas: poise, posture, gestures, volume, rate, and clarity of voice	Maintains frequent eye contact; makes few errors in the following non-verbal and verbal areas: poise, posture, gestures, volume, rate, and clarity of voice	Makes occasional eye contact; makes some errors in the following non-verbal and verbal areas: poise, posture, gestures, volume, rate, and clarity of voice
22. Adapt communication style to the occasion, task, and audience (written and verbal sharing with peers, formal faculty committee review and end of year assembly oral presentation)	Clearly addresses the target audience	Demonstrates an awareness of the target audience	Demonstrates little understanding of the target audience
23. Dresses in appropriate attire for formal defense of project before 3-member faculty evaluators	Professional attire	Business casual attire	Casual attire

24. Listen with understanding	Answers directly and confidently; follows directions; answers demonstrate exceptional knowledge of research and project process	Answers directly and demonstrates knowledge of research and project process	Answers demonstrate adequate knowledge of subject
25. Interact with others appropriately in a culturally-diverse and increasingly pluralistic world	Shows clear evidence of valuing the individual regardless of individual differences	Shows evidence of valuing the individual regardless of individual differences	No evidence shown that leads one to believe the individual is valued over his/her differences
26. Articulate and defend ethical position based on biblical principles and worldview	Proposes clear application of Bible-based morality and social responsibility	Some application of Bible-based morality and/or social responsibility is evident	Practices minimal application of Bible-based morality and/or social responsibility
27. Identify ethical issues in personal, professional, church, and civic life	Analyzes an ethical dilemma significantly and insightfully, examining solutions and consequences from a biblical worldview	Analyzes correctly an ethical dilemma, examining solutions and consequences from a biblical worldview	Analyzes incorrectly an ethical decision and does not examine solutions and consequences from a biblical worldview
28. Exhibit leadership skills, as appropriate, to solve problems and strive for excellence	Clearly examines choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues	Examines choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues	Incompletely examines choices, responses, or decisions from different perspectives; unable to develop solutions for modern problems or issues
29. Work cooperatively with others to accomplish a common goal	A plan for measuring outcomes is detailed, well-thought out, and realistic Processes information, concepts, and conclusions so that others can use the information to improve/transform their lives and the organization they serve	General consideration for measuring outcomes is apparent, but no specific plan or approach is presented Information, concepts, and conclusions as presented have a limited, transformative impact on individuals or the organization	Little or no consideration is given to measuring or quantifying outcomes or assessing the value added to the organization Information, concepts and conclusions are not presented in ways that will transform and serve organizations and people

30. Demonstrate accountability in one's actions and decisions	Follows through on and exceeds all expected commitments (keeps word)	Follows through on most commitments	Follows through on some commitments
31. Articulate the importance of lifelong learning	The project proposes feasible, practical, interesting, and actionable recommendations and solutions that consider cost, culture, timeframe, and other critical factors	The project proposes feasible, practical, and actionable recommendations and solutions that consider most critical factors, such as cost, culture, and timeframe	Project proposes recommendations that are not consistently feasible, practical, and actionable; limited consideration of critical business factors
32. Accept constructive criticism	Gratefully and willingly incorporates suggestions based on constructive criticism from peers, readers and faculty into the project	Grudgingly incorporates suggestions based on constructive criticism from peers, readers and faculty into the project	Resistant to suggestions or constructive criticism offered by peers, readers and faculty; no evidence or appreciation for contributions of others
33. Recognize opportunities for improvement	Project demonstrates the student has overcome most obstacles: language, writing mechanics, clarity, time management, technological resources and/or materials	Project demonstrates the student has overcome many obstacles: language, writing mechanics, clarity, time management, technological resources and/or materials	Project demonstrates the student has overcome some obstacles: language, writing mechanics, clarity, time management, technological resources and/or materials
34. Apply strategies for a practice of lifelong learning	Design and incorporate into the project a detailed personal plan for lifelong learning	Design and incorporate into the project a personal plan for lifelong learning	Not able to produce a plan but is mindful of commitment toward lifelong learning
35. Participate actively in organizations supporting one's profession	Create a plan and budget resources to join a specific organization supporting your profession (name organization)	Evidence of research into membership requirements for organizations in your chosen profession	Shows little evidence of research about supportive organizations in your chosen profession

36. Discuss current social problems in their cultural and historical context and suggest solutions for such problems based on biblical values and ethics	Participates in peer discussions regarding a proper ethical response in a given situation based on research and personal knowledge of cultural, historical and biblical contexts	Participate in peer discussions regarding a proper ethical response toward others in a given situation, but demonstrating incomplete research and personal knowledge of cultural/historical context	Does not participate in peer discussions regarding a proper ethical response toward others in a given situation

Ecclesia College

Internship Course Syllabus for Business Department

Internship Director: Gary L. Burney
Phone: 479-601-4351
Email: gburney@ecollege.edu

Course Description: Supervised work and training in a cooperating agency or business.
Course Prerequisite: Consent of Internship Director
Course Objectives: This for-credit internship experience in your major provides hands-on learning in business administration, marketing, communications or economics. You will be required to integrate knowledge from your courses into the job experience and at the end of the internship; you should have a clearer idea which career path interests you.

Course Requirements: There are five requirements to complete an internship: a daily/weekly log, company or organizational analysis, skill-based resume', performance evaluation, and a final presentation.

1. **Daily/Weekly Log (20%)**
   The daily or weekly log is a method to help you remember what you did during your internship and how it relates to what your coursework. Keys to keeping a good log.
   a. Begin with your goals
   b. List specific events that occurred, and discuss what you learned from them.
   c. Detail situations in which you observed others.
      i. What do these situations indicate about the company or organization?
      ii. These could be positive or negative experiences.

   Your log will be turned in weekly to the log assignment in Populi on the Monday following each week.
2. **Company/Organizational Analysis (15%)**
   This research project constitutes an environmental scan to access a firm's or organization's position in the marketplace. It consists of three parts.
   a. A brief history of the company or organization.
   b. A SWOT (strengths, weaknesses, opportunities, threats) analysis of the company or organization
   c. A list of trends impacting the company or organization.

