Evangel University
Department of Behavioral & Social Sciences

Academic Programs Review
Fall, 2016
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Academic Programs Review

I. INTRODUCTION

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally. Evangel confers associate, baccalaureate, masters, and doctoral degrees. It is accredited by The Higher Learning Commission and holds specialized, program accreditation by the Commission on Accreditation of Athletic Training Education, the Council for the Accreditation of Educator Preparation, the National Association of Schools of Music, the Commission on Accreditation, and the Council on Social Work Education. It is a candidate for accreditation with Accreditation Council for Business Schools and Programs and is endorsed by the Assemblies of God Commission of Higher Education.

II. DEPARTMENT MISSION AND OBJECTIVES

Evangel’s Behavioral & Social Sciences Department exists to train and equip professionals who serve Jesus through serving people. The degree programs offer rich opportunities to students through coursework, interaction with faculty and students, and the challenge to integrate faith concepts in every activity.

Finding commonality under the banner of the “helping professions,” students majoring in these programs have opportunities to conduct and present research projects and develop professional skills by serving as volunteers and interns in the community. Graduates serve in settings like schools, clinics, government offices, hospitals, churches and non-profit organizations.

Evangel’s Criminal Justice program provides a solid foundation for students to become involved in the multifaceted criminal justice system, which includes law enforcement, juvenile justice, probation and parole, corrections, private security and the courts. The Criminal Justice program also prepares students to apply their Christian worldview to the realities of our culture and its many challenges. Our program creates an exceptional balance among academic preparation, practical application and the spiritual growth required to achieve a successful career.

The Government program is built around classroom lecture, study, discussion and real-world experiences. The program is focused on six primary categories of courses: American politics and government, comparative politics and government, international relations, American jurisprudence, political philosophy, and public policy. We believe these fields of study provide for a solid foundation of governmental theories and practice. These areas of study are based upon course lectures, reading within each subject and opportunities for class discussion.

The study of History is fundamental to understanding the present and impacting the future. Students in our program will explore public history, political history, American religious history, early American history, and military history in preparation for graduate school or to enter any of a broad range of history-related careers. Our program focuses on historical critique and analysis earlier than most undergraduate history programs. Some programs believe that the undergraduate degree is just to
introduce the student to the facts of history without challenging the students to analyze or critique commonly held views. The Evangel program is different because we begin to teach the process of critical review at the undergraduate level, instead of at the more typical graduate level.

The mission of the 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.

Social Sciences students will study in one or more of the Social Science disciplines and have a broad understanding of significant social issues and critical thinking skills as they enter graduate school or the workforce to become leaders in business, economics, international relations, public administration, law, education, government, and civil service. The Social Sciences major is ideal for students wishing to have a broad, interdisciplinary scope of study. The Social Sciences major allows students to gain a broad knowledge of the social sciences, while tailoring the course selection to those that will benefit them most in their chosen career path. Areas of study include anthropology, economics, geography, government, history, sociology, psychology, criminal justice, and social work. The great thing about the Social Sciences major is that it allows so many choices in a variety of disciplines.

Social Work, the “helping profession”, prepares graduates to help individuals with everything from basic life resources to the complexity of fighting for victims of human trafficking. The program offers courses on issues such as abuse and neglect, mental health, and social policy — equipping graduates with skills to be used with clients in both individual encounters and group settings. Learning how to impact the community in which clients live and empower people to make progressive changes are significant aspects of the program.

While specialized learning objectives and competencies are established for each program of study, goals for all Department of Behavioral and Social Science students include:

1. Apply critical thinking within the context of their chosen discipline.
2. Demonstrate personal growth through increased self-awareness and reflection.
3. Demonstrate an understanding of and respect for, the unique culture, history, and social expectations of diverse ethnic and minority groups.
4. Acquire an understanding of important theories in the Behavioral and Social Sciences and to apply them to practices of their specific disciplines.
5. Prepare for professional training or graduate work in the fields of Criminal Justice, History, Psychology, Social Work, and/or law.
6. Demonstrate an understanding of how human behavior changes over the lifespan as the individual interacts with the environment.
7. Apply the scientific methods to the study of human behavior, social systems, and history.
8. Utilize Biblical truths in understanding and interpreting their discipline, and incorporate ethical principles in their professional and personal lives.
9. Effectively communicate, both in oral and written forms in ways relevant to the profession.
III. PROGRAM DESCRIPTIONS AND CAPACITY


b) Faculty – The Behavioral & Social Sciences Department employs 15 full-time faculty members who teach in undergraduate and graduate programs. Currently there are 11 adjunct faculty in the department. Faculty vitae are attached as Appendix A. The names of the full-time faculty with their academic credentials are summarized in table 1 below. Table 2 is a listing of Adjunct Faculty members currently teaching in the department.

c) Degree Program Objectives, Curriculum Maps, and Degree Plans are provided in Appendixes B and C.

Table 1

Full-Time Faculty in the Behavioral & Social Sciences Department with Brief Credentials

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree</th>
<th>Year Degree Obtained</th>
<th>Degree Area Specialization</th>
<th>Faculty Rank</th>
<th>Year Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Arnzen</td>
<td>Ph.D.</td>
<td>2016</td>
<td>Counselor Education &amp; Supervision</td>
<td>Assistant Professor</td>
<td>1997</td>
</tr>
<tr>
<td>Robert Bartels</td>
<td>J.D.</td>
<td>2000</td>
<td>Law – Public Administration</td>
<td>Associate Professor</td>
<td>2007</td>
</tr>
<tr>
<td>Deborah Bicket</td>
<td>M.S.</td>
<td>1988</td>
<td>Elementary &amp; Secondary Guidance</td>
<td>Assistant Professor</td>
<td>2002</td>
</tr>
<tr>
<td>Debbie Johnson</td>
<td>Ph.D.</td>
<td>2001</td>
<td>Psychology</td>
<td>Professor</td>
<td>2004</td>
</tr>
<tr>
<td>Grant Jones</td>
<td>Ph.D.</td>
<td>1989</td>
<td>Counseling Psychology</td>
<td>Professor</td>
<td>1984</td>
</tr>
<tr>
<td>Heather Kelly</td>
<td>Psy.D.</td>
<td>1999</td>
<td>Clinical Psychology</td>
<td>Professor</td>
<td>2014</td>
</tr>
<tr>
<td>Roger Moore</td>
<td>M.S.</td>
<td>1999</td>
<td>Criminal Justice / Sociology</td>
<td>Professor</td>
<td>2015</td>
</tr>
<tr>
<td>Lacey Nunnally</td>
<td>MSW</td>
<td>1982</td>
<td>Social Work</td>
<td>Associate Professor</td>
<td>1995</td>
</tr>
<tr>
<td>Jean Orr</td>
<td>Psy.D.</td>
<td>1993</td>
<td>Clinical Psychology</td>
<td>Associate Professor</td>
<td>2000</td>
</tr>
<tr>
<td>Melody Palm</td>
<td>Psy.D.</td>
<td>1999</td>
<td>Clinical Psychology</td>
<td>Professor</td>
<td>2004</td>
</tr>
<tr>
<td>Huba Ray</td>
<td>Ed.D.</td>
<td>2003</td>
<td>Educational Leadership</td>
<td>Associate Professor</td>
<td>2008</td>
</tr>
<tr>
<td>Lisa Street</td>
<td>MSW</td>
<td>1997</td>
<td>Social Work</td>
<td>Assistant Professor</td>
<td>2014</td>
</tr>
<tr>
<td>Larry Toll</td>
<td>Ph.D.</td>
<td>1990</td>
<td>Social Science</td>
<td>Associate Professor</td>
<td>2013</td>
</tr>
<tr>
<td>Donna Washburn</td>
<td>Ph.D.</td>
<td>2015</td>
<td>Counselor Education &amp; Supervision</td>
<td>Associate Professor</td>
<td>2001</td>
</tr>
</tbody>
</table>
Table 2

**Adjunct Faculty in the Behavioral & Social Sciences Department with Brief Credentials**

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree</th>
<th>Year Degree Obtained</th>
<th>Degree Area Specialization</th>
<th>Year Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Gause</td>
<td>M.S.</td>
<td>2008</td>
<td>Psychology/School Counseling</td>
<td>2009</td>
</tr>
<tr>
<td>James Howser</td>
<td></td>
<td></td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Keith Ray Mackie</td>
<td>MSW</td>
<td></td>
<td>Social Work</td>
<td></td>
</tr>
<tr>
<td>David Millsap</td>
<td>M.S.</td>
<td>2003</td>
<td>Criminal Justice</td>
<td>2015</td>
</tr>
<tr>
<td>Caleb Taylor</td>
<td>MOL</td>
<td>2014</td>
<td>Criminal Justice</td>
<td>2014</td>
</tr>
<tr>
<td>Brian Upton</td>
<td>Ph.D.</td>
<td>2014</td>
<td>Counselor Education &amp; Supervision</td>
<td></td>
</tr>
<tr>
<td>M. Kelly Ward</td>
<td>M.A.</td>
<td></td>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>Reba Woolverton</td>
<td>M.S.</td>
<td>1995</td>
<td>Guidance &amp; Counseling</td>
<td>2008</td>
</tr>
<tr>
<td>Lindsay Wray</td>
<td>MSW</td>
<td>2005</td>
<td>Social Work</td>
<td>2016</td>
</tr>
</tbody>
</table>

d) Enrollment History—Behavioral Sciences enrollment has maintained one of the strongest enrollment levels in the University. Enrollment in the Social Sciences department has not been strong over the past few years and to provide greater strength the two departments are now one as of the Fall 2015 term. Table 3 below presents enrollment totals of traditional undergraduate students by majors in the Behavioral & Social Sciences Department for the years 2011 – 2015. Totals for the department are presented as combined for the three years when they were actually two independent departments.

As seen in this enrollment report, the psychology major has consistently had the largest number of students within the department, with about 40% of the total. Social Work and Criminal Justice occupy the number 2 and 3 positions with approximately 20% each. The majors formerly housed in the social sciences each represent between 2 – 6% of the traditional undergraduate majors in the department.

The second table below lists the number of students enrolled in other programs at the university outside of the traditional undergraduate group. These are from the group of students in the James River Leadership Program which offers an AA degree in Leadership. In the Fall 2015 term there were 88 students enrolled in this program. Also missing are students enrolled in the Human Services program for non-traditional adult students and graduate students enrolled in the Counseling program.
Table 3
Enrollment History of Traditional Undergraduate Student Majors in the Behavioral & Social Science Department 2011 - 2015

<table>
<thead>
<tr>
<th>Behavioral &amp; Social Sciences Majors</th>
<th>2011 Dept. %</th>
<th>2012 Dept. %</th>
<th>2013 Dept. %</th>
<th>2014 Dept. %</th>
<th>2015 Dept. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>42</td>
<td>14%</td>
<td>53</td>
<td>17%</td>
<td>50</td>
</tr>
<tr>
<td>Government</td>
<td>39</td>
<td>13%</td>
<td>39</td>
<td>12%</td>
<td>34</td>
</tr>
<tr>
<td>History</td>
<td>21</td>
<td>7%</td>
<td>24</td>
<td>8%</td>
<td>16</td>
</tr>
<tr>
<td>International/Multi-cultural</td>
<td>22</td>
<td>7%</td>
<td>21</td>
<td>7%</td>
<td>24</td>
</tr>
<tr>
<td>Psychology</td>
<td>99</td>
<td>33%</td>
<td>103</td>
<td>32%</td>
<td>145</td>
</tr>
<tr>
<td>Social Science</td>
<td>5</td>
<td>2%</td>
<td>9</td>
<td>3%</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Ed.</td>
<td>23</td>
<td>8%</td>
<td>18</td>
<td>6%</td>
<td>17</td>
</tr>
<tr>
<td>Social Work</td>
<td>50</td>
<td>17%</td>
<td>51</td>
<td>16%</td>
<td>63</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences Total</td>
<td>301</td>
<td></td>
<td>318</td>
<td></td>
<td>355</td>
</tr>
<tr>
<td>EU Traditional Undergraduate Total</td>
<td>1547</td>
<td></td>
<td>1530</td>
<td></td>
<td>1746</td>
</tr>
<tr>
<td>B &amp; S Sciences Percent of EU TUG Total</td>
<td>19%</td>
<td></td>
<td>21%</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

e) Graduate Placement. Follow-up of students in the Behavioral & Social Sciences department has formally been addressed by the Career Development Center. A survey is sent to each graduate, one-year after graduation, from the university asking for information related to employment or further education. Table 5 indicates the graduate school enrollment of our alums one year post-graduation. Table 6 summarizes enrollment in graduate programs or employment by the same years of graduated students.

Table 4
Enrollment History of Students in the Other Programs of the Behavioral & Social Science Department 2011 – 2015

<table>
<thead>
<tr>
<th>Major</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership (JRLC - AA)</td>
<td>116</td>
<td>130</td>
<td>114</td>
<td>83</td>
<td>88</td>
</tr>
<tr>
<td>Human Services</td>
<td>52</td>
<td>47</td>
<td>41</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>Counseling</td>
<td>24</td>
<td>24</td>
<td>37</td>
<td>53</td>
<td>57</td>
</tr>
<tr>
<td>Total Other Programs</td>
<td>192</td>
<td>201</td>
<td>192</td>
<td>163</td>
<td>177</td>
</tr>
</tbody>
</table>
From this table, the psychology program has the largest number of students enrolling in graduate programs with 33% of those reporting also reporting enrolling in a graduate program. Second highest is the social work program with 25% reporting enrolling in a graduate program.

