

Program Learning Outcomes

Biblical Studies Major

1. Students will identify the major content and contexts of the Bible.
2. Students will translate the biblical texts from Greek or Hebrew.
3. Students will apply the interpretation of Christian biblical literature to ministry in the local church congregations.

Biblical Studies Major: Multiple-Year Assessment Plan, Signature Assignments and Rubrics

Program Learning Outcome 1: Students will identify the major content and contexts of the Bible.

Course Targeted for Assessment: BIB 495

Assessment Year: 2012-2013

Signature Assignment: An objective exam of Bible competency. The material to be examined includes content of the Protestant biblical books and historical context relevant to their interpretation.\

Scoring Rubric:

	Old Testament	New Testament	Historical Contexts
Superior (85-100%)	Accurately identifies 85% or more of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 85% or more of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 85% of the overlapping contexts pertinent to the formation of biblical literature as surveyed in the examination.
Good (70-84%)	Accurately identifies 70-84% of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 70-84% or more of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 70-84% of the overlapping contexts pertinent to the formation of biblical literature as surveyed in the examination.
Poor (50-69%)	Accurately identifies only 50-69% of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies only 50-69% of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies only 50-69% of the overlapping contexts pertinent to the formation of biblical literature as surveyed in the examination.

Inferior (0-49%)	Accurately identifies less than half of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies less than half of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies less than half of the historical contexts surveyed in the examination.
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Program Learning Outcome 2 - Students will translate the biblical texts from Greek or Hebrew.

Courses Targeted for Assessment: BIB 301, 302, 305, 314, 378, 403, 404, 413, 477, and/or 495

Assessment Years: 2011-2012, 2012-2013, 2013-2014

Signature Assignment: A term paper in which the student translates a focal text, utilizes the textual apparatus, and produces a grammatical commentary on the original language of the biblical passage.

Scoring Rubric:

	Translation of Greek or Hebrew	Use of textual apparatus and technical tools	Commentary
Superior	Correctly translates the grammar, vocabulary, and syntax of the original language into the target language.	Evidences advanced discernment in assessing textual variants beyond the information available in critical apparatuses.	Thorough engagement with the text; discusses and defends translation on the basis of grammar, diction, and literary context, with particular attention to significant interpretive issues.
Advanced	With fewer than 3 errors in grammar, vocabulary, and syntax in translation from original language into target language.	Evidences advanced discernment in assessing textual variants available in critical apparatuses.	Thorough engagement with the text; discusses and defends translation on the basis of grammar, diction, and literary context.
Adequate	With fewer than 6 errors in grammar, vocabulary, and syntax in translation from original language into target language.	Selective use of critical apparatuses in assessing textual variants.	Engages with the text selectively; discusses and defends translation with little reflection on issues of greatest significance for interpretation.
Inadequate	A translation with 6 or more errors.	Minimal engagement with the question of textual variants.	Superficial engagement; overlooks the complex interpretive issues.

Program Learning Outcome 3: Students will apply the interpretation of Christian biblical literature to ministry in the local church congregations.

Course Targeted for Assessment: CMI 300

Assessment Years: 2011-2012, 2013-2014

Signature Assignment: One complete sermon in which the student reads Scripture for a local church setting.

Scoring Rubric:

	Biblical Reading	Local Church Setting	Coherence
Superior	The sermon demonstrates thorough engagement with the biblical text.	The sermon communicates effectively with the local church and is easy to follow.	Sermon flows smoothly. Sermon seamlessly connects biblical text to local setting.
Good	The sermon engages relatively comprehensively with the biblical text.	The sermon communicates well with the local church and demonstrates a logical order in expression.	Sermon flows smoothly. The connections between the biblical text and local setting vary in appropriateness.
Poor	The sermon engages the biblical text selectively.	The sermon is abstracted from the local church context, yet communicates a message understandably.	Sermon demonstrates a disjunction in flow. Connections between biblical text and local setting are artificial; or one is privileged at the expense of the other.
Inferior	The sermon is disconnected from the biblical text.	The sermon is abstracted from the local context and fails to communicate clearly.	Sermon is incoherent. There is no connection between biblical text and local setting.