   Your sources for the company analysis should include information from the various industry publications. The analysis must be referenced. If you use information from a SWOT done by other researchers, you must cite it appropriately and add your own ideas. A portion of the analysis will be useful in your final presentation; however, do not include the entire SWOT in your presentation. Include a reference page that correctly follows APA format.

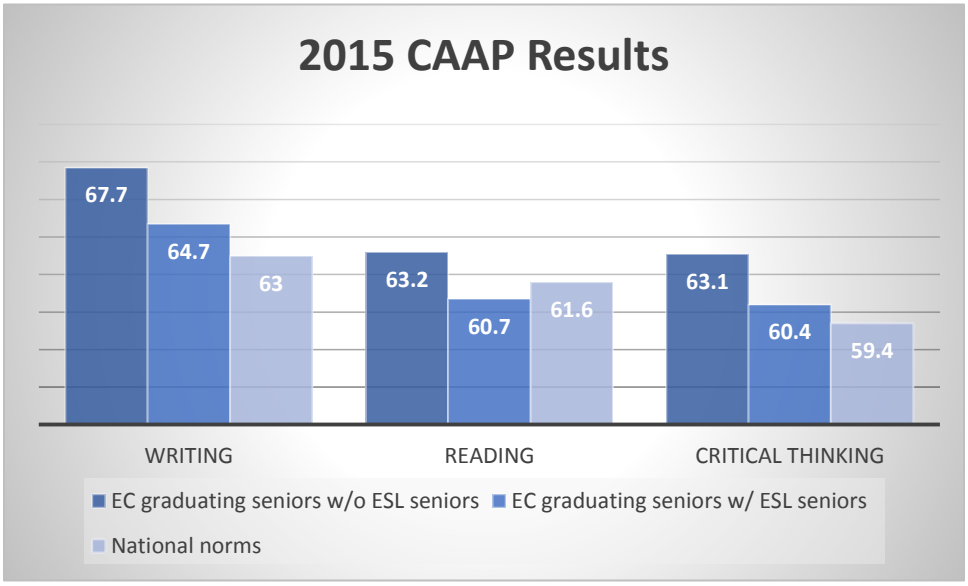
3. **Skill-based Resume' (15%)**
   You will create a resume which lists your skills and results based on your internship experience. Your resume' must be free of spelling and formatting mistakes. It should be the quality used for job hunting.
4. **Performance Evaluation (20%)**
   You will ask your supervisor to complete an evaluation of your performance on the job. Your supervisor can use the employer's standard evaluation form or a letter. The purpose is for the supervisor to grade your work. If your supervisor needs help with this task, please have them contact me.
5. **Final Presentation (30%)**
   This report will detail your internship experience in a professional 10 minute PowerPoint presentation. The presentation must be formatted correctly and free of errors.
   a. Content:
      i. Scope of work performed
      ii. Relationship of work done to courses you have completed. This could include what your learned in class or things your think should have been covered in yours classes that were not.
      iii. Achieved goals
      iv. Unachieved goals
      v. What you learned about the industry
      vi. Explain the biggest challenge the company or organization is facing.
      vii. Explain what you learned about business in general.
      viii. Discuss what you learned about yourself.
      ix. Discuss any negative experiences.
   b. Professionalism
      i. Speaking ability (no note reading)
      ii. Appropriate dress (business casual)
      iii. Promptness and preparation
      iv. Courtesy during other presentations (if any)
      v. Staying within your allotted time
      vi. Proper formatting and free of errors.

   Your presentation should be about 10 minutes, and must cover the topics listed. One slide per minute is a good guide. Speaking ability means you have practiced and can deliver your presentation without reading to the audience. Failure to cover content areas or meet the professionalism requirements will result in a grade reduction.

   All the above must be completed for the internship. Failure to complete all the requirements could result in failure in the class.

CAAP Results
Spring Semester 2015

	Writing	Reading	Critical Thinking
Graduating seniors, including English as a second language students	64.7	60.7	60.4
Graduating seniors without English as a second language students	67.7	63.2	63.1
National norms	63	61.6	59.4



Course Evaluation by Students
2013-2014: Fall 2013

	Scale of 1 (highest) to 5 (lowest)					
	Strongly Agree (1)	**Agree (2)**	**Neutral (3)**	**Disagree (4)**	**Strongly Disagree (5)**	**Average**
1) The instructor(s) was/were knowledgeable in the field of study represented by this course.	380	152	39	8	7	1.4
2) The structure of the course reflected course objectives.	310	190	52	14	8	1.6
3) Course content is relevant and current.	314	184	56	13	8	1.6
4) Assignments, handouts, and exams enhanced learning.	285	204	61	17	8	1.7
5) Course objectives were communicated to students.	290	200	65	14	6	1.7
6) Level of course difficulty was appropriate.	245	248	58	18	5	1.8
7) My papers and written work were returned in a reasonable amount of time with high quality constructive comments.	263	203	85	17	7	1.8
8) Testing and evaluation was valid, thorough, and fair.	275	231	51	12	5	1.7
9) Attention was given to enhancing students' writing, learning and critical thinking skills.	269	209	71	19	5	1.7
10) Teaching stimulated class involvement, interest and achievement.	301	197	58	22	6	1.6
11) The instructor(s) made effective use of class time.	322	186	49	20	8	1.6
12) The instructor(s) effectively used instructional techniques and tools (lecture, discussion, audio-visuals, group activity, technology).	277	218	62	23	5	1.7
13) The instructor(s) was/were available to students for assistance outside class.	270	205	97	8	4	1.8
14) A variety of teaching methods were used to accommodate diverse learning styles of students.	241	219	91	27	6	1.9

