

Appendix B

PROGRAM OBJECTIVES AND CURRICULUM MAP

Criminal Justice Program Mission, Goals and Objectives

The Criminal Justice Program at Evangel University prepares graduates for competent service within the criminal justice field and for success in graduate school. Utilizing a Christian world view, students are given tools to practice in a broad spectrum of employment within the field to include law enforcement, corrections, investigations, juvenile justice and probation and parole systems.

Goal #1: Equip students with knowledge and understanding of the history and operation various components in the criminal justice system

Objective 1: Understand the role and function of law enforcement agencies and officers

Objective 2: Understand and articulate the many components of the United States courts system

Objective 3: Understand and analyze the corrections system in the United States, to include local, state and federal agencies

Goal #2: Prepare students to think critically and develop an understanding of the various criminological theories

Objective 1: Analyze and critique why people commit crimes

Objective 2: Develop and understanding and process on how to treat citizens when they do commit crimes

Objective 3: Use theoretical frameworks supported by empirical evidence to understand individual and societal development and behavior

Goal #3: Equip students with the knowledge and skills to competently apply principles of criminal investigation.

Objective 1: Students will effectively identify, collect and process evidence

Objective 2: Students will learn and demonstrate effective interviewing techniques

Objective 3: Students will learn and demonstrate effective techniques of interrogation

Objective 4: Illustrate effective communication skills through report writing

Objective 5: Analyze and apply techniques of crime scene reconstruction

Goal #4:

Prepare students to demonstrate an understanding of concepts and theories of police administration:

Objective 1: Understand and function within a standard unit of a criminal justice organization

Objective 2: Understand and analyze the legal and political aspects of law enforcement administration.

Goal #5:

Develop within students the understanding and application of significant law enforcement values, ethics and behavior

Objective 1: Demonstrate discretion in working with the public

Objective 2: Describe and utilize ethical principles in all areas of criminal justice

Objective 3: Understand and demonstrate professional and appropriate behavior in regards to civil liability.

Goal #6:

Equip students with knowledge and history of state and federal laws

Objective 1: Understand and articulate issues of constitutional law

Objective 2: Understand and articulate Supreme Court decisions governing the activities of law enforcement officers pertaining to arrest, search and seizure, and detention.

Goal #7:

Prepare students to function competently and ethically within a criminal justice setting

Objective 1: Demonstrate a practical knowledge through experience of a criminal justice agency of the student's choice.

Objective 2: Apply knowledge and skills within a practicum field setting

Objective 3: Act in a manner consistent with Christian values and professional ethics

Goal #8:

Prepare students to work in the criminal justice field using a Christian world view as their lens

Objective 1: Apply a Christian world view to all aspects of course work and field experiences

Objective 2: Understand the role that Christians have within every facet of the criminal justice system.

Evangel University Criminal Justice Program Course Assessment Grid

Outcomes	Courses																					
	BEHV 100	SOCI 111	SOCI 223	SOCI 232	SOCI 332	SOCI 337	CJST 210	CJST 241	CJST 296	CJST 334	CJST 335	CJST 336	CJST 342	CJST 353	CJST 372	CJST 422	CJST 423	CJST 498	PSYC 234	PSYC 235	PSYC 237	
G1--1. Understand the role and function of law enforcement agencies and officers								X										X				
G1-2. Understand and articulate the many components of the United States courts system								X														
G1-3. Understand and analyze the corrections system in the United States, to include local, state and federal agencies								X														
G2-1. Analyze and critique why people commit crimes			X	X						X												
G2-2. Develop and understanding and process on how to treat citizens when they do commit crimes										X												
G2-3. Use theoretical frameworks supported by empirical evidence to understand individual and societal development and behavior		X	X							X												
G3-1. Students will effectively identify, collect and process evidence																X		X				
G3-2. Students will learn and demonstrate effective interviewing techniques																X		X				
G3-3. Students will learn and demonstrate effective techniques of interrogation																X		X				
G3-4. Illustrate effective communication skills through report writing																X		X				
G3-5. Analyze and apply techniques of crime scene reconstruction																X		X				
G4-1: Understand and function within standard organizational design																	X	X				
G4-2: Understand and analyze the legal and political aspects of law enforcement administration																	X	X				
G5-1: Demonstrate discretion in working with the public								X										X				

Key to Course Prefixes and Numbers

SOCI 111 Intro to Sociology	CJST 210 Introduction to Statistics	CJST 336 Abuse-Neglect/US Families	CJST 423 Law Enforcement Org. & Admin.
SOCI 223 Social Psychology	CJST 241 Intro to Criminal Justice	CJST 342 Juvenile Delinquency	CJST 498 Practicum
SOCI 232 Social Problems	CJST 296 Sophomore Seminar	CJST 353 Corrections in America	PSYC 234 Child Psychology
SOCI 332 Human Diversity and Behavior	CJST 334 Criminal and Delinquent Behavior	CJST 372 Criminal Law and Procedure	PSYC 235 Adolescent Psychology
SOCI 337 Urban Sociology	CJST 335 Drug Abuse and Alcoholism	CJST 422 Criminal Investigation	PSYC 237 Lifespan Development

Criminal Justice Program Assessment Tool Grid

Outcomes	Assessment Tool			
	Test Items	Paper	Practicum Evaluation	ACAT
G1--1. Understand the role and function of law enforcement agencies and officers	X	X	X	X
G1-2. Understand and articulate the many components of the United States courts system	X	X		X
G1-3. Understand and analyze the corrections system in the United States, to include local, state and federal agencies	X	X		X
G2-1. Analyze and critique why people commit crimes	X	X		X
G2-2. Develop and understanding and process on how to treat citizens when they do commit crimes	X	X		X
G2-3. Use theoretical frameworks supported by empirical evidence to understand individual and societal development and behavior	X	X		X
G3-1. Students will effectively identify, collect and process evidence	X	X	X	X
G3-2. Students will learn and demonstrate effective interviewing techniques	X	X	X	X
G3-3. Students will learn and demonstrate effective techniques of interrogation	X	X	X	X
G3-4. Illustrate effective communication skills through report writing	X	X	X	X
G3-5. Analyze and apply techniques of crime scene reconstruction	X	X	X	X
G4-1: Understand and function within standard organizational design	X	X	X	X
G4-2: Understand and analyze the legal and political aspects of law enforcement administration	X	X	X	X
G5-1: Demonstrate discretion in working with the public	X	X	X	X
G5-2: Describe and utilize ethical principles in all areas of criminal justice	X	X		X
G5-3: Understand and demonstrate professional and appropriate behavior in regards to civil liability	X	X	X	X

G6-1: Understand and articulate issues of constitutional law	X	X		X
G6-2: Understand and articulate Supreme Court decisions governing the activities of law enforcement officers pertaining to arrest, search and seizure, and detention	X	X		X
G7-1: Demonstrate a practical knowledge through experience of a criminal justice agency of the student's choice			X	
G7-2: Apply knowledge and skills within a practicum field setting			X	
G7-3: Act in a manner consistent with Christian values and professional ethics			X	
G8-1: Apply a Christian world view to all aspects of course work and field experiences			X	
G8-2: Understand the role that Christians have within every facet of the criminal justice system			X	

Government Program Assessment Plan

Government is the study of the foundations, and principles upon which the American and foreign governmental systems are based and how they operate in past and present societies. The Evangel University Government program examines the Christian heritage of American policy makers and integrates faith-inspired discussion of past and current government systems.

Learning Outcomes

Core Program Requirements:

1. Students will be able to explain the structure, principles, and processes of the American federal government. (GOVT 170)
2. Students will be able to demonstrate an understanding of the background, development, problems, and Constitutional aspects of church-state relations in the United States. (GOVT 437)
3. Students will demonstrate the ability to treat government as a discipline and a science utilizing research and writing methods utilized in government research and reports. Assignments cover public opinion, policy papers, political systems, and analysis. (SSCI 225)

Students will need to complete seven (7) elective courses for the major's requirements. These courses may be selected from three (3) different Government fields of study.