Table 5
*Number of Alums Enrolled in Graduate School and/or Employed One Year Post Graduation*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>International Studies</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Social Work</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Total Grad School</td>
<td>14</td>
<td>7</td>
<td>6</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Reporting</td>
<td>36</td>
<td>38</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6
*Number of Alums in Graduate School or Employed by Year of Graduation*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Grad School</td>
<td>14</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Employed</td>
<td>27</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>Neither in Grad School nor Employed</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>36</td>
<td>38</td>
<td>27</td>
</tr>
</tbody>
</table>

Of the students reporting their employment status one year after graduation, most all (>90%) report either being in graduate school or employed with most in graduate school also reporting employment. It is quite possible of those not reporting that they are neither in graduate school nor employed, but we have no report indicating their status.

Alums responding to the survey also indicate their places of employment. As the undergraduate degrees are generally considered Liberal Arts degrees, each of their places of employment appear to be degree related.
f) Facilities, Labs, Computers, Library, Other Resources –

The Behavioral & Social Sciences department shares most of its space with the entire university. The faculty members are primarily located in Trask Hall, on the south side of the 3rd floor in a suite of offices that also contains offices for two administrative assistants and undergraduate and graduate student workers. Three faculty members that were recently merged into the department currently have contiguous offices in Zimmerman Hall, on the east side of the second floor with an office for student workers and a common printer. Until the Summer 2016 term there was also an administrative assistant with this group.

The department has two rooms dedicated to clinical skills training for those students learning to provide services to individuals and groups in Trask Hall, 3rd floor. The first room is a small individual counseling/assessment room with two comfortable chairs and a camera mounted to capture the interaction with recording equipment located in a separate but connected room. The equipment room has one-way glass to allow viewing into either the individual counseling practice room or the group counseling practice room. The group counseling room has seating for 15 and multiple cameras to capture all individuals in the room’s interactions. Each of these rooms may also be used for experiments with individuals or groups.

The department has well-outfitted classrooms available for courses. Each has a computer, DVD/VHS player, and a video projector as well as marker boards. We have access to classrooms equipped with software for data analysis that can be used for teaching statistics and research courses. Students are also able to use these classrooms when necessary for data analysis.

g) Advisory Committees –

The curriculum advisory committees act in an advisory capacity to advise the Behavioral & Social Sciences faculty regarding instructional programs in scope and depth of the curriculum for the professions. Committees meet at least annually, or as needed to review curricula and community needs. The Behavioral & Social Sciences has multiple committees to provide specific input for each of the programs. Advisory Committees include employers, practitioners, students, and faculty. Appendix D contains a listing of the advisory team members for each of the programs as well as a record of recent team meeting recommendations and action taken by the program faculty members in response to the recommendations.
**IV. PEER INSTITUTIONS/BENCHMARKING**

An environmental scan was conducted as a part of the program reviews to identify issues related to competitive advantage and ideas for curriculum development based upon Peer/Competitor Institutions’ programs. This involved comparisons made between the competitor programs regarding credits for the degree, credits within the major, and tuition. This information is listed in table 7.

In the review of degree requirements, the total number of credits required ranges from 123 to 128. Evangel University is at 124. The number of credit hours required for a degree tends to match comparable degrees at our peer institutions. Our history and government degrees are lower than most. Our social work degree credit requirement is higher than most.

In respect to tuition, our tuition level is low compared to other private schools except for College of the Ozarks which is unique with no tuition charges. Fortunately for Evangel University, the number of students enrolled is limited and thus not a significant enrollment threat. Tuition for our local state university is significantly lower than that of Evangel University. This requires us to continually differentiate the EU experience from that of the state school.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Comparison Degree Programs</th>
<th>Number of Credits for Degree</th>
<th>Number of Credits in Major</th>
<th>Tuition (8 Semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evangel</td>
<td>Criminal Justice</td>
<td>124</td>
<td>33</td>
<td>$81,064</td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>124</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>124</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>124</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>124</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>124</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>College of Ozarks</td>
<td>Psychology</td>
<td>125</td>
<td>35</td>
<td>15 hours Work/Week Fees, room, board</td>
</tr>
<tr>
<td>John Brown</td>
<td>History</td>
<td>124</td>
<td>42</td>
<td>$93,592</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>124</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>124</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Missouri State</td>
<td>Criminal Justice online</td>
<td>125</td>
<td>45</td>
<td>$28,240 In State</td>
</tr>
<tr>
<td></td>
<td>Criminology</td>
<td>125</td>
<td>34</td>
<td>$55,720 Out of State</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>125</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Roberts</td>
<td>Government</td>
<td>128</td>
<td>30</td>
<td>$99,000</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>128</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>128</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>128</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Southeastern University</td>
<td>Criminal Justice</td>
<td>123</td>
<td>36</td>
<td>$87,360</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>124</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>127</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>123</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Policy</td>
<td>124</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>123</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Southwest Baptist</td>
<td>Psychology</td>
<td>128</td>
<td>36</td>
<td>$84,000</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>128</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>
This environmental scan also included a review of degrees conferred at the comparison institutions. Table 8 contains a report of degrees conferred in the traditional behavioral sciences for 2011-2014. While significant variation appears in some years, there is no indication of migration from Evangel to one of the comparison institutions. There is no data provided for the traditional social sciences programs due to significant changes in the department. Following program reviews in 2014 and the merger of the departments, several degree programs were eliminated from this department and mergers were made to change the number of degree programs from 8 to 4 programs. The Public Administration, International Studies, and Global Leadership programs were distributed among Government and History. The Social Sciences and Social Sciences Education programs experienced no change but they have generally been small.

Table 8

**Behavioral Sciences Degrees Conferred by Comparison Schools and Years 2012 - 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychology</td>
<td>Criminal Justice</td>
<td>Social Work</td>
<td>Psychology</td>
</tr>
<tr>
<td>College of Ozarks</td>
<td>14</td>
<td>9</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Evangel</td>
<td>28</td>
<td>15</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>John Brown</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Missouri State</td>
<td>211</td>
<td>38</td>
<td>178</td>
<td>42</td>
</tr>
<tr>
<td>Southeastern</td>
<td>31</td>
<td>18</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>Southwest Baptist</td>
<td>31</td>
<td>14</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>
V. ASSESSMENT DATA FOR THE DEPARTMENT

Outcome assessment data collection within the majors of the department is solid for programs with professional accreditation but has been spotty for other majors. With a previous alignment to the AQIP program, the assessment focus has been on more targeted issues. The assessment plans for each of the programs within the department are presented in Appendix B along with program descriptions, goals, and objectives.

Student Evaluation of Courses

We have collected assessment data from students for evaluation of their courses at the end of each term. The student evaluation of courses is administered online and accessed through the student portal during the last two weeks of the course. The assessment consists of 21, 5-point Likert scale items presented in five groups with two final items assessing overall attitudes regarding the course and professor. The item groupings are: Presentation, Methods, Course Expectations, Assessments & Evaluations, and Professor. In the overall assessment students respond to the statement, “Overall, this has been a good course.” The items in this assessment are presented in table 9.

Ratings of courses within the Behavioral & Social Sciences Department by students have been positive and as a department are at or above the university mean. Summary results from traditional undergraduate student course evaluations in recent terms are provided in table 10. The same information for graduate courses is provided in table 11.

Table 9
Student Evaluation of Courses Assessment Items

<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The professor was well prepared for class.</td>
</tr>
<tr>
<td>2. The professor’s explanations are clear.</td>
</tr>
<tr>
<td>3. The professor actively encourages integration of course content with Christian faith.</td>
</tr>
<tr>
<td>4. The professor’s manner of presentation is conducive to learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Class time is productive.</td>
</tr>
<tr>
<td>6. The professor encourages discussion.</td>
</tr>
<tr>
<td>7. The professor uses varied teaching methods.</td>
</tr>
<tr>
<td>8. The professor used technology as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Course outline and syllabus are clear, complete, and well explained.</td>
</tr>
<tr>
<td>10. Course materials, textbook, and reading are useful and/or relevant.</td>
</tr>
<tr>
<td>11. As a result of this course, my knowledge in the subject has increased.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments/Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Out-of-class assignments (readings, papers, projects) support the course objectives.</td>
</tr>
<tr>
<td>13. Assignments are returned in a timely manner.</td>
</tr>
<tr>
<td>14. Course objectives, class discussions, assignments, and exams are aligned.</td>
</tr>
<tr>
<td>15. Grades are calculated using multiple and varied forms of assessment.</td>
</tr>
</tbody>
</table>
Professor
16. The professor stimulates me intellectually.
17. The professor responds to student communication in a timely manner.
18. The professor treats students respectfully.
19. The professor is enthusiastic about the class.

Overall
20. Overall this has been a “good” course.
21. I would take another course with this professor.

Table 10
Summary of Student Evaluations of Traditional Undergraduate Courses by Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Presentation Summary</th>
<th>Methods Summary</th>
<th>Course Expectation Summary</th>
<th>Assessments/Evaluations Summary</th>
<th>Professor Summary</th>
<th>Overall Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA-14 BS</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>FA-14 SS</td>
<td>4.5</td>
<td>4.2</td>
<td>4.3</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>FA-14 EU</td>
<td>4.4</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>SP-15 BS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP-15 SS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP-15 EU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FA-15 BSS</td>
<td>4.3</td>
<td>4.3</td>
<td>4.2</td>
<td>4.3</td>
<td>4.4</td>
<td>4.2</td>
</tr>
<tr>
<td>FA-15 EU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP-16 BSS</td>
<td>4.5</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>SP-16 EU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11
Summary of Student Evaluations of Graduate Counseling Courses by Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Presentation Summary</th>
<th>Methods Summary</th>
<th>Course Expectation Summary</th>
<th>Assessments/Evaluations Summary</th>
<th>Professor Summary</th>
<th>Overall Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su-15</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Fa-15</td>
<td>4.4</td>
<td>4.4</td>
<td>4.3</td>
<td>4.2</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Sp-16</td>
<td>4.6</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
<td>4.7</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Standardized Assessments of Student Achievement

Student learning is evaluated using several assessment methods: nationally standardized assessments of achievement (ACAT), professor evaluations of student learning outcomes for courses as well as academic programs through the use of exams, essays, projects, and presentations. Outcome assessment data is also provided by external field instructors for students enrolled in professional programs requiring a practicum or internship by providing routinized feedback to the program and assessments of the students.
Students in the three Social Science programs (Government, History, and Social Sciences) are assessed on the basis of a portfolio developed to represent the quality of their work and growth while in their academic program. Reports for each of the programs in the department will be based on assessment data and provided in their unique sections of this report.

VI. ASSESSMENT DATA FOR THE COUNSELING PROGRAM

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 the 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 a unified program mission and objectives/goals; however, historical assessment data will be reported according to program (Clinical Mental Health or School).

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. Meanwhile, the School Counseling Program utilized an in-house, self-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, passing scores will be those within .5 standard deviation of the “exit exam” mean or better.

The School Counseling pass decision was based upon a 70% total score. 17 (100%) School Counseling students passed the in-house comprehensive examination. Finally, 94% (16/17) School Counseling students passed the Missouri Educator Gateway Assessment.

In this assessment report, the following abbreviations in table 12 may be used for the terms listed.
Table 12
List of Report Terms and Abbreviations

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

Appendix E provides a listing of assessment data currently available and organized by program objective. Also included in this is a list of benchmarks used to evaluate the data and make decisions for program improvement.

A. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

<table>
<thead>
<tr>
<th>S</th>
<th>Strengths</th>
<th>W</th>
<th>Weakness</th>
<th>O</th>
<th>Opportunities</th>
<th>T</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Reputation</td>
<td>Non-CACREP Status</td>
<td></td>
<td>Recruit via local teacher education programs</td>
<td></td>
<td>Local State University – CACREP Program with lower cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Model</td>
<td>Limited technology for field experience evaluation</td>
<td></td>
<td>Greater efficiency with unified counseling program – 2 specialty tracks</td>
<td></td>
<td>Counseling programs offered at other AG schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-house Feeder</td>
<td>Minimal funds for professional development</td>
<td></td>
<td>Offer continuing education – as funding source for professional development</td>
<td></td>
<td>Title IX – political and social issues pertaining to sexual minorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Integration</td>
<td># of School Counseling Core Faculty – 1; most adjunct</td>
<td></td>
<td>Only seated Christian Counselor Education program in SW MO</td>
<td></td>
<td>Challenges finding new faculty meeting university and CACREP standards at our salary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensure and certification exams – High pass rate</td>
<td>Minimal scholarship funds</td>
<td></td>
<td>Online &amp; hybrid courses once CACREP secured</td>
<td></td>
<td>Financial uncertainty of higher education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Supervisor – positive feedback, request for interns</td>
<td>Limited diversity – faculty and student</td>
<td></td>
<td>Partnership with AGTS – chaplaincy students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>W</td>
<td>O</td>
<td>T</td>
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<td>----------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Strengths</td>
<td>Weakness</td>
<td>Opportunities</td>
<td>Threats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized exit exam</td>
<td>Policy &amp; Process – merged programs in flux</td>
<td>Partnership with international schools (Hong Kong)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core faculty – Ph.D., Psy.D. level</td>
<td>Out of compliance – faculty/student ratio per CACREP</td>
<td>Missouri pilot site; federal program Excellence in Mental Health Care Act –.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty – practical experience, longevity, and engagement</td>
<td>Part time administrative assistant</td>
<td>Provide CEs for area professionals – as revenue source</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty leadership – local, state, and national</td>
<td>External practicum experience – CMHC and School</td>
<td>Certificate programs for specialization of LPCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University support for pursuing CACREP Accreditation</td>
<td>Current level of blending the School and Clinical Mental Health cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission standards – criteria and interview process</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
B. PROGRAM ASSESSMENT REPORT

The counseling program has compiled the following assessment report to summarize findings from assessment data and faculty members.