Course Evaluation by Students 2013-2014: Spring 2014	**Scale of 1 (highest) to 5 (lowest)**					**Average**
1) The instructor(s) was/were knowledgeable in the field of study represented by this course.	323	162	71	12	6	1.6
2) The structure of the course reflected course objectives.	254	186	68	19	10	1.8
3) Course content is relevant and current.	266	183	68	14	6	1.7
4) Assignments, handouts, and exams enhanced learning.	244	188	68	29	8	1.8
5) Course objectives were communicated to students.	249	180	70	21	17	1.8
6) Level of course difficulty was appropriate.	227	202	77	21	10	1.9
7) My papers and written work were returned in a reasonable amount of time with high quality constructive comments.	213	201	89	25	9	1.9
8) Testing and evaluation was valid, thorough, and fair.	231	198	70	27	11	1.9
9) Attention was given to enhancing students' writing, learning and critical thinking skills.	241	186	74	27	9	1.8
10) Teaching stimulated class involvement, interest and achievement.	263	189	83	30	9	1.8
11) The instructor(s) made effective use of class time.	264	187	90	15	18	1.8
12) The instructor(s) effectively used instructional techniques and tools (lecture, discussion, audio-visuals, group activity, technology).	254	203	80	28	9	1.8
13) The instructor(s) was/were available to students for assistance outside class.	253	182	107	18	14	1.9
14) A variety of teaching methods were used to accommodate diverse learning styles of students.	221	205	100	35	13	2

Course Evaluation by Students 2014-2015: Fall 2014	**Scale of 1 (highest) to 5 (lowest)**					**Average**
1) The instructor(s) was/were knowledgeable in the field of study represented by this course.	422	148	26	0	2	1.3
2) The structure of the course reflected course objectives.	355	183	43	3	2	1.5
3) Course content is relevant and current.	357	190	32	5	2	1.5
4) Assignments, handouts, and exams enhanced learning.	324	202	46	8	6	1.6
5) Course objectives were communicated to students.	331	205	38	9	3	1.5
6) Level of course difficulty was appropriate.	313	205	57	8	3	1.6
7) My papers and written work were returned in a reasonable amount of time with high quality constructive comments.	309	203	54	15	5	1.6
8) Testing and evaluation was valid, thorough, and fair.	330	191	48	12	5	1.6
9) Attention was given to enhancing students' writing, learning and critical thinking skills.	325	197	57	6	1	1.6
10) Teaching stimulated class involvement, interest and achievement.	358	188	39	10	3	1.5
11) The instructor(s) made effective use of class time.	360	186	39	9	4	1.5
12) The instructor(s) effectively used instructional techniques and tools (lecture, discussion, audio-visuals, group activity, technology).	343	199	48	6	2	1.5
13) The instructor(s) was/were available to students for assistance outside class.	321	206	63	6	2	1.6
14) A variety of teaching methods were used to accommodate diverse learning styles of students.	320	208	58	8	4	1.6

Course Evaluation by Students 2014-2015: Spring 2015	**Scale of 1 (highest) to 5 (lowest)**					**Average**
1) The instructor(s) was/were knowledgeable in the field of study represented by this course.	340	126	39	4	4	1.4
2) The structure of the course reflected course objectives.	263	156	27	5	2	1.5
3) Course content is relevant and current.	259	160	26	4	4	1.5
4) Assignments, handouts, and exams enhanced learning.	249	152	34	15	3	1.6
5) Course objectives were communicated to students.	259	145	36	11	2	1.6
6) Level of course difficulty was appropriate.	242	167	37	5	2	1.6
7) My papers and written work were returned in a reasonable amount of time with high quality constructive comments.	239	161	43	8	2	1.6
8) Testing and evaluation was valid, thorough, and fair.	241	169	28	13	2	1.6
9) Attention was given to enhancing students' writing, learning and critical thinking skills.	246	160	37	7	3	1.6
10) Teaching stimulated class involvement, interest and achievement.	286	162	52	10	3	1.6
11) The instructor(s) made effective use of class time.	277	179	44	9	4	1.6
12) The instructor(s) effectively used instructional techniques and tools (lecture, discussion, audio-visuals, group activity, technology).	267	187	48	9	2	1.6
13) The instructor(s) was/were available to students for assistance outside class.	269	171	59	10	4	1.6
14) A variety of teaching methods were used to accommodate diverse learning styles of students.	255	183	59	14	2	1.7

Course Evaluation by Distance Learning Students 2014-2015: Spring 2015	**Scale of 1 (highest) to 4 (lowest)**				**Average**
1) The instructor(s) was/were knowledgeable in the field of study represented by this course.	14	4	2	0	1.4
2) The structure of the course reflected course objectives.	13	7	0	0	1.4
3) Course content is relevant and current.	10	8	1	1	1.7
4) Assignments, handouts, and exams enhanced learning.	10	8	0	2	1.7
5) Course objectives were communicated to students.	14	6	0	0	1.3
6) Level of course difficulty was appropriate.	11	5	2	2	1.8
7) My papers and written work were returned in a reasonable amount of time with high quality constructive comments.	15	3	0	2	1.5
8) Testing and evaluation was valid, thorough, and fair.	13	4	3	0	1.5
9) Attention was given to enhancing students' writing, learning and critical thinking skills.	11	6	3	0	1.5
10) Teaching stimulated class involvement, interest and achievement.	12	5	0	2	1.5
11) The instructor(s) made effective use of class time.	6	9	0	2	1.6
12) The instructor(s) effectively used instructional techniques and tools (lecture, discussion, audio-visuals, group activity, technology).	6	9	1	2	1.8
13) The instructor(s) was/were available to students for assistance outside class.	14	3	2	0	1.3
14) A variety of teaching methods were used to accommodate diverse learning styles of students.	10	8	0	0	1.3
15) This course requires library and online research to complete my assignments.	10	6	2	1	1.6

EC Process for Continuous Improvement of Student Learning

Ecclesia College's "Process for Continuous Improvement of Student Learning" is shown in Figure 3.