<i>Fields of Study</i>	<i>Courses</i>
American Government	GOVT 202, 221, 322, 341, 345, 498
International Relations	GOVT 347, 348, 349, 350, 364, 270-370
Pre-Law	GOVT 272, 322, 323, 334, 349, 391, 435, 498; <i>CJST 372; COMM 441; MGMT 331, 332; NBUS 333 (available for prelaw students only)</i>

Curriculum Map and Assessment Tools for the Government Program

Outcomes	Courses	Assessment Tool						
		Test Items	Assignments	Paper	Presentations	Internship	Portfolio	ACAT

Program Core:

1. Students will be able to explain the structure, principles, and processes of the American federal government.	GOVT 170	x	x					
2. Students will be able to demonstrate an understanding of the background, development, problems, and Constitutional aspects of church-state relations in the United States.	GOVT 437	x		x	x			
3. Students will demonstrate the ability to treat government as a discipline and a science utilizing research and writing methods utilized in government research and reports. Assignments cover public opinion, policy papers, political systems and analysis.	SSCI 225	x	x	x	x			

Fields of Study:

Students will need to complete seven (7) elective courses for the major's requirements. These courses may be selected from three (3) different Government fields of study.

American Government	GOVT 202, 221, 322, 341, 345, 498	x	x	x	x	x		x
International Relations	GOVT 347, 348, 349, 350, 364, 270-370	x		x	x			x

Pre-Law	GOVT 272, 322, 323, 334, 349, 391, 435, 498; <i>CJST</i> 372; <i>COMM</i> 441; <i>MGMT</i> 331, 332; <i>NBUS</i> 333 <i>(available for prelaw students only)</i>	x	x	x	x	x	x	
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History Program Assessment

The History program prepares graduates to enter a broad range of history-related careers or graduate studies through exploration of public history, political history, American religious history, early American history, and military history. Incorporating appropriate flexibility, the History program focuses on historical critique and analysis of commonly held views at the baccalaureate level, and enables students to select courses that will best benefit their career goals.

Learning Outcomes

Core Program Requirements:

By participating and completing the course requirements throughout this program, students will be able to:

1. Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and spiritual contexts (E3: Historical Inquiry).
2. Demonstrate analytical reading skills and engage various primary and secondary source materials (E1: Reading & Imagination).
3. Describe and interpret knowledge of nations and regions of the world with key historical and cultural events in those regions (G3: Global Cultures).
4. Summarize and evaluate perspectives of people groups and nations, historic and contemporary (E4: Research & Analysis).
5. Critique and analyze historical worldviews in light of commonly held Christian views (I1 Integrational Philosophy).

The History major consists of a minimum of 30 credits with at least 18 upper-division credits. At least 6 credits of the upper-division must be taken in American History and 6 credits in non-American history.

<i>Fields of Study</i>	<i>Courses</i>
American History	HIST 111, 112, 331, 341, 351, 361, 492
Public History	HIST 215, 225, 305, 325, 498
World History	HIST 115, 116, 334, 340, 345, 346
Military History	HIST 470

History Program Curriculum Map and Assessment Tools

Outcomes	Courses	Assessment Tool					
		Test Items	Assignments	Paper	Presentations	Internship	ACAT

Program Core:

1. Students will be able to define essential issues in human history, identify ways others have address those issues, and explore the applicability of those approaches to other intellectual, political, social, and spiritual contexts (E3: Historical Inquiry).		X			X		X
2. Students will be able to demonstrate analytical reading skills and engage various primary and secondary source materials (E1: Reading & Imagination).		X		X	X		
3. Students will demonstrate knowledge of nations and regions of the world with key historical and cultural events in those regions (G3: Global Cultures).		X			X		X
4. Summarize and evaluate perspectives of people groups and nations, historic and contemporary (E4: Research & Analysis).		X		X	X		
5. Critique and analyze historical worldviews in light of commonly held Christian views (I1 Integrational Philosophy).		X		X	X		

Fields of Study:

The History major consists of a minimum of 30 credits with at least 18 upper-division credits. At least 6 credits of the upper-division must be taken in American History and 6 credits in non-American history.

American History	HIST 111, 112, 331, 341, 351, 361, 492	X	X	X	X		X
Public History	HIST 215, 225, 305, 325, 498	X	X	X	X	X	X
World History	HIST 115, 116, 334, 340, 345, 346	X		X	X		X
Military History	HIST 470	X	X				

Psychology Program Assessment Plan

Mission

The mission of the Evangel University Psychology program is to provide students with a generalist knowledge base of the field of psychology, to understand and make use of both the scientific method and the integration of Christian faith in explaining human behavior, to encourage students to serve others within the context of their Christian faith and personal strengths, and to help students pursue a career in the helping professions and/or graduate study.

The program offers three minors (Psychology, Biopsychology, and Psychology, and Psychology in the Church) as well as a Psychology concentration, to complement a variety of majors such as Church Ministries, Theology, Intercultural Studies, Education, and other helping professions.

Program Outcomes

Goal #1: Students will have knowledge of the major theoretical approaches, subfields, and trends in psychology, and examine them from a biblical perspective.

Goal #2: Students will apply the scientific method and critical thinking in the study of human behavior and experiences.

Goal #3: Students will understand human behavior in light of culture diversity, and human development.

Goal #4: Students will be able to communicate effectively through written and oral means ideas and theories from the discipline of psychology.

Goal #5: Students will gain self-awareness of their behavior, motives, values, and strengths, and exhibit self-regulation and professionalism.

Goal #6: Students will demonstrate the integration of their Christian faith with their knowledge of psychology.

Goal #7: Students will be prepared for vocational training or graduate work in such fields as counseling, school counseling, clinical psychology, social work, criminal justice, pastoral counseling, and marriage and family counseling.

Assessment Plans

Evangel University Psychology's overall program evaluation will be based on a variety of data sources including course projects, assessments, and activities as well as nationally normed ACAT scores. It is expected that we will be above the mean on the ACAT in the following specific domains:

- a. Abnormal psychology
- b. Developmental psychology
- c. Experimental design
- d. Personality theory
- e. Social psychology
- f. Statistics

Psychology Program Curriculum Map and Assessment Tools

Outcomes	Courses												Assessment Tool		
	BEHV 100	PSYC 210	PSYC 223	PSYC 237	PSYC 296	THEO 350	PSYC 345	PSYC 371	PSYC 443	PSYC 449	PSYC 480	PSYC 498	Test Items	Paper	Practicum
1. Students will make use of the scientific method in the study of human behavior and experiences		x					x				x		x	x	
2. Student will understand everyday human behavior as it is expressed in various levels of human growth and development				x				x	x			x	x	x	
3. Students will be familiar with the major theoretical approaches, systems, and historical trends in psychology			x					x		x			X	X	
4. Students will gain insight into the behavior, needs, motives, and feelings of themselves and others so they may be more effective in their service for Christ and humankind	X				X			X	x	x		x	X	X	
5. Students will prepare for professional training or graduate work in such fields as counseling, psychology, clinical psychology, social work, criminal justice, pastoral counseling, and family relations.					X	X	X			x			X	X	X
6. Students will be able to express themselves effectively in written and oral communication.			X		X		X			x	x		X	X	
7. Students will have an understanding of applications of psychology to personal, social, and organizational issues.			X			X					X	x	X	X	

Social Science Education Program

Mission

The Social Science Education major prepares students for certification to teach in public and private secondary schools, and meets requirements for Missouri teacher certification, including reciprocity with many states. The program requires 40 credit hours from anthropology, economics, geography, government, history, psychology and sociology.

