

# RN to BSN Program Assessment Plan

## Institutional Outcomes

Graduating students will be able to:

1. Understand, interpret, and communicate the message of the Bible accurately.
2. Exhibit a spiritual and personal maturity.
3. Demonstrate understanding of Christian theology; and
4. Demonstrate Practical skills in their specific fields: culture, critical thinking, and leadership

## 학교 전체 학습 결과

월드미션대학교에서 학위과정을 이수하는 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 성경을 정확하게 이해하고 해석하며 전달한다.
2. 영적 인격적 성숙을 보인다.
3. 기독교 신학에 대한 이해를 보인다.
4. 해당 전공분야의 실제적인 기술들을 보인다: 문화, 비평적 사고와 지도력

## **RN To BSN Program Learning Outcomes**

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with spiritual competence
4. Demonstrate leadership skills for health promotion during the life cycle
5. Apply systems, finances, and policies to professional nursing care

## 간호사를 위한 학사학위 프로그램 학습 결과

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 간호 교육과 전문적 간호 실무를 통합할 수 있다.
2. 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
3. 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
4. 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
5. 전문적인 간호 업무에 제도와 재정 및 정책을 적용할 수 있다.

## Curriculum Map

Required		unit	PLO				
			1	2	3	4	5
<b>EES #1 Liberal Education for Baccalaureate Generalist Nursing Practice</b>							
1	<b>NUR301</b> (Transcultural Nursing)	4	O	O			
2	<b>NUR304</b> (Soul Pain and Holistic Care)	3			O		
3	<b>NUR305</b> (Psychological and Spiritual Assessment in Health Care)	3			O		
4	<b>NUR329</b> (Nursing Theory and Nursing Professional Values)	4	O	O			
5	<b>NUR345</b> (Senior Project)	3	O	O	O	O	O
<b>EES #2 Basic Organizational and Systems Leadership for Quality Care and Patient Safety</b>							
6	<b>NUR302</b> (Current Issues and Trends in Nursing)	4				O	
7	<b>NUR305</b> (Psychological and Spiritual Assessment in Health Care)	3				O	
8	<b>NUR326</b> (EBP and Nursing Leadership)	4	O				
<b>EES #3 Scholarship for Evidence Based Practice</b>							
9	<b>NUR305</b> (Psychological and Spiritual Assessment in Health Care)	3		O			
10	<b>NUR314</b> (Nursing Research)	3	O				
11	<b>NUR326</b> (EBP and Nursing Leadership)	4		O			
12	<b>NUR342</b> (Community and Public Health Nursing Practice)	4					O
13	<b>NUR345</b> (Senior Project)	3	O				
<b>ESS #4 Information Management and Application of Patient Care Technology</b>							
14	<b>NUR314</b> (Nursing Research)	3		O			
15	<b>NUR326</b> (EBP and Nursing Leadership)	4			O		
16	<b>NUR328</b> (Nursing Informatics)	4	O	O			O
17	<b>NUR329</b> (Nursing Theory and Nursing Professional Values)	4				O	
18	<b>NUR345</b> (Senior Project)	3		O			
<b>ESS #5 Healthcare Policy, Finance, and Regulatory Environments</b>							
19	<b>NUR302</b> (Current Issues and Trends in Nursing)	4		O			O
20	<b>NUR314</b> (Nursing Research)	3		O			
21	<b>NUR342</b> (Community and Public Health Nursing Practice)	4				O	
22	<b>NUR345</b> (Senior Project)	3			O		
<b>ESS #6 Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b>							

23	<b>NUR302</b> (Current Issues and Trends in Nursing)	4				O	
24	<b>NUR305</b> (Psychological and Spiritual Assessment in Health Care)	3			O		
25	<b>NUR314</b> (Nursing Research)	3			O		
26	<b>NUR342</b> (Community and Public Health Nursing Practice)	4			O		
27	<b>NUR345</b> (Senior Project)	3				O	
<b>ESS #7 Clinical Prevention and Population Health</b>							
28	<b>NUR301</b> (Transcultural Nursing)	4	O	O	O		
29	<b>NUR302</b> (Current Issues and Trends in Nursing)	4					O
30	<b>NUR342</b> (Community and Public Health Nursing Practice)	4				O	
31	<b>NUR345</b> (Senior Project)	3					O
<b>ESS #8 Professionalism and Professional Values</b>							
32	<b>NUR302</b> (Current Issues and Trends in Nursing)	4				O	
33	<b>NUR304</b> (Soul Pain and Holistic Care)	3			O		
34	<b>NUR329</b> (Nursing Theory and Nursing Professional Values)	4		O		O	
35	<b>NUR345</b> (Senior Project)	3					O
<b>ESS #9 Baccalaureate Generalist Nursing Practice</b>							
36	<b>NUR301</b> (Transcultural Nursing)	4	O	O	O		
37	<b>NUR302</b> (Current Issues and Trends in Nursing)	4	O				
38	<b>NUR326</b> (EBP and Nursing Leadership)	4				O	
39	<b>NUR345</b> (Senior Project)	3					O

## Capstone Course and Projects/Rubrics

### Capstone course: NUR345 Senior Project (unit 3)

#### Project 1: Research Paper (PLO #1,2,3,5)

- Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family, and communities from diverse nursing practices.
- Integrate knowledge and problem-solving skills learned from the program to a health-science related project.
- Integrate the research process and its relationship to evidence-based practice with critical thinking based on spiritual competence.

#### Project 2: Portfolio (PLO #4,5)

- The purpose of this requirement is to provide students an opportunity to demonstrate what they have learned in their coursework and the WMU Rn to BSN program. It also provides students, employers, colleagues, etc. with tangible evidence of the student's knowledge, skills, abilities, and competencies. Portfolios can be a wonderful career tool that may assist graduates in getting jobs, promotions, and other professional opportunities.
- Demonstrate your experience as a health professional nurse and the knowledge acquired in the program through a portfolio and synthesize your competencies as a new future leader.
- Integrate achievements, skills, experiences and attributes accomplished by the program through the portfolio, in turn, predicts future nursing policies and health delivery systems.

#### Project 3: Course Point Interactive Modules (PLO #2)

- Integrate knowledge and problem-solving skills learned from the program to a health-science related project.

#### Project 4: Class Participation (PLO #1,2,3,4,5)

- Students are expected to engage and participate in group discussion in each week's thematic objectives. Refer to the rubric.

## PLO Assessment Plan

1. Integrate nursing education to professional nursing practice. 간호 교육과 전문적 간호 실무를 통합할 수 있다.
  - Project #1: APA 양식을 사용하여 표지를 제외한 12-15 페이지의 보고서를 작성하고, 10 개 이상의 참고 문헌을 사용하여 제출한다.
  - Project #4: 학생들은 매주 정시에 수업에 참여한다. 결석시 2 점 감점되고, 3 번 지각할 경우엔 1 번 결석으로 간주된다. 학기 중 1/3 을 결석할 경우, 수강 철회를 신청하지 않은 한 해당 과목에서 낙제(F)를 받게 된다.
2. Demonstrate evidence-based practice with critical thinking. 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
  - Project #1: APA 양식을 사용하여 표지를 제외한 12-15 페이지의 보고서를 작성하고, 10 개 이상의 참고 문헌을 사용하여 제출한다.
  - Project #3: 수업 내용을 읽고 Course Point Interactive Modules 과제를 제출한다. 전체 과제의 평균점수를 산출해 점수에 반영한다. (기한: 수업 참여 전)
  - Project #4: 학생들은 매주 정시에 수업에 참여한다. 결석시 2 점 감점되고, 3 번 지각할 경우엔 1 번 결석으로 간주된다. 학기 중 1/3 을 결석할 경우, 수강 철회를 신청하지 않은 한 해당 과목에서 낙제(F)를 받게 된다.
3. Demonstrate professional communication with **critical** and spiritual competence. 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
  - Project #1: APA 양식을 사용하여 표지를 제외한 12-15 페이지의 보고서를 작성하고, 10 개 이상의 참고 문헌을 사용하여 제출한다.
  - Project #4: 학생들은 매주 정시에 수업에 참여한다. 결석시 2 점 감점되고, 3 번 지각할 경우엔 1 번 결석으로 간주된다. 학기 중 1/3 을 결석할 경우, 수강 철회를 신청하지 않은 한 해당 과목에서 낙제(F)를 받게 된다.
4. Demonstrate Leadership skills for health promotion during the life cycle. 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
  - Project #2: 과제 예시와 더불어 학생들은 다음과 같은 추가 제출물을 포함해야 한다.(문서, 동영상, 오디오, 다른 양식 가능)
    - i. Overarching piece reflecting the rationale for the selected work sample and portfolio structure (250 words max)
    - ii. Student's career goals and highlights of their learning in the program (250 words max)
    - iii. Examples of the types of work samples that may be included in the student's portfolio are: Cover page/Table of Contents/Introduction/Resume/Significant Milestone/Mission Statement/Program Learning Outcomes with 9 Essentials for Professional Knowledge/Education/Scholarships/Course Descriptions/Academic Awards/Professional Development/Conferences/Professional Publications and Presentations/Professional Skills/Clinical Experience/Class Projects/List of Assessments Administered/Cientele Information/Occupational Therapy Externship/Service/Letter of Support/Career Planning and Placement
  - Project #4: 학생들은 매주 정시에 수업에 참여한다. 결석시 2 점 감점되고, 3 번 지각할 경우엔 1 번 결석으로 간주된다. 학기 중 1/3 을 결석할 경우, 수강 철회를 신청하지 않은 한 해당 과목에서 낙제(F)를 받게 된다.

5. Apply systems, finances and policies to professional nursing care. 전문적인 간호 업무에 제도와 재정 및 정책을 적용할 수 있다.

- Project #1: APA 양식을 사용하여 표지를 제외한 12-15 페이지의 보고서를 작성하고, 10 개 이상의 참고 문헌을 사용하여 제출한다.
- Project #2: 과제 예시와 더불어 학생들은 다음과 같은 추가 제출물을 포함해야 한다.(문서, 동영상, 오디오, 다른 양식 가능) (4 번 문항 참고)
- Project #4: 학생들은 매주 정시에 수업에 참여한다. 결석시 2 점 감점되고, 3 번 지각할 경우엔 1 번 결석으로 간주된다. 학기 중 1/3 을 결석할 경우, 수강 철회를 신청하지 않은 한 해당 과목에서 낙제(F)를 받게 된다.

PLO	Assessment Method	Expected Level of Achievement	Result	Nest Step
1. Personal presentation with integration of ideas/knowledge	1. Research Paper 4. Class Participation	80%(32 or above out of 40) 80%(16 or above out of 20)		
2. Effort exhibits strong work ethic; preparedness	1. Research Paper 3. Course Point Interactive Modules 4. Class Participation	80%(32 or above out of 40) 80%(8 or above out of 10) 80%(16 or above out of 20)		
3. Communication listening, oral, behavior, attitude	1. Research Paper 4. Class Participation	80%(32 or above out of 40) 80%(16 or above out of 20)		
4. Leadership & interpersonal collaboration	2. Portfolio 4. Class Participation	80%(24 or above out of 30) 80%(16 or above out of 20)		
5. Critical thinking strong problem solving skills; adaption to change	1. Research Paper 2. Portfolio 4. Class Participation	80%(32 or above out of 40) 80%(24 or above out of 30) 80%(16 or above out of 20)		

# BACM Program Assessment Plan

## Capstone Subject

BT 402 Graduation Project (Unit 3)

## Graduation Project Course Description

This course requires students to make a project under the guidance of an advisor in order to complete the bachelor's degree program. The project must demonstrate how the students accomplish the specific program learning outcomes in addition to general study learning outcomes and Bible core requirement learning outcomes.

## General Studies PLOs

	PLO	Assessment Methods and Metrics	Achievement Benchmarks Outcomes	Evidence: Graduation Project Rubric Score Average	Comparing to Last Year (2021-2022)	Plan for Next Year (2023-2024)
PLO 1	Demonstrate the knowledge, abilities, and skills necessary to speak and write effectively for a variety of audience;	Graduation Project GE Rubric #1, 5	2 or above out of 3	Graduation Project Rubric score: <b>2.9 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7
PLO 2	Observe and then analyze relevant information in order to evaluate and construct arguments and draw conclusions;	Graduation Project GE Rubric #2	2 or above out of 3	Graduation Project Rubric score: <b>3 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7
PLO 3	Demonstrate the basic understanding of key concepts in general education;	Graduation Project GE Rubric #3	2 or above out of 3	Graduation Project Rubric score: <b>3 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7
PLO 4	Integrate broad knowledge in general education for a Christian worldview.	Graduation Project GE Rubric #4	2 or above out of 3	Graduation Project Rubric score: <b>3 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7

## Graduation Project GE Rubric

Rubric #	PLO #	3 Good	2 Satisfactory	1 Needs Improvement
1	GE PLO #1 Logic and expressiveness	Through writing, the student communicates his knowledge clearly and effectively.	Through writing, the student is conveying his knowledge at a general level.	The student is not able to convey his knowledge well through writing.
2	GE PLO #2 Observation and analysis of the times	The student clearly observes and analyzes today's times from a Christian perspective.	The student observes and analyzes today's era to some extent from a Christian perspective.	The student does not have a good understanding of today's times from a Christian perspective.
3	GE PLO #3 College-level liberal arts	In approaching the subject, the student's liberal arts at the university level are integrated well.	The student's approach to the subject reveals some degree of college-level sophistication.	College-level literacy is not found in the student's approach to the subject.
4	GE PLO #4 Christian worldview	The Christian worldview is clearly established in the student's approach to the subject.	The Christian world view is established to some extent in the student's approach to the subject.	A Christian worldview is not established in the student's approach to the subject.