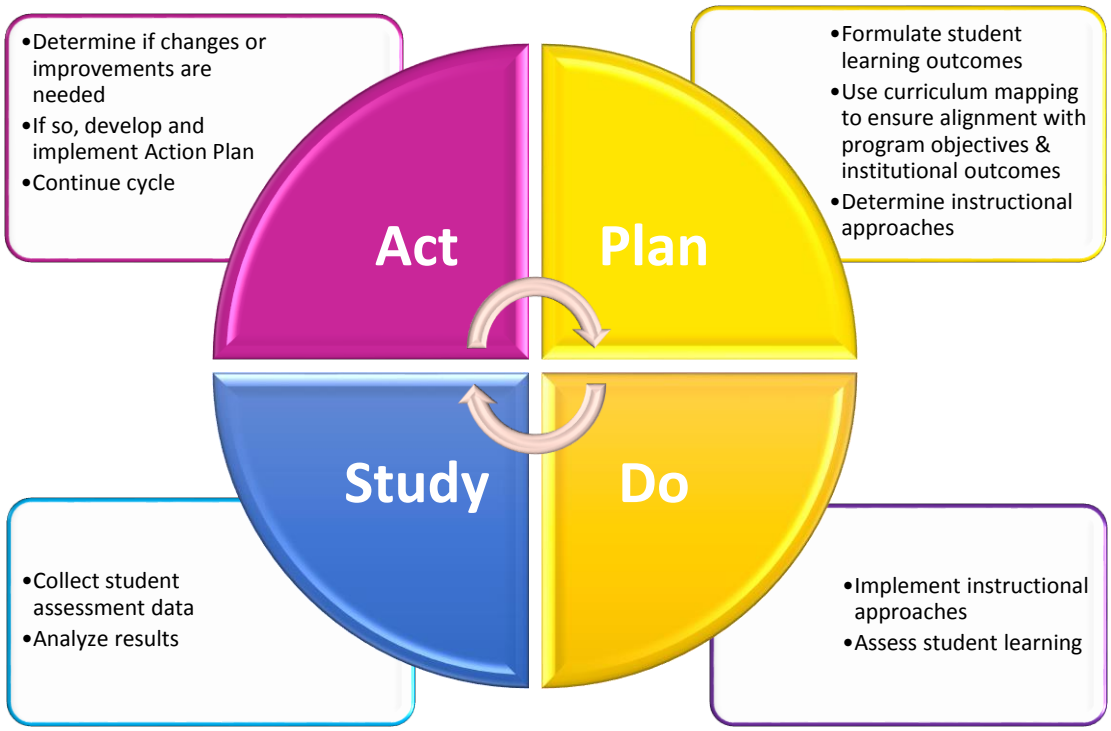


Figure 3: Ecclesia College's Process for Continuous Improvement of Student Learning

The figure depicts a cycle where student learning objectives are formulated in alignment with program objectives and institutional outcomes. Instructional approaches are determined and delivered, followed by assessment of student learning (formatively and summatively). The assessment data is collected and analyzed. Based on the findings, improvements or changes may be made.

This cycle can be implemented on a day-to-day basis within the classroom and, more broadly, when analyzing student learning success for a whole course, program, or institution. It is flexible enough for faculty to develop and enact changes immediately, and yet, rigorous enough for teams to develop and implement major changes that will enhance student learning success.

ASSESSMENT OF STUDENT LEARNING PLAN: 2009-2015

Summative Report prepared by Mrs. Donna Brown, Registrar, Ecclesia College

October 31, 2015

LEARNING ACROSS THE CURRICULUM:

1. <u>General Education Knowledge</u> (p. 3)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- Ongoing ACT of 19 for direct admissions with comparable 910 (two-part) score on SAT - see Enrollment Verification document that tracks direct, provisional and conditional acceptance into EC; requirement posted in catalog and on website
- Ongoing cumulative GPA of 2.0 required for graduation at EC - see Registrar's Office records; requirement posted in catalog and on website
- Ongoing recommendation to general education and business faculty to compare textbooks with area colleges (particularly John Brown University and NorthWest Arkansas Community College)
- General education course objectives in compliance with area colleges - see EC inclusion in ACTS program (Arkansas Course Transfer System): acts.adhe.edu. The total number of EC syllabi submitted to ADHE for evaluation and inclusion in ACTS is now up to 90 approved hours of general education and business courses

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- COMPASS testing required for English and Math placement discontinued; ACT/SAT scores in the subject continue to be used for College English and Math placement per ADHE
- After extensive research, incoming international student TOEFL score reset at 500 minimum as approved by EC faculty
- NSSE survey administered in spring of 2014 instead of spring 2011 - results are available in IE Office (original NSSE survey administered in 2007)
- EC on target for degree recertification for the BS in Business Administration and BS in Sport Management degrees as well as Associate of General Studies programs in the summer of 2015; however, EC became an Independent College per AHECB/ADHE in January of 2015 and no longer needs to recertify its degrees

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Formalize syllabi review committee to verify continued compliance with ACTS course objectives; EC is allowed to have more course objectives but needs to meet the minimum learning outcomes established by the state of Arkansas through its Higher Education Dept.