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Grant Jones</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>2. Dr. Melody Palm</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>3. Dr. Huba Ray</td>
<td>SC Field Coordinator</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>4. Dr. Jeff Fulks</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>5. Dr. Jean Orr</td>
<td>DESE Liaison</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>6. Ms. Debbie Bicket</td>
<td>Assistant Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>7. Ms. Neva Atteberry</td>
<td>Adjunct Instructor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>8. Dr. Christine Arnzen</td>
<td>Program Coordinator</td>
<td>Organize data, evaluator</td>
</tr>
<tr>
<td>9. Dr. Donna Washburn</td>
<td>Department Chair</td>
<td>Evaluator – data input</td>
</tr>
</tbody>
</table>

Narrative:
After a number of transitions over the past three years, Evangel University’s current Masters in Counseling Program is a new program as of academic year 2016-17. This new program is the third iteration of changes over the past few years. The program iterations are presented below.

1. 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.
2. The program was redesigned in 2014-15 academic year as a Masters in Clinical Mental Health Counseling.
3. During 2015-16, Evangel agreed to teach out 11 students from a Forest Institute of Professional Psychology.
4. The 2016-17 the Clinical Mental Health Counseling Program and School Counseling Program merged into 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.

Instrument(s) used in assessment:
1. Counselor Competency Scale – Revised (CCS-R)
2. Counselor Preparation Comprehensive Examination (CPCE)
3. In house comprehensive – School Counselor
4. National Counselor Examination (NCE)
5. Missouri Educator Gateway Assessment (MEGA)
6. Internship Final Evaluation by site supervisors
7. Assignment Rubrics – tied to program objectives

Methodology:
1. Baseline clinical skills and counselor dispositions will be assessed using the CCS-R at the conclusion of Counseling Skills Class.
2. Rubrics for key program standards will be established and recorded via learning outcomes in Course Commons (digital learning platform).
3. Students will take the CPCE in March of the final spring semester.
4. Students will voluntarily complete the NCE and/or MEGA assessment for licensure and/or certification in April of final spring semester.
5. Student will be evaluated by site supervisors CCS-R – in final semester of internship.

Results of Assessment Data:
Since this is a new program, there is limited historical data available.
1. The CCS-R is a new assessment instrument and there is no data available.
2. Using the benchmark established for the current counseling program, only 82% of last year’s students met the benchmark. Benchmarks were not met in the following areas: Group Counseling, Assessment, and Research/Program Evaluation.
3. Of the students electing to take the licensure examination (NCE), 96% (23/24) passed.
4. The CPCE is not used in the school counseling program. School counseling students took an in-house comprehensive exam wherein 17/17 passed.
5. For students electing to take two MEGA assessments required for Missouri certification, 16/17 passed both exams.
6. Final internship evaluations revealed 100% of CMHC site supervisors reported the willingness to hire students if a position was available.
7. With the exception of one assignment in Human Growth and Development (77%) met benchmark tied to learning outcomes.

Strengths:
1. Based on historical information, students in both programs consistently meet benchmarks of standardized assessments as well as in-class assignments.
2. Faculty are committed to work towards improving the program via secondary accreditation.
3. Faculty are committed to blending the school counseling and clinical mental health program cultures into a unified program.
4. New 2016-17 students are in cohort model.

Areas in need of improvement:
1. Most of the lower courses with below or at benchmark scores are taught by adjunct faculty or non-core.
2. Need to increase benchmark performance in the following classes: Assessment, Research/Program Evaluation, and Group Counseling.
Plans for improvement:

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Responsible Person</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire full time Ph.D. level instructor – CES, School Counseling</td>
<td>Provost, Department Chair, Program Coordinator</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Move to 100% cohort model</td>
<td>Program Coordinator</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Identify resources for CPCE, NCE, MEGA</td>
<td>Program Coordinator, Program Faculty</td>
<td>Jan 2017</td>
</tr>
</tbody>
</table>

C. Recommendations Based Upon Findings

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>59% of students met cumulative score on CPCE benchmark</td>
<td>Review course content and assignments; assemble CPCE study materials.</td>
<td>Work day, study guides for CPCE</td>
</tr>
<tr>
<td></td>
<td>Adjust benchmark to be within .5 of the national mean for exit exam.</td>
<td></td>
</tr>
<tr>
<td>95% students met cumulative score for NCE benchmark - out performed mean score of CACREP schools; no information available on those that did not take NCE via EU</td>
<td>Poll graduates for pass or fail status on the NCE.</td>
<td>Survey (phone or email survey)</td>
</tr>
<tr>
<td>No present data available for current counseling program</td>
<td>Begin data gathering</td>
<td>Work Day for all faculty, access and consultation with Director of Digital Learning</td>
</tr>
<tr>
<td>School Counseling faculty – limited number – high student to faculty ratio</td>
<td>Next hire – school counseling Ph.D.</td>
<td>Permission to post position, financial resources for salary</td>
</tr>
</tbody>
</table>
## D. Action Items

<table>
<thead>
<tr>
<th>Action – High Priority</th>
<th>Responsible Person</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Course Matrix – CACREP Standards</td>
<td>Counseling Faculty</td>
<td>October 31, 2016</td>
</tr>
<tr>
<td>Construct and Submit CACREP Self Study</td>
<td>Christine Arnzen</td>
<td>May 1, 2017</td>
</tr>
<tr>
<td>Establish learning outcomes in digital learning platforms – for HLC and CACREP</td>
<td>Christine Arnzen, Mark Fabian, Core Counseling Faculty</td>
<td>December 1, 2016</td>
</tr>
<tr>
<td>Review exit exam policies and standards of small CACREP programs</td>
<td>Grant Jones</td>
<td>December 1, 2016</td>
</tr>
<tr>
<td>Identify opportunities to recruit diverse students</td>
<td>Christine Arnzen, Karen Benitez, Tricia Hanson</td>
<td>May 1st 2017</td>
</tr>
<tr>
<td>Identify gaps in admission process – streamline</td>
<td>Melody Palm, Karen Benitez, Tricia Hanson</td>
<td>Dec 1, 2016</td>
</tr>
<tr>
<td>Hire Counselor Educator – PhD, school counseling specialty</td>
<td>Provost, Donna Washburn, Christine Arnzen</td>
<td>June 1, 2017</td>
</tr>
<tr>
<td>Increase collaboration between SC and CMHC faculty via course assignment, weekly faculty meetings</td>
<td>Christine Arnzen – core faculty</td>
<td>May 1, 2017</td>
</tr>
<tr>
<td>Investigate recording technology</td>
<td>Christine Arnzen, Nathan Sutton</td>
<td>Feb 1, 2017</td>
</tr>
<tr>
<td>Investigate practicum training – EU Counseling Center or partnership with outside Agency</td>
<td>Christine Arnzen, Brian Upton</td>
<td>September 1, 2017</td>
</tr>
</tbody>
</table>
VII. **ASSESSMENT DATA FOR THE CRIMINAL JUSTICE PROGRAM**

Data from faculty members teaching program courses and reports of practicum supervisors were used to develop this assessment for the criminal justice program. Future assessments will make use of additional data as detailed in the assessment plan.

**A. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS**

A SWOT analysis was conducted using assessment information from courses and practicum evaluations along with insight from the Advisory Committee.

**Strengths**

1. The quality of the students
   a. Moral character of a Christian student is a strength.
   b. Ethical students and their past exposure to strong ethics is a strength.
   c. When participating in Criminal Justice competitions, students win awards.
2. Small class sizes - students receive more individualized attention from the professors.
3. Instructors
   a. Many are still in or have just recently departed active work in the field of Criminal Justice.
   b. Every instructor has field experience and can offer both academic training and practical application required for learning in this field.
4. Every student participates in an internship or practicum for hands-on experience.
5. Criminal Justice club
   a. It is an active club and participates in things like SWAT team training.
   b. Students are actively involved in role-play situations with local law enforcement academies.

**Weaknesses**

1. Students need a crime lab to practice skills.
2. There is a limited number of course options.
3. There is a lack of flexibility in the program. It would be beneficial to differentiate tracks along specific Criminal Justice fields of interest.

**Opportunities**
1. Criminal Justice program are often popular for adult students. We can plan for people who switch careers mid-stream.
2. We should consider adding tracks to the program for additional career choices.
   a. Criminal Investigations
   b. Human Behavior
   c. Computer Crimes
   d. Security Management – cross over with Business Department
   e. Private Security
   f. Allow students to specialize in their Junior or Senior year
3. Practical Education – We could develop a partnership with the Business department for Criminal Justice/Security Management courses.
4. An online presence for course opportunities and expansion to Adult Studies program needs to be more fully developed.

Threats

1. General climate in the nation regarding law enforcement officers/agencies
2. Current turmoil in communities has led to a decrease in number wanting to go into the field
3. Cost of college - creates competition for students with community colleges and public universities
4. Limited online presence in light of many other programs having one.

B. Program Assessment Report

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Moore</td>
<td>Program Coordinator</td>
<td>Lead</td>
</tr>
<tr>
<td>David Millsap</td>
<td>Adjunct Professor of CJ</td>
<td>Advisory</td>
</tr>
</tbody>
</table>

Number of students in sample: Total Students: 50

Instrument(s) used in assessment:

1. Advisory committee
2. Practicum site coordinator evaluations CJST 498
3. Practical exercises evaluation from CJST 422
5. Student evaluations
Methodology:

SWOT analysis of above instruments, in addition to summary data analysis.

Results of Assessment:

On 9/19/16 the Criminal Justice Program Advisory Board met to discuss the EU Criminal Justice Program and evaluate its strengths, weaknesses, opportunities and any possible threats. Board members consist of a variety of criminal justice professionals and stakeholders in the Springfield area. The findings of the meeting are listed below, and the complete narrative of items discussed is available in the meeting minutes from this meeting.

Strengths:
Faculty, class size, Criminal Justice Community support for the program, and our students.

Weaknesses:
Facility limitations such as no dedicated lab facilities for crime scene work, over generalization of some classes.

Opportunities:
Survey of other institutions for best practices, survey of past students and how they apply their degrees, future addition of specific tracks in the junior and senior years, addition of a police budgeting class (Police Administration), increase online criminal justice course offerings.

Threats:
National decrease in number of people entering the field, general climate regarding law enforcement and community relations, cost, competition for qualified staff from other local universities, limited online offerings.

In addition to the input from the Advisory Board a review of program goals and objectives was conducted along with specific learning outcomes to determine if adjustments were needed and to see if benchmark performance levels are being met. This review determined that the current benchmark of a 75% class average on test questions and a passing score on practicum/practical exercises that were directly related to specific course goals had met or exceeded the benchmark for the time period reviewed.

Areas in need of improvement:

Increased course offerings in areas of online CJST courses, splitting of some courses to allow for more specific detailed study of the topic and development of elective courses specific to areas of critical skills needed to thrive in the criminal justice profession. If budget allows, work toward dedicated lab facilities for a criminalistics course in the future.
Plans for improvement:

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split Criminal Investigations class into two separate courses, Investigations &amp; Criminalistics</td>
<td>Fall 2017</td>
<td>Roger Moore/David Millsap</td>
</tr>
<tr>
<td>Develop Law Enforcement &amp; Security Handgun Course</td>
<td>Spring 2017</td>
<td>Roger Moore</td>
</tr>
<tr>
<td>Develop and implement an online only offering in the Criminal Justice program.</td>
<td>Summer 2017</td>
<td>Roger Moore</td>
</tr>
</tbody>
</table>

Improvements made:

Work has begun on development of an online course offering for FA 2017 other projects are pending budget and course approval.

C. RECOMMENDATIONS BASED ON FINDINGS

As a result of our advisory committee meeting and discussion with students, the Criminal Justice faculty have received the following recommendations:

1. Continue participation in regional Criminal Justice student conferences.
2. Develop a fire arms course.
3. Consider restructuring the Criminal Investigations course.
4. Develop courses to offer in an online environment.
5. Consider expanding these online course once developed into an online Criminal Justice program.