Program Goals & Outcomes

Goal 1. *Explain Social Studies Education as a field of study*

- 1.1 Define and state the purposes of social studies from historical and contemporary perspectives
- 1.2 Relate or state issues related to the purpose of social studies from historical and contemporary perspectives.
- 1.3 Demonstrate knowledge of various methods of teaching secondary and middle school social studies.

Goal 2. *Explain principles expressed in documents shaping Constitutional Democracy in the United States*

- 2.1 Identify basic historic documents, including their origins, evolution, and changing interpretations.
- 2.2. Relate basic democratic ideals implicit in basic documents (human dignity and rights, justice, general welfare, freedom, equality, rule of law, etc.).
- 2.3. Analyze and interpret how past events and developments relate to each other and to the present.
- 2.4. Demonstrate methods used to analyze situations where democratic ideals are in conflict.

Goal 3. *Explain continuity and change in the history of Missouri, the United States, and the World*

- 3.1. Explain major concepts of historical periods, people, events, developments, and documents.
- 3.2. Demonstrate understanding by re-stating how past events and developments relate to each other and the present.
- 3.3. Analyze how and why people have viewed and continue to view events, circumstances, and developments differently.
- 3.4. Explain how and why historians bring their own viewpoints and conceptual frameworks into the interpretation of history.
- 3.5. Compare key historical concepts (e.g., time, chronology, cause and effect, change, conflict, etc.).

Goal 4. *Discuss principles and processes of governance systems*

- 4.1 Use examples to compare the impact of political theories and philosophies.
- 4.2 Demonstrate knowledge of the government and politics in the United States.
- 4.3 Compare similarities and differences in governments and politics worldwide.
- 4.4 Explain how nations interact.
- 4.5 Examine, the role and impact of citizen participation in civil society and in the political arena.

Goal 5. *Discuss economic concepts and principles*

- 5.1 Demonstrate understanding economic systems by comparing systems.
- 5.2 Explain basic economic concepts (scarcity, opportunity, cost, trade-offs, supply, demand, etc.).
- 5.3 Compare economic choices and processes for making rational decisions (saving, purchasing, investing, etc.).
- 5.4 Identify the economic factors which determine the goods and services produced (natural, capital, and human resources, investment, entrepreneurship, etc.)
- 5.5 Compare domestic and international trade and the interdependence of economies (specialization, use of money in trade, comparative advantage, etc.).
- 5.6 Explain the roles governments play in economic systems (production of public goods, taxation, regulations, etc.).

Goal 6. Identify elements of geographical study and analysis

- 6.1 Identify geographic representations, tools, and resources (maps, atlases, aerial photographs, etc.).
- 6.2 Explain locales, regions, nations, and the world relative to place, direction, size, and shape.
- 6.3 Identify or explain the interaction between physical geography and culture, history, politics, and economics.
- 6.4 Explain the relationships between human systems and the environment.

Goal 7. Compare relationships of individuals and groups to institutions and cultural traditions

- 7.1 Analyze sociological concepts (culture, mores, stereotypes, socialization, etc.).
- 7.2 Compare the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet these needs.
- 7.3 Examine interactions among individuals, groups, institutions, and cultures.
- 7.4 Explain how individuals, groups, institutions, and cultures change over time.
- 7.5 Explain psychological concepts and theories such as personality, developmental processes, cognitive theory, etc.

Goal 8. Utilize social science tools and inquiry

- 8.1 Demonstrate competency in various methods for framing research questions.
- 8.2 Identify types of inquiry such as naturalistic, historical, experimental, etc.
- 8.3 Demonstrate competency by correctly using data sources, collection, and analyzing techniques and procedures (artifacts and historical places; field research; primary and secondary sources; interviews, surveys, polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.)
- 8.4 Demonstrate competency by reporting findings to different audiences (presentation of data collected and analyzed).

Social Science Education Assessment Plan

Evangel University social science education overall program evaluation will be based through a variety of measures and outcomes. These include the following tools:

- Measurement through identified courses with papers and tests
- Results from the MOCA (Missouri Content Assessment) **(see attached program report)**
- Practicum and student teaching experiences with formal evaluations from professionals in the field (see attached program report)
- Senior Survey to be given each spring
- Faculty course evaluations to be given at the end of each term
- Outcomes from an advisory committee regarding curriculum and programmatic process

Social Science Education Curriculum Map

Outcomes	Courses										Assessment Tool				
	U.S. Hist 111, 112, 115, 311	World Hist. 115, 116	ANTH/ SOCI 231, THEO 350	ECON 213	EDUC 353, SSCI- 336	GEOG 211	GOVT Foun datio ns 170, 202,3 45, 349, 350, 364, 366	Upp er Div. Hist 332, 334, 341	PSYC 237	EDUC 427, 437	Test Items	Projects	Exercises	Book Review	Paper

1. Understanding Social Studies Education as a field of study:

1.1 Understanding the definitions and purposes of social studies from historical and contemporary perspectives	X										X	X				
1.2 Understanding issues related to the purposes of social studies from historical and contemporary perspectives:											X					X
1.3 Knowledge of various methods of teaching secondary & middle school social studies:																

2. Explain Principles Expressed in Documents shaping Constitutional Democracy in the United States (SS-1; CR-1, 3; NCSS-1.3)

<p>2.1 Identify basic historic documents, including their origins, evolution, and changing interpretations:</p>	<p>x</p>		<p>x</p>				<p>x</p>		<p>x</p>		
<p>2.2 Relate basic democratic ideals implicit in basic documents (human dignity and rights, justice, general welfare, freedom, equality, rule of law, etc.)</p>		<p>x</p>	<p>x</p>				<p>x</p>		<p>x</p>		
<p>2.3 Analyze and interpret how past events and developments relate to each other and to the present time.</p>	<p>x</p>		<p>x</p>					<p>x</p>	<p>x</p>		
<p>2.4 Demonstrate methods used to analyze situations where democratic ideals are in conflict.</p>			<p>x</p>						<p>x</p>	<p>x</p>	

Goal 3. Explain continuity and change in the history of Missouri, the United States, and the World.

3.1 Explain major concepts of historical periods, people, events, developments, and documents.	x						x					x
3.2 Demonstrate understanding by re-stating how past events and developments relate to each other and the present time.			x	x				x				
3.3 Analyze how and why people have viewed and continue to view events, circumstances, and developments differently.			x				x					
3.4 Explain how and why historians bring their own viewpoints and conceptual frameworks into the interpretation of history.	x						x					
3.5 Compare key historical concepts (e.g., time chronology, cause and effect, change, conflict, etc.).				x			x					

Goal 4: Principles and processes of governance systems (SS 3, CR 3, NCSS 1.3

4.1 Use examples to compare the impact of political theories and philosophies.							x				
4.2 Demonstrate knowledge of government and politics in the United States.		x	x				x			x	
4.3 Compare similarities and differences in governments and politics worldwide.		x	x				x				x
4.4 Explain how nations interact.		x	x				x				

Goal 5: Economic concepts and principles (SS 3, CR 4, NCSS 1.4):

5.1 Demonstrate understanding of economic systems by comparing systems.				x		x	x						
5.2 Explain basic economic concepts (scarcity, opportunity, cost, trade-offs, supply, demand, etc.).	x					x		x					
5.3 Compare economic choices and processes for making rational decisions (saving, purchasing, investing, etc.)					x	x	x						
5.4 Identify the economic factors which determine the goods and services produced (natural, capital, human resources, investment, entrepreneurship, etc.)					x	x	x						
5.5 Compare domestic and international trade and the interdependence of economies (specialization, use of money in trade, comparative advantage, etc.				x			x						
5.6 Explain the roles governments play in	x		x				x						

economic systems (production of public goods, taxation, regulations, etc.).															
<u>Goal 6:</u> The major elements of Geographical study and analysis (SS 5, NCSS 1.4)															
6.1 Identify geographic representations, tools, and resources (maps, atlases, aerial photographs, etc.).	x				x			x							
6.2 Explain locales, regions, nations, and the world relative to place, direction, size, and shape.					x			x							
6.3 Identify or explain the interaction between physical geography and culture, history, politics, and economics.					x			x							x
6.4 Explain the relationships between human systems and the environment.					x			x							x

