



Metro Baltimore Seminary

Primary Learning Outcomes:
Program Planning Guide

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www.metrobaltimoreseminary.org

Maryland Higher Education Commission Exemption

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MBS Program Planning Guide Summary Chart

Program	Cognitive Learning Outcomes			Affective Learning Outcomes			Psychomotor Learning Outcomes		
B.Th. & M.Div. (84 credits)	Institutional →	Instructional →	Alignment & Assessment	Institutional →	Instructional →	Alignment & Assessment	Institutional →	Instructional →	Alignment & Assessment
Coursework (36 credits)	PLO B.Th. and M.Div. I.1-2, II.1	FH - Appendix 7 - Academic and General Goals and Objectives; AC and SH - B.Th. and M.Div. Curriculum Portfolio Part I	Alignment: All Courses, Workshops, and Seminars Syllabi and course / workshop / seminar objectives Assessment: Assignments, Grades				PLO B.Th. and M.Div. I.1-2, II.3	FH - Appendix 7 - Academic, Vocational, and General Goals and Objectives	Alignment: "Theology in Practice" Courses, Workshops, and Seminars Syllabi and course / workshop / seminar objectives Assessment: Assignments and Grades
Practicum (36 credits)							PLO B.Th. and M.Div. I.1-2, II.3; PLO Pastoral Ministry, Ministry (non-Pastoral), Church Planting and Renewal, Urban Ministry, and Biblical Counseling Tracks	FH - Appendix 7 - Vocational and General Goals and Objectives; AC and SH - B.Th. and M.Div. Curriculum Portfolio Part II	Alignment: Practicum Track requirements (see AC and SH - B.Th. and M.Div. Curriculum Portfolio Part II) Assessment: End of term Practicum Worksheet (graded as "Internship" on transcript)
Mentoring (12 credits)				PLO B.Th. and M.Div. I.1-2, II.2; PLO Mentoring I.1-2, II.1-3	FH - Appendix 7 - Spiritual, Relational, and General Goals and Objectives; AC and SH - B.Th. and M.Div. Curriculum Portfolio Part III	Alignment: Mentoring Manual; Focused Living Retreat Assessment: End of term Mentor report (graded as "Mentoring" on transcript)			
Program	Cognitive Learning Outcomes			Affective Learning Outcomes			Psychomotor Learning Outcomes		
CCS (15 credits)	Institutional →	Instructional →	Alignment & Assessment	Institutional →	Instructional →	Alignment & Assessment	Institutional →	Instructional →	Alignment & Assessment
Coursework (12 credits)	PLO CCS I.1-2, II.1	FH - Appendix 7 - Academic and General Goals and Objectives; AC and SH - CCS Curriculum Portfolio Part I	Alignment: All Courses, Workshops, and Seminars Syllabi and course / workshop / seminar objectives Assessment: Assignments, Grades				PLO CCS I.1-2, II.3	FH - Appendix 7 - Academic, Vocational, and General Goals and Objectives	Alignment: "Theology in Practice" Courses, Workshops, and Seminars Syllabi and course / workshop / seminar objectives Assessment: Assignments and Grades
Mentoring (3 credits)				PLO CCS I.1-2, II.2; PLO Mentoring I.1-2, II.1-3	FH - Appendix 7 - Spiritual, Relational, and General Goals and Objectives; AC and SH - CCS Curriculum Portfolio Part II	Alignment: Mentoring Manual; Focused Living Retreat Assessment: End of term Mentor report (graded as "Mentoring" on transcript)			

Document key: PLO = "Primary Learning Outcomes"; FH = "Faculty Handbook"; AC = "Academic Catalogue"; SH = "Student Handbook"

Primary Learning Outcomes

Degrees and Certificates

Primary Learning Outcomes for the B.Th. and M.Div

I. Purposes of the Bachelor of Theology (BTh) and Master of Divinity (M.Div) Degrees

1. MBS's three-year BTh and MDiv degree programs are designed to enable the graduate:
 - To know the scope of redemptive history in Scripture, to know how to engage in theological reflection, and to know how to conduct thoughtful and prayerful exegesis in a variety of ministry contexts.
 - To live a Biblically shaped life evidenced through obedience to the conviction of the Holy Spirit while reading the Word and in prayer.
 - To apply the ministerial and leadership skills learned in their coursework, practicum, and mentorship in contextually meaningful and culturally timely ways.

