

Bachelors Program Rubric— Bachelors of Healthcare Management

Expectations: Student work at the Bachelor’s level is expected to focus on mastery of advanced discipline-specific frameworks, professional practices, and tools.

Criteria	Exemplary (A)	Accomplished (B)	Proficient (C)	Partially Proficient (D)	Unacceptable (F)
<p>HEALTH CARE MANAGEMENT CONTENT PROFESSIONAL MASTERY AND KNOWLEDGE ACQUISITION</p> <p>Functional areas include, where applicable: Legal, financial, and labor considerations, applications of information technology such as EMRs (EHRs), healthcare system management, international healthcare delivery system descriptions and comparisons, and healthcare (HCO) management and administration.</p>	<p>Demonstrates outstanding or exemplary mastery of content, appropriate to the assignment and the relevant terminal course objectives and program learning outcomes. All requirements of the assignment are included in the response.</p>	<p>Demonstrates sound or accomplished mastery of content, appropriate to the assignment and the relevant terminal course objectives and program learning outcomes. Most requirements of the assignment are included in the response.</p>	<p>Demonstrates adequate or proficient mastery of content, appropriate to the assignment and the relevant terminal course objectives and program learning outcomes. Many requirements of the assignment are included in the response.</p>	<p>Demonstrates inadequate or partially proficient mastery of content, appropriate to the assignment and the relevant terminal course objectives and program learning outcomes. Some requirements of the assignment are included in the response.</p>	<p>Demonstrates unacceptable mastery of content, appropriate to the assignment and the relevant terminal course objectives and program learning outcomes. Few or no requirements of the assignment are included in the response.</p>

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<p>EFFECTIVE COMMUNICATION Approach and Purpose, Organization, Style, Grammar, Mechanics, Format, Presentation and Delivery (where applicable)</p> <p>Written communication should be logical and subject specific. Style of the work should be professional in tone using an academic format (e.g. journal style, APA).</p>	<p>Demonstrates outstanding or exemplary application of written, visual, or oral skills. Demonstrates outstanding expression of topic, main idea, and purpose. Audience is addressed appropriately. Language clearly and effectively communicates ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are minimal. Organization is clear. Format is consistently appropriate to assignment (APA format). Presentation and delivery are confident and persuasive (where applicable).</p>	<p>Demonstrates sound or accomplished application of written, visual, or oral skills. Demonstrates sound or accomplished expression of topic, main idea, and purpose. Audience is usually addressed appropriately. Language does not interfere with the communication of ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are present, but do not distract. Organization is apparent and mostly clear. Format is appropriate to assignment, but not entirely consistent. Presentation and delivery are mostly confident and persuasive (where applicable).</p>	<p>Demonstrates adequate or proficient application of written, visual, or oral skills. Demonstrates adequate expression of topic, main idea, and purpose. Audience is generally addressed appropriately. Language is adequate, generally communicating ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are present and sometimes distract from meaning or presentation. Organization is adequate, though confusing or unclear at times. Format is adequate, but inconsistent. Presentation and delivery are adequate, with evident lack of confidence and persuasive power (where applicable).</p>	<p>Demonstrates inadequate or partially proficient application of written, visual, or oral skills. Demonstrates inadequate or partial expression of topic, main idea, and purpose. Audience is often not addressed appropriately. Language often impedes the communication of ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are frequent and often distract from meaning or presentation. Organization is inadequate, confusing, and distracting. Format is inadequate and obscures meaning. Presentation and delivery are inadequate, lacking confidence and persuasive power (where applicable).</p>	<p>Demonstrates unacceptable application of written, visual, or oral skills. Demonstrates unacceptable, unclear expression of topic, main idea, and purpose. Audience is not addressed appropriately. Language does not clearly and effectively communicate ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are pervasive and consistently distracting. Format is absent or consistently inappropriate to assignment. Organization is not apparent and completely inadequate. Presentation and delivery are unacceptable, with little or no confidence and persuasive power (where applicable).</p>
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<p>CRITICAL ANALYSIS Evaluative, Integrative, Creative Thinking</p> <p>Submitted work should contain definitions of the terms and concepts, show their application relevant to the assignment, and provide clear examples of the applications.</p>	<p>Demonstrates outstanding or exemplary ability to evaluate, integrate, and critique a wide range of opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems and, where appropriate, propose new hypotheses.</p>	<p>Demonstrates sound or accomplished ability to evaluate, integrate, and critique a variety of opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new hypotheses.</p>	<p>Demonstrates adequate or proficient ability to evaluate, integrate, and critique some opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new hypotheses. Shows some weaknesses in evaluation and problem-solving.</p>	<p>Demonstrates inadequate or partially proficient ability to evaluate, integrate, and critique some opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new hypotheses. Shows many weaknesses in evaluation and problem-solving.</p>	<p>Demonstrates unacceptable ability to evaluate, integrate, and critique opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new hypotheses. Shows pervasive weaknesses in evaluation and problem-solving.</p>
<p>RESEARCH AND INFORMATION LITERACY Sources and Support for Assignment</p> <p>Work should have the conveyed information supported by citations with matching references indicating sources.</p>	<p>Demonstrates outstanding selection and use of high quality, credible, and relevant sources to develop ideas that are appropriate to the assignment. Sources are consistently cited according to required documentation (e.g., APA), with few to no errors.</p>	<p>Demonstrates sound selection and use of credible, relevant sources to support ideas that are appropriate to the assignment. Sources are generally cited according to required documentation (e.g., APA), with few errors.</p>	<p>Demonstrates adequate selection and use of credible and/or relevant sources to support ideas that are appropriate to the assignment. Sources are cited according to required documentation (e.g., APA), with some errors</p>	<p>Demonstrates inadequate selection and use of sources to support ideas in the assignment. Sources are inconsistently cited according to required documentation (e.g., APA), with frequent errors.</p>	<p>Demonstrates unacceptable selection and use of sources to support ideas in the assignment. Sources are not cited according to required documentation (e.g., APA).</p>