D. ACTION ITEMS

As a result if this assessment, we commit ourselves to the following action items to be addressed in the next two years.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSIBLE PERSON</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a Fire Arms course</td>
<td>Roger Moore</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Review restructuring the Criminal Investigations course</td>
<td>Roger Moore</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Renew participation in Criminal Justice conferences</td>
<td>Roger Moore</td>
<td>2016-2017 Academic Year</td>
</tr>
</tbody>
</table>
The Government program was a part of the Social Sciences department. Upon consolidation with the Behavioral Sciences department it also combined four degree programs into one as each of the programs had limited enrollment and offering their unique courses was not economically feasible. These redesigned degree programs were: Government, International Studies, Pre-Law, and Public Administration.

A. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

The SWOT analysis examines the four critical elements of Evangel’s environment. The strengths provide an analysis of Evangel’s advantages over its competitors; weaknesses help identify areas in which our competitors have an advantage over us. Opportunities give insight into untapped markets or programs; threats help to acknowledge factors in the external environment that could affect the university, including technological and regulatory factors.

Strengths

1. Evangel has kept a reputation as a place where students are able to gain a strong background in legal subjects in preparation for law school. Through the prior work of Dr. Sanders students were able to gain scholarships to different schools and perform well academically.
2. There is a large legal community here in Springfield with many members having roots in Evangel or with a strong Christian background. This pool of attorneys can be available for development for student experiential learning opportunities, and for employment while at Evangel.

Weaknesses

1. With the downsizing of the Government program, there are fewer opportunities for legal course offerings.
2. The prelaw advisor is no longer a dedicated professor to legal studies but covers all of the Government course tracks.

Opportunities

1. Evangel could provide Continuing Legal Education (CLE) programs for the attorneys in the community, which in turn will help strengthen the prelaw program with a network of firms that can be accessed for resources for the students. These CLE programs will also help to make Evangel a premiere location for Springfield-area attorneys to network and learn.
2. The prelaw society can take advantage of the various law schools within the region for students to explore academic opportunities upon graduation from Evangel.
Threats

1. Not acting on the opportunity of creating and expanding the community legal network can hinder the reputation and growth of the program. Evangel needs to aggressively work to connect with area lawyers who are alums of the university to help students gain experiential learning opportunities. Internships and employment at law firms can help replace some of the course losses that students will encounter on campus.

B. PROGRAM ASSESSMENT REPORT

The following is an assessment report for the Government program which contains data from each of the original programs combined into the single government program.

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Robert Bartels</td>
<td>Associate Professor</td>
<td>Evaluator</td>
</tr>
</tbody>
</table>

Number of students in program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year:</td>
<td>66 (2012)</td>
</tr>
<tr>
<td>2nd year:</td>
<td>59 (2013)</td>
</tr>
<tr>
<td>3rd year:</td>
<td>25 (2014)</td>
</tr>
<tr>
<td>4th year:</td>
<td>27 (2015)</td>
</tr>
</tbody>
</table>

Total Students: 177

Instrument(s) used in assessment:

1. GOVT 480/496 course project assessment
2. GOVT 170 Citizenship Essay assessment

Methodology:
Unique assignments within each course were chosen for the tracking of student work products and provide the opportunity for comparisons in a four- to five-year period. At this point, the data is insufficient, but it does allow for a beginning place holder as numbers are continuously tracked and new measures developed.

Results of Assessment:
The Government Program had a two-pronged approached in assessing its program over the past six years.
1. The freshman course of GOVT 170 – Intro to American Government utilized the Christian Citizenship Essay assignment, produced using EU 20 standard of C5 - Christian Citizenship. During this period, the course was taught each semester, averaging 50.4 students each time. The data gathered for this assignment is as follows:
2. The second course tracked was the capstone for the program, GOVT 480-496 Scope and Methods of Political Science with Seminar. The Seminar project served as the artifact for determining the core government competencies developed through the program. Students worked on a variety of projects for government officials when possible. The course was routinely taught annually, with the average class size of 8.5 students. The data gathered for this assignment are as follows:

<table>
<thead>
<tr>
<th></th>
<th>SP 2011</th>
<th>FA 2011</th>
<th>FA 2013</th>
<th>FA 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>94.0 %</td>
<td>90.33 %</td>
<td>96.74 %</td>
<td>93.14%</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

These two instruments provide the “bookends” for a Government student’s experience in the program, with their beginning assignment among their peers to the final product after focused course work. On a scale of 1 to 10, based on the data above, the general education course of GOVT 170 is rated 7.5, while the GOVT 480-496 course is rated as 9.0.

**Strengths:**

The general education course of GOVT 170 provides an excellent opportunity for freshman students to investigate government as a possible minor to be included in their overall academic planning. Other courses that can be utilized this way are GEOG 211 – World Regional Geography, ECON 212 (213) – Economics in Society, ANTH 334 – Comparative World Religions.

**Areas in Need of Improvement:**

1. With the smaller Government program, new measures need to be set up and tracked within the courses to be able to continue to determine the effectiveness of the program overall, as well as the effectiveness of all courses within the program.
2. The internship program (GOVT 498) needs evaluated and improved to utilize it as a capstone experience that will replace the GOVT 480-496 course.

**Plans for Improvement:**

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update GOVT 170 assignment to be tracked as an artifact.</td>
<td>Design FA 2016, and implement SP 2017.</td>
<td>Robert Bartels</td>
</tr>
<tr>
<td>Create 200-level portfolio 2 credit hour course to prepare students to track artifacts that showcase skill and knowledge</td>
<td>Design and present to Academic Council SP 2017 with goal to implement FA 2017.</td>
<td>Robert Bartels</td>
</tr>
</tbody>
</table>
development.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create 400-level portfolio 1 credit hour completion course.</strong></td>
<td>Design and present to Academic Council SP 2017 with goal to implement FA 2017.</td>
<td>Robert Bartels</td>
</tr>
<tr>
<td><strong>Develop an artifact within the GOVT 498 - Internship course to be used as a capstone document in the portfolio.</strong></td>
<td>Design FA 2016, and implement SP 2017.</td>
<td>Robert Bartels</td>
</tr>
<tr>
<td><strong>Continue to develop prelaw society network for students and alumni.</strong></td>
<td>Design FA 2016, and implement SP 2017.</td>
<td>Robert Bartels</td>
</tr>
</tbody>
</table>

**Improvements made:**

1. Reduce the number of government programs offered within Social Sciences. This was implemented with departmental and Academic Council approval in Spring 2016. Two members of faculty retired, creating the necessity to reduce the program size.

2. Create a sophomore course to introduce writing skills necessary for the major. In 2014, the Social Science Department selected to remove the capstone course, GOVT 480-496 with a departmental course of SSCI 225 – Research Methods for Social Science. Many of these skills were covered in the capstone, but it was determined to introduce them sooner to the students to improve their overall effectiveness in all their Government courses.

3. Alter the prelaw government program to be an interdisciplinary program allowing students from any major to participate. It was discovered that law courses existed in the Business, Criminal Justice, Communications, and Church Ministries programs. By adjusting the parameters of the program, students interested in those programs are able to continue with the major and still prepare for legal studies. This change was implemented in Fall 2016.

**C. Recommendations based on Findings**

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal network</strong></td>
<td>Law firm visits for students</td>
<td>Area attorneys willing to open their firms to student visits</td>
</tr>
<tr>
<td></td>
<td>Attend Bar conferences. The Springfield Bar, the Missouri Family Law Conference, and Missouri Bar Conference, each have a lot of information that students can access while attending.</td>
<td>Area attorneys willing to sponsor students to attend the conferences.</td>
</tr>
</tbody>
</table>
Writing deficiencies
Identify writing courses in all the campus disciplines that prelaw students could consider registering for, that will challenge and improve their writing skills.
Department course listings, and professor recommendations.

Foundational Knowledge
Create recommended reading lists for students to draw from during their summer breaks.
Ask alumni lawyers for reading suggestions.

D. ACTION ITEMS

<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSIBLE PERSON</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of training sessions for prelaw students to be held two times a semester.</td>
<td>James Hayes, Kaitlyn Shepherd</td>
<td>FA 2016-SP 2017</td>
</tr>
<tr>
<td>Continued networking meetings with area attorneys and firms.</td>
<td>Courtney Hayes</td>
<td>FA 2016 – SP 2017</td>
</tr>
<tr>
<td>On-going review of Government courses for each focus available to students. Update list of potential courses to offer in 2 year cycle.</td>
<td>Rob Bartels</td>
<td>Update each semester throughout the 2 year cycle based on participation rates.</td>
</tr>
<tr>
<td>Revamp Washington Studies program to include all of Behavioral and Social Sciences programs, so that internships are available in each field.</td>
<td>Rob Bartels</td>
<td>1st round of updates for SP 2017 Spring Break Visit.</td>
</tr>
</tbody>
</table>
IX. ASSESSMENT DATA FOR THE HISTORY PROGRAM

A. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

Data from faculty teaching program courses, reports of practicum supervisors, recommendations from the Advisory Committee, and responses of alumni were used to develop the assessment for the history program. Future assessments will make use of additional data as detailed in the assessment plan.

Strengths, Opportunities, Weaknesses and Threats

A SWOT analysis was conducted using assessment information from courses and insight from the Advisory Committee.

Strengths

1. Small class sizes allow for more significant interaction with students and academic mentoring.
2. Instructors: terminal degree in field of study, able to teach a wide variety of courses offered within the major, and willing to utilize online instruction
3. Faculty very involved in local history with professional contacts in the field who can assist students in exploring careers that relate to the major.
4. EU Historical Society: a student club that encourages majors and non-majors to take an interest in history through a variety of means
5. Pi Gamma Mu: provides students with opportunities to present original research findings in a formal setting before peers.

Weaknesses

1. Limited faculty. In the last ten years the university has experienced financial challenges which has led to reduction in faculty, part of which included cutting the history faculty by 50%. At present, there is one full-time faculty member teaching in the program.
2. Changes in Core Curriculum: the university changed its general education core curriculum from a traditional approach in which history was a primary contributor to a multi-discipline approach, with history having a lesser part of the core. Under newer leadership this has been reversed, giving history a place in the core once again, thus giving the program and faculty broader exposure to students.
3. Limited finances: over the last ten years’ budget cuts have eliminated funds for professional dues and subscriptions to professional journals, as well as travel for professional development.
4. The previous Social Science Department maintained a museum laboratory room to help train students studying museology. Since the consolidation of the schools and the consolidation of Social Sciences and Behavioral Sciences, the facility has been taken over for storage purposes, and is no longer used as a laboratory.

Opportunities

1. The transition to a more traditional liberal arts core has allowed more students to be exposed to the discipline of history, and to history faculty thus creating opportunities for recruiting new majors.
2. Students have opportunities for practicums and internships with a variety of local historic agencies.
3. The history faculty established a Cooperative Agreement with Wilson’s Creek National Battlefield to allow students to serve as volunteers for the National Park Service throughout the Midwest Region. This has led to some students securing both seasonal and full time career status with the NPS.
4. Presence of Flower Pentecostal Heritage Center in Springfield gives students the opportunity to serve in a museum or archival setting and seeing an integration of history and historical faith.
5. Creation of Public History minor that exposes students to career opportunities in museums, historic sites, and archives and greater opportunity to recruit students.
6. Greater emphasis on online education has created potential markets for history students outside of the traditional campus environment.

Threats

1. General public perception that there are no careers related to the field of history
2. Tuition free AA programs through the state junior colleges and tech schools
3. Competition from the state university and community college system due to tuition differentials that are exacerbated by rising tuition at Evangel University.

B. Program Assessment Report

Faculty members involved in this assessment process

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Toll</td>
<td>Program Coordinator</td>
<td>Lead evaluation</td>
</tr>
</tbody>
</table>

Number of students in sample

- 88 alumni over a ten year span.
- 207 students enrolled in upper level history course over the last five years.
Instruments used in assessment

1. Professor-generated survey with alumni to ascertain their career fields
2. Analysis of percentages of students in upper level history classes by majors, focusing on history, education, and others.

Methodology

1. Personal contact via social media with alumni.
2. Simple statistical analysis of class enrollments over the last 5 years

Results of Assessment

1. 48% of alumni surveyed responded
2. 10% currently employed in fields directly related to the major
3. 3% in graduate school
4. 23% currently employed in fields not directly related to the major
5. 32% of students in upper level courses were history majors
6. 33% of students in upper level courses were education majors
7. 35% of students in upper level courses were other majors

Strengths

1. Class size, ability to interface with professionals in the field locally, easy access to faculty, personal connection of the professor with professionals in the area of public history.
2. The program has a minor in public history, but it has very few students.
3. The program also serves the Social Science Education major on campus by teaching the required history courses within the content sequence.

Weaknesses

1. The reduction in force two years ago has weakened the history program on multiple levels.
2. Currently there are over 30 courses listed in the catalog, but with only one historian only 12 history classes can be offered within a mandated two-year rotation, and of that number only 8 are upper level courses. The lone professor teaches the public history courses in addition to his regular load, without remuneration in order that the courses will make. This has necessitated hiring an adjunct faculty member this academic year to teach a history course for adult studies in the fall, and a course on military history for the ROTC program in the spring.
3. Recruiting for the history major and the public history minor is weak. The one professor promotes it in his classes and through social media, but it is unknown to what degree the admissions office assists with promoting the program. Seemingly there are new staff members in that office every year, and it is unknown how much
they are aware of existing programs. Enrollment in public history has been quite low, with classes usually drawing no more than 3 to 6 students.