2. As a result of their three-years engaged in learning theological and ministerial knowledge, developing Christian character, and engaging in practical ministry experience, graduates are prepared to enter lives of fruitful Christian service and leadership in such areas as: parachurch ministry, church planting, urban mission endeavors, global missions, lay counseling and care ministries, children and youth ministry, and marketplace vocations. Additionally, students pursuing pastoral ministry are ready to enter the ordination process in their denomination upon graduation.

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completion of their degree, the graduate should be able to evaluate and respond to any life or ministry situation through exegesis of Scripture and theological reflection.

Their successful completion of coursework demonstrates that they:

- possess the skills to conduct Christ-centered exegesis and exposition of Scripture,
- can engage in theological reflection with the Reformed tradition and application to contemporary circumstances in the world and the church,
- build on the foundation of the faithful believers in Christ who have gone before them,
- and articulate the core tenants of the faith and defend the faith.

2. Affective

Upon completion of their degree, graduates will demonstrate through intentional mentorship with an experienced, mature, and knowledgeable ministry practitioner, a growing intimacy with God, knowledge of themselves, and love of others.

This will be evaluated by the student's growth:

- in their intimacy with God as evidenced in their conversations with their mentor and through their mentor's assessment of their first year of mentorship: "Closeness,"

- in their knowledge of themselves as evidenced in their conversations with their mentor and through their mentor's assessment of their second year of mentorship: "Calling,"
- and in their love of others as evidenced in their conversations with their mentor and through their mentor's assessment of their third year of mentorship: "Context."

3. Psychomotor

Upon completion of their degree, graduates will demonstrate the ability to make and equip disciples who know how to make and equip disciples.

The student's knowledge and practice of discipleship principles will be assessed through their record of ministry experience in their practicum area, including:

- an evaluation of their teaching and preaching ministries,
- a record of evangelistic activity,
- a record of practicing leadership skills in such areas as Bible studies, small groups, children and youth ministries, and church leadership, and
- the articulation of a personal philosophy of ministry developed through the course of practicum experience.

Primary Learning Outcomes for the Certificate in Christian Studies

I. Purposes of the Certificate in Christian Studies

1. The one-year Certificate in Christian Studies (CCS) is designed to lay the foundation of the Christian faith through:

- introductory surveys of the Old and New Testaments,
- introduction to essential theological doctrines including doctrines of Scripture, God, Man, Sin, and the Person and Work of Christ,
- introduction to Christ-centered hermeneutics and application of Scripture in teaching and preaching,
- and mentorship with an experienced, mature, and knowledgeable ministry practitioner.

2. The CCS further enables graduates to continue into the BTh or MDiv degree with minor additions as needed.

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completion of their certificate, the graduate should be able to evaluate and respond to most life or ministry situations through application of Scripture and theological reflection.

Their successful completion of coursework demonstrates that they:

- possess the skills to conduct a Christ-centered interpretation and exposition of Scripture,
- can engage in theological reflection with the Reformed tradition and application to contemporary circumstances in the world and the church,
- and articulate key tenants of the faith and defend the faith.

2. Affective

Upon completion of their certificate, graduates will demonstrate through intentional mentorship with an experienced, mature, and knowledgeable ministry practitioner, a growing intimacy with God, knowledge of themselves, and love of others.

This will be evaluated by the mentor's assessment of the student's personal and vocational growth.

3. Psychomotor

Upon completion of their degree, graduates will demonstrate the ability to apply their knowledge in a variety of ministry contexts including: parachurch ministry, church planting, urban mission endeavors, global missions, Sunday school, group Bible studies, children and youth ministry, lay elder and deacon ministries, and marketplace vocations.

The student's application of their knowledge will be assessed through:

- preparing and delivering a Christ-centered sermon,
- crafting a Sunday school / Bible study lesson to teach a theological doctrine,
- and reporting their self-assessment of knowledge application in their graduation exit interview (survey).