5	GE PLO # 1 Writing Skills	The student follows more than 90% of the Chicago Style in writing.	The student follows more than 70% of the Chicago Style in writing.	The student does not follow the Chicago style in writing.
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## Graduation Project GE Raw Score

Student	GE Rubric #1	GE Rubric #2	GE Rubric #3	GE Rubric #4	GE Rubric #5	Average
1	3	3	3	3	3	3
2	3	3	3	3	3	3
3	3	3	3	3	2	2.8
Average	3	3	3	3	2.7	

## Bible Cores PLOs

	PLO	Assessment Methods and Metrics	Achievement Benchmarks Outcomes	Evidence: Graduation Project Rubric Score Average	Comparing to Last Year (2021-2022)	Plan for Next Year (2023-2024)
PLO 1	Demonstrate the knowledge of the general content, purpose, structure, themes, relationship, and theology of the Old and New Testament Scriptures;	Graduation Project BIBLE CORE Rubric #1, 4	2 or above out of 3	Graduation Project Rubric score: <b>2.3 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.5
PLO 2	Exhibit spiritual maturity as a Christian leader;	Graduation Project BIBLE CORE Rubric #1, 4	2 or above out of 3	Graduation Project Rubric score: <b>3 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.8
PLO 3	Understand the basic concepts of the Christian theology.	Graduation Project BIBLE CORE Rubric #1, 4	2 or above out of 3	Graduation Project Rubric score: <b>2.7 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.8

## Graduation Project Bible Core Rubric

Rubric #	PLO #	3 Good	2 Satisfactory	1 Needs Improvement
1	Bible Core PLO #1 Right view of the Bible and hermeneutic ability	The student has a right view of the Bible and interpret the text of the Bible with hermeneutic knowledge.	The student has a correct view of the Bible and interprets the text of the Bible with a certain amount of hermeneutics.	The student has a correct view of the Bible, but does not interpret the text of the Bible with hermeneutic knowledge.
2	Bible Core PLO #2 Ability to apply the Bible	The student has the ability to apply the scriptures to his or her own life.	The student has some ability to apply the scriptures to his or her own life.	The student lacks the ability to apply the scriptures well to his/her life.
3	Bible Core PLO #3 Understanding Christian Theology	Theological literacy is shown in the development of the student's topic.	Some degree of theological literacy is evident in the development of the student's subject.	The student does not show theological literacy in developing his/her topic.
4	Bible Core PLO #1-3 Ability to connect the Bible to one's professional ministry	The student has the ability to relate the Bible to his/her professional ministry.	The student has some ability to relate the Bible to his/her professional ministry.	The student does not have the ability to relate the Bible to his/her professional ministry.



## Graduation Project Bible Core Raw Score

Student	Bible Rubric #1	Bible Rubric #2	Bible Rubric #3	Bible Rubric #4	Average
1	3	3	3	3	3
2	2	3	2	3	2.5
3	2	3	3	3	2.8
Average	2.3	3	2.7	3	

## Bachelor of Arts in Christian Ministries PLOs

	PLO	Assessment Methods and Metrics	Achievement Benchmarks Outcomes	Evidence: Graduation Project Rubric Score Average	Comparing to Last Year (2021-2022)	Plan for Next Year (2023-2024)
PLO 1	Demonstrate a knowledge of Scripture, proper use of hermeneutics, and ability to communicate the Gospel;	Graduation Project BIBLE CORE Rubric # 1-3	2 or above out of 3	Graduation Project Rubric score: <b>2.7 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7
PLO 2	Exhibit spiritual maturity as a Christian leader;	Graduation Project SPIRITUALITY Rubric # 1-4	2 or above out of 3	Graduation Project Rubric score: <b>2.8 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7
PLO 3	Demonstrate the basic theoretical understanding and practical skills for ministry.	Graduation Project BACM Rubric # 1-5	2 or above out of 3	Graduation Project Rubric score: <b>3 (Satisfied)</b>	N/A	Graduation Project Rubric score: 2.7

## Graduation Project Spirituality Rubric

Rubric #	PLO #2	3 Good	2 Satisfactory	1 Needs Improvement
1	Understanding of Spirituality	The student has a clear idea of what biblical spirituality is.	The student has some understanding of what biblical spirituality is.	The student is not familiar with what biblical spirituality is.
2	Efforts to pursue spirituality	The student is pursuing spirituality concretely in life and ministry.	The student is trying to pursue spirituality in life and ministry.	The student makes no effort to pursue spirituality in life and ministry.
3	Learn the field spirituality necessary for the ministry	The student not only recognizes the necessity of field spirituality in the field of his or her ministry, but also has specific alternatives.	The student recognizes the need for field spirituality in the field of his/her ministry.	The student is not aware of the necessity of field spirituality in the field of his/her ministry.
4	Willingness to pursue communal spirituality	The student recognizes the need for communal spirituality in his/her field of ministry and has a strong will to pursue it.	The student recognizes the need for a communal spirituality in his field of ministry.	The student does not recognize the need for a communal spirituality in his/her field of ministry.

## Graduation Project Spirituality Raw Score

Student	Spirituality Rubric #1	Spirituality Rubric #2	Spirituality Rubric #3	Spirituality Rubric #4	Average
1	2	3	3	3	2.75
2	2	3	3	3	2.75
3	2	3	3	3	2.75
Average	2	3	3	3	

## Christian Ministry Rubric

Rubric #	PLO # 3	3 Good	2 Satisfactory	1 Needs Improvement
1	Calling	The student has a clear calling for his or her ministry.	The student has some calling for his or her ministry.	The student lacks a calling for his or her ministry.
2	Professionalism	The student has expertise in his or her field.	The student has some expertise in his or her field.	The student lacks expertise in his or her field.
3	Challenge spirit	The student's willingness to challenge even in difficult circumstances is strong enough to motivate others.	The student has a willingness to challenge even in a difficult environment.	The student has little desire to challenge in a difficult environment.
4	Dedication	The student is ready and willing to devote himself/herself to the ministry.	The student has a willingness to devote himself/herself to the ministry.	The student lacks the desire to devote himself/herself to the ministry.

## Graduation Project Ministry Raw Score

Student	Ministry Rubric #1	Ministry Rubric #2	Ministry Rubric #3	Ministry Rubric #4	Average
1	3	3	3	3	3
2	3	3	3	3	3
3	3	3	3	3	3
Average	3	3	3	3	

## Analysis

In the 22-23 school year, only 3 students took the graduation project course. There were limitations in evaluating the entire BACM program because the sample size is not large. I think that in the future, more students will take this course and more accurate evaluation will be made.

The evaluation of students who participated in the graduation project in the 22-23 school year was very satisfactory in all areas of assessment. It showed very high scores in liberal arts, Bible, and Christian ministry. All three had a strong sense of calling and worked hard in their studies. The evaluation of the entire BACM process is satisfactory.

## **Next Plan**

Next time, I will emphasize the writing part and put more emphasis on logically expressing their thoughts and expressions. I need to pay more attention to the part about Christian theology and the interpretation of the Bible appropriately in a changing environment. It would be nice if the graduation project could be carried out in more connection with the professors of the subjects that are collaborating with the graduation project.

# BACC Program Assessment Plan

## Learning Outcomes

### Institutional Outcomes

Graduating students will be able to:

1. Understand, interpret and communicate the message of the Bible accurately;
2. Exhibit a spiritual and personal maturity;
3. Demonstrate understanding of Christian theology; and
4. Demonstrate practical skills in their specific fields; culture, critical thinking and leadership

### BACC Learning Outcome:

1. Articulate biblical foundation for Christian counseling;
2. Demonstrate growth in personal and spiritual life;
3. Integrate counseling and Christian faith;
4. Demonstrate the basic skills and practical abilities for counseling; and
5. Demonstrate ability to address the need of individuals in diverse cultural settings..

## Capstone Course and Projects/Rubrics

### Capstone course: CC115 Essential Qualities of a Christian Counselor

	3 잘함	2 보통	1 부족함	평가
1.인간이해와 기독교 상담자의 자질 이해	인간이해와 기독교 상담자의 자질에 대한 충분한 인식과 이해가 있다.	인간이해와 기독교 상담자의 자질에 대한 충분한 인식과 이해가 어느정도 있다.	인간이해와 기독교 상담자의 자질에 대한 충분한 인식과 이해가 부족하다.	3
2.전문성과 역할의 중요성	자신의 분야에 대해서 전문성을 가지고 있고 역할의 중요성을 인식하고 있다.	자신의 분야에 대한 전문성과 역할의 중요성을 어느정도 인식하고 있다.	자신의 분야에 대한 전문성과 역할의 중요성을 인식하는데 부족함이 있다.	3
3.소명	자신의 분야에 대한 확실한 소명을 가지고 있다.	자신의 분야에 대한 소명을 어느 정도 가지고 있다.	자신의 분야에 대한 소명이 부족하다.	3
4.보고서 형식과 내용 전개	보고서 형식과 내용 전개가 논리적이다.	보고서 형식과 내용 전개가 보통 수준이다.	보고서 형식과 내용 전개가 미흡하다.	3
5.글쓰기	시카고 스타일을 90% 이상 따르고 있다.	시카고 스타일을 70% 정도 따르고 있다.	시카고 스타일을 잘 따르고 있지 않다.	3

## 21-22 PLO Assessment Result of BACC

### < 3 > Raw Data

NO	S1	S2	S3	S4	S5	S6	average
1	3	2	2	3	3	3	2.7
2	2	3	3	3	2	3	2.7
3	3	2	3	3	3	3	2.8
4	2	2	2	3	2	3	2.3
5	2	2	2	3	2	3	2.3

### < 4 > Result of student

PLO	Assessment Method	Expected Level of Achievement	Result	Next Step
1. Articulate biblical foundation for Christian counseling.	1.Understanding Humanity and the Qualities of Christian Counselors	2 or above out of 3	Average 2.7	
2. Demonstrate growth in personal and spiritual life.	3. A calling	2 or above out of 3	Average 2.8	
3. Integrate counseling and Christian faith.	2. The importance of professionalism and role	2 or above out of 3	Average 2.5	
4. Demonstrate the basic skills and practical abilities for counseling	1. The importance of professionalism and role 4. Report Format and Content Deployment 5. Writing	2 or above out of 3	Average 2.4	Development of field-oriented self-evaluation scale is required.
5. Demonstrate ability to address the need of individuals in diverse cultural settings.	1. Understanding Humanity and the Qualities of Christian Counselors	2 or above out of 3	Average 2.7	

### Analysis

This was evaluated as a capstone subject of 'essential qualities of counselors' in connection with the 'graduation project'. Some of the graduates did not take the graduation project, so the evaluation was insufficient. In the future, it is necessary to encourage students who are about to graduate to do graduation projects.

### Next Plan

As a result of the PLO assessment, It has been confirmed that it is necessary to revise the subject so that some students can further express the basic skills and actual skills of counseling. To complement this, unnecessary subjects in connection

with the master's course have been boldly eliminated to demonstrate the basic skills and skills of counseling. We decided to establish new courses such as coaching and art psychotherapy etc. Abolished subjects are as follows ; abnormal psychology, Marriage and Psychology, Life-Span Development, Crisis Counseling. The newly established subjects are as follows; Christian coaching, Coaching Understanding and Practice, developmental psychology and counseling, art psychotherapy

## Action Plan

Issues	Schedule	Responsible Person	Budget	Assessment & Analysis	Planning Document	Check
Change of subject	the spring semester of 2024	EunJoo Jung		2024 Course Timeline	Subject confirmed & an intervention by a professor	

## BASW Program Assessment Plan

### Learning Outcomes

#### General Education Learning Outcomes

Upon completion of the program, students will be able to:

1. Demonstrate the knowledge, abilities, and skills necessary to speak and write effectively for a variety of audience;
2. Observe and then analyze relevant information in order to evaluate and construct arguments and draw conclusions;
3. Demonstrate the basic understanding of key concepts in general education; and
4. Integrate broad knowledge in general education for a Christian worldview.

#### BA Bible Core Courses Program Learning Outcomes

1. Upon completion of the degree, students will be able to:
2. Demonstrate the knowledge of the general content, purpose, structure, themes, relationship, and theology of the Old and New Testament Scriptures;
3. Exhibit spiritual maturity as a Christian leader; and
4. Understand the basic concepts of the Christian theology.

#### BASW Learning Outcomes

Upon completion of the program, students will be able to:

1. Articulate theoretical foundation for Church Social Work and Christian Social Work;
2. Demonstrate growth in personal and spiritual life; and
3. Demonstrate the basic skills and practical abilities for Social Work; and
4. Strength competence as a social welfare leader who adapts to social environment by understanding and utilizing social welfare policy and administrative theory;
5. Demonstrate Christian Social Work Practice to address the need of individuals in diverse cultural settings.

## Capstone Course and Projects/Rubrics

Capstone course:

- BT 402 Graduation Project (졸업 프로젝트)
- SW450/SW451 Social Work Field Practicum I, II (사회복지 현장실습 세미나 I,II)

Project 1: Final Paper (GE PLO#1-4, Bible Core PLO#1-3, BASW PLO#1,2,5)

- 사회복지사역자로서 비전과 역할에 관한 기말보고서(BT402/SW451)를 작성한다. 보고서에는 4가지 파트(소명, 말씀, 영성, 사회복지실천)의 신학적 논의와 사회복지적 이해, 비전과 역할에 대해 작성하도록 한다.

Project 2: Case Study (PLO#3)

- 케이스 스터디에 관한 기말보고서(SW450 or SW451)에서 클라이언트의 욕구와 문제를 다양한 관점에서 이해하고, 증거기반 실천에 따른 서비스 계획을 세우고 평가, 사후관리에 관한 보고서를 작성한다. 이는 개인 중심의 사회복지실천을 위한 작업으로서 학생들은 실습 중 클라이언트 1 명을 선정하고 사례관리(Case Management)의 전 과정을 계획, 실행한다.

Project 3: STI Analysis (PLO#2)

- 학생들은 STI(Spiritual Transformation Inventory) 척도를 활용하여 삶의 성장에 대한 자기 평가를 실시한다. 이 과목을 이수한 학생들은 부록 <표 1>에서 총점 102 점 이상일 경우 성장이 이루어졌다고 평가한다.
- STI 척도의 변화된 부분과 보완이 필요한 영역과 문항에 대한 고찰 보고서를 작성한다.

Project 4: Student Reflection Paper for field practicum (PLO #3)

- 자기반영 보고서(Student Reflection Paper)에서 사회복지 전문가로서 윤리와 자질, 자기이해, 실천기술의 적절성 등에 관해 과제를 제출한다.