2. Communication Skills: (pp. 4-5)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- Verified basic speech course included in all EC degrees (students can opt to take either Principles of Oral Communication, Fundamentals of Communication or Public Speaking course to meet degree requirement)...several degrees have extra speech requirements: Motivational Speaking in Sport Management, Biblical Preaching in Biblical Studies, and of course multiple speech-based courses in the communication major
- Ongoing recommendation to faculty to include focus/discussion groups as often as possible in their courses
- Ongoing recommendation to faculty to include oral presentations in course requirements
- Ongoing goal of 95% of graduating students able to demonstrate mastery in listening, speaking, reading and writing skills - Integrative Senior Seminar 20+ page projects demonstrate mastery - Projects since 2005 are on file in Registrar's Office and on Populi (the EC student management system)

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- Fundamentals of Communication course added to curriculum since 2009
- Complete creation of Senior Seminar evaluative rubric with input from alumni and students
- Academic Committee approved Introduction to Computer course as a prerequisite course to the Microcomputer Application in Business (advanced Office and Excel) in all baccalaureate degrees during summer of 2015

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- English and Communication Dept. faculty to discuss pros and cons of developing one rubric evaluation for oral presentations on campus
- Collect from faculty copies of all oral communication rubrics presently in use on campus
- Formalize how and/or where to store collection of focus group input and other important evaluative materials related to the academic area
- Formalize comparative system of writing samples from freshman to senior years
- Collate listing of what writing samples are required per course syllabi this year by May 2016

3. Interpersonal Skills: (pp.6-7)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- Ongoing Service Learning program at EC evaluated on semester basis; service learning participation per semester of enrollment and successful completion remains a requirement for graduation
- Ongoing positive interaction between multi-racial, multi-cultural and multi-ethnic backgrounds promoted on campus - see NSSE results held in IE Office
- Ongoing positive cross-cultural experiences overseas are still being promoted; i.e., the college sponsored a mission trip to Honduras in the summer of 2015; students shared summer experiences in assembly

- Ongoing roster of influential speakers brought on campus for assemblies/spiritual emphasis week - roster is kept in the President's Office
- Ongoing faculty participation in area civic clubs with students helping fulfill community service hours at specified events - also, the College now hosts an annual mud run event since 2013 with students and staff participating as well
- Ongoing biennial institutional survey responses and ongoing NSSE surveys confirm EC students embracing growth in areas of interpersonal relationships
- Work Learning Service participation by the EC student body continues at a high rate; the latest figures confirm 96% of students completed their work in F'13 and 89% in S'14.
- Successful completion of Work Learning Service continues to be one way EC students are evaluated as to their character formation to meet graduation requirements

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- 15 semester hour minimum requirement per student in Service Learning reduced to 12 hours in 2011
- Per assessment plan, the academic committee approved International Practicum courses be renamed Cross-Cultural Practicum across the curriculum in the summer of 2014
- Northwest Arkansas has become a multi-national, multi-racial and multi-cultural area of the country; students no longer need to go overseas to have meaningful cross-cultural/missions experiences
- Also, the Diversity and Multi-Cultural Communication course was added to all baccalaureate degree requirements beginning F'14; the course addresses interpersonal communication
- Small groups for total student body participation as an academic activity are suspended for now; it was found that only a very small number of students were not already involved in an athletic, club or music group
- Official grades will replace the P/F evaluation of Work Learning Service on student transcripts beginning F'15

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Re-evaluation of college benchmark of 90% of students receiving passing grade in Service Learning per semester. The latest figures from F'13 were 74% and S'14 were 76% participation. There has been a change of personnel in the Service Learning office recently and a decision was made to go from a P/F grading system to an actual letter grade beginning F'15
- Continue student presentations at the beginning of each semester in assembly where students can present their cross-cultural/interpersonal experiences over summer, winter and/or spring break
- Continue to document student and faculty participation in area events through media write-ups or interviews with participants
- EC academic leadership to continue evaluation of small groups
- Academic Dean will continue to identify which students are not already involved in an athletic, club or music group so their need for godly and positive interpersonal relationships can be adequately addressed - refer to growing student satisfaction scores on campus

4. <u>Management Skills:</u> (p. 8)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- Ongoing assessment of introduction, reinforcement and mastery of critical thinking skills throughout the curriculum should be confirmed in student satisfaction surveys as well as in student learning assessment activities - consult and compare recent NSSE results as well as biennial institutional survey results
- The Registrar's Office will continue to collect and compile Work Learning Service and Service Learning assessment results for graduation check purposes prior to a student being nominated as a candidate for graduation by the faculty to the Board of Governance. Work Learning Service semester evaluations speak to a student's character and Service Learning (community and/or church service) participation is a requirement each semester of attendance at Ecclesia College

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- Work Learning Service student management and supervisory data assessment has been moved to standard 2b and will be addressed by the IE Office in the future

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Request the Business Administration department create a rubric to evaluate student management skills

5. <u>Spiritual Formation</u>: (pp. 9-10)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- Ongoing benchmark of 80% of students confirming positive spiritual formation is taking place continues to be supported by the biennial institutional survey, some NSSE responses, observation of number of students surrendering their lives to Christ, career choices, and content review of Integrative Senior Seminar papers
- Ongoing collection of all Integrative Senior Projects continues by the Registrar's Office; papers are collated and bound as well as posted on student Populi activity feed files for archival purposes

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- The College's Admission Office has identified mission fit students and is actively in pursuit of the same through its multiple recruiting efforts; in future this item will be addressed in Standard 2b by the IE Office
- Mentoring Foundations: Grids for Life & Learning course written by EC Founder Oren Paris II continues to be a core teaching for all incoming freshmen and transfer students; however, students are no longer required to complete the course in their first semester. Rather, since Fall of 2014, the Christian Leadership scholarship students take the course in the fall semester and all other incoming students take it in the spring semester. This way the class is more homogeneous with mission fit students experiencing core spiritual formation, practical theology

and values teaching together
- Ongoing use of Work Learning Service semester evaluative tool shows it to be a good instrument to address reliability, teamwork/collaboration, initiation/motivation, responsibility/accountability, quality of work and communication skills. However, this tool and all issues pertaining to Work Learning Service are more appropriate to Standard 2b and will be addressed by the IE Office in the future
- As mentioned previously, the Service Learning assessment is appropriate to Standard 2b and will be addressed by the IE Office in the future
- Ongoing benchmark of 90% of students receiving satisfactory grade by faculty/team leader for outreach participation remains an objective and will be incorporated into the new Cross-Cultural Practicum student experiences in all baccalaureate degree assessments

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Continue discussion as to 100% benchmark setting for Service Learning participation - recent data shows 68% of students in 2014-2015 passed the course (80% in Fall 2014; 55% in Spring 2015). Comment: A lot of analysis, review and planning went into the Service Learning Program for the 2015-2016 academic year.