Goal 7: Relationships of individuals and groups to institutions and cultural traditions (SS 6, CR 6, NCSS 1.6):

7.1 Analyze sociological concepts (culture, mores, stereotypes, socialization, etc.).							x					x
7.2 Compare the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet these needs.				x			x					
7.3 Examine interactions among individuals, groups, institutions, and cultures.	x			x			x			x		
7.4 Explain how individuals, groups, institutions, and cultures, change over time.												
7.5 Explain psychological concepts and theories such as personality, developmental processes, cognitive theory, etc.	x						x					

Goal 8: Social Science Tools and Inquiry (SS 7, CR 1-6, NCSS 4.0):

8.1 Demonstrate competency in various methods for framing research questions.	x							x					
8.2 Identify types of inquiry such as naturalistic, historical, experimental, etc.)	x					x		x					
8.3 Demonstrate competency by correctly using data sources, collection, analysis techniques and procedures.	x						x	x			x		
8.4 Demonstrate competency by reporting findings to different audiences (publications, presentations of data collected and analyzed.	x												

NOTE: Explanation of abbreviations used in this document:

1. CR: Certification Requirement
2. SS: Missouri's minimum requirements for Social Science Education
3. NCSS: National Council for the Social Studies

Bachelor of Arts / Bachelor of Science in Social Sciences

The Social Sciences program provides the opportunity for students seeking a broad, liberal arts degree with courses from the Behavioral and Social Sciences academic disciplines (fields), including anthropology, criminal justice, economics, geography, government, history, social work, sociology, and psychology. Students must have a major of their studies consisting of 24 credit hours from one of these disciplines, with the remainder of courses taken from at least three other Behavioral and Social Sciences fields.

Learning Outcomes

By participating and completing the course requirements for this holistic program, students will be able to

1. Use the Social Sciences to explain a systematic and comprehensive study of human beings (E2 Critical Reasoning).
2. Explain, with appreciation, the multicultural heritage of humanity, including the essential issues found throughout human history (E3: Historical Inquiry).
3. Integrate the approaches and methodologies of social science within a Christian worldview (I1 Integrational Philosophy).
4. Demonstrate analytical reading skills and engage various primary and secondary source materials (E1: Reading & Imagination).
5. Explain humanity's historic cultures, values, social relations, and political organizations (G3: Global Cultures).

<i>Field Requirements</i>	<i>Courses</i>
Major Field	A minimum of 24 credits in one of the academic disciplines.
Field 1	From a field, not the major, a minimum of 6 credits.
Field 2	From a secondary field, not the major, a minimum of 3 credits.
Field 3	From a tertiary field, not the major, a minimum of 3 credits.
Other Requirements	An additional 4 credits must be taken from any of the above fields to fulfill the required total of 40 credit hours for the program. The completed major must include a minimum of 12 upper-division (300-400 level) credits.

Social Science Major Assessment Grid

Outcomes	Courses	Assessment Tool					
		Test Items	Assignments	Paper	Book Review	Portfolio	Presentations

Program:

1. Use the Social Sciences to explain a systematic and comprehensive study of human beings (E2 Critical Reasoning).		X	X			X	X
2. Explain, with appreciation, the multicultural heritage of humanity, including the essential issues found throughout human history (E3: Historical Inquiry).		X	X	X		X	X
3. Integrate the approaches and methodologies of social science within a Christian worldview (I1 Integrational Philosophy).				X		X	
4. Demonstrate analytical reading skills and engage various primary and secondary source materials (E1: Reading & Imagination).				X	X	X	
5. Explain humanity's historic cultures, values, social relations, and political organizations (G3: Global Cultures).		X		X		X	X

Fields of Study:

Students must have a major of their studies consisting of 24 credit hours from one of the Behavioral and Social Sciences disciplines, with the remainder of courses taken from at least three other fields.

Social Work Program Mission, Educational Goals, and Competencies

The Evangel University Social Work Program prepares generalist social workers who seek to ethically integrate their faith and practice within diverse settings, as social change agents and empowering leaders, with a commitment to enhancing the quality of life of all people and communities.

Educational Goals

The goals of the Social Work program are to prepare generalist social workers who

1. Use critical thinking skills and knowledge based on scientific inquiry in the application of the problem-solving process with multi-level client systems within a strengths-based person-in-the-environment framework
2. Have an understanding and respect for various forms of diversity and special populations and apply strategies for effective practice
3. Are committed to advocate for social and economic justice and human rights in the delivery of preventative services, interventions and policy practice.
4. Demonstrate ethical practice through self-awareness, life-long learning, and professional leadership.
5. Within the context of a faith-based liberal arts institution, impact campus awareness surrounding social issues such as poverty and social injustice.

Competencies

CSWE Competencies

1. Demonstrate ethical and Professional Behavior (Goal #4)
2. Engage diversity and difference in practice (Goal #2 & #5)
3. Advance human rights and social, economic, and environmental justice (Goal #3 & #5)
4. Engage in practice informed research and research informed practice (Goal #1)
5. Engage in policy practice (Goal #3)
6. Engage with individuals, families, groups, organizations and communities (Goal #1)
7. Assess individuals, families, groups, organizations and communities (Goal # 1 & #3)
8. Intervene with individuals families, groups, organizations and communities (Goal # 1 & #3)
9. Evaluate practice with individuals, families, groups, organizations and communities (Goal # 1)
10. Identify as a professional social worker with a Judeo-Christian perspective and conduct oneself accordingly. (Goal#5)

Competencies and Practice Behaviors

2015 EPAS Core Competencies	#	CSWE Behaviors
<p style="text-align: center;"><u>Competency 1</u></p> <p>Demonstrate Ethical & Professional Behavior</p>	1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
	1.4	Use technology ethically and appropriately to facilitate practice outcomes.
	1.5	Use supervision and consultation to guide professional judgment and behavior.
<p style="text-align: center;"><u>Competency 2</u></p> <p>Engage Diversity and Difference in Practice</p>	2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
	2.3	Apply self-awareness and self-regulation to manage the influences of personal biases and values in working with diverse clients and constituencies.
<p style="text-align: center;"><u>Competency 3</u></p> <p>Advance Human Rights and Social, Economic, and Environmental Justice</p>	3.1	Apply their understanding of social, economic, and environmental justice to advocate for the human rights at the individual and system levels.
	3.2	Engage in practices that advance social, economic, and environmental justice.
<p style="text-align: center;"><u>Competency 4</u></p>	4.1	Use practice experience and theory to inform scientific inquiry and research.

Engage in Practice-informed Research & Research-informed Practice		
	4.2	Apply critical thinking to engage in analysis of quantitative research methods and research findings.
	4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
<u>Competency 5</u> Engage in Policy Practice	5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	5.2	Assess how social welfare and economic policies impact the delivery of and access to social services.
	5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<u>Competency 6</u> <u>Engage with</u> Individuals, Families, Groups, Organizations, & Communities	6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
	6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

<p style="text-align: center;"><u>Competency 7</u></p> <p style="text-align: center;"><u>Assess</u></p> <p style="text-align: center;">Individuals, Families, Groups, Organizations, & Communities</p>	7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of the assessment data from clients and constituencies.
	7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
	7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<p style="text-align: center;"><u>Competency 8</u></p> <p style="text-align: center;"><u>Intervene with</u></p> <p style="text-align: center;">Individuals, Families, Groups, Organizations, & Communities</p>	8.1	Critically choose and implement interventions to achieve the practiced goals and enhance capacities of clients and constituencies.
	8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
	8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.