4. The use of the history/museum laboratory as a storage facility restricts its use for its intended purpose. The intention of the university currently is to utilize the room as a testing facility at some point in the future.

5. Currently, few history majors seek admission to graduate school, and enter a variety of vocations after graduation.

6. History majors are not required to write formal research papers. Most elect to conduct research and deliver formal presentations of their findings for the required research component in upper level history courses.

7. Currently there is no exit exam utilized as a means of measuring learning outcomes.

**Opportunities**

1. The active involvement of faculty in the local community, and the network of professionals in the field of public history that has been developed by the faculty constitute a source of great opportunity for history students seeking to find careers directly related to their major.

2. The Evangel University Historical Society helps students explore local museums and historic sites where they can utilize the professional network established by the faculty to gain experience working in museums, archives and historic sites that can lead to careers in public history upon graduation.

3. An analysis of students in upper level history classes over five years revealed that 35% of those students were in majors other than history (32%) or social science education (33%). This was the largest of the three groups (history, social science education, and other majors). Clearly there seems to be a ‘market’ for history among the general student population. This could constitute potential for recruiting for a history minor.

**Threats**

1. One of the threats noted among colleagues in the history profession is the general misconception among potential students and their families that there are ‘no jobs with a history degree.’ This is a threat that is difficult to combat, but could be addressed by those involved in recruiting potential students.

2. The lack of additional faculty limits the program from offering additional courses that could attract more students. The current historian is teaching five courses per term, plus summer school. The extra course is in the public history minor. Such a load limits faculty ability to adequately prepare or upgrade current courses being offered.

3. The rising cost of education, coupled with free tuition at state community colleges offering liberal arts core curriculum courses, is a threat to recruitment of in-state students.

**C. Recommendations Based on Findings**

In consultation with the Advisory Committee the history faculty recommend the following:

1) Work with Student Success center to develop a history career fair for students;

2) Phase out the Public History Minor and incorporate the essential elements of it into a practicum/internship course required of all history majors for graduation.
3) Work with the Admissions Office to make them aware of potential careers in the field of history.
4) Strengthen the history major by requiring research papers for majors in upper level courses, with the presentation of their findings in class.
5) Utilize Pi Gamma Mu to develop an annual program wherein research findings of students in the department (and particularly history) can be presented to the campus body in a formal setting.
6) Utilize the Historical Society to showcase local historic sites and professionals in the field so students can become familiar with them.
7) Introduce more course offerings in upper level courses by utilizing a three year or four year rotation schedule instead of a two year rotation, and offer non-western history, such as Modern Middle East or Twentieth Century Asia.
8) Identify and utilize an assessment instrument to measure student mastery of learning outcomes prior to graduation.

D. ACTION ITEMS

1. Develop a History Career Fair in coordination with history faculty, Student Success, and Admissions by Fall of 2017.
2. Phase out the Public History minor and add a three hour practicum to the history major. This course would be designed by the history faculty and would consist of both classroom and field experience hours. The classroom portion of the course would introduce students to career opportunities in public history. To be completed by Fall of 2018.
3. Require history majors to write formal research papers in all upper level history courses, with their findings to be presented in class and select conferences. This will be carried out by the history faculty beginning in the Fall of 2017.
4. Develop and coordinate an annual Pi Gamma Mu Research Symposium for students to formally present their papers in a public venue. History faculty will coordinate with other faculty in the Behavioral and Social Sciences Department to allow for all students in the areas of social science to participate. To be implemented by Spring of 2018.
5. Continue to utilize the Historical Society student club to take students to historic sites and to meet with professionals there to explore possible careers in public history. This will be coordinated by the faculty sponsor of the EU Historical Society, who will assist in identifying sites to visit and coordinate meeting with professionals in the field. To be implemented by fall of 2017.
6. Develop a three year history course rotation schedule and add at least two more upper level offerings to the schedule. History faculty will coordinate with the Chair and Administrative Assistant of the Behavioral & Social Sciences Department to implement this by the Fall of 2017, with a published rotation schedule provided to students campus-wide.
7. Utilize the ACAT assessment to determine mastery of learning outcomes. Will be coordinated by the history faculty and utilized every spring with graduating seniors pending budget approval. To be implemented in the spring of 2018.
X. **ASSESSMENT DATA FOR THE PSYCHOLOGY PROGRAM**

A. **STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS**

**Strengths:**

1. **Admission to graduate schools.** We have an excellent track record of those students wanting to go to graduate school being accepted. The feedback we receive from them while in their graduate program is almost always that they were well prepared and had few struggles.

2. **Preparation for graduate school.** Our graduates going to Evangel University Clinical Mental Health Counseling graduate program as a group have consistently outperformed their counterparts from other schools. Comprehensive exam scores and NCE scores indicate this.

3. **Biblical integration with Psychology.** Another strength is the professor's expertise and the program's focus to provide a biblically integrative perspective of the field and practice of psychology. This is evidenced by student evaluations of courses.

4. **Relationships between students and professors.** Student evaluations consistently report how faculty are available for counsel and mentoring outside the classroom, are experts, demonstrate Christian traits, are passionate about their teaching, and are invested in the student's academic and personal growth.

5. **Research project implementation and reporting.** We have provided research reporting opportunities for our students, both in academic venues and conference presentations. We have hosted and participated in regional psychology research conferences where many of our students have made presentations. In the most recent conference, one of our students received a first place award.

6. **Practicum opportunities.** We provide many practicum opportunities for students in group homes, prisons, rehabilitation centers and schools. Each year, students also have the opportunity to do an international psychology practicum in Nairobi, Kenya. We have about 10 undergraduate students participate in this experience each year.

7. **Educational background and training of faculty.** All core faculty have earned doctorates and three are licensed psychologists. One is an ordained minister.

8. **Participation in honor society and clubs.** This year we inducted 42 students into Psi Chi. The previous year we inducted 18 students. There are also 82 members in the Psychology Club.

9. **Student participation in professional conferences.** We consistently increase in the number of students who attend International and Regional conferences (e.g. American Association of Christian Counselors National Conference and the Great Plains Psychology Conference).
Weaknesses:

1. **Limited number of upper division electives and courses for specialization.** With increased budgetary concerns and expansion of the graduate counseling program full-time faculty have had to transition from teaching upper-division elective courses. This results in not being able to offer courses that expose and prepare students for graduate school and jobs in specific domains of psychology, e.g. substance abuse, testing, organizational psychology, and marriage and family. We need more upper division elective courses.

2. **Staffed and resourced research laboratory.** A designated research lab or rat lab that is common with psychology programs is absent. With heavy teaching and advising loads, we do not provide psychology faculty the resources and release time to engage in their own research that then could engage students.

3. **Competitive tuition and departmental scholarships.** Evangel University psychology program competes with state universities that have a much lower tuition rate with more psychology options and a private liberal arts university that offers greater courses and flexibility of course delivery. Both qualify for the Missouri Bright Flight Scholarship. Evangel does not.

OPPORTUNITIES:

1. **BS to MS program.** Evangel University has the opportunity to be the first Assemblies of God university to have a CACREP accredited Clinical Mental Health Counseling masters but we need to move quickly as other schools are in the process of developing their CACREP programs. This will be a tremendous marketing opportunity for undergrad psychology majors: One stop shopping. They can receive a BS and MS from the same institution and can begin to take graduate level classes their senior year.

2. **Certificate Programs.** We could increase our desirability by developing certificate programs for areas of specialization, e.g. substance abuse, crisis counseling, and human resources.

3. **Outreach to missionary children and international students.** Significant opportunity exists to continue to recruit from the hundreds of missionary children (MKs) around the world who come to Springfield for Missionary Renewal every year. Many MKs want to go into the helping profession. The director of the Assemblies of God MK program takes college students overseas to conduct MK retreats. Evangel should provide practicum experiences for these trips and provide funding from recruitment to help offset costs. The Psychology department is prepared to offer practicums for psychology majors who volunteer to do this.

THREATS:

1. **Online presence.** We do not allocated the resources that other schools have in providing online psychology courses and programs. We have the technology capabilities but not the personnel or funding to provide more online courses.

2. **Competition from Missouri State University and online programs.** A major threat is Missouri State University’s psychology program that is less expensive and offers a richer curriculum.
B. PROGRAM ASSESSMENT REPORT

The following is an assessment report for the psychology program which contains data from the ACAT assessment as well as course specific and overall program data.

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Heather Kelly</td>
<td>Professor</td>
<td>Evaluator</td>
</tr>
<tr>
<td>2. Deborah Johnson</td>
<td>Professor/Practicum Cord.</td>
<td>Evaluator</td>
</tr>
<tr>
<td>3. Grant Jones</td>
<td>Professor/Program Cord.</td>
<td>Evaluator</td>
</tr>
<tr>
<td>4. Jean Orr</td>
<td>Assistant Professor</td>
<td>Evaluator</td>
</tr>
<tr>
<td>5. Jeff Fulks</td>
<td>Professor</td>
<td>Evaluator</td>
</tr>
</tbody>
</table>

Number of students in sample:

1st year: 0  2nd year: 2  3rd year: 13  4th year: 50  Total Students: 65

Instrument(s) used in assessment:

1. Area Comprehensive Achievement Test (ACAT)
2. Program assessment student survey
3. Program assessment of seven objectives by benchmarks
4. Professor evaluations
5. Advisory board evaluations

Methodology:

1. Seniors of odd calendar years take the ACAT in the spring semester.
2. Seniors of even calendar years take the Program Assessment Survey.
3. Each year, data is collected to determine if the program has met benchmarks.
4. Student evaluations of faculty are conducted after each course.

Results of Assessment:

1. ACAT
   - Overall assessments of the psychology program in the last four administrations of the instrument have ranged from a high at the 82nd percentile in 2007 to a low at the 34th percentile in 2014. Results of this assessment are provided in table 13. Our ACAT data for the last three assessments (2009, 2010, and 2014) are inconsistent with our student’s GPAs. We did not meet our overall goal of achieving at the 50th percentile or better in 2009 nor 2014. All six 2014 subtest means were below the 50th percentile. We believe one factor for the low scores is the gap between when courses are taken (freshman-sophomore years) and when the ACAT is given. Another maybe the consolidation of the CBC and EU psychology programs in 2013 that may have resulted in significant variability between the scores of students in the two cohorts.
Table 13
Psychology Program ACAT results (reported in percentiles) from 2007, 2009, 2010, & 2014

<table>
<thead>
<tr>
<th>ACAT Subtest</th>
<th>2007</th>
<th>2009</th>
<th>2010</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal Psychology</td>
<td>61%</td>
<td>50%</td>
<td>52%</td>
<td>39%</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>49%</td>
<td>44%</td>
<td>50%</td>
<td>36%</td>
</tr>
<tr>
<td>Experimental Design</td>
<td>79%</td>
<td>42%</td>
<td>47%</td>
<td>29%</td>
</tr>
<tr>
<td>Personality</td>
<td>68%</td>
<td>37%</td>
<td>48%</td>
<td>36%</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>53%</td>
<td>39%</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td>Statistics</td>
<td>61%</td>
<td>26%</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>Overall</td>
<td>82%</td>
<td>46%</td>
<td>56%</td>
<td>34%</td>
</tr>
</tbody>
</table>

2. Student survey results
   • We continue to receive positive results on our 20 item questionnaire. The overall mean on a five-point scale of Strongly Disagree (1) to Strongly Agree (5) was 4.23 where 4.0 is Agree indicating an overall endorsement of the program. Only three items where below 4.0 (3.95, 3.93, and 3.65). The lowest statement involved the number of opportunities available for doing research with faculty. Our highest scores (4.62) centered around students being pleased with the faculty’s demonstration of Christian character and that they would recommend other student’s becoming psychology majors. One conclusion from this assessment data is a tremendous sense of satisfaction with the psychology program.
   • The students indicated that the two most beneficial core courses to their academic program where Abnormal Psychology and Psychology of Personality. Students indicated the two least beneficial courses were Statistics and Research Methods.

3. Benchmarks
   • We met all benchmarks except on ACAT scores for each of the six domains and quizzes in Lifespan class. See Table 2.

4. Professor evaluations
   • We have stellar evaluations for all psychology faculty members. Our individual means and our group mean are above the school’s mean.

Strengths:

1. Our graduates going to Evangel University Clinical Mental Health Counseling graduate program as a group have consistently outperformed their counterparts from other schools. Comprehensive exam scores and NCE scores indicate this.
2. The relationships professors have with students are a strength. Student evaluations consistently report how faculty are available for counsel and mentoring outside the classroom, are experts, demonstrate Christian traits, are passionate about their
teaching, and are invested in the student's academic and personal growth.

3. We have an excellent track record of those students wanting to go to graduate school being accepted. The feedback we receive from them while in their graduate program is almost always that they were well prepared and had few struggles.