Primary Learning Outcomes

Practicum Tracks

Primary Learning Outcomes for the Pastoral Ministry Track

I. Purposes of the Pastoral Ministry Track

1. MBS's Pastoral Track Practicum is designed to prepare the graduate with hands-on experience in various aspects of vocational pastoral ministry.
2. Students completing the practicum are prepared to readily engage in areas such as preaching, teaching, ministering to the sick, building relationships with the lost, serving the less fortunate, leading church leadership teams (session/elders, deacons, etc), preparing new church members, and officiating weddings and funerals.
3. Graduates are prepared to meet all or most of the internship and ordination requirements set by their respective denominations.

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completion of this practicum the graduate should be able to demonstrate an ability to understand the many practical areas an ordained pastor will engage in their ministry in the local church.

There is to be an evaluation of the student's understanding through...

- A summary of the student's activity and their assessment and evaluation of their activity submitted at the end of each term to the practicum overseer.
- The student's ability to identify and engage in ways to meet all the requirements set forth by the practicum.
- The student's ability to conduct a self-assessment as they engage each term with the various requirements set forth by the practicum.

2. Affective

Upon completion of this practicum the graduate should be able to demonstrate not just the skills of a pastor but also the heart of a pastor as reflected in their personal life, family life, church, and the world.

There is to be an evaluation of the student's calling, passions, and personal mission at the end of each term via his/her response to each practicum requirement. Students will be evaluated according to their ability to:

- Discover and discern their values as they relate to each area of the practicum.
- Respond to feedback received from both their mentor and practicum supervisor.
- Evaluate how their heart is shaped by their engagement in each area of the practicum.

3. Psychomotor

Upon completion of their degree, the graduate should be able to demonstrate the ability to engage in the tasks and demands of vocational pastoral ministry.

There is to be an evaluation of the student's pastoral ministry skills. These skills include their ability to lead others, to run a elder/session meeting, cast vision, teach, preach, visit and comfort the sick, the hospitalized, and the imprisoned, formulate ministry goals & objectives, lead a staff, and create and administer a budget.

Primary Learning Outcomes for the Ministry (non-pastoral) Track

I. Purposes of the Ministry (non-pastoral) Track

1. MBS's Ministry (non-pastoral) Track Practicum (aka "General Ministry Track") is designed to prepare the graduate with hands-on experience in various aspects of non-pastoral lay or vocational ministry, such as: children's ministry, worship ministry, student ministry, para-church ministry, and missions.
2. A graduate completing the practicum is prepared to readily engage in areas such as teaching, discipling, recruiting and training volunteers, building relationships with the lost, and serving the less fortunate in an area of ministry of particular interest to the graduate.

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completion of this practicum the graduate should be able to demonstrate an ability to understand the many practical areas those in Christian ministry will engage in the local church, para-church or mission field.

There is to be an evaluation of the student's understanding through...

- A summary of the student's activity and their assessment and evaluation of their activity submitted at the end of each term to the practicum overseer.
- The student's ability to identify and engage in ways to meet all the requirements set forth by the practicum.
- The student's ability to conduct a self-assessment as they engage each term with the various requirements set forth by the practicum.

2. Affective

Upon completion of this practicum the graduate should demonstrate not just the skills of Christian ministry but also the heart of Christian service in his or her personal life, family life, ministry, and the world.

There is to be an evaluation of the student's calling, passions, and personal mission at the end of each term through his/her response to each practicum requirement. Students will be evaluated according to their ability to:

- Discover and discern their values as they relate to each area of the practicum.
- Respond to feedback received from both their mentor and practicum supervisor.
- Evaluate how their heart is shaped by their engagement in each area of the practicum.

3. Psychomotor

Upon completion of this degree the graduate should be able to demonstrate the ability to engage in the tasks and demands of vocational Christian ministry.

There is to be an evaluation of the student's ministry skills. These skills include their ability to lead others, organize all facets of their ministry, formulate ministry goals & objectives, communicate, teach others, create and administer a budget.