<p style="text-align: center;"><u>Competency 9</u></p> <p style="text-align: center;"><u>Evaluate Practice</u></p> <p style="text-align: center;">with Individuals, Families, Groups, Organizations, & Communities</p>	9.1	Select and use appropriate methods for evaluation of outcomes.
	9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
<p style="text-align: center;"><u>Competency 10</u></p> <p style="text-align: center;">Integrate a Judeo-Christian perspective into Generalist social work practice</p>	10.1	Understand and identify one's professional and personal strengths, limitations and challenges (self-awareness)
	10.2	Maintain professional roles and boundaries.
	10.3	Demonstrate honesty, integrity and respect for all others designed with purpose and meaning
	10.4	Demonstrate professional use of self with clients and constituencies.
	10.5	Articulate religious and personal biases and identify a course of action for change.

Criminal Justice Program				
Goals	Measurement Source	Benchmark	Date Collected	Data
Goal #1: Equip students with knowledge and understanding of the history and operation of various components in the criminal justice system	Exam#1 CJST 423 SP2016, Exam #3 CJST 241 FA2015, Exam #4 CJST 241 FA2015	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015, Spring 2016	Exam #1 CJST 423 - class average 76% Exam #3 CJST 241 79% class average Exam #4 class average 87%
Goal #2: Prepare students to think critically and develop an understanding of the various criminological theories	Exam #1 CJST 241 FA2015, CJST 498 FA2015 Practicum Organizational Analysis Paper, CJST 241 FA2015 Court observation assignments paper	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	Exam #1 CJST 423 - class average 76% CJST 498 FA2015 Practicum Organizational
Goal #3: Equip students with the knowledge and skills to competently apply principles of criminal investigation.	CJST 422 FA2015 Crime Scene Practical Exercise	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	100% of the class passed the exercise
Goal #4: Prepare students to demonstrate an understanding of concepts and theories of police administration:	CJST 498 FA2015 Practicum – Organizational Analysis Paper	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	CJST 498 FA2015 Practicum Organizational Analysis Paper class average 95%
Goal #5: Develop within students the understanding and application of significant law enforcement values, ethics and behavior	Exam#2 CJST 241 FA2015	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	Exam#2 CJST 241 FA2015 - class average was 78%

<p>Goal #6: Equip students with knowledge and history of state and federal laws</p>	<p>Exam #2 CJST 241 FA2015, Exam #5 Final CJST 241 FA 2015</p>	<p><i>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</i></p>	<p>Fall 2015</p>	<p>Exam#2 CJST 241 FA2015 - class average was 78% Exam #5 Final CJST 241 FA 2015 class</p>
<p>Goal #7: Prepare students to function competently and ethically within a criminal justice setting</p>	<p>CJST 498 SP2016 Practicum Site Evaluation FA2015</p>	<p><i>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</i></p>	<p>Fall 2015, Spring 2016</p>	<p>100% of class received a passing evaluation from the practicum site coordinator</p>
<p>Goal #8: Prepare students to work in the criminal justice field using a Christian world view as their lens</p>	<p>CJST 372 FA2016 Paper on integration of Christian world view and Criminal Justice</p>	<p><i>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</i></p>	<p>Fall 2016</p>	

**Masters in Counseling Assessment Plan
Evangel University
2016-2017**

Relevant History:

The Masters in Counseling Program at Evangel University has undergone multiple transitions. First, Evangel University’s Masters in Counseling Psychology Program consolidated with the Assemblies of God Theological Seminary Masters in Counseling Program in the 2013-14 academic year. Second, the program was redesigned in 2014 -15 academic year as a Masters in Clinical Mental Health Counseling. Third, during 2015-16, Evangel agreed to teach out 11 students from a Forest Institute of Professional Psychology. Fourth, the 2016 -17 the Clinical Mental Health Counseling Program and School Counseling Program merged under one counseling program. Until the 2016 academic year, Evangel University offered two separate counseling degrees offered by two academic departments. The Behavioral and Social Sciences Department housed the Masters of Clinical Mental Health and the Education Department housed the Masters in School Counseling. With the goal of seeking accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP), as well as operating with greater efficiency, Evangel Administration approved the establishment of a single Masters of Counseling with two specialty tracks.

Current assessment data is nonexistent since this is a new program with unified program mission and objectives/goals: However, historical assessment data will be reported according to program. The Clinical Mental Health Counseling Program utilized the Counselor Comprehensive Examination (CPCE) as an assessment source for Spring 2016. Students who took the CPCE came from three different programs, Counseling Psychology, Clinical Mental Health Counseling, and Forest Institute Counseling Teach-out Program. It is important to note, the School Counseling Program utilized an in-house constructed comprehensive examination in 2016. Unlike the CPCE, the in-house comprehensive exam only assessed on overall scores versus separate core content area scores.

Reference data include 2015/16 the CPCE results for CMHC/Counseling Psychology/Forest Teach-out students and in-house comprehensive scores for School Counseling. A CPCE score at the national mean (all scores category) or higher qualified as a passing score: 14 of 17 (82%) students passed the CPCE. For 2016-17 test takers, a passing score will be within .5 standard deviations of the “exit exam” mean or better. With a 70% passing score, 17/17 (100%) School Counseling students passed the in-house comprehensive examination. Finally, 94% (16/17) School Counseling students passed the Missouri Educator Gateway Assessment.

Term	Abbreviations
Clinical Mental Health Counseling	CMHC
Counselor Competency Scale Revised	CCS-R
Counselor Preparation Comprehensive Examination	CPCE
Department of Elementary and Secondary Education	DESE
Missouri Educator Gateway Assessment – 2 exams	MEGA
National Board of Certified Counselors	NBCC
National Counselor Examination	NCE
School Counseling	SC
Standard Deviation	SD

Evangel Counseling Assessment

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Mission: Train professional counselors who are dedicated to providing holistic and ethical counseling services to assist diverse individuals and groups across the lifespan.</p>	<ol style="list-style-type: none"> 1. COU 598 – Internship Final Evaluation – Hiring Question 2. CPCE – aggregate score 3. NCE – aggregate score (voluntary) 4. Two MEGA – School Counseling Students Only (voluntary) 	<ol style="list-style-type: none"> 1. 80% of students would be considered for hiring per site supervisor. 2. 80% of students will achieve within .5 standard deviation (SD) of the national mean or higher for exit exam. 3. 80% of all students completing the NCE exam will earn passing score as set forth by the NBCC. 4. 80% of all students completing two MEGA exams will earn a passing score set for by DESE 	<ol style="list-style-type: none"> 1. Spring 18 and Fall 18 2. Spring 18 3. Spring 18 4. Spring 18 	<ol style="list-style-type: none"> 1. CMHC 2015-16; 100% (25/25) would be considered for hiring. 2. CMHC 2015-16, 82% (10/17) met proposed benchmark; SC, in-house comprehensive 100% (17/17) met passing benchmark. 3. CMHC 2015*-16, 95% (23/24) met benchmark. (EU CMHC and Counseling Psy, AGTS, and Forest Teach-out) 4. SC 2015-16, 94% (16/17) met benchmark.