4. Another strength is the professor's expertise and the program's focus to provide a biblically integrative perspective of the field and practice of psychology. This is clearly seen in the student evaluations.

5. We have provided research reporting opportunities for our students, both in academic venues and conference presentations. We have hosted and participated in regional psychology research conferences where many of our students made presentations. In the most recent conference, one of our students received a first place award.

6. We provide many practicum opportunities and sites. These include group homes, prisons, rehabilitation centers and schools. Each year, students also have the opportunity to do an international psychology practicum in Nairobi Kenya. We have about 10 undergraduate students participate in this experience each year.

7. All core faculty have earned doctorates and three are licensed psychologists. One is an ordained minister.

8. This year we inducted 42 students into the Psi Chi psychology honors club. The previous year we inducted 18 students. There are also 82 members in the Psychology Club. We consistently increase in the number of students who attend International and Regional conferences (e.g. American Association of Christian Counselors National Conference and the Great Plains Psychology Conference).

Areas in need of improvement:

1. Improving student performance on the ACAT assessment is a priority until we achieve the benchmark we have set. Our goal will continue to be at the 50th percentile of each core subtest in 2017.

2. With increased budgetary concerns and expansion of the graduate counseling program full-time faculty have had to stop teaching upper-division elective courses. This results in not being able to offer courses that expose and prepare students for graduate school and jobs in specific domains of psychology, e.g. substance abuse, organizational psychology, and marriage and family. We need more upper division elective courses.

3. Strengthen our research track, both with engagement in the classes and overall outcomes. While the faculty see the importance of the research sequence, students report these are their least favorite courses. One class that needs critical attention is Statistics as it is required of all students in the department. And is foundational to the research classes.

4. Better tracking of our graduates. At this time our Career Development Office contacts them and has a poor response rate for our students. We need to increase this.
Plans for improvement:

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a benchmark rubric for program objectives</td>
<td>August 2016</td>
<td>Psychology committee-Grant Jones</td>
</tr>
<tr>
<td>Require PSYC 480 for all majors</td>
<td>August 2015</td>
<td>Psychology committee-Grant Jones</td>
</tr>
<tr>
<td>Improve ACAT assessment results</td>
<td>May 2017</td>
<td>Psychology committee-Grant Jones</td>
</tr>
<tr>
<td>Add two additional UD electives for each academic year.</td>
<td>January 2017</td>
<td>Psychology committee-Grant Jones</td>
</tr>
<tr>
<td>Improve delivery of the research courses to increase student engagement</td>
<td>May 2017</td>
<td>Psychology committee-Heather Kelly</td>
</tr>
<tr>
<td>Improved tracking of alumni</td>
<td>May 2017</td>
<td>Psychology committee-Grant Jones; Alumni office</td>
</tr>
<tr>
<td>Continue to develop the Psychology Alumni Advisory Board</td>
<td>August 2017</td>
<td>Psychology committee-Grant Jones</td>
</tr>
</tbody>
</table>

Improvements made:

1. We have developed a benchmark rubric to evaluate all seven of the psychology program's objectives and have implemented it for this assessment.
2. PSYC 480 Experimental Psychology is now a required course for all psychology majors. New freshmen will be required to take this course when it arrives in the sequence.
3. We have added two upper division electives, The Psychology of Marriage & Family and Psychology of Interpersonal Leadership, to the spring 2017 semester offerings.
4. We developed an alumni advisory board in the fall semester of 2016 and had its first meeting. In this meeting the program curriculum and outcomes were reviewed and a recommendation was made to support the additional research course.

C. Recommendations based on Findings

All opportunities for improvement in the psychology program have been moved to recommendations for improvement in addition to improved tracking of assessment items. All but one of these items that have made the plan for improvement are the responsibility of the program coordinator. The other item addressing delivery of the research courses is the responsibility of the research sequence faculty member.
D. **ACTION ITEMS**

Each of the recommendations arising out of the program review are scheduled for implementation and will be accomplished by August 2017.
XI. **ASSESSMENT DATA FOR THE SOCIAL WORK PROGRAM**

Assessment data for the social work program comes from each of the faculty members teaching in the program, the field instructors, and the ACAT assessment administered at the end of each academic year to the outgoing senior class. This report will include data obtained from each of these faculty members using the identified methods.

**A. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS**

The SWOT analysis examines the four critical elements of Evangel’s environment. The strengths provide an analysis of Evangel’s advantages over its competitors; weaknesses help identify areas in which our competitors have an advantage over us. Opportunities give insight into untapped markets or programs; threats help to acknowledge factors in the external environment that could affect the university, including technological and regulatory factors. In conducting the SWOT input was reviewed from the assessment report and feedback from the Social Work Advisory Committee.

**Strengths**

1. Social Work faculty
2. CSWE accreditation since 1998, and has been reaffirmed twice, and up for a third reaffirmation in February 2018.
3. Reputation of interns in the field – “Well prepared”
4. Research conducted in senior year far above other Social Work programs
5. Physical housing and physical resources of the Program
6. Partnerships with agencies – local, state & national board affiliation by Social Work faculty
7. Administrative assistant – Part-time for Program
8. Two doctoral level professors

**Weaknesses**

1. Social Work Website
2. Amount of workload of professors in and out of the classroom setting
3. Burnout of Social Work faculty
4. Lack of funds to continue past level of student engagement in local activities, state government and national programs (COMPACT)
5. Students can be naïve and have a learning curve in 450-hour practicum settings
6. Lack a pre-practicum experience for sophomore/junior year
7. No summer internship opportunities with AG social service agencies

**Opportunities**

1. Secure partnerships with neighboring agencies
2. Start a MSW program
3. Use research class as a publishing opportunity with students
4. Establish a partnership with Assemblies of God national social services organization, COMPACT
5. Establish summer internships for Social Work majors at AG agency, COMPACT
6. Fundraising for scholarships

**Threats**

1. Decreased enrollment in the Social Work Program
2. Other AG schools have started CSWE accredited Social Work Programs
3. Loss of a full-time secretary
4. Decreased community involvement due to one professor writing self-study and one professor working on doctorate
5. Economic hardships for private universities
6. Political climate and impact on Christian higher education

**B. PROGRAM ASSESSMENT REPORT**

The Social Work Program faculty reviewed data from the program and developed the following report containing the methodology used, findings, recommendations, and action items.

**Faculty members involved in this assessment process:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacey Nunnally</td>
<td>Program Director</td>
<td>Organizer /Evaluator</td>
</tr>
<tr>
<td>Lisa Street</td>
<td>Field Coordinator</td>
<td>Organizer /Evaluator</td>
</tr>
<tr>
<td>Dr. Donna Washburn</td>
<td>Department Chair/SWK professor</td>
<td>Evaluator</td>
</tr>
<tr>
<td>Dr. Jeff Fulks</td>
<td>Professor</td>
<td>Evaluator</td>
</tr>
</tbody>
</table>

**Students in Sample:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>12</td>
</tr>
<tr>
<td>2nd year</td>
<td>13</td>
</tr>
<tr>
<td>3rd year</td>
<td>10</td>
</tr>
<tr>
<td>4th year</td>
<td>15</td>
</tr>
<tr>
<td>Total Students</td>
<td>50</td>
</tr>
</tbody>
</table>

**Instrument(s) used in assessment:**

1. Practicum evaluation tool based on 10 program learning goals
2. Assignment rubrics used as outcome measures for learning goals
3. Area Comprehensive Achievement Test (ACAT)
4. Annual program evaluations
5. Professor evaluations of students in courses

**Methodology:**

1. In the senior year, all seniors conduct a 450-hour concurrent practicum and are evaluated
twice each semester. The final evaluation is used to determine goal success.

2. Rubrics are established for key program assessment assignments and used in grading. Outcome information is recorded and provided to the Social Work Program Director.

3. ACAT Social Work assessment is taken by all seniors 6-8 weeks prior to graduation. The company provided the outcome information in several of our assessed areas.

4. Yearly program evaluations are conducted using the learning goals and a variety of classroom assignments to get an overall average for each goal.

5. Each semester and in each course, professors are evaluated by the students at the end of the semester.

Results of Assessment:

1. Practicum Evaluation of Social Work Learning Goals
   - Outcome measure benchmark = 5 on a Likert scale of 1-7.
   - Competency benchmark = 80% of students would attain a minimum of 5 for each program learning goal.
   - Goal met with a range of 80% - 93%

2. Rubrics for key assignments
   - Data still being assessed

3. ACAT Social Work Standard Report
The Program has ACAT data dating back to 2000 and has used this information to continuously improve the Program. Results from 2011 – 2016 are reported in table 14. The May 2016 graduating seniors obtained an overall standard score on the ACAT of 579 and overall percentile score of 79. Individual percentile scores ranged from 9 to 97.
   - Outcome measure benchmark = 500 standard score in each ACAT area (8)
   - Competency benchmark = 70% of students (11 out of 15) will score a 500 standard score in each ACAT area. Scores ranged from 60% in Social & Economic Justice to 100% in Values & Ethics. All were above the 70% range except for SEJ.

Table 14
Social Work Program ACAT Results from 2011 - 2016

<table>
<thead>
<tr>
<th>ACAT Sub-Test</th>
<th>2011 (n=5)</th>
<th>2012 (n=10)</th>
<th>2013 (n=9)</th>
<th>2014 (n=8)</th>
<th>2015 (n=12)</th>
<th>2016 (n=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>61</td>
<td>80</td>
<td>70</td>
<td>84</td>
<td>71</td>
<td>66</td>
</tr>
<tr>
<td>Practice</td>
<td>72</td>
<td>71</td>
<td>86</td>
<td>83</td>
<td>78</td>
<td>73</td>
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<td>HBSE</td>
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<td>83</td>
<td>78</td>
<td>84</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>Research</td>
<td>72</td>
<td>92</td>
<td>75</td>
<td>90</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td>Social &amp; Economic Justice</td>
<td>36</td>
<td>61</td>
<td>52</td>
<td>48</td>
<td>47</td>
<td>46</td>
</tr>
</tbody>
</table>
4. Yearly Program Evaluations

The annual year-end evaluation is held during the summer and data from the yearlong evaluation process is gathered and analyzed for review and recommendations are made. All assignments and social work courses are reviewed in light of the 10 Program learning goals, which mirror CSWE competencies. Met benchmarks in all 10 areas assessed.

Findings include a need to focus on designing rubrics for all assignments that are part of the CSWE assessment, adding a formalized discussion and reading re: ethical standards in the Intro to Statistics class, providing additional structure to the MO State Capital legislative project in Social Policy II, and adding an additional text in SWK 480 Research Methods re: writing a literature review.

5. End of semester Professor Evaluations by Students

- Overall student evaluations were positive for social work professors with few recommendations. For example, in 2015-2016, the Social Work program had a new full-time professor. Her evaluation rankings for both semesters were all average and above and landed in the top within the department.
- The Social Work Program Director, in the Spring 2016 Practice I class, had several positive remarks with one being the positive integration of faith in the classroom. In addition, one student remarked that the pairing of classes for the spring semester was found to be effective in learning key concepts within the field of social work and psychology.
- One corrective remark included confusion that was felt with an assignment and then grades suffered when done incorrectly.

Strengths:
- Out of the May 2016, BSW graduates, 60% attended graduate school directly after graduation. Various admitting schools include University of Michigan, Washington University, University of Northern Iowa, University of Colorado, University of Cincinnati, University of Missouri, Our Lady of the Lake, and Missouri State University. In addition, other graduates joined AmeriCorp, are volunteering abroad with an NGO, and several are in agencies working in their local area.
- Students volunteered 9,084 hours in the local community during the 2015-2016 year.
- The Social Work Program obtained a 2016-2017 grant from our accrediting body (CSWE) related to policy practice in the community.
- ACAT scores met benchmarks in 7 out of 8 assessment areas. Overall performance percentile score was 79 which is higher than last year's score of 76.
- Practicum evaluation of all seniors, in their 450-hour practicum, in 10 areas, met the benchmark of 80%
- During the second semester of research, students presented poster presentations of their findings in the Student Union during lunch/dinner periods for 1-week. Students presented findings to faculty, staff and students. Most students presented findings to 15+ individuals.
- All students on Social Policy II researched and designed policy briefs for legislators and presented the briefs at the MO State Capital on Advocacy Day.
- In the fall semester, the Social Work Program collaborated with the Missouri State University School of Social Work for the 6th year to organize and execute Foster Parents
**Night Out.** This event brought together social work students from both universities and community agencies. An additional collaborative event took place in the spring during **National Social Work Month** as the two universities fed women dealing with chronic homelessness in our area.

- One social work professor completed her PhD in Counselor Education & Supervision.
- One social work professor has completed her doctorate in Educational Leadership.
- Veteran social work professor returned to the social work classroom.