6. <u>Bible Knowledge:</u> (p. 11)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- EC continues to administer a Bible Content Test to incoming students during orientation and graduating seniors during their final semester - data is retained in the Registrar's Office. Benchmarks for improvement have been set as follows: Freshman to Sophomore years for associate graduates = at least 15% improvement; Freshman to Senior years = at least 20% improvement; graduating seniors should have an average score of at least 85%

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- The College has undergone a transition from its original Bible Content Testing tool to the online offerings through ABHE. This is the third year EC is administering the ABHE online test to its incoming students and the second year to test its graduating associate and baccalaureate students
- Ongoing recommendation to faculty to implement pre- and post-testing in as many courses as applicable–especially the Bible introductory courses to include: Old Testament Survey, New Testament Survey and Introduction to the Bible. Course titles for OT and NT have been changed from Introduction to Survey since 2009; a new course was added to the curriculum: Introduction to the Bible in F'12

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Review recent practice of not administering the same online Bible Content Test to each control group - benchmarks may need to be reviewed in light of recent practices
- Encourage faculty to continue use of pre- and post-testing

7. <u>Biblical Worldview:</u> (p. 12)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

- The benchmarks of 90% of EC students embracing and growing in a Biblical worldview, as well as 90% enunciating a Biblical worldview demonstrable by senior students during faculty interviews are still viable

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- EC added an Introduction to Humanities: Worldview course to its general education studies curriculum in the F'11. It is an institutional requirement for all students to take at EC and is required for graduation in all EC degrees. The course syllabus enunciates various methods of assessment, to include presentation of a Position Worldview Paper in which a student articulates and defends his/her view "consistent with a Christian approach"
- 100% of students participating in the former International Practicum I and II (mission outreaches) to enunciate a Biblical worldview continues to be a viable objective. However, in practical terms, fewer students and faculty are available to travel overseas. Therefore, the course emphasis was changed to include stateside cross-cultural experiences. The new course name is Cross-Cultural Practicum and became a requirement of students in all baccalaureate degrees at EC in F'14

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Better Biblical worldview assessment tools are needed. The Academic Committee needs to continue to research other ABHE schools for recommendations
- A portion of the new senior seminar rubric to address Biblical worldview integration
- Continue to request that faculty integrate Biblical worldview education in as many courses as possible Task the new syllabi review committee to review inclusion of Biblical worldview integration and document courses which can reasonably assess student learning in this area– specifically, review Integrative Senior Seminar I and II syllabi as soon as possible for compliance with this recommendation

8. <u>Attitude & Values:</u> (p. 13)

ACTION STEPS INSTITUTED IN 2009 AND ONGOING:

-
- Specific graduation requirements approved by the Board of Governance and included in the EC Academic Catalog continue to be prefaced: "There should be evidence of character and conduct of such quality by which the College Faculty can wholeheartedly recommend the graduate to the Board of Governance for graduation. Ecclesia College evaluates student character formation through its Service Learning and Work Learning program." The Registrar begins graduation checks by communicating with the Service Learning and Work Learning Service office in the final semester of a student's enrollment at EC. After e-mail confirmation is received and candidates are cleared, the faculty sill vote to nominate a student to the Board of Governance for

graduation - see graduation checklist
- Ongoing comparative NSSE assessment results on a 3-year cycle to continue
- Student signatures of EC's Code of Honor per semester during President's Assembly is ongoing - archived in the Dean of Students/IE Office

ACTION STEPS INSTITUTED IN 2009 AND MODIFIED:

- Would add evaluation of key phrases from the institution's biennial student assessment instrument as another way to confirm 80% of students embracing the attitudes and values modeled by leadership
- Instead of using a worldview testing instrument to date, EC's academic leadership and faculty decided to add a Biblical worldview course to its curriculum in F'11. All EC students must take this course within the first two years on campus; transfer students are encouraged to enroll in their first semester by their advisor

RECOMMENDATIONS FOR FURTHER ACTION STEPS:

- Review benchmark setting for graduate "character and conduct" for future assessment purposes. To date, only one student has had to postpone graduation due to "character and conduct" issues. After repenting and correcting his behavior, he was allowed to graduate from EC after a year
- As mentioned previously, the Mentoring Foundations: Grids for Life and Learning course's benchmark needs to be reviewed

REPORTING OF RESULTS/MODIFICATIONS TO ASSESSMENT PLAN:

- 2009 ABHE site visiting team deemed this evaluation too complicated and recommended simplification of the process
- Many of these assessment tools belong to Standard 2b now
- Dr. Bell recommended in 2014 to EC Academic Dean, Dr. Bob Headrick, to focus efforts on Standard 2a—hence, the new *Assessment of Student Learning Plan and Implementation Guide* that accompanies this report

2a-6, Item 3: Inventory of Student Learning Effectiveness Indicators at the Program Level

Ecclesia College

2015-2016 – Traditional Campus

Inventory of Student Learning Effectiveness Indicators at the Program Level

PROGRAM	Have formal outcomes been developed?	Where are learning outcomes published?	Other than GPA, what data are used:		Year of most recent review	Results of or changes made due to review	Year of next review
			Direct	Indirect			
DIVISION OF GENERAL STUDIES							
Associate of Science (A.S.)	Yes	Catalog, website	Associate capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2016-2017
Associate of Arts (A.A.)	Yes	Catalog, website	Associate capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Spring 2015	2016-2017
Associate of General Studies (A.G.S.)	Yes	Catalog, website	Associate capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Summer 2011	Academic Committee did an extensive review to standardize the general studies program of Ecclesia College	2015-2016
DIVISION OF BIBLICAL/THEOLOGICAL STUDIES							
Bachelor of Science in Psychology & Counseling (B.S.)	Yes	Catalog, website	End of course exams, portfolio evaluation, senior capstone courses, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Interim review: 2014-2015	Degree name changed from Bachelor of Christian Counseling to B.S. in Psychology & Counseling	2015-2016
Bachelor of Biblical Studies (B.B.S.)	Yes	Catalog, website	Senior capstone courses, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Summer 2012	All Bible courses in major standardized to 3 hrs. of credit; separated Hebrews from the General Epistles course; N.T. Greek became an elective instead of required course	2015-2016
Associate of Biblical Studies (A.B.S.)	Yes	Catalog, website	Associate capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Summer 2012	General education requirements became identical to the Associate of General Studies degree; associate capstone course: Employment Strategies was added to degree	2015-2016