Primary Learning Outcomes for the Church Planting and Renewal Track

I. Purposes of the Church Planting and Renewal Track

1. The Church Planting and Renewal (CPR) track is designed to equip and cultivate students in their convictions, character, and callings, through cohort learning and practicum experiences to become Christ-centered, grace-filled, cross-cultural disciple-making leaders that lead to disciple-multiplying church planting, and church renewal.
2. Students completing the Church Planting and Renewal track develop and grow in a missional theology, gospel-to-heart applications, contextual disciplines, and strategies to become disciple-making leaders who lead community transforming church plants and renewed churches.
3. Graduates in the Church Planting and Renewal track are equipped to become disciple-making leaders in strategic roles of church leadership, pastoring or being part of a ministry team serving in a disciple-making church plant, church replant or church renewal. The practicum modules and engagements meet the internship requirements for ordination in most denominations for teaching-pastoral ministry. For those not seeking ordination, the practicum track will equip them to be part of strategic leadership teams for church planting and renewal.

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completion of the CPR Track graduates will be able to formulate a philosophy of ministry, define church priorities and purpose, identify core beliefs and values, and develop a biblical church vision which leads to the formulation of a church planting plan or church renewal plan.

2. Affective

Upon completion of the CPR Track graduates should demonstrate growth as grace-filled followers of Christ in their personal lives, marriages (if applicable), families, where they live, work, learn, play, and worship. This will be measured primarily through their mentor's evaluations of their growth in discipleship.

Graduates should demonstrate growth in applying the scriptures to their hearts, wounds, and ministry in prayerful dependence as they have learned the importance of paying attention to their lives and doctrine while guarding a biblical view of ministry success for health and fruitful service in God's Kingdom. This will be measured primarily through their successful completion of CPR Track requirements.

3. Psychomotor

Upon completion of the CPR Track graduates should be able to identify their unique spiritual gifting and calling in the mission of God, build a prayer ministry, determine ministry styles, design their most effective ministry models, prevent and manage conflict, formulate a biblical

missiology and plan for church callings in worship, discipleship and leadership, Word and deed gospel outreach, faith and work integration and church renewal plan, execute and evaluate strategic, contextual missional engagements to a target community, and fellowship-building exercises. This will be measured primarily through their successful completion of CPR Track requirements.

Primary Learning Outcomes for the Urban Ministry Track

I. Purposes of the Urban Ministry Track

The Urban Ministry track is designed to equip students:

- To develop a biblical theology of the city and of cross-cultural urban ministry.
- To develop a practical understanding of the unique challenges and joys and challenges of ministry in the urban context through exposure to a variety of church leaders and ministries.
- To develop the ministerial skills necessary to serve Christ in an urban and/or cross-cultural context.

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completing the Urban Ministry track MBS students should have a clear, biblical, missiological understanding and approach to cross-cultural urban ministry.

- This will be evaluated monthly in cohort gatherings, 1-1 practicum review sessions and their documentation. Practicum leadership looks for signs of progress in students as they preach, teach, train others in the context of their varied urban and cross-cultural ministry opportunities.
- Students' growth in cultural intelligence will be assessed by evaluating their ability to understand the urban context in such a way that they can wisely navigate through the many theological belief systems and world views both inside and outside of the church that they currently face and will face in the future as urban practitioners.

2. Affective

Upon graduation, students will demonstrate a greater love for Christ and for their neighbors as expressed through a greater sense of joy and passion in Christ, a greater sense of repentance towards Christ, a greater love, a compassion and commitment to serving people who need to know and experience Christ's love as well as the personal maturity to withstand the difficult calling of urban ministry.

This will be assessed in the following ways:

- The student's mentor will regularly report on the student's progress toward these attributes.
- The leadership of the Urban Ministry practicum will evaluate the student's progress toward these attributes through monthly interaction at cohort gatherings.
- The leadership of the Urban Ministry practicum will observe the interaction of students with various church and ministry leaders during local urban church and parachurch site visits and meetings with local urban ministry leaders.

3. Psychomotor

Students will be able to preach sermons and/or teach the Scriptures in such a way that they connect the Word of God to the particular urban and/or cross-cultural context to which they are called.

This will be assessed in the following ways:

- Students will demonstrate a variety of contextual urban ministry experiences on their practicum assignment reports. Mentors, Urban Ministry practicum leadership, and, in some cases, pastors in some cases will collectively debrief and review these experiences with their students.
- Observation and assessment of students' preaching and teaching events, whether live or online, by the Urban Ministry leadership, student mentors, and local pastors.