**Recommendations Based Upon Findings**

- Increase ACAT score in the area of Social and Economic Justice. ACAT reported 9 out of 15 students (2016 seniors) made a standard score of 500+, which is 60% vs 70% benchmark.
- Design/improve rubrics for all benchmark assignments
- Review all assignments in *Practice I* for clarity
- Formalize an ethics section in *Introduction to Statistics*

**Plans for improvement:**

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review all Social Work courses for SEJ content</td>
<td>January 2017</td>
<td>SWK Committee - LN</td>
</tr>
<tr>
<td>Design/Review rubrics for all benchmark assignments</td>
<td>January 2017</td>
<td>SWK Committee - LN</td>
</tr>
<tr>
<td>Review Practice I assignments</td>
<td>December 2016</td>
<td>Lacey Nunnally</td>
</tr>
<tr>
<td>Review ethical standards for the field of statistics and incorporate in <em>Intro to Stats</em> class</td>
<td>September 2016</td>
<td>SWK Committee – LN Dr Jeff Fulks</td>
</tr>
</tbody>
</table>

**Improvements made:**

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
<th>Improvements Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review all social work courses for SEJ content</td>
<td>January 2017</td>
<td>SWK Committee - LN</td>
<td></td>
</tr>
<tr>
<td>Design/Review rubrics for all benchmark assignments</td>
<td>January 2017</td>
<td>SWK Committee - LN</td>
<td></td>
</tr>
<tr>
<td>Review Practice I assignments</td>
<td>December 2016</td>
<td>Lacey Nunnally</td>
<td></td>
</tr>
<tr>
<td>Review ethical standards for statistics and teach in <em>Intro to Stats</em> class</td>
<td>September 2016</td>
<td>SWK Committee – LN Dr Jeff Fulks</td>
<td>ASA Ethical Guidelines added to <em>Statistics</em> course</td>
</tr>
</tbody>
</table>
C. Recommendations Based on Findings

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a MSW program</td>
<td>Meet with the Provost and President Taylor to determine next steps in achieving this objective.</td>
<td>Appointment, analysis of the cost of starting and maintain a MSW program accredited by CSWE</td>
</tr>
<tr>
<td>Partner with national Assemblies of God social service agency</td>
<td>Coordinate a yearly trip to COMPACT a national Assemblies of God agency</td>
<td>Transportation, gas, food, and housing for trip with release for faculty sponsors</td>
</tr>
<tr>
<td>Establish summer internships at the AG social service agency</td>
<td>Coordinate summer internships at COMPACT</td>
<td>Agency would provide housing, food and small stipend</td>
</tr>
<tr>
<td>Locate funding for experiential learning outside of the classroom</td>
<td>Write a grant</td>
<td>Database with available grants</td>
</tr>
<tr>
<td>Decrease in enrollment in SWK program</td>
<td>Brainstorm with current students re: recruitment ideas</td>
<td>Focus group</td>
</tr>
</tbody>
</table>

D. Action Items

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Person</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore feasibility of MSW Program</td>
<td>Lacey Nunnally SWK Committee</td>
<td>May 2017</td>
</tr>
<tr>
<td>Establish COMPACT Partnership</td>
<td>Lacey Nunnally SWK Committee</td>
<td>December 2016</td>
</tr>
<tr>
<td>Coordinate Summer Internships</td>
<td>Lacey Nunnally SWK Committee</td>
<td>August 2017</td>
</tr>
<tr>
<td>Funding for experiential learning</td>
<td>Lacey Nunnally SWK Committee</td>
<td>October 2017</td>
</tr>
<tr>
<td>Identify and select three new recruitment tools</td>
<td>Lacey Nunnally SWK Committee</td>
<td>February 2017</td>
</tr>
</tbody>
</table>
XII. **SUMMARY FOR THE BEHAVIORAL & SOCIAL SCIENCES DEPARTMENT**

The Behavioral and Social Sciences Department is a healthy and growing academic unit of Evangel University. Serving almost 300 students within 9 programs of study, the department continues to remain committed to its missional focus. The last 12 months have brought both change and opportunities to the department as we consolidated departments, reduced the number of programs offered, added new programs, and provided a teach-out for graduate students of a local school. Faculty have responded to such changes demonstrating flexibility and a positive attitude. The remainder of this summary will highlight the overall strengths, challenges, and strategic plan for the department.

The strengths of the Behavioral and Social Sciences Department include engaged, committed and competent faculty, and a healthy list of professionals in the community to serve in an adjunct role. Our enrollment is steady and many of our programs continue to be popular with prospective students. We have accreditation for the social work program and are preparing for the same for our graduate counseling program. We have support from alumni, community professionals and donors and overall momentum towards success and growth.

The faculty within the department can be seen as the foundation and strength behind the 9 programs of study. Including adjuncts, 16 of 20 faculty have terminal degrees in their field to include 15 Ph.D designations, and multiple professional licenses. These faculty bring academic depth to the classroom to include rigor in their fields as well as continued interface with their chosen profession to include: continued work in the community, placement on community boards, presentations at professional conferences, and journal publications. Further, faculty in the department are committed not only to academic rigor in their respective programs, but also to the mentorship and relationships they build with students. Faculty operate with an “open-door” policy, encouraging student engagement through discussion of course material, career counseling, and also mentorship regarding personal challenges. These more personal, yet professional, relationships often result in greater retention of students and long-term connection with alumni upon graduation. In the last three years three faculty members have earned doctoral degrees. This improves our credibility and results in a significant increase in publications and professional presentations.

Enrollment within the department is also a strength for the university. Despite university challenges with enrollment and admissions, the Behavioral and Social Sciences Department continues to account for over 15% of the overall university enrollment. The undergraduate majors of criminal justice and government, along with the graduate counseling program, have increased enrollment over previous years. Other core programs are maintaining the healthy enrollment numbers they have had for several years.
Programmatic accreditation is an added strength to any department. Within the behavioral and social sciences, the social work program has maintained programmatic accreditation with the Council on Social Work Education (CSWE) for the past 18 years. In Feb. of 2020, the program will be up for re-affirmation from CSWE, and all data points to this remaining in place. Further, the graduate counseling program has recently united the Clinical Mental Health and School Counseling programs. The newly created program will attempt to obtain accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), with self-study submission in the spring of 2017. This program has required a massive effort to merge two degree programs from separate departments together under one umbrella. This consolidation has strengthened both programs and we now are in the process of creating a common culture with two related counseling specializations. The awarding of CACREP accreditation will not only strengthen the program and thus the department as a whole, but will also assist in recruitment of new students.

Alumni and community professionals continue to be an asset and strength of the department. There is strong support from alumni representing all nine programs, to include donor contributions, willingness to host internships, engagement in the programs on an advisory level, and overall provide professional resources and networks for program students and faculty. Additionally, local and nationwide contacts with professionals (non-alumni) in the various programmatic fields, yields a wealth of support and resources. The government program often taps into local, state, and national professionals in the legal and political arenas, as does the social work program. The criminal justice program remains extremely active with the local law enforcement community, to include student participation in cadet trainings as role-play members and in practicum placements. All programs within the department possess a stellar reputation within the local community, and many agencies have voiced a preference for EU behavioral and social science students as interns and employees.

Strategic Plan

Despite the above areas of strengths, the Behavioral and Social Sciences Department has goals for further growth and advancement. Over the next five years, we hope to follow a strategic plan for the department that builds on our strengths and shores up our weaknesses.

- **Enrollment:** While enrollment has remained steady in the department as compared to the university as a whole, there is a desire to recruit more students for each program. The history program has seen a steady decline in the past five years, and the psychology and social work programs have also felt some loss in their overall number of students. All of these programs are academically strong and have many resources to support growth. Recruitment plans for these and all of the programs include: reaching out to alumni and community networks for assistance in recruitment of students; engaging with EU admissions counselors on a more regular basis to update them on the
programs; enhancing a web and social media presence on all programs within the department.

- **Focus on the Psychology program**- the psychology program has historically been the largest major in the university and the flagship of the department. Over the past 5 years, enrollment numbers have declined as we have shifted resources to accreditation of our counseling program, decreased the number of courses offered, and increased teaching loads. This may explain a decrease in standardized scores from assessments as well as decreased overall satisfaction of the students. While there are likely many variables at play contributing this these issues, one potential area of focus is on the psychology coordinator. Three years ago the program coordinator became heavily dedicated to the graduate counseling program for almost all course load. While positive for the graduate program, it has left a void in the psychology program. Plans to move the coordinator back to a full appointment in the undergraduate program, or to appoint a new coordinator is the likely solution to this problem.

- **Obtaining and maintaining programmatic accreditations**- As mentioned above, programmatic accreditations do much for their respective majors as well as the department as a whole. Resources will be allocated to both the social work and counseling programs, to assist their accreditation efforts and allow further strengthening of the programs.

- **Hiring of faculty**- in order to maintain the strong momentum that the department currently experiences, it will be important to supply each program with the faculty resources necessary. With the continued growth of the criminal justice program, recruiting and hiring and additional faculty member is likely within the next few years. Additionally, the counseling program must hire up to 2 new faculty members with PhD’s in Counselor Education, in order to meet CACREP standards. Enrollment in both programs can support such hires, however the university as whole may not.

**Professional Development and contribution to the field**- National recognition by the various professional organizations represented through the department is key to the future success of the behavioral and social sciences. Faculty are encouraged to conduct original research, present such research at national conferences and attempt to publish in national and flagship journal publications. The newly minted doctoral-level faculty have significant research interests and need venues to provide the exposure they deserve.
## Appendix A

### Faculty Vitae

The pages below consist of the vitae of the faculty members housed in the Behavioral & Social Sciences Department. The faculty members in the department as listed previously are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree</th>
<th>Year Degree Obtained</th>
<th>Degree Area Specialization</th>
<th>Faculty Rank</th>
<th>Year Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Arnzen</td>
<td>Ph.D.</td>
<td>2016</td>
<td>Counselor Education &amp; Supervision</td>
<td>Assistant Prof.</td>
<td>1997</td>
</tr>
<tr>
<td>Robert Bartels</td>
<td>J.D.</td>
<td>2000</td>
<td>Law - Public Administration</td>
<td>Associate Prof.</td>
<td>2007</td>
</tr>
<tr>
<td>Deborah Bicket</td>
<td>M.S.</td>
<td>1988</td>
<td>Elementary &amp; Secondary Guidance</td>
<td>Assistant Professor</td>
<td>2002</td>
</tr>
<tr>
<td>Deborah Johnson</td>
<td>Ph.D.</td>
<td>2001</td>
<td>Psychology</td>
<td>Professor</td>
<td>2004</td>
</tr>
<tr>
<td>Grant Jones</td>
<td>Ph.D.</td>
<td>1989</td>
<td>Counseling Psychology</td>
<td>Professor</td>
<td>1984</td>
</tr>
<tr>
<td>Heather Kelly</td>
<td>Psy.D.</td>
<td>1999</td>
<td>Clinical Psychology</td>
<td>Professor</td>
<td>2014</td>
</tr>
<tr>
<td>Roger Moore</td>
<td>M.S.</td>
<td>1982</td>
<td>Criminal Justice / Sociology</td>
<td>Associate Prof.</td>
<td>1995</td>
</tr>
<tr>
<td>Lacey Nunnally</td>
<td>MSW</td>
<td>1982</td>
<td>Social Work</td>
<td>Associate Prof.</td>
<td>1995</td>
</tr>
<tr>
<td>Jean Orr</td>
<td>Psy.D.</td>
<td>1999</td>
<td>Clinical Psychology</td>
<td>Associate Prof.</td>
<td>2000</td>
</tr>
<tr>
<td>Melody Palm</td>
<td>Psy.D.</td>
<td>1982</td>
<td>Clinical Psychology</td>
<td>Professor</td>
<td>2004</td>
</tr>
<tr>
<td>Huba Ray</td>
<td>Ed.D.</td>
<td>2003</td>
<td>Educational Leadership</td>
<td>Associate Professor</td>
<td>2008</td>
</tr>
<tr>
<td>Lisa Street</td>
<td>MSW</td>
<td>1997</td>
<td>Social Work</td>
<td>Assistant Prof.</td>
<td>2014</td>
</tr>
<tr>
<td>Larry Toll</td>
<td>Ph.D.</td>
<td>1990</td>
<td>Social Science</td>
<td>Associate Prof.</td>
<td>2013</td>
</tr>
<tr>
<td>Donna Washburn</td>
<td>Ph.D.</td>
<td>2015</td>
<td>Counselor Education &amp; Supervision</td>
<td>Associate Prof.</td>
<td>2001</td>
</tr>
</tbody>
</table>
CHRISTINE A. ARNZEN, Ph.D., M.A., LPC  
Behavioral Sciences Department, Evangel University  
1111 North Glenstone Avenue,  
Springfield, Missouri 65802

EDUCATION  
Regent University -Virginia Beach, VA (CACREP accredited)  
**Doctor of Philosophy in Counselor Education & Supervision.**  
2016

Forest Institute of Professional Psychology - Springfield, MO  
**Masters of Arts in Clinical Psychology, With Highest Distinction.**  
1988

Evangel University - Springfield, MO  
**Bachelor of Sciences in Psychology, Summa Cum Laude.**  
1985

PROFESSIONAL CREDENTIALS  
Licensed Professional Counselor, State of Missouri. #002561  
1998 - Present

Approved Clinical Supervisor, State of Missouri  
2002 - Present

SUPERVISION TRAINING  
Clinical Supervision, Missouri Mental Health Counselors Association – 6 CEUs  
2014

Supervising Counselor for Licensure in Missouri. Missouri Committee for  
Professional Counselors, Springfield, Missouri – 6 CEUs  
2003

Licensing Supervision Certification Course. Washington University, George Warren  
School of Social Work, St. Louis, MO – 18 CEUs  
2000

TEACHING EXPERIENCE  
Teaching experience includes graduate and undergraduate coursework. Teaching methods include, lecture, in-class reflective exercises, discussion, demonstrations, and skill rehearsal.