Evangel Counseling Assessment

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Christian Integration: Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.</p>	<ol style="list-style-type: none"> 1. COU 534 – Summative Paper 2. Summative Paper 3. Skill demonstration 	<ol style="list-style-type: none"> 1. 90% of students earn 600/750 or better of total points possible 2. 90% of students will earn a score of 85/100 or higher 3. 90% of students will earn a score of 35/40 or higher 	<ol style="list-style-type: none"> 1. Summer 17 2. Summer 17 3. Summer 17 	<ol style="list-style-type: none"> 1. CMHC 100% (17/17) met benchmark 2. CMHC 94% (16/17) met benchmark. 3. CMHC 100% (17/17) met benchmark
<p>Counseling Theory: Demonstrate knowledge and application of major counseling theories and to individual and group counseling services.</p>	<ol style="list-style-type: none"> 1. COU 526 - COU 526 - Cumulative exam score 2. COU 526 - Student presentation 3. COU 526 - Student paper 	<ol style="list-style-type: none"> 1. 90% will earn 80% or higher 2. 90% will earn 80% or higher 3. 90% will earn 80% or higher 	<ol style="list-style-type: none"> 1. Fall 16 2. Fall 16 3. Fall 16 	<ol style="list-style-type: none"> 1. CMHC 87% (13/15) met benchmark 2. CMHC 100% (15/15) met benchmark 3. CMHC 100 % (11/11) met benchmark

Evangel Counseling Assessment

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Human Growth and Development: Demonstrate knowledge of basic human development and its impact on the human experience and counseling process.</p>	<ol style="list-style-type: none"> 1. CPCE – Human Growth and Development 2. Case Conceptualization 	<ol style="list-style-type: none"> 1. 80% of students will achieve within .5 SD national mean or higher for exit exam. 2. 90% will earn 80% or higher 	<ol style="list-style-type: none"> 1. Spring 18 2. Summer 17 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 94% (16/17) met benchmark. 2. CMHC 2015-16, 77% (10/13) met benchmark.
<p>Social and Cultural Diversity: Demonstrate an awareness of social and cultural influences on the human experience and the skills needed for culturally sensitive interventions and policies.</p>	<ol style="list-style-type: none"> 1. CPCE – Social and Cultural Diversity 2. COU 627 – Immersion Project 3. COU 598 - CCS-R, Question 2. F 	<ol style="list-style-type: none"> 1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 2. 90% will earn 80% or higher 3. 90% students will earn 70% or higher 	<ol style="list-style-type: none"> 1. Spring 18 2. Summer 17 3. Spring 17 	<ol style="list-style-type: none"> 1. CMHC of 2015-16, 82% (14/17) met benchmark. 2. CMHC 2015-16 3. NA

Evangel Counseling Assessment

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Helping Relationships: Demonstrate knowledge and application of effective counseling techniques in order to assist individuals and groups achieve treatment goals.</p>	<ol style="list-style-type: none"> 1. CPCE – Helping Relationships 2. COU 523 – Clinical Demonstration 3. COU 598 - Internship Counselor – CCS-R - Part I 	<ol style="list-style-type: none"> 1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 2. 90% will earn 80% or higher 3. 90% students will earn cumulative score of 80% or higher 	<ol style="list-style-type: none"> 1. Spring 18 2. Fall 16 3. Spring/Fall 18 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 88% (15/17) met benchmark. 2. CMHC of 2015-16, 95% (20/21) met benchmark. 3. No information available
<p>Group Counseling: Demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills.</p>	<ol style="list-style-type: none"> 1. CPCE – Group Counseling 2. COU 625 – Group Leadership Skills 3. COU 625 – Group Curriculum Project 	<ol style="list-style-type: none"> 1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 2. 90% will earn 80% or higher 3. 90% will earn 80% or higher 	<ol style="list-style-type: none"> 1. Spring 18 2. Spring 17 3. Spring 17 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 65%(11/17) met benchmark. 2. CMHC 100% (16/16); SC 100% (15/15) met benchmark. 3. CMHC 94% (15/16); SC 1100% (15/15) met benchmark.

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Career Counseling: Demonstrate knowledge of career development theories and career assessment skills for the purpose of counseling individuals and groups.</p>	<ol style="list-style-type: none"> CPCE – Career Development COU 604 Career Autobiography project. 	<ol style="list-style-type: none"> 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 90% will earn 80% or higher 	<ol style="list-style-type: none"> Spring 18 Fall 17 	<ol style="list-style-type: none"> CMHC 2015-16, 82% (14/17) met benchmark SC 2015-16, 88%(16/18) students met benchmark
<p>Assessment: Assessment: Demonstrate knowledge and skills of basic assessment techniques for individuals and group appraisal.</p>	<ol style="list-style-type: none"> CPCE – Assessment COU 610 – Clinical Demonstration of skills Written Assessment Report 	<ol style="list-style-type: none"> 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 90% will earn 80% or higher 90% will earn 80% or higher 	<ol style="list-style-type: none"> Spring 18 Spring 17 Spring 17 	<ol style="list-style-type: none"> CMHC 2015-16, 76% (13/17) met benchmark. No data available No data available
<p>Research and Program Evaluation: Demonstrate the ability to read, critique, and evaluate professional research to inform appropriate counseling practice.</p>	<ol style="list-style-type: none"> CPCE – Research and Program Evaluation COU 507 Research Proposal Mini-Lit Review 	<ol style="list-style-type: none"> 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 90% of students will earn a score of 80% or higher. 	<ol style="list-style-type: none"> Spring 18 Fall 17 	<ol style="list-style-type: none"> CMHC 2015-16, 70% (12/17) met mean or higher CMHC 2015-16, 94% (17/18) met benchmark

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Professional Orientation and Ethics: Demonstrate an understanding of professional counseling through knowledge and practice of ethical, legal, and responsible counseling services.</p>	<ol style="list-style-type: none"> 1. CPCE – Professional Orientation and Ethical Practice 2. COU 508/509 Licensure/Certification Research Paper 3. Case Study, Ethical Response Paper 	<ol style="list-style-type: none"> 1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam. 2. 90% will earn an 80% or higher 3. 90% will earn an 80% or higher 	<ol style="list-style-type: none"> 1. Spring 18 2. Spring 17 3. Spring 17 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 94% (16/17) met benchmark. 2. No data available 3. No data available
<p>Psychodiagnostics: Demonstrate a working knowledge of psychopathology and the skills required to ethically formulate a psychodiagnosis and appropriate counseling interventions.</p>	<ol style="list-style-type: none"> 1. COU 506 - Cumulative Exam Score 2. COU 506 – Class Presentation 	<ol style="list-style-type: none"> 1. 90% of students will earn a score of 80% or higher 2. 90% of students will earn a score of 80% or higher 	<ol style="list-style-type: none"> 1. Fall 16 2. Fall 16 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 93 % (13/14); SC 80% (12/14) met benchmark 2. CMHC 2015-16, 100% (14/14); SC 100% (14/14) met benchmark

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Evidence Based Interventions and Treatment Planning*: Gain knowledge in evidence based clinical interventions and skills to formulate and apply treatment plans.</p>	<ol style="list-style-type: none"> 1. COU 524 - Cumulative exam score 2. COU 524 - Final assessment paper 3. COU 524 - Student presentation 4. COU 598 – Case Conceptualization 	<ol style="list-style-type: none"> 1. 90% of students will earn a score of 80% or higher 2. 90% of students will earn a score of 80% or higher 3. 90% of students will earn a score of 80% or higher 4. 90% of students will earn a score of 80% or higher 	<ol style="list-style-type: none"> 1. Spring 17 2. Spring 17 3. Spring 17 4. Spring 18 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 100% (16/16) met benchmark 2. CMHC 2015-16, 100% (16/16) met benchmark 3. CMHC 2015-16, 100% (16/16) met benchmark 4. 100% (29/29) met benchmark
<p>Crisis Intervention*: Gain working knowledge of how crisis and trauma impacts mental health functioning and skills needed to provide ethical trauma informed care.</p>	<ol style="list-style-type: none"> 1. COU 528 – Research Paper 2. COU 528 - Comprehensive Final Examination 	<ol style="list-style-type: none"> 1. 90% of students will earn a score of 80% or higher 2. 90% of students will earn a score of 80% or higher 	<ol style="list-style-type: none"> 1. Summer 17 2. Summer 17 	<ol style="list-style-type: none"> 1. CMHC 2015-16, 100% (16/16) met benchmark 2. CMHC 2015-16, 100% (16/16) met benchmark