Primary Learning Outcomes for the Biblical Counseling Ministry Track

I. Purposes of the Biblical Counseling Ministry Track

1. The Biblical Counseling Track equips students to be conduits of God's grace to suffering and struggling people by applying gospel truth and care to the spiritual, emotional, physical, and psychological challenges that people face.
2. Students completing the Biblical Counseling Track develop effective helping skills and self-awareness to live out Christ-like character and demonstrate essential qualities of a wise biblical counselor.
3. Students completing the Biblical Counseling Track gain self-awareness of their own need for care as well as explore ways to effectively guard against ministry burnout.

II. The Primary Learning Outcomes are:

1. Cognitive

Students will be able to evaluate the struggles that people face, identify biblical strategies of care, and employ that care with grace to the sufferer.

Students completing the biblical counseling track should be able to demonstrate the ability to apply the Bible to real life situations and struggles in a relatable way. They will be able to provide care that is anchored to the truth of Scripture and guided by the Holy Spirit. This is evidenced in the wise application of the Bible to life challenges.

2. Affective

Students will learn that the best counselors take the time to intentionally explore their own hearts. Therefore, students will engage in honest self-reflection under the direction of their mentor and/or a counselor.

Students will demonstrate Christ-like submission to Scripture, to God, and to God's sovereignty in their personal life, family life, and workplace. This is evidenced by their ability to:

- Practically apply the Bible to their own life in areas of spiritual, emotional, or relational struggle.
- Engage in personal time in the Word and prayer regularly.
- Seek to live a life of upright character and integrity.

3. Psychomotor

Students will have developed the ability to provide practical biblical counseling that demonstrates Christ-like compassion to both the sufferer and the sinner and points them to the hope of the Gospel.

Upon completion of the biblical counseling track students will be able to confidently move into situations where counsel is needed and either provide care or offer an appropriate referral. They will have developed listening, observation, and assessment skills to wisely understand a situation and offer compassionate biblical care rooted in the gospel and characterized by Christ-like love. They will have developed a deep understanding of biblical soul care as evidenced by the gracious practice of caring for others.

Primary Learning Outcomes

Mentoring

Primary Learning Outcomes for Mentoring

I. Purposes of Mentoring

1. MBS'S Mentoring Program enables the student to apply what he/she is learning academically to a real-life ministry context through meeting with an experienced, mature, and insightful mentor.
2. Students who complete the 12 credit hours of mentoring are better able to understand how they are to minister and serve in a wholistic manner by applying the truths of Scripture to their heads (cognitive, the minister's knowledge), hearts (affective, the minister's character), and hands (psychomotor, the minister's skill).

II. The Primary Learning Outcomes are:

1. Cognitive

Upon completion of the 12 credit hours of mentoring, the graduate should be able to employ what he/she learned from their mentor about how to apply Scripture and theology in real-life ministry. This evaluation will be accomplished through the 12 assessments done by the mentor. One assessment is conducted each quarter for a total of 12 assessments over the course of 3 years. The final evaluation is conducted by the mentor for graduation.

In order to ensure that the students are applying what they learn in their coursework, course instructors will occasionally give assignments which require students to discuss the coursework with their mentors. Such assignments may require mentors to share their understanding of how they worked through specific ministry or theological issues in their own lives and ministries.

2. Affective

Upon completion of their degrees, students should have learned how the disposition of their hearts' affections and desires directly affect their relationships and ministries. The students should demonstrate growth in their understanding of the relationship between their hearts and holiness (growth in Christlikeness).

In order to measure the progress the students have made in their growth in this area we will

A spiritual assessment tool is provided in the MBS Mentoring Manual which measures the progress students have made in their growth in Christlikeness. Students fill out the assessment tool and discuss it with their mentor. The assessment tool, called "Spiritual Inventory," focuses on the students' spiritual health and is assessed by the mentor. The Spiritual Inventory informs the student of possible areas for growth and focus. It serves as a continual means of accountability by the mentor during the whole of their time together.