Project 5: Self-evaluation Paper (PLO #4)

- 현장실습 자기평가 보고서(Self-evaluation Paper)를 통해 실습 I 과 II 에서 의미있는 변화가 있었는가를 측정한다. 이를 통해 사회복지현장에서 영향을 미치는 정책, 행정적 기술과 리더십 등을 점검할 수 있다.

## PLO Assessment Plan

### PLO 1: Articulate theoretical foundation for Church Social Work and Christian Social Work.

기독교사회복지 및 교회사회복지실천에 대한 기본 개념을 이해한다.

- Project#1: 사회복지사역자로서 비전과 역할에 관한 기말보고서(BT402)에서 교양, 성서연구 부분의 평가를 실시하고 루브릭에 근거하여 1-3점으로 평가한다. 평균 2점 이상이면 충족으로 판단한다.

### PLO 2. Demonstrate growth in personal and spiritual life.

기독교 영성적인 복지선교를 수행할 수 있다.

- Project#1: 사회복지사역자로서 비전과 역할에 관한 기말보고서(BT402)에서 영성 파트의 신학적 논의를 1-3 점으로 평가한다. 학생 평균 2 점 이상이면 충족으로 판단한다.
- Project#3: STI Analysis 를 통해 자신의 영성을 분석한 보고서를 중심으로 학업을 통해 영성이 전 영역에서 의미 있게 변화되었는지를 점검한다. 이 과목을 이수한 학생들은 영성 자기평가표에서 총점 102 점(평균 3 점)을 받을 것으로 기대한다.

### PLO 3. Demonstrate the basic skills and practical abilities for Social Work.

사회복지 실천의 기본 기술과 실제 능력을 함양한다

- Project#2: 케이스 스터디에 관한 기말보고서(SW450/SW451)에서 개별사례의 특성과 욕구진술, 개입계획, 평가계획의 타당성과 실천가능성을 평가한다. 학생 평균 80 점 이상이면 충족으로 판단한다.
- Project#4: 자기반영 보고서(Student Reflection Paper)에서 사회복지 전문가로서 윤리와 자질, 자기이해, 기술의 타당성, 적절성을 평가하고, 학생 평균 80 점 이상이면 충족으로 판단한다.

### PLO 4. Strength competence as a social welfare leader who adapts to social environment by understanding and utilizing social welfare policy and administrative theory.

사회복지정책, 행정이론을 이해하고 활용능력을 겸비하여 사회환경에 적응하는 사회복지 리더로서 역량을 강화한다.

- Project 5: 2 회의 현장실습 자기평가 보고서(Self-evaluation Paper)에서 의미있는 변화가 있었는가를 측정한다. 실습 I 과 II 의 중간평가와 기말평가 점수 간의 차이점을 점검하고 유의미한 차이가 있었다면 충족으로 판단한다.

### PLO 5. Demonstrate Christian Social Work Practice to address the need of individuals in diverse cultural settings. 다양한 문화적 상황에 있는 개인들의 필요를 기독교 사회복지실천으로 다룰 수 있다.

- Project#1: 사회복지사역자로서 비전과 역할에 관한 기말보고서(BT402/SW451)에서 실천 파트에서 사회복지 대상과 실천성의 타당성, 실천가능성을 1-3점으로 평가한다. 학생 평균 2점 이상이면 충족으로 판단한다.



<丑 1> BASW PLO Assessment Rubric

PLO	Assessment Method	Expected Level of Achievement
1. Articulate theoretical foundation for Church Social Work and Christian Social Work	1-1. Final Paper (BT402-general educational perspective) 1-2. Final Paper (BT402-biblical perspective)	2 or above out of 3
2. Demonstrate growth in personal and spiritual life	2-1. Final Paper (BT402-spiritual perspective) 2-2. STI Analysis Paper	2 or above out of 3 60% (102 or above out of 170)
3. Demonstrate the basic skills and practical abilities for Social Work	3-1. Final Paper (SW450/SW451-case study) 3-2. Reflection Paper	80 or above out of 100
4. Strength competence as a social welfare leader who adapts to social environment by understanding and utilizing social welfare policy and administrative theory	4. Self-Evaluation Paper	4 or above out of 5
5. Demonstrate Christian Social Work Practice to address the need of individuals in diverse cultural settings	5. Final Paper (BT402/SW451-social work practical perspective)	2 or above out of 3

## BASW PLO Assessment Result

### <丑 2> BASW PLO Raw Data

No	PLO 1		PLO 2		PLO 3		PLO 4	PLO 5
	1-1. Final Paper	1-2. Final Paper	2-1. Final Paper	2-2. STI	3-1. Case Study	3-2. Reflection Paper	4. Self- Evaluation Paper	5 Final Paper
1	2.4	2.5	2.8	156 (4.6)	90	85	4.25 → 5	2
2	3	3	2.8	110 (3.2)	100	95	4.5 → 4.5	3

### <丑 3> BASW PLO Result of students

PLO	Assessment Method	Expected Level of Achievement	Result	Next Step
1. Articulate theoretical foundation for Church Social Work and Christian Social Work	1-1. Final Paper (BT402-general educational perspective) 1-2. Final Paper (BT402-biblical perspective)	2 or above out of 3	Average 2.7 (satisfied)  Average 2.7 (satisfied)	
2. Demonstrate growth in personal and spiritual life	2-1. Final Paper (BT402-spiritual perspective) 2-2. STI Analysis Paper	2 or above out of 3  60% (102 or above out of 170)	Average 2.8 (satisfied)  Average 133 (3.9 / 5) (satisfied)	
3. Demonstrate the basic skills and practical abilities for Social Work	3-1. Final Paper (SW450/SW451-case study) 3-2. Reflection Paper	80 or above out of 100	Average 95 (satisfied)  Average 90 (satisfied)	
4. Strength competence as a social welfare leader who adapts to social environment by understanding and utilizing social welfare policy and administrative theory	4-1. Self-Evaluation	80 or above out of 100	Increase min 0 point, max 0.75 points (satisfied)	Development of field-oriented self-evaluation scale is required.

5. Demonstrate Christian Social Work Practice to address the need of individuals in diverse cultural settings	5-1. Final Paper (BT402/SW451-social work practical perspective)	2 or above out of 3	Average 2.5 (satisfied)	
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## Analysis

Overall, the students showed satisfactory results in all categories. It is particularly impressive that objective criteria were established based on the materials from the BT402 and SW450-451 courses. However, there are areas that need revision.

1. The evaluation criteria for the social work field practicum do not show significant differences in scores between the midterm and final evaluations; therefore, revisions of the evaluation form are necessary.
2. To ensure objective evaluation, it is important to consider including the field supervisor's evaluation form.
3. Detailed examination is required to understand the correlation between the outcomes of the academic program and the Spiritual Transformation Inventory (STI) scale. Relying solely on the STI scale to evaluate spirituality is deemed to have limitations.
4. It has been identified that students in the BT401 course lack sufficient training in research paper writing techniques. Therefore, it is necessary to guide students to take a course specifically focused on research paper writing in their first semester.
5. In the field practicum, there is a significant variation in the intensity of work among students due to differences in the supervisor's work style and the nature of the placement. To address this, it is important to add guidelines for the practicum requirements and consider the submission of practicum materials (binders or Google Docs)

<부록 1> Spiritual Transformation Inventory 를 활용한 영성 평가

1. 다음 문항을 읽고 본교 학업을 통해서 얼마나 성장되었는지를 체크해 주시기 바랍니다.

문항	척도	1 오히려 되보한 것 같다	2 그대로인 것 같다	3 약간의 성장을 이루었다	4 많은 성장을 이루었다	5 매우 많은 성장을 이루었다
<b>1. 자기 자신과 다른 사람들과 관련해서 Connecting to Self and Others (Internal location, Social location)</b>						
a. 다른 사람들과의 정서적 안정감/Emotional Security with Others						
b. 상호간의 영적 격려/Mutual Spiritual Encouragement						
c. 용서/Forgiveness						
d. 다른 사람들을 향한 사랑/Love for Others						
e. 영적 갱신/Spiritual Renewal						
f. 영적으로 성장하기 위한 내적인 동기 부여/Internally Motivated to Grow Spiritually						
<b>2. 하나님과 관련해서 Connecting to God</b>						
a. 안정감/Sense of Security						
b. 하나님의 임재/God's Presence						
c. 친밀감/Intimacy						
d. 기도 중에 하나님을 경험/Experiencing God in Prayer						
e. 영적 실천 가운데 하나님을 경험/Experiencing God in Spiritual Practices						
f. 감사/Gratitude						
g. 신앙에서 비롯된 의미/Meaning from Faith						
<b>3. 영적인 커뮤니티와 관련해서 Connecting to Spiritual Community (Community impact)</b>						
a. 정서적 안정/Emotional Security						
b. 소속감/Sense of Belonging						
c. 관여/Involvement						
d. 영적으로 집중된 우정/Spiritually-focused Friendships						
e. 정서적인 지원/Emotional Support						
f. 실질적인 지원/Practical Support						
g. 영적 성장을 자극/Stimulates Spiritual Growth						
h. 공동 예배/Corporate Worship						
<b>4. 영적 실천과 관련해서 Connecting to Spiritual practices</b>						
a. 하나님을 중심에 둔 삶/Centering Life around God						

문항 \ 척도	1 오�히려 퇴보한 것 같다	2 그대로인 것 같다	3 약간의 성장을 이루었다	4 많은 성장을 이루었다	5 매우 많은 성장을 이루었다
b. 기도의 빈도/Frequency of Prayer					
c. 영적 실천의 빈도/Frequency of Spiritual Practices					
d. 미디어 사용에 미치는 영적인 영향에 대한 분별/Discerning about Spiritual Impact of Media Use					
e. 고통 중에 하나님께 열려 있는/Open to God in Suffering					
f. 신앙에 대한 의구심을 이겨내고/Working through Doubts about Faith					
g. 시련에 대처하는 신앙에 의지하여/Relying on Faith to Cope with Trials					
h. 영적인 관점에서 삶을 바라보기/Viewing Life through a Spiritual Perspective					
<b>5. 하나님의 나라와 관련해서 Connecting to God's Kingdom (Community Impact)</b>					
a. 지역사회에서 봉사/Serving within the Local Community					
b. 지역사회 밖에서 봉사/Serving outside the Local Community					
c. 내 신앙을 나눔/Sharing My Faith					
d. 세계 선교를 지원/Supporting World Missions					
e. 어려운 사람들을 돕기/Helping Marginalized/ Less Fortunate People					

2. 자신에게 가장 두드러진 성장을 보인 영역은 무엇입니까? 그 이유를 작성해 주세요.

3. 성장이 이뤄지지 않은 부분은 무엇입니까? 그것을 보완하기 위한 계획, 실천활동 등을 자유롭게 작성해 주시기 바랍니다.

1. 교양과정 평가 (BT402-남종성 교수)

	3 잘함	2 보통	1 부족함
GE PLO #1 논리 및 표현력	글쓰기를 통해서 자신이 가진 지식을 명확하고도 효과적으로 전달하고 있다.	글쓰기를 통해서 자신이 가진 지식을 일반적인 수준에서 전달하고 있다.	글쓰기를 통해서 자신이 가진 지식을 잘 전달하고 있지 못하다.
GE PLO #2 시대에 대한 관찰과 분석력	오늘의 시대를 기독교적인 안목으로 명확하게 관찰하고 분석하고 있다.	오늘의 시대를 기독교적인 안목으로 어느 정도 관찰하고 분석하고 있다.	오늘의 시대를 기독교적인 안목으로 잘 파악하고 있지 못하다.
GE PLO #3 대학수준의 교양	주제를 접근함에 있어서 대학수준의 교양이 통합적으로 잘 나타난다.	주제를 접근함에 있어서 대학수준의 교양이 어느 정도 드러난다.	주제를 접근함에 있어서 대학수준의 교양이 발견되지 않는다.
GE PLO #4 기독교적 세계관	주제를 접근함에 있어서 기독교적 세계관이 분명하게 확립되어 있다.	주제를 접근함에 있어서 기독교적 세계관이 어느 정도 확립되어 있다.	주제를 접근함에 있어서 기독교적 세계관이 확립되어 있지 않다.
글쓰기	시카고 스타일을 90% 이상 따르고 있다.	시카고 스타일을 70% 정도 따르고 있다.	시카고 스타일을 잘 따르고 있지 않다.

2. 성서연구 평가 (BT402-남종성 교수)

	3 잘함	2 보통	1 부족함
Bible Core PLO #1 바른 성경관과 해석능력	바른 성경관을 가지고 있고 성경본문을 해석학적 소양을 가지고 해석하고 있다.	바른 성경관을 가지고 있고 성경본문을 어느 정도 해석학적 소양을 가지고 해석하고 있다.	바른 성경관을 가지고 있으나 성경본문을 해석학적 소양을 가지고 해석하고 있지 못하다.
Bible Core PLO #2 성경의 적용능력	성경말씀을 자신의 삶에 잘 적용하는 능력이 있다.	성경말씀을 자신의 삶에 잘 적용하는 능력이 어느 정도 있다.	성경말씀을 자신의 삶에 잘 적용하는 능력이 부족하다.
Bible Core PLO #3 기독교 신학에 대한 이해	자신의 주제를 전개함에 있어서 신학적인 소양이 보인다.	자신의 주제를 전개함에 있어서 신학적인 소양이 어느 정도 보인다.	자신의 주제를 전개함에 있어서 신학적인 소양이 보이지 않는다.
Bible Core PLO #1-3 성경을 자신의 전문적 사역에 연결하는 능력	성경을 자신 전문적 사역에 연결하는 능력이 있다.	성경을 자신 전문적 사역에 연결하는 능력이 어느 정도 있다.	성경을 자신 전문적 사역에 연결하는 능력이 없다.