Mission and Objectives	Measurement	Benchmark	Proposed Data Collection	Available Historical Data – Academic Year 2015/16
<p>Comprehensive Developmental School Counseling Program**: Develop sufficient knowledge and skills associated with working in professional school counseling (K-12) settings and demonstrate practical knowledge in the areas of curriculum, individual planning, responsive services (i.e. crisis), and systems support.</p>	<ol style="list-style-type: none"> 1. COU 500 – Final Exam 2. COU 500 – Curriculum Development Project 	<ol style="list-style-type: none"> 1. 90% of students will earn a score of 80% or higher 2. 90% of students will earn a score of 80% or higher 	<ol style="list-style-type: none"> 1. Summer 17 2. Summer 17 	<ol style="list-style-type: none"> 1. SC 2015-16, 100% (16/16) met benchmark. 2. SC 2015-16, 100% (16/16) met benchmark.
<p>Evidence Based School Counseling Services**: Gain significant knowledge in directing school counseling services to close gaps in achievement, opportunity, and aspiration so all students meet school success.</p>	<ol style="list-style-type: none"> 1. COU 512 – Supporting Families Portfolio 2. COU 625 Group Curriculum Project 	<ol style="list-style-type: none"> 1. 90% of students will earn a score of 80% or higher 2. 90% of students will earn a score of 80% or higher 	<ol style="list-style-type: none"> 1. Summer 18 2. Spring 17 	<ol style="list-style-type: none"> 1. SC 2015-16, 100% (16/16) met benchmark 2. SC 2015/16, 100% (15/15) met benchmark

***Clinical Mental Health Program Specific Objective**

****School Counseling Program Specific Objective**

Bachelor of Arts / Bachelor of Science in Government

Mission

Government is the study of the foundations, and principles upon which the American and foreign governmental systems are based and how they operate in past and present societies. The Evangel University Government program examines the Christian heritage of American policy makers and integrates faith-inspired discussion of past and current government systems.

Learning Outcomes

Core Program Requirements:

1. Students will be able to explain the structure, principles, and processes of the American federal government. (GOVT 170)
2. Students will be able to demonstrate an understanding of the background, development, problems, and Constitutional aspects of church-state relations in the United States. (GOVT 437)
3. Students will demonstrate the ability to treat political science as a discipline and a science utilizing research and writing methods utilized in government studies. Assignments cover public opinion, policy papers, political systems, and analysis. (SSCI 225)

Students will need to complete seven (7) elective courses for the major's requirements. These courses may be selected from three (3) different Government fields of study.

<i>Fields of Study</i>	<i>Courses</i>
American Government	GOVT 202, 221, 322, 341, 345, 498
International Relations	GOVT 347, 348, 349, 350, 364, 270-370
Pre-Law	GOVT 272, 322, 323, 334, 349, 391, 435, 498; <i>CJST 372; COMM 441; MGMT 331, 332; NBUS 333 (available for prelaw students only)</i>

Students may earn this degree as either a Bachelor of Arts or as a Bachelor of Science. Each student intending to receive a ***Bachelor of Arts degree with the Government major*** must complete the requirement of a minimum of 2 semesters of one foreign language. Each student intending to receive a ***Bachelor of Science degree with the Government major*** may complete GEOG 211 – World Regional Geography, and ANTH 231 – Intro to Anthropology.

Government Assessment Plan

This program is new to the Behavioral and Social Sciences dept. An assessment plan is being created, but no data has been collected yet. Plans include:

- Measurement through each course with papers and tests (**see curriculum map**)
- Specific Capstone Projects – to be determined
- Practicum experiences with formal evaluations from professionals in the field
- Senior Survey to be given each spring
- Faculty course evaluations to be given at the end of each term
- Outcomes from an advisory committee regarding curriculum and programmatic process

Curriculum Map and Assessment Tools

Bachelor of Arts / Bachelor of Science in Government

Outcomes	Courses	Assessment Tool					
		Test Items	Assignments	Paper	Presentations	Internship	Portfolio

Program Core:

1. Students will be able to explain the structure, principles, and processes of the American federal government.	GOVT 170	x	x				
2. Students will be able to demonstrate an understanding of the background, development, problems, and Constitutional aspects of church-state relations in the United States.	GOVT 437	x		x	x		
3. Students will demonstrate the ability to treat political science as a discipline and a science utilizing research and writing methods utilized in government studies. Assignments cover public opinion, policy papers, political systems and analysis.	SSCI 225	x	x	x	x		

Fields of Study:

Students will need to complete seven (7) elective courses for the major’s requirements. These courses may be selected from three (3) different Government fields of study.

American Government	GOVT 202, 221, 322, 341, 345, 498	x	x	x	x	x	
International Relations	GOVT 347, 348, 349, 350, 364, 270-370	x		x	x		
Pre-Law	GOVT 272, 322, 323, 334, 349, 391, 435, 498; <i>CJST 372; COMM 441; MGMT 331, 332; NBUS 333 (available for prelaw students only)</i>	x	x	x	x	x	x

Bachelor of Arts Requirement:

Each student intending to receive a Bachelor of Arts degree with the Government major must complete the requirement of a minimum of 2 semesters of one foreign language.		x	x				x
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Bachelor of Science Requirement:

Each student intending to receive a Bachelor of Science degree with the Government major must complete GEOG 211 – World Regional Geography, and ANTH 231 – Intro to Anthropology.	GEOG 211, ANTH 231	x	x		x		x
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Psychology Program			
Goals	Measurement Source	Benchmark	Data
Students will have knowledge of the major theoretical approaches, subfields, and trends in psychology, and examine them from a biblical perspective.	1) ACAT- Personality/Abnormal/Developmental 2) Personality Project 3) Final Exam P366	50% of students get 50% or better 75% get 80% or higher 75% get 80% or higher	
Students will apply the scientific method and critical thinking in the study of human behavior and experiences.	1) ACAT- Experimental 2) Research Proposal (345) 3) Soc Psyc Research Paper PSYC 223	1) 50% of students achieve a score of 50% 2&3) 75% of students get 80% or better	
Students will understand human behavior in light of culture, diversity, and human development.	1) ACAT- Abnormal, Development, Social (diversity) 2) Virtual Life/Child (3rd/4th) 3) Quizzes- Mean of 8 (237)	50 % get 50% or better 75% get 80% or better	
Students will express themselves effectively in written and oral communication for the discipline of psychology.	1) Soph Sem APA paper/exam 2) Personality Project 3) Research Paper (449)	75% get 80% or higher	
Students will gain self-awareness of their behavior, motives, values, and strengths, and exhibit self-regulation and professionalism.	1) Awareness Paper (Soph Sem) 2) Compassion Day Project 3) Autobiography (Spiritual/psych) (P499)	75% get 80% or higher	
Students will demonstrate the integration of their Christian faith with their knowledge of psychology.	1) 449- Integration Paper 2) Research project (449) 3) Four Exams (449)	75% get 80% or higher	

<p>Students will prepare for vocational training or graduate work in such fields as counseling, school counseling, clinical psychology, social work, criminal justice, pastoral counseling, and marriage and family counseling.</p>	<ol style="list-style-type: none">1) Resume Soph Sem2) Grad School assignment (P433)3) Avg grad of 3.0+ for PSYC 345, 371, 433	<p>75% get 80% or higher</p>	
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May/June 2016

EU Social Work Program Mission Statement

The Evangel University Social Work Program prepares generalist social workers who seek to ethically integrate their faith and practice within diverse settings, as social change agents and empowering leaders, with a commitment to enhancing the quality of life of all people and communities.

