

Assessment Plan

Degree: Bachelor of Science in Biblical Counseling

Division: Ministry Studies

Department: Biblical Counseling

Please list the Program Learning Outcomes (PLOs) and align each with the appropriate Institutional Learning Outcome (ILO). Next, indicate the mastery course and assignment where direct evidence of student learning will be collected for your degree program and how the evidence will be evaluated.

Institutional Learning Outcome (ILO)	Program Learning Outcome (PLO)	Mastery Course	Direct Evidence* of Student Learning	Assessment Tool / Criteria
ILO #1 – Apply the rigorous learning of biblical truth to real-life challenges	PLO #1 – Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives	“Exit Bible/Theology Knowledge Assessment”	“Exit Bible/Theology Knowledge Assessment”	Students will take the “Exit Bible/Theology Knowledge Exam” and score a minimum of 80%.
ILO #1 – Apply the rigorous learning of biblical truth to real-life challenges	PLO #2 – Properly interpret a biblical text and accurately communicate the meaning with appropriate implications in a counseling setting	BSPS 312/BSCM 312 – Preaching Workshop / Teaching Workshop BSBC 450 – Biblical Counseling Capstone	Sermon outline and manuscript Sermon Preached in Class (2) Pamphlet/booklet on hope in trials	Student will write a sermon that demonstrates the use of exegetical skills and contemporary relevance receiving a minimum score of 80% using the supplied rubric. Students will preach a sermon in front of professor and peers receiving a minimum score of 80% using the supplied rubric. A 2-000 – 4,000 word project for the general counselee suffering greatly, that has tried different ways to

				alleviate personal suffering, and emotionally near exhaustion. Key objectives of the project include: communication, accuracy, Biblical understanding, logic, and an accurate hermeneutic.
ILO #2 – Nurture their relationship with God above all else and to respond unequivocally to God’s call on their lives	PLO #3 – Engage in personal spiritual growth toward Christlikeness in preparation for counseling others	BSBC 450 – Biblical Counseling Capstone	Self-Counsel Project	This project includes two primary parts: a personal character evaluation and an application component. The character component demonstrates how the student connects key Bible verses to day-to-day living. The application component develops a specific plan to work in two of seven specific areas identified as necessary for Christian growth and service to others.
ILO #1 – Apply the rigorous learning of biblical truth to real-life challenges	PLO #4 – Demonstrate a basic knowledge of Biblical Counseling content	BSBC 450 – Biblical Counseling Capstone	Research Paper	Students will write a research paper on a counseling topic to be selected by the student and approved by the professor. Students will verbally defend their research before two professors to insure knowledge of subject, ability to articulate a Biblical Counseling approach to the subject, and the ability to speak in gracious, insightful but accurate ways in the context of love.
ILO #3 – Engage	PLO #5 – Develop	BSBC 450 – Biblical	Counseling Lab	Each student will be

<p>a diverse global society, evangelizing and ministering both in and through the local church</p>	<p>skills related to Biblical Counseling as a ministry of/in the local church</p>	<p>Counseling Capstone</p>		<p>given an opportunity to demonstrate skill in counseling. The student counselor will be paired with a student counselee (using all the appropriate releases and forms). Each student counselor should prepare a tentative agenda. Particular attention should be given to data gathering, involvement, discerning the problem in a biblical context, biblical hope, biblical instruction, and homework consistent with an appropriate goal for the counseling.</p>
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* “Direct evidence of student learning is tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned.” Examples include but are not limited to: Written work, performances, presentations, exams, internships, capstones, portfolios of student work, licensure or certification exams, ratings of student skills by their field experience supervisor or employer. Suskie (2009).