3. 영성 평가 (BT402-남종성 교수)

	3 잘함	2 보통	1 부족함

Bible Core PLO #1 바른 성경관과 해석능력	바른 성경관을 가지고 있고 성경본문을 해석학적 소양을 가지고 해석하고 있다.	바른 성경관을 가지고 있고 성경본문을 어느 정도 해석학적 소양을 가지고 해석하고 있다.	바른 성경관을 가지고 있으나 성경본문을 해석학적 소양을 가지고 해석하고 있지 못하다.
Bible Core PLO #2 성경의 적용능력	성경말씀을 자신의 삶에 잘 적용하는 능력이 있다.	성경말씀을 자신의 삶에 잘 적용하는 능력이 어느 정도 있다.	성경말씀을 자신의 삶에 잘 적용하는 능력이 부족하다.
Bible Core PLO #3 기독교 신학에 대한 이해	자신의 주제를 전개함에 있어서 신학적인 소양이 보인다.	자신의 주제를 전개함에 있어서 신학적인 소양이 어느 정도 보인다.	자신의 주제를 전개함에 있어서 신학적인 소양이 보이지 않는다.
Bible Core PLO #1-3 성경을 자신의 전문적 사역에 연결하는 능력	성경을 자신 전문적 사역에 연결하는 능력이 있다.	성경을 자신 전문적 사역에 연결하는 능력이 어느 정도 있다.	성경을 자신 전문적 사역에 연결하는 능력이 없다.

#### 4. 전공(사회복지) 평가 (SW451-이현아 교수)

	3 잘함	2 보통	1 부족함
소명	자신의 분야에 대한 확실한 소명을 가지고 있다.	자신의 분야에 대한 소명을 어느 정도 가지고 있다.	자신의 분야에 대한 소명이 부족하다.
지식과 가치	자신의 분야에 대한 확실한 지식과 가치를 가지고 있다.	자신의 분야에 대한 지식과 가치를 어느 정도 가지고 있다.	자신의 분야에 대한 지식과 가치가 부족하다.
실천경험	자신의 분야에 대한 확실한 실천경험이 엿보인다.	자신의 분야에 대한 실천경험을 어느 정도 가지고 있다.	자신의 분야에 대한 실천경험이 부족하다.
보고서 형식과 내용 전개	보고서 형식과 내용 전개가 논리적이다.	보고서 형식과 내용 전개가 보통 수준이다.	보고서 형식과 내용 전개가 미흡하다.
글쓰기	시카고 스타일을 90% 이상 따르고 있다.	시카고 스타일을 70% 정도 따르고 있다.	시카고 스타일을 잘 따르고 있지 않다.

## MDiv PLO Assessment Plan

### MDiv Program Learning Outcomes

Upon completing this degree, students will be able:

1. To exhibit knowledge of Scripture and proper use of exegetical methods. (scripture)
2. To demonstrate the application and practice of the Christian faith for social transformation through personal development and spiritual formation. (Spirituality)
3. To demonstrate the ability to think theologically by understanding the knowledge of the Christian faith and tradition. (Christian Tradition)
4. To understand the particularity of cultural context and apply God's eternal word to a changing world and to particular individuals and congregations. (Culture)
5. To demonstrate effective ministry skills within their professional ministry contexts (Ministry Skills)

### MDiv Capstone Course: Ministry Practicum I

Course	Category	Requirement & Subject	PLO	Spirituality	Competency	
Ministry Practicum I	Internship (Field)	Preaching	#1, #2		O	
		Worship	#2, #3, #4	O	O	
		Pastoral Counseling	#5		O	
		Pastoral Ministry	#3, #4, #5		O	
		Leadership	#3, #4, #5		O	
	Forum (Online)	Personality	#1, #2, #3, #4, #5			
		Money	#1, #2, #3, #4, #5			
		Spiritual Formation	#1, #2, #3, #4, #5		O	
		Self-management	#1, #2, #3, #4, #5		O	
		Interpersonal Relationship	#1, #2, #3, #4, #5			
		Sexual Ethics	#1, #2, #3, #4, #5			
		Family Life	#1, #2, #3, #4, #5			O
		Pastoral Gift	#1, #2, #3, #4, #5		O	

#### 1. Internship (50%)

Each student will serve in an approved, ministry-practicum. A supervisory relationship with a pastor or professional person in the field is very important. Students will be engaged in and reflect on ministry and personal growth with the mentor. Students are expected to participate in 40 hours of serving in the ministry (church-based or Christian agency). Each student is responsible to follow through with the mentor so that all evaluations and assessments are completed and turned in to the instructor.

#### 2. Forum (50%)

Students will meet weekly on the Moodle forum to discuss assigned readings and to debrief in peer groups about ministry experiences. Students are expected to participate in discussions knowing the content of the required readings, integrating biblical studies, theology, and theory with the practice of ministry.

### MDiv Capstone Course: Ministry Practicum II

Course	Category	Requirement & Subject	PLO	Spirituality	Competency
	Ministry Project	Ministry Profile	#2, #4, #5		O



Ministry Practicum II		Calling Paper	#2, #4, #5	O	O
		Theological Reflection Paper	#1, #2, #3, #4, #5		
		Ministry Observation Paper	#1, #2, #3, #4, #5		
		Ministry Project Paper	#1, #2, #3, #4, #5		
	Forum (Online)	Center Church 1	#1, #2, #3, #4, #5		
		Center Church 2	#1, #2, #3, #4, #5		
		Center Church 3	#1, #2, #3, #4, #5		
		Center Church 4	#1, #2, #3, #4, #5		
		Center Church 5	#1, #2, #3, #4, #5		
	Portfolio (Google Drive)				

### 1. Ministry Project (80%)

- **Ministry Profile** - Each student will complete a ministry profile that identifies one's spiritual gifts, heart, abilities, personality, and experiences. The profile should be written as a one-page outline. (10%)
- **Calling Paper** - Each student will write a 2~3 page, a single-spaced paper that describes the student's ministry identity and call to part-time or full-time ministry. This paper should reflect insights from the student's profile, practicum ministry experiences, peer group discussion, and debriefing sessions with the mentor. (10%)
- **Theoretical Reflection Paper** - Students will write a 3~4 page theological reflection paper on a ministry experience from the practicum. The student is expected to discuss this experience with the mentor, discerning the theological significance. (20%)
- **Ministry Observation Paper** - Students will visit, observe, and participate in the types of ministries introduced by Center Church in their city of residence, and write a 3-4 page ministry observation paper. (20%)
- **Ministry Project Paper** - Students will write a 5-6 page ministry project paper in relation to their mission, future ministry context, ministry category, vision, and strategy. (20%)

### 2. Forum (20%)

Students will meet weekly on the Moodle forum to discuss topics related to the center church. Students are expected to participate in discussions knowing the content of the required readings, integrating biblical studies, theology, and theory with the practice of ministry.

## 2023 Spring PLO Assessment Result of MDiv

### PLO Assessment

Course	Category	Evaluation Standards	Results
Ministry Practicum I	Internship	Ministry Evaluation Sheet	Pass or Non-Pass
	Forum	100% Participation	Pass or Non-Pass
Ministry Practicum II	Ministry Project	Rubric	Pass (more than 2 points)
	Forum	100% Participation	Pass or Non-Pass

## Raw Data

Ministry Practicum I	Internship (Field Supervisor)	Forum	Result
1	Pass	100% Participation	Pass
2	Pass	100% Participation	Pass

Ministry Practicum II	Ministry Project	Forum	Result
1	3	100% Participation	Pass
2	3	100% Participation	Pass
3	3	100% Participation	Pass
4	3	100% Participation	Pass
5	3	100% Participation	Pass

## Analysis

1. The number of students was relatively small compared to other semesters. The learning synergy effect was weak due to the lack of discussion.
2. Bible Comprehensive Exam should be added to assessment.
3. Necessary to check the portfolio of subjects such as preaching practicum and pastoral counseling.

# MA in Counseling Psychology Program Assessment Plan

## Learning Outcomes

### Institutional Outcomes

Graduating students will be able to:

5. Understand, interpret and communicate the message of the Bible accurately;
6. Exhibit a spiritual and personal maturity;
7. Demonstrate understanding of Christian theology; and
8. Demonstrate practical skills in their specific fields; culture, critical thinking and leadership

### 학교 전체 학습 결과

월드미션대학교에서 학위과정을 이수하는 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 성경을 정확하게 이해하고 해석하며 전달한다.
2. 영적 인격적 성숙을 보인다.
3. 기독교 신학에 대한 이해를 보인다.
4. 해당 전공분야의 실제적인 기술들을 보인다: 문화, 비평적 사고와 지도력

### MACP Learning Outcome:

Upon completing this degree, students will be able to:

1. Integrate Bible/theology and counseling/ psychology; (IO#1,3)
2. Demonstrate personal and spiritual maturity as a care giving professional; (IO#2)
3. Demonstrate comprehensive knowledge of counseling theories in specific area(s); (IO#4)
4. Demonstrate competence and practical skills for counseling and its related services; (IO#4)
5. Appropriate counseling skills and theories for the expansion of God's Kingdom by understanding counseling as a God's ministry. (IO#2)

### 상담 심리학과 학습 결과

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 성경/신학과 상담 및 심리학을 통합한다.
2. 돌봄을 제공하는 자로서의 개인적 영적 성숙을 보여준다.

3. 상담의 다양한 영역에 관한 이론적 지식을 갖춘다.
4. 상담과 관련된 사역들을 위한 실제적인 기술과 역량을 보여준다.
5. 사역으로의 상담을 이해하고 하나님의 나라 확장을 위해 상담을 활용한다.

## Capstone Course and Projects/Rubrics

### Capstone course: CC593 Counseling Practicum 3 (Unit 3 each)

#### Project 1: Self Evaluation (PLO#4)

- 학생들은 학기초와 학기말에 같은 양식을 이용하여 본인의 상담 기술에 대해 스스로를 평가한다.
- 두 번의 평가를 하는 이유는 한 학기 동안의 성장과 발전을 확인하기 위함이다.

#### Project 2: Final Report of Counseling Cases (PLO#1,4)

- 학기말에 학생들은 자기가 상담한 케이스에 대한 심도 깊은 보고서를 제출한다.
- 이 보고서에는 상담 케이스에 대한 다각적인 이해와 분석, 본인이 적용한 상담 기법 (2-1), 신학적/영적 관점에서의 논의와 평가(2-2) 등이 포함된다.

#### Project 3: STI Analysis (PLO#2,5)

- 학기말에 학생들은 STI 에 해당하는 자기 평가 루브릭을 통해 스스로의 영적 성장에 대해 평가한다.
- 이 과목을 이수한 학생들은 다음의 표에서 총점 102 이상 받는 것 (평균 3) 을 기대한다. (3-1)
- 또한 5 번 카테고리에서 평균 15 점 이상을 얻기를 기대한다. (3-2)

• Spirituality Self-Evaluation Rubric:

	5 매우 많은 성장을 이루었다	4 많은 성장을 이루었다	3 약간의 성장을 이루었다.	2 그대로인 것 같다	1 오히려 퇴보한 것 같다
1. 자기 자신과 다른 사람들과 관련해서 Connecting to Self and Others (Internal location, Social location)					
a. 다른 사람들과의 정서적 안정감/Emotional Security with Others					
b. 상호간의 영적 격려/Mutual Spiritual Encouragement					
c. 용서/Forgiveness					
d. 다른 사람들을 향한 사랑/Love for Others					
e. 영적 갱신/Spiritual Renewal					
f. 영적으로 성장하기 위한 내적인 동기 부여/Internally Motivated to Grow Spiritually					
2. 하나님과 관련해서 Connecting to God					
a. 안정감/Sense of Security					
b. 하나님의 임재/God's Presence					
c. 친밀감/Intimacy					
d. 기도 중에 하나님을 경험/Experiencing God in Prayer					
e. 영적 실천 가운데 하나님을 경험/Experiencing God in Spiritual Practices					
f. 감사/Gratitude					
g. 신앙에서 비롯된 의미/Meaning from Faith					
3. 영적인 커뮤니티와 관련해서 Connecting to Spiritual Community (Community impact)					
a. 정서적 안정/Emotional Security					
b. 소속감/Sense of Belonging					

c. 관여/Involvement					
d. 영적으로 집중된 우정/Spiritually-focused Friendships					
e. 정서적인 지원/Emotional Support					
f. 실질적인 지원/Practical Support					
g. 영적 성장을 자극/Stimulates Spiritual Growth					
h. 공동 예배/Corporate Worship					
4. 영적 실천과 관련하여 Connecting to Spiritual practices					
a. 하나님을 중심에 둔 삶/Centering Life around God					
b. 기도의 빈도/Frequency of Prayer					
c. 영적 실천의 빈도/Frequency of Spiritual Practices					
d. 미디어 사용에 미치는 영적인 영향에 대한 분별/ Discerning about Spiritual Impact of Media Use					
e. 고통 중에 하나님께 열려 있는/Open to God in Suffering					
f. 신앙에 대한 의구심을 이겨내고/ Working through Doubts about Faith					
g. 시련에 대처하는 신앙에 의지하여/ Relying on Faith to Cope with Trials					
h. 영적인 관점에서 삶을 바라보기/ Viewing Life through a Spiritual Perspective					
5. 하나님의 나라와 관련하여 Connecting to God's Kingdom (Community Impact)					
a. 지역사회에서 봉사/Serving within the Local Community					
b. 지역사회 밖에서 봉사/Serving outside the Local Community					
c. 내 신앙을 나눔/Sharing My Faith					
d. 세계 선교를 지원/Supporting World Missions					
e. 어려운 사람들을 돕기/Helping Marginalized/ Less Fortunate People					

Project 4: 졸업시험 (PLO#1,3,4)

- 졸업 시험 과목 중 신약, 구약 과목의 점수 총합을 통해 PLO#1 을 점검할 수 있다. (4-1)
- 졸업시험 과목 중 전공과목의 점수 총합을 통해 PLO#3,4 를 점검할 수 있다. (4-2)

**Master of Arts in Counseling Psychology**

PLO #	PLO	Assessment Methods and Metrics	Achievement Benchmarks Outcomes	Evidence
PLO1	Integrate Bible/theology and counseling/ psychology	CC593 Case Report-#21 CC610 Exam-Biblical courses	4 or above out of 5 15 or above out of 20	Case Report Exam Score
PLO2	Demonstrate personal and spiritual maturity as a care giving professional	CC593 STI Analysis	60% (102 or above out of 170)	Analysis Score
PLO3	Demonstrate comprehensive knowledge of counseling theories in specific area(s)	CC610 Exam-Counseling courses	60 or above out of 80	Exam Score
PLO4	Demonstrate competence and practical skills for counseling and its related services	CC593 Self-Evaluation CC593 Case Report-#15 CC610 Exam	80 or above out of 100 4 or above out of 5 60 or above out of 80	Self-evaluated score Rubric 60 or Exam Score
PLO5	Appropriate counseling skills and theories for the expansion of God's Kingdom by understanding counseling as a God's ministry.	CC593 STI-5th category	60% (15 or above out of 25)	Analysis Score

## 21-22 PLO Assessment Result of MACP

Data collected

Scores of Capstone course and exams of the total of 21 students in class of 2023 were collected. The data were obtained from the Moodle.