PROGRAM	Have formal outcomes been developed?	Where are learning outcomes published?	Other than GPA, what data are used:		Year of most recent review	Results of or changes made due to review	Year of next review
			Direct	Indirect			

2a-6, Item 3: Inventory of Student Learning Effectiveness Indicators at the Program Level

DIVISION OF CHRISTIAN LEADERSHIP							
Bachelor of Arts in Communication (B.A.)	Yes	Catalog, website	Senior capstone courses, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Interim review: 2014-2015	Degree name changed from Bachelor of Communication Ministries to B.A. in Communication	2016-2017
Bachelor of Arts in Leadership (B.A.)	Yes	Catalog, website	Senior capstone courses, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2017-2018
Bachelor of Christian Leadership (B.C.L.)	Yes	Catalog, website	Senior capstone courses, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	2014-2015	Courses combined, added, deleted and/or resequenced in major	2018-2019
Bachelor of Music Ministries (B.M.M.)	Yes	Catalog, website	Senior capstone courses, senior recital, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Interim review: 2014-2015	US Government added to general education requirement of degree and EC Ensemble participation became Mandatory in concentration	2016-2017
DIVISION OF PROFESSIONAL STUDIES							
Bachelor of Arts in Political Science (B.A.)	Yes	Not yet published (pending ABHE approval)	Planned: Senior capstone courses, CAAP	Planned: Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2016	2017-2018
Bachelor of Science in Business Administration (B.S.)	Yes	Catalog, website	Senior capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	2014-2015	Production & Delivery of Goods and Services course renamed Supply Chain Management in major	2018-2019
Bachelor of Science in Sport Management (B.S.)	Yes	Catalog, website	Senior capstone courses, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	2014-2015	Legal Environment of Business course requirement changed to Sport Law in major	2018-2019
DIVISION OF SECONDARY EDUCATION (Tentatively scheduled to begin in Spring Semester 2016)							
Bachelor of Science in Secondary Education (B.S.)	Yes	Not yet published (pending Arkansas Dept. of Education approval)	Planned: Portfolio eval., capstone course, prof. semester, Praxis I, II, and III	Planned: Self-reflection of performance, course eval., course syllabus review, NSSE (every 3 yr.)	NA	EC awaiting approval to implement degree	2017-2018

2a-6, Item 3: Inventory of Student Learning Effectiveness Indicators at the Program Level

Ecclesia College

2015-2016 – Distance Education

Inventory of Student Learning Effectiveness Indicators at the Program Level

PROGRAM	Have formal outcomes been developed?	Where are learning outcomes published?	Other than GPA, what data are used:		Year of most recent review	Results of or changes made due to review	Year of next review
			Direct	Indirect			
DIVISION OF GENERAL STUDIES							
Associate of Science (A.S.)	Yes	Catalog, website	Associate capstone course	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2016-2017
Associate of Arts (A.A.)	Yes	Catalog, website	Associate capstone course	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2016-2017
Associate of General Studies (A.G.S.)	Yes	Catalog, website	Associate capstone course	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Summer 2011	Academic Committee did an extensive review to standardize the general studies program of Ecclesia College	2015-2016
DIVISION OF BIBLICAL/THEOLOGICAL STUDIES							
Bachelor of Science in Psychology & Counseling (B.S.)	Yes	Catalog, website	End of course exams, portfolio evaluation, capstone course	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree to distance education Fall 2015	2015-2016
Bachelor of Biblical Studies (B.B.S.)	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Interim review: 2014-2015	Distance education assessment in Fall 2014 - Dropped required hours from 128 to 120 in degree	2015-2016
Associate of Biblical Studies (A.B.S.)	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	Summer 2012	Online degree remains unchanged	2015-2016

2a-6, Item 3: Inventory of Student Learning Effectiveness Indicators at the Program Level

PROGRAM	Have formal outcomes been developed?	Where are learning outcomes published?	Other than GPA, what data are used:		Year of most recent review	Results of or changes made due to review	Year of next review
			Direct	Indirect			
DIVISION OF CHRISTIAN LEADERSHIP							
Bachelor of Arts in Leadership (B.A.)	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2017-2018
Bachelor of Christian Leadership (B.C.L.)	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	2014-2015	Distance education assessment in Fall 2014 - Dropped required hours from 128 to 120 in degree	2018-2019
DIVISION OF PROFESSIONAL STUDIES							
Bachelor of Science in Business Administration (B.S.)	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree to distance education Fall 2015	2018-2019
ESL Certification	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2018-2019
GRADUATE STUDIES DIVISION							
Master of Christian Leadership	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree spring 2013	2016-2017
Christian Executive MBA	Yes	Catalog, website	Capstone course, CAAP	Student course evaluations, course syllabus review, NSSE (every 3 yr.)	NA	New degree Fall 2015	2018-2019

Christian Leadership Department: 2014-2015

Prepared by Donna Brown, Dept. Chair

- Mr. Steve Hudson (M.Div., Southern Baptist Theological Seminary) joined the EC Christian Leadership Dept. Faculty in Spring 2014.

- Steve initiated several informal meetings in 2014 w/Dr. Bob Headrick, EC Academic Dean, and w/Donna Brown, Christian Leadership Department Chair, to learn more about the program. At the time he was already enrolled in a Ph.D. program with an emphasis in Higher Education and one of his doctoral courses required curriculum review. Steve chose EC's Christian Leadership major as the focus of his research. An early question he posed was: How do you know which courses belong to the Christian Leadership Dept.? Our answer was LEAD and STDV course numbers plus any cross-referenced courses required in the major core. His research led to an analysis of programmatic and institutional outcomes alignment.