3. Psychomotor

Upon completion of their mentorship, the student should have a clearer understanding of their calling for ministry, how to engage with the diverse peoples and cultures in their ministry context, and experience a deeper intimacy in their relationship with God. While this focus overlaps with the aforementioned Cognitive and Affective Primary Learning Outcomes, the emphasis here is for students to understand that the Cognitive and Affective foci must be applied for a qualitative and impactful ministry.

In order to equip and measure the progress the students make in their growth in these areas of ministry application, they will be assigned particular readings in the areas of “Closeness” (year 1 emphasis on deepening intimacy in relationship to God), “Calling” (year 2 emphasis on understanding and embracing God’s call), and “Context” (year 3 emphasis on becoming a conduit of God’s love and grace to others). Students will discuss the readings with their mentor and focus upon applying the principles taught in the books. Specific questions are provided in the Mentoring Manual which emphasize reflection on how the books challenge the students and focus on areas of growth upon which they believe the Holy Spirit is leading them. A special emphasis will be made with the students in terms of how to especially engage in ministry with those who come from diverse cultural backgrounds.

Instructional
Learning
Outcomes

*Goals and
Objectives*

The following Instructional Learning Outcomes are reproduced from the current Faculty Handbook.

I. ACADEMIC GOALS AND OBJECTIVES:

Goal 1 *To help students acquire an understanding of Scripture*

- a. One-year students will complete a minimum requirement in Bible and Theology including courses in Bible Survey, Hermeneutics, and the Doctrine of Christ.
- b. Three-year [i.e. M.Div. and B.Th.] students will complete a major in Bible and Theology.
- c. Students will know the basic themes and message of each book of the Bible.
- d. Students will develop an ability to explain the progression of history and doctrine in both the Old and New Testaments.
- e. Students will develop an ability to expound key biblical concepts in both the Old and New Testament.

Goal 2 *To assist students in developing skills in research and critical thinking that will lead them to become life-long learners and effective problem solvers*

Objectives

- a. Students will develop an ability to analyze contemporary social and ethical issues and to address them from a biblical perspective.
- b. Students will develop an ability to use their learning and knowledge effectively in carrying out their personal and professional responsibilities.
- c. Students will develop an ability to identify those sources of information and knowledge that will help them remain professionally current in their vocation.

Goal 3 *To help students develop an awareness and appreciation of their own creative gifts and abilities, work at developing them, and learn how to use them effectively in the service of God and others*

Objectives

- a. Students will recognize and identify their own unique gifts and abilities.
- b. Students will evaluate these gifts and abilities in terms of their potential for Christian service.
- c. Students will develop a meaningful program of study and activity whereby they develop their gifts and abilities and begin to use them in some form of meaningful Christian service.
- d. Students will develop an ability to identify areas in which they may need additional education and training and become familiar with the sources that will provide them with additional help.

II. VOCATIONAL GOALS AND OBJECTIVES

Goal 1 *To help students acquire a basic understanding of various church-related and mission-related ministries*

Objectives

- a. Students will identify opportunities and needs in such areas of ministry as church education [“Christian education”], evangelism, cross-cultural missions, and Christian social services.
- b. Students will develop an ability to articulate some of the fundamental principles related to biblically based participation in these ministries.

Goal 2 *To enable students interested in full-time vocation in Christian ministry to acquire the skills and knowledge they need to carry out such a ministry*

Objectives

- a. Students will become actively involved in seminars, retreats, and supervised field experiences in the area of their vocational interest.
- b. Students will develop Christian leadership abilities in the area of their vocational interest.
- c. Students intending to pursue graduate education in the area of their vocational interest will demonstrate their academic readiness for such study.
- d. Students will recognize the career opportunities in the area of their vocation interest.

III. SPIRITUAL GOALS AND OBJECTIVES

Goal 1 *To guide students in developing consistent patterns of living and service according to Biblical standards*

Objectives

- a. Students will identify the Bible’s teachings concerning holiness, love and godliness and increasingly live according to those teachings.
- b. Students will demonstrate personal moral integrity in every dimension of their life and work.
- c. Students will demonstrate a concern for others and for the environment by exhibiting a commitment to responsible service and stewardship according to biblical principles.