### Raw Score

Category	No	1. Self-Eval.	2-1. Case report-#15	2-2. Case report-#21	3-1. STI-Total	3-2. STI-#5	4-1. Exam-Counseling	4-2. Exam-Bible
Online	1 유선동	80	4	4	91	11	67	11
	2 임미숙	80	4	5	123	22	55	17
	3 임석순	80	4	5	129	14	66	18
	4 장경숙	75	5	5	122	20	72	15
	5 최영희	80	4	5	149	22	71	20
	6 강한나	85	4	5	112	10	58	13
	7 권유진	82	5	4	103	20	61	15
	8 김미선	70	4	4	139	19	54	19
	9 김선태섭	55.4	4	4	107	14	70	18
	10 박경화	80	4	5	130	18	58	19
	11 윤형윤	80	5	5	98	14	71	19



	12 이보경	89	4	4	141	21	59	16
	13 이영선	80	5	5	125	16	71	20
	14 이주현	70	4	4	77	6	70	18
Campus	15 강영지	60	2	3	Not submitted	Not submitted	72	20
	16 김영빈	54	3	4	103	10	69	18
	17 김인수	56	4	5	117	18	79	18
	18 백주영	Moodle missing	Moodle missing	Moodle missing	Moodle missing	Moodle missing	60	19
	19 박봄내	82	4	5	118	15	61	18
	20 소영희	80	5	5	111	21	77	19
	21 박윤희	70	4	3	114	11	62	14
Average		74.57	4.1	4.45	116.26	15.9	65.85	17.3

## Result of Students

PLO	Assessment Method	Expected Level of Achievement	Result	Next Step
1. Theological/Spiritual Integration in Counseling	2-2. Case Report-#21	4 or above out of 5	2-2. The average was 4.45 (satisfied)	Keep going
	4-2. Exam-Biblical courses	15 or above out of 20	4-2. The average was 17.3 (satisfied)	

2. Personal Spiritual Maturity	3-1. STI Analysis	60% (102 or above out of 170)	3-1. The average was 116.26 (satisfied)	Keep going
3. Counseling Theories	4-1. Exam-Counseling courses	60 or above out of 80	4-1. The average was 65.85 (satisfied)	Keep going
4. Counseling Skills	1. Self-Evaluation 2-1. Case Report-#15 4-1. Exam	80 or above out of 100 4 or above out of 5 60 or above out of 80	1. The average was 74.57 (unsatisfied) 2-1. The average was 4.1 (satisfied) 4-1. The average was 65.85 (satisfied)	Encourage students to evaluate themselves a little more positively and have pride for themselves.  Motivating the campus students more into counseling practice is needed.
5. Counseling as a Divine Ministry	3-2. STI-5 <sup>th</sup> category	60% (15 or above out of 25)	3-2. The average was 15.9 (satisfied)	Keep going

## Analysis

PLO#1. Students demonstrate their ability to integrate Christian theology and counseling theories through their actual counseling practices as well as knowledge.

PLO#2. Students' personal spiritual maturity is measured as satisfied through the STI analysis. Here, the STI Index is developed and used by Kyung Hwa Song, referred to the Spiritual Transformation Inventory by Todd Hall.

PLO#3. The comprehensive exams on counseling theories show that students obtain enough knowledge in counseling theories.

PLO#4. Counseling skills is somewhat contradictory. Students' actual counseling practices and the exam scores show that students are also competent in counseling skills. However, students' self-evaluation is a

little bit lower. Especially, two students of the campus program gave very low score on their counseling skills. This is understandable in that the two were advised to take another course instead of CC593(Counseling Practicum3) after their completion of CC592 because of their lower motivation and ensuing poor results in their counseling practices. Other than this, since the WMU students are humble, so they hesitate to give a high credit for themselves.

PLO#5. The STI score shows that students actively use their counseling theories and techniques in their ministry settings to strengthen the Christian community.

Overall, the program accomplished its goals for the academic year of 2022-2023.

To facilitate balanced growth of students, it is important to encourage the campus students to be more motivated into the counseling ministry.

## **Action Plan**

PLO#4. It is hard to train students to evaluate themselves as good, who are familiar with Korean Christian culture where humility is one of the highly recognized virtues. That being said, students need balance and accuracy in evaluating themselves. So, it is important the instructor mentions the importance of humble but accurate and fair evaluation at the end of the semester before students fill out the evaluation form. Both celebrating their growth and strengths as well as confrontation of their weaknesses need to be well mentioned before and after the evaluation week.

For the campus trainees, offering more opportunities to develop their counseling skills can be considered. At the beginning of the semester, the instructor can give practicum options of counseling, reading and watching, or shadowing supervision of which trainees can select. This will make practicum easier to participate in for some campus students who have lower motivation for counseling.

To summarize, two action plans are suggested:

1. The instructor mentions the importance of humble but accurate and fair evaluation at the end of the semester before students fill out the evaluation form.
2. The professors of counseling department discuss options for the low-motivated students to develop counseling skills, not only by direct counseling but also reading and watching materials or shadowing supervision.

Issues	Schedule	Responsible Person	Budget	Assessment & Analysis Document	Planning Document	Check
Campus students evaluate their counseling skills very low.	Dec. 2023	Kyung Hwa Song	0	2022-2023 PLO Assessment	2023-2024 PLO Assessment	<p>1. The instructor mentions the importance of humble but accurate and fair evaluation at the end of the semester before students fill out the evaluation form.</p> <p>2. The professors of counseling department discuss options for the low-motivated students to develop counseling skills, not only by direct counseling but also reading and watching materials or shadowing supervision.</p>

**Doctor of Ministry / Christian Counseling & Spiritual Formation**

PLO #	PLO	Assessment Methods and Metrics	Achievement Benchmarks Outcomes	Evidence
PLO1	1. Integration of theology and psychology	1. DMin Project 2. CC702	1. 4 or above out of 5 2. 4 or above out of 5	Rubric Rubric
PLO2	2. In-depth contextual competency	1. DMin Project 2. CC702 3. SF702	1. 4 or above out of 5 2. 4 or above out of 5 3. 4 or above out of 5	Rubric Rubric Rubric
PLO3	3. Leadership capacity	1. DMin Project 2. CC702 3. SF702	1. 4 or above out of 5 2. 4 or above out of 5 3. 4 or above out of 5	Rubric Rubric Rubric
PLO4	4. Personal and spiritual maturity	1. DMin Project 3. SF702	1. 4 or above out of 5 3. 4 or above out of 5	Rubric Rubric

No graduates yet.

## Master of Arts in Music Program Assessment Plan

### Program Learning Outcomes

PLO #1	Integrate Bible/theology and music critically;
PLO #2	Exhibit a substantial and growing spiritual and personal maturity as a musician;
PLO #3	Demonstrate practical performance skills in conducting, praise ministry, voice, and instrument;
PLO #4	Demonstrate ability to influence and lead others in church music;
PLO #5	Demonstrate advanced understanding of art music in the Western European tradition; and
PLO #6	Demonstrate advanced understanding of music styles as discovered in musical analysis.

### Curriculum Map

Required		Unit	PLO					
			1	2	3	4	5	6
<b>Biblical/ Theological Studies: 6 credits</b>								
1	BT501 Introduction to OT or NT	3	V	V				
2	ST502 Systematic Theology I OR II	3		V		V		
<b>Practical Ministry Studies: 3 credits</b>								
3	IS514 Leadership Development	3		V		V		
<b>Professional Studies: 22 credits</b>								
4	MC524 Church Music History	3		V			V	
5	MC545 Spirituality and Ministry of Worship	3	V	V		V		
6	MH543 Seminar in Music History	3					V	V
7	MT551 Analytical Study of Music	3						V
8	MP685 Graduate Recital	2	V		V	V	V	V
9	ME533 Chamber Choir I and II OR	2			V			
10	ME512 Gospel Choir I and II	2			V			

11	MP591 Individual Instruction I, II, and III	6			V	V		
<b>Field Education: 4 credits</b>								
12	PT695-698 Supervised Ministry I-IV	0.5		V				
13	PT685-690 Student Chapel I-VI	0.5		V				

**각 과목의 포트폴리오 그리고 PLO**

Required		Unit				
Biblical/Theological Studies: 6 credits (Choose Number 1 or 2 and 3 or 4) and Practical Ministry Study -3 credits			영성훈련 과제	사역역량 과제	PLO Number	
1	BT501 Introduction to Old Testament	3		모세오경 읽기		1,2
2	BT502 Introduction to New Testament	3		복음서 읽기 말씀묵상		1,2
3	ST502 Systematic Theology I	3		성례전 고찰		2.4
4	ST503 Systematic Theology II	3			교회관 교회정치	2.4
5	IS514 Leadership Development	3		습관 고치기 복종훈련	지도력	2,4
<b>Music Required 22 Credits</b>						
6	MC524 Church Music History	3		매 주 교회 사역에 드리는 찬양으로 말씀 준비하기	교회탐방	2.5
7	MC545 Spiritual and Ministry of Worship	3		7 Guest Speakers 영성 리포트 쓰기	사역철학	1,2,4
8	MH543 Seminar in Music History	3		음악가 영성 탐구	음악가 탐구	5,6
9	MT501 Music Analysis	3			음악 분석	6
10	MP685 Graduate Recital	2		연주 곡 중 하나를 선택 성경과 연결 말씀 준비하기	Recital 영상	3,4,5,6,

11	ME533, 534 or ME512,514	2				Choral Ensemble	4
12	Individual Instruction I	2			과제 곡 중 작곡자를 선택 영성 탐구하기	SMF, or other Performance	2.3
13	Individual Instruction II	2			과제 곡 중 작품안에 담긴 이야기와 영성 탐구	SMF, or other Performance	2.3
14	Individual Instruction III	2			프로그램 노트작성 - 영성	Gradual Recital	2.3
Music Electives:9							
credits							
15	MC553 Praise and Worship					Two Church Musician's Ministry Research	1.,2.3
16	MD523 Choral Conducting					Two Great Choral Conductors	3
17	MD534 Band Directing					Band Directing Techniques	3
18	MD596 Choral Literature					Choral Cards	3,5
19	MD597 Choral Technique					Score Study Rehearsal	3,5
20	ME545 Group Ensemble					장르별 연주 기술	3,5
21	ME 578 Chamber Music Ensemble					양상블 그룹 연구	3,5
22	MI 578 Chamber Music Literature					Baroque Ensemble techniques	3,5
23	MV563 Special Studies in Song Literature					Aria Repertoire Card	3,5
24	MV567 Voice Pedagogy					레슨 차트	3
Field Education: 4 credits							

25	PT661-662 Supervised Ministry I. II	4			예배훈련	소명 설교 예배 가정사역 목회의사소통 목회상담	2,4
26	PT685-690 Student Chapel I-VI	0.5					2

### **Capstone Course - MP691 Graduate Recital**

Course Learning Outcomes (CLO) 학습 결과

**At the completion of this course, students will be able to:**

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

1. Demonstrate including through a public recital, a highly developed level of accomplishment and command of performance technique and attention to the highest possible level of performance with spiritual maturity (#2, 3, 4)

공개 연주회를 통해 영적 성숙을 갖춘 뛰어난 기량과 기술을 갖춘 리사이틀을 할 수 있고 그것을 통해 높은 수준의 기량이 계발된것을 보일 수 있다.

2. Identify and analyze the elements of music in given piece, and demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context. (#5, 6)

연주할 곡들을 분석하고 해석해 가면서 작품안에 담겨진 미적 요소와, 예술적, 사회적 그리고 역사적 컨텍스트 들을 이해하고 정의 내릴 수 있다.

3. Develop effective writing skills for use in program notes, essays, or research papers. (#4)

리설치 페이퍼, 에세이, 프로그램노트를 준비 하면서 효과적인 글 쓰기 기술을 익힐 수 있다

4. Develop an expanded growing spiritual and personal maturity understanding through bible based musical study and ministry (#1,2 )

성경에 기초한 음악적 연구와 사역을 준비하면서 영적, 개인적 성숙을 계발 시킬 수 있다



# **I. Recital (PLO 3,4,5,6)**

I.MA in Music (MAM) – MP 691

## **졸업 연주에 대한 기본적인 안내**

Students in MAM program who are performance major should read and observe all pertinent directions in the catalogue in addition to those in this handbook.

## **General Policies**

### **1. Scheduling and Planning**

- a. Recitals are to be scheduled no sooner than the student's third semester in residence and with advisor's approval.
- b. Recitals must take place during the weeks when school is in session and not during breaks. Recitals may not be scheduled for the month of December. Recitals are not generally given during summer session, though in special circumstances they may.
- c. Recitals are to be scheduled at a time when at least two professors from the department are available to attend them. Exceptions, such as recitals given during summer session, or secondary recitals, are made on an individual basis and require departmental approval.
- d. All students planning to give choral or other degree recitals during the academic year must submit on the recital application form the following information to the Department at least three months in advance:
  - 1) Projected recital date, place, and hour.
  - 2) Projected dates, hours, and places of all rehearsals.
  - 3) Projected form
  - 4) Name of the faculty advisor for the recital.
  - 5) Choir and orchestra personnel: number of WMU students to be used and number of non-students. (Conducting Major)

## **2. Preparation of Recitals**

- a. MA Music students will take 2 units of Graduate Recital (Directed Research) in preparation for the MA recital. This course will be devoted to private lessons. The course may be taken either the semester before the one in which the recital is scheduled or during that semester (If the recital is late in the semester)
- b. The student's recital advisor will attend at least two rehearsals of choral recital, one early and one in the final stages (normally the dress rehearsal) of preparation. The student and the advisor may choose, in lieu of having the advisor attend an early rehearsal, to have one or two of the early rehearsals DVD and viewed for advisor comment during lesson(s) Final approval for presenting the recital rests with the advisor. (Conducting Major)
- c. The advisor must also initial the program proof before final printing.