- In March 2015, two graduating senior focus groups addressed the Christian Leadership curriculum in class: (1) Steve's own LEAD 3360 Case Studies in Leadership course on March 9 and (2) a senior focus group of 16 students from the STDV 4201 Integrative Sr. Seminar II and the MGMT 4380 Business Leadership & Strategic Management classes on March 16. A student from each class took minutes during the March 16 meeting. Two other senior focus groups took place on March 30 and April 6.

- A modified SWOT analysis format was used, addressing primarily strengths and weaknesses due to time constraints.

- On June 11, 2015, the Christian Leadership Team met to discuss Steve's proposal to fine tune the leadership core in light of student feedback mentioned above and his own research.

- We analyzed the curriculum at length in an attempt to address student and other faculty concerns. Based on course content and syllabi review, the following recommendations were proposed to the Academic Committee to fine tune the major and increase the leadership core hours from 15 to 21:

    - LEAD 3360 Case Studies in Leadership and LEAD 3320 Case Studies in Ethics were combined into a new course called LEAD 3370 Contextual Leadership which would continue to address case studies in both leadership and ethics. This action eliminates duplications and inconsistencies between/among courses and helps the major gain 3 hours. (Steve was the instructor of the LEAD 3360 Case Studies in Leadership course and will oversee the restructuring of the course content into the new LEAD 3370 course.)

    - CCMM 1310 Intro to Evangelism was resequenced to LEAD 2330 Evangelism. The course moved from the freshman to the sophomore level. The faculty believes students need a stronger biblical foundation prior to taking the Evangelism course.

  - LEAD 3330 Leadership Practicum was deleted as unnecessary duplication from the program to gain 3 more hours toward effective leadership instruction. The major had two internship/practicum courses until this time. The senior capstone LEAD 4300 Leadership Internship requirement for graduation remains intact.

  - PSCS 3300 Marriage & Family was kept in the curriculum, with a request to the instructor to add a well articulated student learning outcome regarding leadership in the home. This was seen as a helpful step in connecting this psychology/counseling-based course to the leadership degree.
  -
  - LEAD 1300 Mentoring Foundations: Grids for Life & Learning course was moved into the major; again, this step was viewed as helping students connect the leadership institutional outcome to a leadership degree rather than just taking another course the institution requires.

- Now, along with the 3 surplus hours gained above, the general elective hours were dropped by 6 to make room for the three courses the Dept. Faculty Team believed were essential to add to the leadership core:

  - LEAD 2310 Intro to Leadership–This course was added to address specifically March 2015 student and instructor requests for a stronger leadership foundation before students went on to upper level coursework. At the same time, inclusion of this course addition would help students address the revised EC institutional outcomes for leadership and integrity areas.

  - LEAD 3340 Spiritual Life of the Christian Leader–This addition would meet student and faculty requests as well as address a specific institutional objective: "Demonstrate patterns of devotional practice and personal growth that will equip one for spiritual leadership".

  - LEAD 4330 The Teacher as Leader–This course was added to address mentoring/ leadership/integrity institutional outcomes.

- The Academic Committee approved the department/division chair's proposal on June 9, 2015 and changes were entered into the upcoming catalog revision in preparation for Board of Governance approval. (Board of Governance approval was obtained for the EC Revised 2014-2018 Catalog of August 17, 2015.)

- Then, shortly after Academic Committee approval for the Christian Leadership degree programmatic changes, an urgent request from two alumni ministering in closed countries came to our attention. The request: Would it be possible to modify the Christian Leadership degree title by removing the word "Christian"? Obviously, that could not be. Alternative solutions were researched.

- Donna Brown, Registrar, contacted Dr. Kroll by phone on August 3, 2015 to inquire what steps could we take to offer two degrees at Ecclesia College with a leadership major. He recommended a difference of at least 10% in the degrees.

- Therefore, based on (1) the fact that EC's Strategic Plan documents for years our desire to change ministry degrees to BA and BS nomenclature as soon as feasible in state of Arkansas, (2) the fact that the Board of Governance had already approved the pursuit of a B.A. in Leadership degree in May of 2014, and (3) the fact EC had become an independent college in Arkansas (voted by AHECB in January 30, 2015 as reported to ABHE) and no longer needed state certification process to offer a BA degree, the College was perfectly positioned to add the B.A. in Leadership degree in both residential and distance education modalities of learning. (See documentation that accompanied President Paris' letter to Dr. Kroll on August 4, 2015)

- The two leadership degrees were sent to the Board of Governance for final approval and included in the August 17, 2015 EC Revised 2014-2018 Catalog.

Documentation: (on file)

1. Minutes of SWOT analysis notes from Case Studies in Leadership class, March 9, 2015
2. Minutes of senior focus group and SWOT analysis of combined Integrative Sr. Seminar II and Business Leadership and Strategic Management classes, March 16, 2015
3. Minutes of senior focus group (seniors mentioned in #3), March 30, 2015
4. Minutes of senior focus group (seniors mentioned in #3), April 6, 2015
5. E-mail inter-departmental correspondence between Steve Hudson and Donna Brown, to include date of meetings and Steve's curriculum proposal for the Christian Leadership degree connecting programmatic objectives to institutional outcomes
6. Minutes of departmental curriculum discussion (conclusions are included in the above document)
7. Minutes of Academic Committee approving the curriculum changes for the Christian Leadership major, June 9, 2015
8. E-mail confirmation of call from EC Registrar to Dr. Kroll (ABHE) on August 3, 2015
9. Copy of e-mail to Dr. Kroll dated August 4, 2015 that includes President Oren Paris III's letter to Dr. Kroll to inform ABHE of addition of BA in Leadership for both residential and online delivery (with new BA in Leadership degree plan included)