Goal 2 *To help students experience significant spiritual and moral growth and increasingly recognize and use the resources that promote that growth*

Objectives

- a. Students will develop an awareness of their potential as persons who have been created by God and blessed with spiritual gifts for the purpose of glorifying Him and serving others.
- b. Students will demonstrate their commitment to Jesus Christ as personal Savior, and as Lord of every dimension of their lives.
- c. Students will cultivate a consistent pattern of personal worship, prayer, Bible study, and meditation in their pursuit of spiritual maturity.
- d. Students will develop an ability to apply what they have learned both inside and outside the classroom to their moral and spiritual growth.
- e. Students will identify their spiritual gifts and find meaningful and appropriate ways to use them in the service of God and others.
- f. Students will demonstrate an ability to grow in their personal and spiritual life through the constructive criticism and suggestions of others.
- g. Students will recognize services, resources, and institutions that will assist them in their spiritual growth.

IV. RELATIONAL GOALS AND OBJECTIVES

Goal 1 *To help students develop the kind of affirming, supportive, and mutually encouraging relationships with other students that are consistent with Biblical principles*

Objectives

- a. Students will demonstrate the ability to live in harmony with other students, share responsibilities with them, and support and encourage them in their life and work while maintaining a constructively critical approach to attitudes and behavior that are inconsistent with biblical principles.
- b. Students will recognize the gifts and abilities of other students and encourage them to develop and use them in the service of God and others.
- c. Students will develop friendships with students who have similar vocational interests.

Goal 2 *To help students develop positive and fruitful interpersonal relationships with non-students*

Objectives

- a. Students will develop positive relationships with members of faculty and staff through classroom involvement, seminary-sponsored functions, attendance, shared meals, and other appropriate ways.
- b. Students will develop mutually helpful relationships with members of their family, mentor, working colleagues, neighbors, and others.

V. GENERAL GOALS AND OBJECTIVES

Goal 1 *To help students achieve and maintain emotional, physical, and mental stability in their personal lives*

Objectives

- a. Students will develop a proper balance in their personal lives between study and leisure, physical and intellectual activity, and work and rest.
- b. Students with special emotional, academic, or physical needs will recognize how and where to find help to meet those needs.

Goal 2 *To help students learn to interact with others in a positive, non-threatening, non-abusive way according to biblical principles*

Objectives

- a. Students will exhibit a genuine desire to learn from others.
- b. Students will develop the ability to listen attentively to others without pre-judging their motives or intentions.
- c. Students will demonstrate the biblical virtues of patience, humility, and sincerity when interacting with others.

The following chart indicates the relationship between the above Instructional Learning Outcomes and the Primary Learning Outcomes (“Institutional Learning Outcomes”). The Instructional Learning Outcomes are highlighted in yellow. The current Academic Catalogue and Student Handbook are available for download at <http://metrobalimoreseminary.org>.

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Program	Cognitive Learning Outcomes			Affective Learning Outcomes			Psychomotor Learning Outcomes		
CCS (15 credits)	Institutional →	Instructional →	Alignment & Assessment	Institutional →	Instructional →	Alignment & Assessment	Institutional →	Instructional →	Alignment & Assessment
Coursework (12 credits)	PLO CCS I.1-2, II.1	FH - Appendix 7 - Academic and General Goals and Objectives; AC and SH - CCS Curriculum Portfolio Part I	Alignment: All Courses, Workshops, and Seminars Syllabi and course / workshop / seminar objectives Assessment: Assignments, Grades				PLO CCS I.1-2, II.3	FH - Appendix 7 - Academic, Vocational, and General Goals and Objectives	Alignment: "Theology in Practice" Courses, Workshops, and Seminars Syllabi and course / workshop / seminar objectives Assessment: Assignments and Grades
Mentoring (3 credits)				PLO CCS I.1-2, II.2; PLO Mentoring I.1-2, II.1-3	FH - Appendix 7 - Spiritual, Relational, and General Goals and Objectives; AC and SH - CCS Curriculum Portfolio Part II	Alignment: Mentoring Manual; Focused Living Retreat Assessment: End of term Mentor report (graded as "Mentoring" on transcript)			

Document key: PLO = "Primary Learning Outcomes"; FH = "Faculty Handbook"; AC = "Academic Catalogue"; SH = "Student Handbook"