## **3. Performance**

- d. Following the recital, the faculty will meet to determine the acceptability of the performance, after which the student will make an appointment with each of the professors present at the recital to discuss the performance. The student should bring scores of the recital music and recital report card to this meeting for signatures.
- e. A high quality of DVD of each acceptable recital must be filed in the Music Office within two weeks.
- f. The Recital report cards must be returned to the Music department immediately after they are signed.

## **일반 정책**

### **1. 스케줄링 및 계획**

- a. 리사이틀은 학생의 세 번째 학기가 끝나고 학과장 및 지도교수의 승인을 얻은 후 이루어져야한다.
- b. 리사이틀은 학교가 휴식 시간이 아닌 주중에 진행되어야 한다. 12 월 한 달 동안 리사이틀 일정을 예약 할 수 없다.

특별한 경우 외에는 여름 휴가 중에는 일반적으로 메이크업 리사이틀을 하지 않는다.

- c. 리사이틀에는 최소한 두명의 교수가 참석할 수 있는 시간에 정해져야 한다. 여름 학기의 리사이틀이나 2 차 리사이틀과 같은 예외는 개별적으로 이루어지며 음악과의 승인이 필요하다.

- d. 리사이틀이 열리는 학기에 합창 또는 기타 학위 과정을 제공하려는 모든 학생들은 최소한 2 개월 전에 다음 정보를

음악과에 제출해야한다.

- 1) 예상 리사이틀 날짜, 장소 및 시간.
- 2) 모든 리허설 날짜, 시간 및 장소 예상.
- 3) 계획된 양식
- 4) 리사이틀을 위한 담당 교수 이름.
- 5) 합창단 및 오케스트라 인원: 사용할 WMU 학생 수 및 비 학생 수. (지휘 전공)

## **2. 리사이틀 준비**

a. MAM 학생들은 리사이틀 준비를 위해 2 학점의 대학원 리사이틀 수업 (MP691 Graduate Recital, Directed Research)

을 수강하게 된다. 이 과정은 리사이틀이 예정된 학기 이전이나 그 학기 중 한 학기에 수강 할 수 있다 (리사이틀이 학기 중 늦은 경우)

b. 학생의 리사이틀 담당 교수는 적어도 두번의 리허설에 참여한다. 준비과정 초기와 최종 단계 (일반적으로 드레스 리허설)에 참여한다. 학생과 담당 교수는 처음 리허설에 참석하는 대신, 처음 리허설 DVD 1 ~ 2 개를 가지고 레슨을 받는 동안 담당 교수의 의견을 들을 수 있도록 선택할 수 있다.

c. 지도 교수에게 최종 인쇄 전에 프로그램을 승낙 받고 인쇄 해야 한다.

## **3. 연주**

a. 연주가 끝난 후, 교수들은 연주의 평가를 위해 모일 것이며, 그 후에 학생은 연주에 대한 평가를 받기 위해 학과장 과 약속

시간을 잡아야 한다. 이때 학생은 점수를 받기 위해 위해 리사이틀 음악 및 리사이틀 보고서 카드를 이 회의에 가져와야 한다.

b. 고품질 영상 혹은 유튜브 클립으로 연주 영상을 2 주 이내에 음악과 사무실에 제출해야 한다.

c. 리사이틀 성적표는 담당교수와 학과장이 서명하여 음악과 조교에게 제출한다.

# Rubrics

## Graduation Recital Hearing Rubric (GRHR)

Category	Excellent - 4	Good - 3	Fair - 2	Poor - 1
<b>The student demonstrated acceptable technical facility</b>	Consistently precise pitch and intonation, consistently precise rhythm, strong, mature tone; literature far above level	Consistently accurate pitch and intonation, consistently accurate rhythm, consistently good tone; literature above level	Mostly accurate pitch and intonation, consistently accurate rhythm, consistently good tone; literature appropriate to level	Inaccuracies in pitch, tuning, rhythm, and/or tone quality. literature of lesser difficulty
<b>The student demonstrated appropriate musicianship</b>	Consistently performed with ease, fluency, and mature phrasing and musical expression	Consistently performed with ease and fluency of musical expression	Performed with mostly fluent and appropriate phrasing and musical expression	Occasionally performed with appropriate expression and phrasing
<b>The student demonstrated knowledge of literature for instrumental/vocal medium</b>	Performed literature in a variety of styles above appropriate level	Performed literature in a variety of styles at appropriate level	Performed literature in a few styles at appropriate level	Performed literature in a few styles, some at appropriate level, some below
<b>The student utilized proper performance practice</b>	Demonstrates detailed knowledge of and extreme sensitivity to historical and stylistic elements of performance	Demonstrates familiarity with and sensitivity to historical and stylistic elements of performance	Performance appropriate to stylistic and/or historical period	Performance neutral to stylistic and/or historical period
<b>The student justified and/or could communicate his/her ideas and musical information through musical performance</b>	Consistently technically accurate, musically expressive, stylistically appropriate on a graduate to professional level	Consistently technically accurate, musically expressive, stylistically appropriate on a suitable or higher level	Mostly technically accurate, musically expressive, stylistically appropriate on a suitable level	Lacking in technical accuracy, and/or musical expression, stylistically inappropriate

## Performance Evaluation Rubrics

### Conducting Performance Recital Rubric

Category	Excellent - 4	Good - 3	Fair - 2	Poor - 1
<b>Score Study Markings</b>	All dynamics are marked correctly; melody and variations are identified every time they are used; all cues are marked	Almost all dynamics are marked correctly; melody and variations are identified almost every time; almost all cues are marked	Some dynamics are marked correctly; melody and variations are identified some of the time; some of the cues are marked	Dynamics are not marked or are marked incorrectly; melody is rarely identified; cues are not marked
<b>Comments</b>				
<b>Beat Pattern</b>	The correct beat pattern is maintained clearly and consistently throughout; the beat remains steady Conduct perfect patterns throughout performance	The correct beat pattern is maintained clearly throughout most of the measures; the beat is almost always steady 1-2 pattern mistakes	The correct beat pattern is maintained through most of the measures; the beat is steady most of the time 2-4 pattern mistakes	The beat pattern is hard to recognize, incorrect, or is not maintained; the beat is very unsteady 8 or more pattern mistakes
<b>Comments</b>				
<b>Cueing, Cut off, and prepared beat)</b>	The preparation beat is clear and in the correct tempo; the cut off is clean, well prepared, Cueing to each part is clear	The preparation beat is clear and in the correct tempo; the cue is given on the correct beat; the cut off is given on the correct beat	The preparation beat is a small motion in a slightly different tempo than the tempo of the piece; the cue is small but on the correct beat; the cut off is abrupt	There is no preparation beat, cue, or cutoff; the cue and cut off are at inappropriate times
<b>Comments</b>				
<b>Left Hand Gesture Appropriateness</b>	Uses left hand for cues, dynamics, accents, effects at appropriate times	Uses left hand for cues, dynamics, accents, effects at appropriate times most of the times	Uses left hand for cues, dynamics, accents, effects at appropriately some of the time	Never uses the left hand
<b>Comments</b>				

<b>Facial Expression</b>	Student achieves desired response for ensemble with facial expression	Students' facial expression appropriate for musical effect	Expression unclear, but combined with stick technique ensemble responds	No facial expression change throughout performance
<b>Comments</b>				
<b>Tempo/ Dynamics</b>	Pattern clearly shows tempo changes and dynamic contrast	Conductor is effective in showing tempo changes and dynamic contrast but pattern/ left hand not consistent	Changes in tempo or dynamics are ineffective due to lack of definition of pattern	No change of tempo in pattern, no change of cue when attempting dynamic contrast
<b>Comments</b>				

### Piano Performance Recital Rubric

<b>Category</b>	<b>Excellent - 4</b>	<b>Good - 3</b>	<b>Fair - 2</b>	<b>Poor - 1</b>
<b>Rhythm/ Tempo</b>	Excellent rhythmic accuracy throughout the entire performance. Tempo is under complete control.	Excellent rhythmic accuracy for most of the time. Tempo is under control most of the time. Unstable tempo corrected easily.	Good rhythm and tempo most of the time. Tempo under control in structurally important places with minor problems.	Basic rhythmic accuracy and tempo control is demonstrated. Complicated passages have problems. Tempo not always controlled.
<b>Stage Presentation</b>	Excellent stage manner throughout entire performance.	Excellent stage manner for most of the performance.	Good Stage presence is presented after fully warmed up.	Weak stage manner due to nervousness.
<b>Technique</b>	Excellent finger dexterity throughout entire performance. Superb articulation control.	Excellent finger dexterity for most of the performance.	Good articulation effort for most of the performance.	Weak finger control. Not yet fully understanding the technique and hand coordination
<b>Dynamics</b>	Excellent structural dynamic is well addressed throughout entire performance. Climactic moments are clear and contrast between dynamic	Excellent dynamic presentation for the most part of the performance. The range of dynamic contrast could be more improved.	Good effort in bringing dynamic shifts. Weakness on dynamic control is noticed in faster tempo.	Not yet clearly controlled dynamic presentations. Basic training on how to structurally manage and express dynamic shifts needs to be trained.

	changes is well expressed.			
<b>Tone Quality</b>	Excellent tone quality achieved throughout entire performance. Well controlled and focused tone.	Excellent tone quality achieved most of the time. Minor problems in tone control corrected quickly.	Steady demonstration of a basic tone control. Lack of focus in tone quality with softer volumes.	Not yet demonstrating tone control. Basic understanding of tone quality needs to be trained.

### Vocal Performance Recital Rubric

<b>Category</b>	<b>Excellent - 4</b>	<b>Good - 3</b>	<b>Fair - 2</b>	<b>Poor - 1</b>
<b>Pitch</b>	Virtually no errors. Pitch is very accurate.	An occasional isolated error, but most of the time pitch is accurate and secure.	Very few accurate or secure pitches.	Who needs pitch?
<b>Rhythm</b>	The beat is secure and the rhythms are accurate for the music being sung.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate, detracting significantly from the overall performance.	Ain't got no rhythm.
<b>Tone Quality</b>	Tone is consistently focused, clear, and centered throughout the range of the voice.	Tone is focused, clear, and centered through the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality does not detract from the performance.	The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.	Mumbles, shouts, sing inappropriately, or will not sing.
<b>Expression and Style</b>	Performs with a creative nuance and style in response to the score and limited coaching. Follows melodic direction.	Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Rarely demonstrated expression and style. Just sings the notes.	Expression and style is comparable to a dead rodent.
<b>Diction</b>	Student articulates clearly and the text of	Student articulates the words somewhat clearly and the text can be	Student rarely articulates the words	No clue as to what the student is singing. Possibly

	the music is understandable.	understood most of the time.	and the text is not discernable.	singing in a different language.
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### **Contemporary Music Performance Recital Rubric**

<b>Category</b>	<b>Excellent - 4</b>	<b>Good - 3</b>	<b>Fair - 2</b>	<b>Poor - 1</b>
Style	Displays understanding of melodic, harmonic, and rhythmic idioms that are appropriate for different styles	Plays/sings well but doesn't always use appropriate stylistic vocabulary	Basic musicianship skills still need work	Understanding of Styles and basic Musicianship is poor
Performance	Accuracy of pitch And rhythms and use Of appropriate stylistic Vocabularies. Also Displays a sense of stage Presence. Relates to Audience well.	Shows understanding of required styles. but performance is a bit inconsistent	Doesn't display understanding of different styles. tempos unsteady Inaccurate rhythms and pitch	Unable to execute musically in any of required styles
Musicianship	Executes written parts And improvisations well. Time playing is stable and Is accurate as regards Pitch and rhythms.	Not quite consistent in all areas of musical execution.	Pitch and rhythmic errors, tempos are Not steady Improvising lacks clarity, stylistic Differences lacking	Basic musicianship is lacking in all areas. Unable to execute written parts well. Improvising is very poor.
Ensemble Playing	Plays well and in time with the ensemble. Understands how the Different parts relate to Each other and understands the musical role each instrument needs to play. Is always listening to the whole listening to the whole sound of the group, not just his/her own sound.	Rhythm playing is At times out of sync with the ensemble Doesn't always know how parts relate to each other.  may play his/her part Well but still doesn't make the ensemble sound better	Doesn't play with an understanding of his /her role in the group Doesn't blend his/her sound with the band. Overall Is not listening well to the other players.	Not listening to the overall sound, not playing in time Volume is too loud Or too soft. Doesn't understand his/her Role in the ensemble.
Improvisation	Shows ability to improvise with stylistically Appropriate	While vocabulary is appropriate,	Use of vocabulary for styles is not clear Not playing phrases Or	Not playing phrases, not playing in time



	melodic and Harmonic vocabulary All required styles. Phrasing Is clear, improvisations Have a strong sense of form.	phrasing and form in are lacking.	good time. Form is not realized.	Vocabulary is wrong for the style, gets Lost in the form.
I.Arranging	II. Introductions and endings Are good, transition Moments are attended to, a good sense of form is realized. Good use of Instrumentation, dynamics And textures.	III. Introductions and endings are good, transition moments are undefined. IV. Use of Dynamics is weak, instrumental textures too much The same.	V. Intros and endings are weak, not related to the Compositions. Forms are out of balance. Al most no use of dynamics.	VI. Introductions and endings lack serious consideration No sense of an organic progression of ideas. Form is Not realized.

## II. Project (PLO1.2)

### Project Guide

Title: My Philosophy of Spirituality and Ministry of Music (MC 545)

### Description

본 프로젝트는 모든 학과정을 통해 얻어진 것을 토대로 나의 영성있는 음악 사역 철학을 정립하여 앞으로의 사역에 대한 청사진을 그리게 된다. (Minimum 12Pages)

### Contents

본인의 멘토를 선정한다.