EU SWK “Educational Goals”

The goals of the Social Work program are to prepare generalist social workers who

1. Use critical thinking skills and knowledge based on scientific inquiry in the application of the problem-solving process with multi-level client systems within a strengths-based person-in-the-environment framework
2. Have an understanding and respect for various forms of diversity and special populations and apply strategies for effective practice
3. Are committed to advocate for social and economic justice and human rights in the delivery of preventative services, interventions and policy practice.
4. Demonstrate ethical practice through self-awareness, life-long learning, and professional leadership.
5. Within the context of a faith-based liberal arts institution, impact campus awareness surrounding social issues such as poverty and social injustice.

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CSWE Competencies

1. Demonstrate ethical and Professional Behavior (Goal #4)
2. Engage diversity and difference in practice (Goal #2 & #5)
3. Advance human rights and social, economic, and environmental justice (Goal #3 & #5)
4. Engage in practice informed research and research informed practice (Goal #1)
5. Engage in policy practice (Goal #3)
6. Engage with individuals, families, groups, organizations and communities (Goal #1)
7. Assess individuals, families, groups, organizations and communities (Goal # 1 & #3)
8. Intervene with individuals families, groups, organizations and communities (Goal # 1 & #3)
9. Evaluate practice with individuals, families, groups, organizations and communities (Goal # 1)
10. Integrate a Judeo-Christian perspective into generalist social work practice (Goal #5)

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EU-SWK goals (5) & 10 CSWE competencies

- 1. Use critical thinking skills and knowledge based on scientific inquiry in the application of the problem-solving process with multi-level client systems within a strengths-based person-in-the- environment framework**
 - Engage in practice informed research and research informed practice (Competency 4)
 - Engage with individuals, families, groups, organizations and communities (Competency 6)
 - Assess individuals, families, groups, organizations and communities (Competency 7)
 - Intervene with individuals families, groups, organizations and communities (Competency 8)
 - Evaluate practice with individuals, families, groups, organizations and communities (Competency 9)

- 2. Have an understanding and respect for various forms of diversity and special populations and apply strategies for effective practice**
 - Engage diversity and difference in practice (Competency 2)

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3. Display a commitment to advocate for social and economic justice and human rights in the delivery of preventative services, interventions and policy practice.

- Advance human rights and social, economic, and environmental justice (Competency 3)
- Engage in policy practice (Competency 5)
- Assess individuals, families, groups, organizations and communities (Competency 7)
- Intervene with individuals families, groups, organizations and communities (Competency 8)

4. Demonstrate ethical practice through self-awareness, life-long learning, and professional leadership.

- Demonstrate ethical and Professional Behavior (Competency 1)

5. Within the context of a faith-based liberal arts institution, impact campus awareness surrounding social issues such as poverty and social injustice.

- Engage diversity and difference in practice (Competency 2)
- Advance human rights and social, economic, and environmental justice (Competency 3)
- Identify as a professional social worker with a Judeo-Christian perspective and conduct oneself accordingly (C 10)

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2015 EPAS Core Competencies	#	CSWE Behaviors
<p align="center"><u>Competency 1</u></p> <p>Demonstrate Ethical & Professional Behavior</p>	1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
	1.4	Use technology ethically and appropriately to facilitate practice outcomes.
	1.5	Use supervision and consultation to guide professional judgment and behavior.
<p><u>Competency Benchmark</u></p>		<ul style="list-style-type: none"> • Field Evaluation • Research presentations • Research Ethical Research Certification • ACAT

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<p><u>Competency 2</u> Engage Diversity and Difference in Practice</p>	2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
	2.3	Apply self-awareness and self-regulation to manage the influences of personal biases and values in working with diverse clients and constituencies.
<p><u>Competency Benchmark</u></p>		<ul style="list-style-type: none"> • Field Evaluation • Policy Debates #6 - Advocate for a position • ACAT
<p><u>Competency 3</u> Advance Human Rights and Social, Economic, and Environmental Justice</p>	3.1	Apply their understanding of social, economic, and environmental justice to advocate for the human rights at the individual and system levels.
	3.2	Engage in practices that advance social, economic, and environmental justice.
<p><u>Competency Benchmark</u></p>		<ul style="list-style-type: none"> • Field evaluation • Trip to Capital policy brief • Policy debate – Advocate a position • ACAT

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<u>Competency 4</u> Engage in Practice-informed Research & Research-informed Practice	4.1	Use practice experience and theory to inform scientific inquiry and research.
	4.2	Apply critical thinking to engage in analysis of quantitative research methods and research findings.
	4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
<u>Competency Benchmark</u>		<ul style="list-style-type: none"> • Field Evaluation • Research Literature Review • ACAT
<u>Competency 5</u> Engage in Policy Practice	5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	5.2	Assess how social welfare and economic policies impact the delivery of and access to social services.
	5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<u>Competency Benchmark</u>		<ul style="list-style-type: none"> • Field Evaluation • Practice seminar – Practice Policy Analysis • Policy I research paper • ACAT

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<p><u>Competency 6</u></p> <p><u>Engage with</u></p> <p>Individuals, Families, Groups, Organizations, & Communities</p>	6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
	6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<p><u>Competency Benchmark</u></p>		<ul style="list-style-type: none"> • Field Evaluation • Practice II – Case Conceptualizations mid-term and final • Helping Skills - >>Role Play #1 – Attending Skills
<p><u>Competency 7</u></p> <p><u>Assess</u></p> <p>Individuals, Families, Groups, Organizations, & Communities</p>	7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of the assessment data from clients and constituencies.

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	7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
	7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<u>Competency Benchmark</u>		Field evaluation Practice I – Social Hx and Goals Practice II Case conceptualization – Mini Family Assessment
<u>Competency 8</u> <u>Intervene with</u> Individuals, Families, Groups, Organizations, & Communities	8.1	Critically choose and implement interventions to achieve the practiced goals and enhance capacities of clients and constituencies.
	8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
	8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

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	8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.
<u>Competency Benchmark</u>		<ul style="list-style-type: none"> • Field evaluation • Practice II – Case Conceptualizations • Practice III – Student created groups
<u>Competency 9</u> <u>Evaluate Practice</u> with Individuals, Families, Groups, Organizations, & Communities	9.1	Select and use appropriate methods for evaluation of outcomes.
	9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. <ul style="list-style-type: none"> • Field Evaluation • Practice I-TAS scale • Practice II – Case Presentations 1:1 & Family
<u>Competency Benchmark</u>		

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<p><u>Competency 10</u></p> <p>Identify as a professional social worker with a Judeo-Christian perspective and conduct oneself accordingly</p> <p>(Above is in practicum man for 16-17 vs what was decided in mtg in May)</p> <p><u>Competency Benchmark</u></p>	<p>10.1</p> <p>10.2</p> <p>10.3</p> <p>10.4</p> <p>10.5</p>	<p>Understand and identify one's professional and personal strengths, limitations and challenges (self-awareness)</p> <p>Maintain professional roles and boundaries.</p> <p>Demonstrate honesty, integrity and respect for all others designed with purpose and meaning</p> <p>Demonstrate professional use of self with clients and constituencies.</p> <p>Articulate religious and personal biases and identify a course of action for change.</p> <ul style="list-style-type: none"> • Field Evaluation • Seminar spring – Assignment to be created
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Each of the 10 competencies describes the

1. Knowledge
2. Values
3. Skills and
4. Cognitive & Affective processes

“...that comprises each competency at the Generalist level. In addition, the above 4, represent the underlying

CONTENT & PROCESS that informs the behaviors....”

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