I. Introduction

II. 멘토의 Biography 그리고 선정하게 된 이유를 제시한다 (1-2 Pages)

III. 멘토의 신학사상, 영성과 신앙관, 그리고 음악사상과 철학을 객관적 입장에서 제시한다 (1-2 Pages)

IV. 위의 내용을 토대로 나의 영성과 음악 사역 철학을 정립한다. 적어도 3 개 이상의 요소(Contents)들을 반드시

성경의 근거에 의해 제시해야 한다 (1-2 Pages)

V. 본인이 보는 시각에서 비추어지는 현대 교회 음악 사역의 현실을 정돈하고 앞으로 나아가야 할 방향과 그 안에서 본인이 해야 할 역할이 무엇인지 사역을 계획해 본다 (2 Pages)

VI. Conclusion

본인의 음악 사역 철학을 요약, 정리하며 끝맺음을 한다 (1 page)

## Rubric for Spirituality and Ministry of Music -(Final Project) (RSMMP)

Contents	Gr	3	2	1	Total
주제에 맞는 리설치 Subject Introduction		모든 내용이 주제를 잘 설명해 주고 있다	주제를 대체적으로 잘 맞추었지만 1-2 부분에 주제와는 다른 부분이 나타난다	주제에 벗나간 다른 연구를 하였다	_____ out of 10
서론 본론(2-3 contents) 결론의 구조적 완성 Structure		모든 구조가 잘 갖추어져 있다	구조가 대체적으로 잘 갖추어져 있고 1-2 부분이 매끄럽지 못하다	구조가 갖추어 지지 않았다	_____ out of 10
서론과 본론 그리고 결론의 상호 연관성 Connection		모든 연결이 잘 짜여져 있다	연결이 대체적으로 좋지만 2-3 부분 연결이 미흡하다	서로 연결이 되어 있지 못하다	_____ out of 10
멘토 설정의 적절성 Content		신학사상과 영성 그리고 음악 철학이 잘 정리되어 있다	신학사상과 영성 그리고 음악 철학이 보편적으로 갖추어져 있다	신학사상과 영성 그리고 음악 철학이 잘 장리되어 있지 않다	_____ out of 20
성경적 근거에 의한 자신의 영성과 음악철학 요소들 제시 Content		성경에 근거해 자신의 영성 그리고 음악 철학적 요소가	성경에 근거해 자신의 영성 그리고 음악 철학적 요소가 부분적으로 미흡하다,	성경에 근거해 자신의 영성 그리고 음악 철학적 근거가 안되어 있다,	_____ out of 20

	잘 제시되어 있다,			
결론의 적용이 본질에 근거, 자신이 앞으로의 Ministry 와 Teaching 사역에 큰 도움이 되는 요소들을 발견 Application	결론을 탁월하게 도출해 내었다 (8)	결론을 대체적으로 잘 도출해 내었다 (6)	결론이 전체적으로 미흡하다 (2)	out of 30
NOTETS				out of 100

## 2021-2022 POL Assessment of MAM

PLO #1 Integrate Bible/ theology and music critically

PLO#2 Exhibit a substantial and growing spiritual and personal maturity as a musician

Student	Major	Graduate Recital Hearing Rubric (GRHR)	Performance Recital Rubric (PRR)	Total	
				GRHR	EMR
1	Contemporary	1-3/4, 2-3/4, 3-4/4, 4-3/4, 5-3/4,	1-3/4, 2-4/4, 3-3/4, 4-3/4, 5-3/4, 6-3/4	<b>3.2/4</b>	<b>3.2/4</b>
2	Conducting	1-4/4, 2-4/4, 3-3/4, 4-3/4, 5-4/4,	1-4/4, 2-4/4, 3-3/4, 4-4/4, 5-4/4, 6-3/4	<b>3.6/4</b>	<b>3.7/4</b>
3	Conducting	Withdraw	Withdraw		
4	Piano	1-4/4, 2-3/4, 3-4/4, 4-3/4, 5-4/4	1-4/4, 2-4/4, 3-3/4, 4-4/4, 5-4/4	<b>3.6/4</b>	<b>3.8/4</b>
5	Voice	1-4/4, 2-3/4, 3-3/4, 4-4/4, 5-3/4,	1-3/4, 2-3/4, 3-3/4, 4-3/4, 5-3/4	<b>3.4/4</b>	<b>3/4</b>
<b>Total</b>				<b>3.45/4</b>	<b>3.5/4</b>

PLO#3 Demonstrate practical performance skills in conducting, praise ministry, voice, and instrument

PLO#4 Demonstrate ability to influence and lead others in church music

PLO#5 Demonstrate advanced understanding of art music in the Western European tradition,

PLO#6 Demonstrate advanced understanding of music styles as discovered in musical analysis

## I. Recital (PLO 3,4,5,6)

MA in Music (MAM) – MP 691 (Raw Score)

## II. Project (PLO1.2)

MA in Music (MAM) – MC-545 (Raw Score)

Student	Con	1	2	3	4	5	Total
tents							
Subject Introduction		8/10	9/10	8/10	9/10	8/10	<b>8.4/10</b>
Structural approach by introduction, body, and conclusion		8/10	9/10	9/10	9/10	8/10	<b>8.6/10</b>
Interrelationship with introduction, body, and conclusion		8/10	9/10	8/10	9/10	8/10	<b>8.6/10</b>
Mentor Setting		18/20	19/20	18/20	19/20	18/20	<b>18.2/20</b>
Spirituality and music philosophy elements based on the bible		19/20	19/20	19/20	20/20	17/20	<b>18.8/20</b>
Conclusion and application		28/30	29/30	29/30	29/30	28/30	<b>28.6/30</b>
<b>Total</b>		<b>89/100</b>	<b>94/100</b>	<b>91/100</b>	<b>95/100</b>	<b>87/100</b>	<b>91.2/100</b>

### Result of the Students

PLO	Assessment Method	Expected Level of Achievement	Result	Next Step
1. Integrate Bible/ theology and music critically	RSMMFP Contents- 1,2, and 3	Rubric Contents 1,2,3 - 7/10 and above	3 was 8/10 and 2 was 9/10 Average is 8.5 (Satisfied)	
2. Exhibit a substantial and growing spiritual and personal maturity as a musician	RSMMFP Contents- 4,5, and 6	Rubric Contents 4,5,6 - 16/20, 16/20, 25/30 and above	Average is 18.2/20, 18.6/20 and 28.6/30 (Satisfied)	
3. Demonstrate practical performance skills in conducting, praise ministry, voice, and instrument	GRHR, EMR  All each content	3 points and above	Average is 3.5/4 Satisfied	

4 Demonstrate ability to influence and lead others in church music				Need a revised the PLO or Rubric
5 Demonstrate advanced understanding of art music in the Western European tradition,	GRHR, EMR All each content	3 points and above	Average is 3.5/4 Satisfied	
6 Demonstrate advanced understanding of music styles as discovered in musical analysis	GRHR, EMR All each content	3 points and above	Average is 3.5/4 Satisfied	

## Analysis

2 가지 capstone 과목으로 평가를 하게 되어 프로그램의 교육목표를 잘 평가 할 수 있었다. 모든 학생들이 전체적으로 볼 때 정한 목표이상을 달성할 수 있어서 만족하게 생각한다. 단 5 학생 중 한 명이 졸업연주를 마치지 못하게 되었는데 그 이유는 코비드 상황에서 연주자들을 섭외하는것이 힘들어 결국 포기하게 되었다.

### Describe the change that will be implemented:

PLO 평가에 있어 6 개의 컨텐츠 중 1,2 번은 RSMMP 평가 자료를 가지고 효과적으로 할 수 있었다. 하지만 나머지 4 개의 평가를 구체적으로 하기 위해서는 기존의 평가 자료 GRHR, EMR 가 Revise 되어야 함을 발견하였다. 기존의 평가자료는 전체적인 PLO 를 평가할 수는 있지만 각 항목별로 세분화 해서 구체적으로 평가하기에는 부족한 평가 자료로 보게 되었다. 특히 4 번째 PLO 를 평가하기에는 자료가 직접적으로 평가하기가 힘들다는것을 발견하였다. 아울러 각 전공별로 평가 자료가 다르기 때문에 이 또한 통일성을 갖추는 수정이 필요하다.

# MA Worship Studies Program Assessment Plan

## Learning Outcomes

### Institutional Outcomes

Graduating students will be able to:

9. Understand, interpret and communicate the message of the Bible accurately;
10. Exhibit a spiritual and personal maturity;
11. Demonstrate understanding of Christian theology; and
12. Demonstrate practical skills in their specific fields; culture, critical thinking and leadership

### 학교 전체 학습 결과

월드미션대학교에서 학위과정을 이수하는 학생은 다음과 같은 능력을 갖추게 될 것이다.

5. 성경을 정확하게 이해하고 해석하며 전달한다.
6. 영적 인격적 성숙을 보인다.
7. 기독교 신학에 대한 이해를 보인다.
8. 해당 전공분야의 실제적인 기술들을 보인다: 문화, 비평적 사고와 지도력

### **Master of Worship Studies Program Learning Outcomes (MAWS PLO)**

Upon completion of the degree, students will be able to:

1. Integrate Bible/theology and worship theology & historical worship;
2. Demonstrate spiritual and personal maturity as a worship pastor & worship leader;
3. Demonstrates the technical improvement of worship planning, worship leadership, and worship and praise;
4. Demonstrate ability to influence and lead others in church worship ministry;
5. Demonstrate advanced understanding of the contents, forms, and styles of worship are enlivened through worship design and the expression of the worship arts.

### 예배학 석사 과정 학습 결과

이 학위를 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 예배 신학과 성경적인 예배의 역사를 이해하고 비평적으로 통합한다.
2. 예배 리더로서 영적, 인격적 성숙을 보인다.
3. 예배 기획, 예배 인도, 그리고 예배와 찬양의 기술적 향상을 보여준다.
4. 예배를 책임지고 이끄는 리더로서 예배 리더십을 습득했음을 보여준다.
5. 예배 디자인을 위한 예술적인 면과 예배 콘텐츠에 대한 차원 높은 이해를 나타낸다.

## Capstone Course and Projects/Rubrics

### Capstone course: 508 Worship Spirituality and Worshiper (Unit 3)

#### Project 1: Self Evaluation (PLO#2)

- 학생들은 학기초와 학기말에 정해진 양식을 이용하여 "예배와 예배자에 대한 질문(Basic Questions for Worship and Worshiper)"에 대한 인식과 결과를 스스로를 평가한다.
- 한 학기 동안의 성장과 발전을 확인하기 위해 2 회 체크한다.

#### Project 2: Final Report of Routine Worship (PLO#1,2,3,4)

- 학기말에 학생들은 예배와 예배자의 성장 과정에 대한 심도 깊은 보고서를 제출한다.
- 이 보고서에는 성경적 예배에 대한 본질과 이해, 이를 바탕으로 한 일상의 삶에서의 예배 영성과 실제적인 적용에 대한 논의와 평가가 포함된다.
- "나의 일상의 삶"을 작성하고 여기에 예배의 4 중 구조 유형을 바탕으로 "나의 일상의 예배"를 적용시켜 각각 의미를 설명하며, 서로 다른 2 개 유형을 제출한다(예를 들면 목회자로서의 일상과 주중 가정에서의 삶) (Write "My Daily routine Life" and apply "My Daily routine Worship" based on the quadruple structure of worship, explaining the meaning of each, and submit two different types (e.g., daily life as a pastor and weekday Life at home)
- 예배와 찬양 사역을 실제적으로 수행할 수 있는 지에 대한 보고서를 제출한다.

#### Project 3: STI Analysis (PLO#2,5)

- 학기말에 학생들은 STI 에 해당하는 자기 평가 루브릭을 통해 각자의 영적 성장에 대해 평가한다.
- 이 과목을 이수한 학생들은 다음의 표에서 총점 105(평균 3) 이상 받는 것을 기대한다.
- Spirituality Self-Evaluation(MAWS) Rubric:

	1 퇴보했다.	2 그대로다	3 약간의 성장이 있었다.	4 많은 성장이 있었다.	5 매우 많은 성장을 있었다.
<b>1. 하나님과의 관계 Relation with God</b>					
a. 매일 성경 읽기/ Daily Reading Bible			●●		

b. 매일 기도하기/ Daily Prayer			●●		
c. 매일 찬양 듣고 부르기/ Daily Sing a Song & Listening			●	●	
d. 기상 기도하기/ Morning Prayer			●●		
e. 잠들기 전 기도하기/ Closing Prayer			●●		
f. 식사 기도하기/ Meal Prayer		●	●		
<b>2. 하나님과의 임재 연습 The Practicing Presence with God</b>					
a. 묵상/ Quiet Time			●●		
b. 일상에서 하나님 생각하기/ God's Presence			●	●	
c. 하나님과의 친밀감 느끼기/ Intimacy with God			●	●	
d. 기도 중 확신 가지기/ Experiencing God in Prayer			●	●	
e. 어려운 일 당해도 기뻐하기/ Experiencing God in Spiritual Practices			●	●	
f. 삶 속에 감사가 넘치기/ Gratitude in Life			●	●	
g. 우울해지거나 낙담하지 않기/ Don't be Depressed or Discouraged			●	●	
<b>3. 영적 성숙 Spiritual Maturity</b>					
a. 항상 기쁨이 넘치기/ Always flow of joy			●●		
b. 섬김/ Serving to Others			●	●	
c. 남을 비방하지 않고 높여주기/ Elevate without Slandering			●	●	
d. 어려운 일 슬선수범하기/ Taking the Hard Work			●	●	
e. 일상에서 평온함을 항상 느끼기/ Always feel the Serenity in Routine				●●	
f. 이웃을 도와주려는 마음/ Helping Others			●●		
g. 영적 성숙의 즐거움 경험/ Experience the Joy of Spiritual Maturity				●	●
h. 예배에서의 기쁨 경험/ Experience the Joy of in Worship				●	●
<b>4. 영적 능력의 실천 Practice of Spiritual Powers</b>					
a. 하나님의 동행하심을 경험하기 / Experience God's Walk				●●	
b. 교회, 예배 공동체에서 사역 감당하기/ Carrying Out of Worship Communities				●	●



c. 예배와 찬양에 적극적 참여/ Active Participation in worship and praise				●	●
d. 세속적인 행위 멀리하기/ Stay away from Secular Practices			●	●	
e. 복음 전도의 의지와 실천/ Will and Practice of Evangelism			●●		
f. 참된 예배 구상하기/ Thinking of a True Worship				●●	
g. 겸손과 자비의 실천/ Practice of Humility and Mercy			●●		
h. 교회, 예배 공동체에 적극 참여/ Active Participation in Worship Communities				●	●
<b>5. 삶에서 영향력을 끼치기 Impact in Life</b>					
a. 가족과 이웃을 위해 기도하기/ Pray for the Family & Others			●	●	
b. 어려운 이웃에게 물심양면 돕기/ Helping Neighbors in Need		●	●		
c. 중보기도 하기/ Intercession			●	●	
d. 선교사들을 후원하고 기도하기/ Supporting and Praying for Missionaries		●●			
e. 병들고 아픈 사람들을 돕기/ Helping the Sick		●		●	
f. 사역이 풍성해지고 넓어지기/ Enriching and Expanding Ministry			●	●	

## Spirituality Self-Evaluation Chart

영성훈련	내 용
1. 매일 성경 읽기(1년 1독)	성경을 1년 1독 한다. 아래 책을 추천하며, 하루 2장씩 읽으면 성경을 1년 1독할 수 있다. 매일 구약과 신약, 시편과 잠언이 수록되어 있다. Tyndale bible, 365 매일성경, 인천: 아이러브처치, 2006.
2. 하나님의 임재 연습 읽기	로렌스 형제의 <하나님의 임재 연습>을 읽고 하나님과 교제하는 방법을 고민해본다. A4 1장에 느낀 점과 하나님과 소통하기 위한 나의 방법을 제시하고 제출한다.
3. 매일 10분 묵상	하루를 시작하기 전 10분 묵상을 한다. 그리고 잠에 들기 전 10분 묵상으로 하루를 마감한다.
4. 일상 예배 루틴 작성	예배의 네 가지 요소 즉 만남과 말씀, 성찬과 파송을 우리의 일상의 삶의 예배에 적용시킨다. 하나님과 만남으로 시작하고 일상 가운데 하나님의 음성을 들으며, 주님과 깊은 교제의 시간을 갖고 하루를 정리한다.

	가진수, <i>성경적 하나님의 임재연습</i> , 인천: 워십리더, 2021 를 읽고 나의 일상 예배를 작성해 A4 2 장 분량으로 제출한다.
5. 매일 10 분 현대 찬양 듣기	다음 세대를 고민하면서 새로운 찬양과 현대 찬양을 듣는다. 이 찬양들이 공예배에 적용할 수 있는 방안을 찾아보고 고민해본다. 새로운 찬양과 현대 찬양 리스트를 작성한 후 A4 1 장 분량으로 제출한다.
6. 다양한 예배음악 듣기	전통적인 면과 현대적인 면이 공존하는 예배의 모습을 생각하면서, 찬송가를 비롯한 전통 음악과 최근 유행하는 현대 음악에 기반을 둔 찬양들을 비교해 분석한다.
7. 찬송가 분석과 현대적용	기독교 예배의 중요한 자산인 찬송가를 다음 세대와 함께 이어가기 위한 방안을 찾는다. 찬송가의 현대적 해석 즉 리듬과 화성, 사운드 등을 종합적으로 고려한다.
8. 침묵 기도	걸음으로 드러나는 퍼포먼스가 많아질수록 중요해지는 내적 영적 능력을 위해 침묵기도의 영적 습관을 갖는다. 말씀 한절을 묵상한 후 조용한 가운데 하나님의 음성을 듣는다. 다음의 책을 읽고 느낀 점을 A4 1 장에 제출한다. Nouwen, J, Henri. <i>삶의 영성(A Spirituality of Living)</i> . 윤종석 옮김. 서울: 두란노, 2013. _____. <i>귀향의 영성(A Spirituality of Homecoming)</i> . 윤종석 옮김. 서울: 두란노, 2013. _____. <i>돌봄의 영성(A Spirituality of Caregiving)</i> . 윤종석 옮김. 서울: 두란노, 2013.
9. 좋은 예배 구상하기	예배의 본질을 기반으로 현재 참여하고 있는 교회와 예배 공동체의 예배를 찾아본다. 어떤 예배가 참된 성경적 예배인가? 그리고 하나님이 기뻐하시는 예배는 무엇인가?를 정리해본다.
10. 찬양 인도 전 기도, 묵상	찬양을 인도하기 전 기도하고 묵상하는 습관을 가진다. 그리고 실제로 적용해본다. 나만의 영적 준비 루틴을 만들어본다. 조용한 기도나 소리 내는 기도 등 적합한 기도나 묵상을 찾는다.
11. 중보 기도	예배 사역에 있어서 팀이 하나가 되어 하나님을 예배하기 위해 서로의 영혼을 위해 기도해준다. 서로의 필요와 환경 그리고 비전 등을 함께 나누고 그리스도안에 한 형제 자매임을 늘 깨닫도록 한다 a. 사역을 위해 b. 팀원을 위해 c. 예배를 위해 .d. 사탄과의 영적 승리를 위해
12. 목회 상담	교회, 사역팀, 예배팀의 하나됨을 위해 환경과 서로간의 차이, 사역의 지향점 등에서 일어나는 갈등들을 상담을 통해 해결한다. 자신이 속한 예배팀이나 교회 공동체사역팀원들의 소리를 듣는다. 그리고 그것을 목록으로 만들어 공동체에 적용시킨다.
13. 예배자 훈련	교회나 예배 공동체에서의 실제적인 사역을 통해 하나님께서 주신 소명을 깨닫는다. 다음과 같은 질문을 통해 나의 사역 목적과 비전을 점검해본다. a. 나는 이 사역을 왜 하고 있는가? b. 내가 하고 있는 이 사역이 기쁜가?

## PLO Assessment Plan

1. Integrate Bible/theology and worship theology & historical worship. 예배 신학과 성경적인 예배의 역사를 이해하고 비평적으로 통합한다.

- Project #2: Final Report of Routine Worship "일상 예배에 대한 최종 보고서"의 깊이와 풍성함을 1-5점 척도로 평가한다. 점수가 80점(평균 4점) 이상이면 충족으로 판단한다.

2. Demonstrate spiritual and personal maturity as a worship pastor & worship leader. 예배 리더로서 영적, 인격적 성숙을 보인다

- Project #1: Self Evaluation "예배와 예배자에 대한 질문(Basic Questions for Worship and Worshiper)"을 작성한다.

- Project #2: Final Report of Routine Worship "일상 예배에 대한 최종 보고서"의 깊이와 풍성함을 1-5점 척도로 평가한다. 점수가 80점(평균 4점) 이상이면 충족으로 판단한다.
- Project #3: STI Analysis: STI 척도에서 총점 105 점(평균 3 점) 이상 받으면 충족으로 판단한다.

3. Demonstrates the technical improvement of worship planning, worship leadership, and worship and praise. 예배 기획, 예배 인도, 그리고 예배와 찬양의 기술적 향상을 보여준다

- Project #2: Final Report of Routine Worship "일상 예배에 대한 최종 보고서"의 깊이와 풍성함을 1-5점 척도로 평가한다. 점수가 80점(평균 4점) 이상이면 충족으로 판단한다.
- Project #4: "예배와 예배자에 대한 질문(Basic Questions for Worship and Worshiper)"의 총점 합계가 80/100(평균 4)이면 충족으로 판단한다.

4. Demonstrate ability to influence and lead others in church worship ministry. 예배를 책임지고 이끄는 리더로서 예배 리더십을 습득했음을 보여준다

- Project #2: Final Report of Routine Worship: 총점 합계가 60/80 이면 충족으로 판단한다.
- Project #4: "예배와 예배자에 대한 질문(Basic Questions for Worship and Worshiper)"의 총점 합계가 80/100(평균 4)이면 충족으로 판단한다.

5. Demonstrate advanced understanding of the contents, forms, and styles of worship are enlivened through worship design and the expression of the worship arts. 예배 디자인을 위한 예술적인 면과 예배 콘텐츠에 대한 차원 높은 이해를 나타낸다 \*

- Project 3: STI Analysis: STI 척도 중 5 번 항목들의 18 점(평균 3 점) 이상이면 충족으로 판단한다.

PLO	Assessment Method	Expected Level of Achievement	Result	Next Step
1. Integrate Bible/theology and worship theology & historical worship	1-1. Final Paper (WS508- the fundamentals and essence of Christian spirituality)	1-1. 4 or above out of 5 (80/100)	1-1. The average was <b>4.5(90%)</b> (satisfied)	
2. Spiritual and personal maturity as a worship pastor & worship leader	2-1. Final Report (WS508- the relationship and development of worship and spirituality) 2-2. MAWS Spirituality Evaluation	2-1. 4 or above out of 5 (80/100) 2-2. 60% (15 or above out of 25) 18 or above out of 25	2-1. The average was <b>4.5(90%)</b> (satisfied) 2-2. The average was <b>68.83%</b> (satisfied)	

3. The technical improvement of worship planning, worship leadership, and worship and praise	3-1. Basic Questions for Worship and Worshiper	3-1. 4 or above out of 5 (80/100)	3-1. The average was <b>4.13(82.63%)</b> (satisfied)	
4. Ability to influence and lead others in church worship ministry	4-1. Final paper (WS508-understand worship and worshipers' lives in real life) 4-2. Basic Questions for Worship and Worshiper	4-1. 4 or above out of 5 (80/100) 4-2. 4 or above out of 5 (80/100)	4-1. The average was <b>4.5(90%)</b> (satisfied) 4-2. The average was <b>4.13(82.63%)</b> (satisfied)	
5. Advanced understanding of the contents, forms, and styles of worship are enlivened through worship design and the expression of the worship arts	5-1. MAWS Spirituality Evaluation 5-2. Final paper (WS508-My Daily Routine Worship)	5-1. 60% (15 or above out of 25) 18 or above out of 25 5-2. 4 or above out of 5 (80/100)	5-1. The average was <b>68.83%</b> (satisfied) 5-2. The average was <b>4.5(90%)</b> (satisfied)	

## Basic Questions for Worship and Worshiper

	1 잘 모른다	2 조금 알고 있다	3 전체적으로 알고 있다	4 많이 알고 있는 편이다	5 매우 확실히 알고 있다
<b>1. Essence of Worship</b>					
a. 예배의 정의/ Definition of Worship				●●	
b. 예배의 중요성/ Importance of Worship				●●	
c. 예배의 역사/ Worship History				●●	
d. 초대 교회의 예배 본질 / Nature of worship in the early church				●●	
e. 종교개혁 이후 각 교파의 예배 특징/ Characteristics of worship of each denomination after the Reformation				●●	
f. 전통 예배와 현대 예배/ Traditional & Modern Worship				●●	
<b>2. Practical Worship</b>					
a. 예배와 찬양 인도/ Leading of Worship & Praise				●●	

b. 선곡(수직적, 수평적 찬양)/ Choice of Songs(Vertical & Horizontal)				●	●
c. 예배 순서 기획/ Worship Order Planning				●	●
d. 예배의 4 중 구조 이해/ Understanding the Fourfold Structure of Worship				●	●
e. 예배 음악과 찬양 이해/ Understanding of Church Music & Praise				●●	
f. 참된 예배와 예배 공동체 이해/ Understanding of True Worship & Worship Communities				●●	
<b>3. Worship of Life</b>					
a. 일상 예배의 이해/ Understanding of Routine Worship				●●	
b. 일상에서 4 중 구조 적용하기/ Application of Fourfold Structure in Routine Worship				●	●
c. 일상에서의 성찬 이해/ Understanding of Table in Routine Worship				●●	
d. 예배자 이해/ Understanding of Worshiper				●	●
e. 하나님과의 교제의 시간/ Time of Intimacy with God				●●	
f. 삶 속에서 하나님의 임재 경험/ Experience of God in Life				●●	
g. 나의 일상 예배 세우기/ Set up my Routine Worship				●●	

# Doctor of Church Music Program Assessment Plan

## I. Learning Outcomes

### Institutional Outcomes

Graduating students will be able to:

1. Understand, interpret, and communicate the message of the Bible accurately.
2. Exhibit a spiritual and personal maturity.
3. Demonstrate understanding of Christian theology; and
4. Demonstrate practical skills in their specific fields, culture, critical thinking, and leadership

### 학교 전체 학습 결과

월드미션대학교에서 학위과정을 이수하는 학생은 다음과 같은 능력을 갖추게 될 것이다.

9. 성경을 정확하게 이해하고 해석하며 전달한다.
10. 영적 인격적 성숙을 보인다.
11. 기독교 신학에 대한 이해를 보인다.
12. 해당 전공분야의 실제적인 기술들을 보인다: 문화, 비평적 사고와 지도력

### DCM Program Learning Outcomes

Upon completing this degree, students will be able to:

1. Demonstrate performance competence at the highest possible level in their major area (Conducting, Piano, Voice, and Worship Arts)
2. Acquire highest level scholarly knowledge on historical/theological development of church music and demonstrate professional leadership as church musicians.
3. Demonstrate comprehensive expertise in related fields such as musicology and literature.
4. Demonstrate high proficiency in verbal communication of musical concepts and literary capability needed for music research.

### 교회음악 박사과정 학습결과

이 학위를 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 각 연주 전공 영역 (지휘, 피아노, 성악, 워십아트) 에 있어 가장 높은 레벨의 전문적 기량을 보여줄 수 있다.
2. 높은 학문적 지식을 토대로 교회음악의 발전을 역사적, 신학적으로 다루며 전문 교수법의 능력과 교회음악 리더십을 습득 할 수 있다.
3. 음악학과 문헌연구와 같은 관련 영역에서의 포괄적인 지식과 실력을 습득 할 수 있다.
4. 음악 연구를 위한 음악 개념의 구두적 소통과 높은 문어 능력을 보여줄 수 있다.