Evangel University - Springfield, MO  
2012 - Present

Assistant Professor of Psychology and Counseling  
- Helping Relationship and Clinical Interventions Counseling (COU 523)
- Counseling Diverse Populations (COU 610)
- Counseling Practicum (COU 597)
- Counseling Internship (COU 598)
- Professional Practice Seminar (COU 696)
- Human Sexuality (COU 675)
- Psychology of Human Sexuality (PSYC 475)
- Marriage and Family Therapy (PSYC 465)
- Theories and Techniques of Counseling (PSYC 365)
- The Helping Relationship Theories (PSYC 333)
- Human Diversity and Behavior (PSYC 332)
- Psychology of Healthy Relationships (PSYC 138)
- Introduction to Psychology (PSYC 112)
- Freshman Seminar (BEHV 100)
Evangel University - Springfield, MO 2001-2012

Adjunct Instructor – Psychology and Human Services
- Interpersonal Techniques of Counseling (COU 523)
- Human Services and the Christian Worldview (SOCA 445)
- Psychology of Human Sexuality (PSYC 475)
- Marriage and Family Therapy (PSYC 465)
- Abnormal Psychology (PSYC 371)
- Freshman Seminar (BEHV 100)

PROFESSIONAL LEADERSHIP AND SERVICE
Evangel University - Springfield, MO 2014 Present

Program Coordinator, Masters in Counseling
Responsibilities include oversight over the graduate counseling faculty as they facilitate education, training, and supervision of master’s level counseling students. Securing a secondary counseling accreditation is a primary initiative, which entails stringent curriculum reviews, course assessments and meeting accreditation standards. Additional responsibilities include hiring faculty, conducting a self-study, and submitting an accreditation application.

Missouri Mental Health Counselors Association 2014 - Present
Board, Secretary
Responsibilities include a three year commitment recording and disseminating board minutes. Additional responsibilities include assisting in recruiting new and lapsed memberships, contributing to MMHCA policies, training events, and annual conference.

Missouri Committee for Professional Counselors Supervision Roundtable 2015 (July)
Participant
Provided recommendations during an invitation only roundtable discussion regarding supervisor and supervisee requirements for Missouri licensed professional counselors.

Community Crisis Team of the Ozarks (CCTO) 2001-2003
Board, Team Member
Served as a representative of the counseling profession on a multi-disciplinary board. Responsibilities included the development and application of policy and procedures to secure the viability of a non-profit crisis response organization. CCTO members conducted onsite crisis interventions in response to natural and human made disasters within the state of Missouri.

Eating Disorders Coalition of the Ozarks 2003-1999
Coordinator, Member
Coordinated a multi-disciplinary team dedicated to providing eating disorder awareness programs in the greater Springfield community.

COUNSELING AND SUPERVISION
National Institute of Marriage - Branson, MO 2012- 2003

Director of Clinical Services, Executive Team Member
Provided administrative oversight for 16 clinical staff members including hiring, scheduling and conducting yearly performance evaluations. Conducted clinical supervision, consultation, in-service training, and debriefing sessions for salaried and contracted clinical staff (LP, LPC, PLPC, and MFT). Developed and managed practicum and internship program for university students. Responsibilities for the executive role
included participation in yearly strategic planning, preparing budgets, and providing ethics reviews of organizational policy and marketing initiatives.

**Evangel University - Springfield, MO**  
**Director of Counseling Services**  
2003-1999

Provided administrative supervision for professional and office staff. Implemented departmental policy and procedures, management of yearly budget, and performance evaluations. Clinical supervision responsibilities included weekly individual and group supervision for provisionally licensed professional counselors (PLPC) and graduate interns. Rebranded the counseling center as a wellness resource and implemented a brief counseling model in order to increase the number of students served.

**Evangel University – Springfield, MO**  
**Staff Counselor**  
1989-1998

Provided various counseling services to university students including individual, group, pre-marital, and couple counseling. Assisted the director in development and implementation of wellness programs and psychoeducational workshops.

**Burrell Community Mental Health Center – Springfield, MO**  
**Family Preservation Therapist**  
1989

Provided in-home family counseling to clients at risk of having their children removed due to neglect and abuse. Assisted parents in securing social and medical services as needed. Served as a liaison between family and state caseworkers.

**PROFESSIONAL PUBLICATIONS**


**RESEARCH INTEREST (in progress)**

Research team led by Dr. Anita Neuer-Colburn. Title of project: Training issues for triadic supervision: A balancing act.

**PROFESSIONAL PRESENTATIONS**

PROFESSIONAL ASSOCIATIONS

- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- Chi Sigma Iota, CSI Chapter at Regent University
- Missouri Mental Health Counselors Association (MMHCA)
- Christian Association for Psychological Studies (CAPS)
- American Association of Christian Counselors (AACC), inactive

COMMUNITY PRESENTATIONS

The following community presentations include themes related to self-esteem, emotional health, relationship skills, communication skills, body image, and wellness.

- Evangel University (2010). *What is Behind the Conflict?* Springfield, MO.
- Evangelical Free Church (2009). *Awake My Soul*. Wichita, KS.
Robert Bartels  
10574 N Farm Road 149  
Pleasant Hope, MO 65725  
417-631-8965  
bartelsr@evangel.edu

EDUCATION

Cleveland State University; Cleveland, Ohio  
Juris Doctor (2000)  
Masters of Public Administration (2000); member of Phi Alpha Alpha (honor society for Public Administration)

Malone College; Canton, Ohio  
Bachelor of Arts, Management major (1994)

CAREER EXPERIENCE

Evangel University; Springfield, Missouri

- Associate Professor of International Studies (FA07 to present, teaching GOVT, HIST, ANTH, and Prelaw courses);
- Adjunct professor for Adult & Graduate Studies; Master of Organizational Leadership program (Organizational Design & Development course – SP11 to present), Bachelor of Business in Management (HR Management course – SP08 to FA12), and Church Ministries program (Church Polity & Law course – FA14 to present))
- Advisor for Doctor of Ministry candidate at AGTS (FA08 - SP09)

- Senate Advisor (FA08 to SP14)  
- Academic Council, Faculty Representative (FA09 to SP15)  
- Frameworks Committee, member (FA10 to SP13)  
- Safety & Security Trainer for student overseas trips (FA11 to present)  
- Student Gov’t Consolidation Committee (SP12)  
- Professional Studies Council (SP12 for Civic Affairs program)  
- Faculty Affairs Committee, member (FA13 to present), chair (FA14 to SP15)  
- University Planning Council (FA14 to SP15)  
- Faculty representative for United Way campaign (FA14)  
- Faculty Sponsor for Pre-Law Society (FA15 to present)  
- Faculty Sponsor for College Democrats (FA07 to SP09); College Republicans (FA15 to present)

_J.P. Morgan Chase, New York, NY_
• H.R. Manager (Springfield, Missouri, 2005-2007)
  HR Program Manager, Vice-President (Louisville, Kentucky, 2000-2005)
• Learning Technology Specialist, Assistant Vice-President (Columbus, Ohio; Dallas, TX, 1999-2000)
• Performance Consultant / Training Coordinator (Cleveland, Ohio; Columbus, Ohio, 1992-1998)
• Check Processing / Data Processing (Toronto, Ohio; Cleveland, Ohio, 1990-1991)

_PROFESSIONAL AFFILIATIONS_
• German-Austrian-Swiss Historical and Heritage Society of the Ozarks, Executive (SP08 to present)
• Kentucky Bar Association (2001-2013)
• Christians in Political Science, member (2011-2012, 2014 to present)

_PUBLICATIONS_

_Books_

Lesson 6: Content Analysis and Historiography to _Missiological Research: Interdisciplinary Foundations, Methods, and Integration_, for Pan Africa Theological Seminary, and included in parallel volume for Assembly of God Theological Seminary (FA13)

_PRESENTATIONS_

Association for the Education of Young Children in Missouri (AEYC-MO), presented _Basics of Employee Law: what all managers should know_
- June 12, 2010 for local Springfield AEYC chapter;
- September 23, 2011 for Growing Missouri’s Leaders Conference

German-Austrian-Swiss Historical and Heritage Society of the Ozarks, _The Swiss Amish Community of Seymour, Missouri;_
May 3, 2014, co-presented with David Rauch at annual Spring Dinner

Fox 5 News of Springfield, Missouri, _Democrat and Republican televised debates;_
Fall 2015, analyst during news broadcast
DEBBIE J. BICKET

538 E. Carol Drive  Springfield MO  65809   Office: 417.865.2815 x8567   Email: bicketd@evangel.edu

EDUCATION

Missouri State University
M.S. in Guidance and Counseling K-12

Evangel University
B.S. in Elementary Education
Minor: Psychology

PROFESSIONAL EXPERIENCE

Evangel University
Adjunct Professor  2001-2002
Assistant Professor  2002-present

Springfield Public Schools  1979-2001
Upper Elementary Teacher
Middle School Teacher
Elementary School Counselor
Primary School Teacher

UNIVERSITY RESPONSIBILITIES

School Counseling Program Coordinator  2002-2016
Member, Graduate Studies Council  2009-2016
Member, Graduate Studies Management Team  2009-2016
Advisor to Freshman, Sophomore, Junior and Senior Classes  Various years
Co-Presenter, Professional Development  2013

PROFESSIONAL PRESENTATIONS

Presenter, Drury University Teaching Seminar  2010-2013
Presenter, Alpha Gamma Chapter Meeting  2011
Presenter, Early Years Conference  1988

PROFESSIONAL MEMBERSHIPS

Missouri School Counselor Association
Southwest Missouri School Counselor Association
Delta Kappa Gamma/Alpha Gamma
Missouri Counselor Educators
COURSES TAUGHT AT EVANGEL UNIVERSITY

GAC 531 Integration I: The Person
GAC 532 Integration II: The Professional
GAC 605 Personal and Professional Orientation and Integration
PSYC 234 Child Psychology
PSYC 235 Adolescent Psychology
PSYA 237 Lifespan
PSYC 338 Mental Health
GAC 502 Foundations of School Counseling
GAC 597 Practicum
GAC 598 Elementary Field Experience
GAC 599 Secondary Field Experience
BEH 100 University Seminar
The University of Texas at Arlington, School of Social Work
Ph.D. Human Services Administration, Planning, & Policy
Arlington, Texas
1994

Illinois State University
M.S. Counseling Psychology
Normal, Illinois
1979

Illinois State University
B.S. Psychology & Mathematics with honors
Normal, Illinois
1977

Evangel University, Springfield, Missouri
Assistant Professor, Associate Professor, Professor
1994 - present

The University of Texas at Arlington, Arlington, Texas
Assistant Instructor
1992 - 1994

First Assembly of God, Mesquite, Texas
Senior Associate Pastor
1985-1992

Calvary Assembly of God, Bloomington, Illinois
Associate Pastor/Christian School Administrator
1983 - 1985

Bethel Assembly of God, Quincy, Illinois
Associate Pastor of Administration, Counseling, & Education
1982 - 1983

Wiregrass Mental Health System, Dothan Alabama
Counseling Psychologist
1979 - 1982

Director, Adult & Graduate Studies
July, 2009 - 2015

Chair, Behavioral Sciences Department
1999 - 2009

Member/Chair, Graduate Studies Council
Summer, 1999 - 2015

Member/Chair, Adult Studies Council
Fall, 2009 - 2015

Member, Undergraduate Academic Council
1998 - 2015

Coordinator, Organizational Leadership Program
Summer, 2007 - 2012

Coordinator, Psychology Graduate & Undergraduate Programs
2006 - 2008

Chair, Research Review Board
Fall, 1999 – present

Coordinator, Global Connections for Latin America
2010 - present

Member, Campus/University Planning Council
Fall, 1999 – 2015

Member/Chair, Education Technology Committee
1996 – present

Member, Online Education Committee
2009 - present

Member, Spiritual Life Committee
2011 - present

Member, various AQIP Accreditation Committees
2009 - 2013

Assessment Officer, Center for Leadership and Life Calling (CLLC)
2003 - 2010

Member, Leadership Council, Lifeworks - CLLC
2003 - 2012

Member, Lilly Project Grant Writing Committee
2001 - 2002

Advisor, Evangel Student Government Association
2004 - 2006


Fulks, J. (2005). *Programs for the Theological Exploration of Vocation (PTEV) Reflection Survey Results*, Unpublished manuscript, Evangel University, Springfield, Missouri.


**Professional Memberships**
- International Leadership Association
- Ordained Minister, General Council of the Assemblies of God

**Courses Taught at Evangel University**
- COU 507 Research Methods, Statistics, & Program Evaluation (Graduate Studies)
- EDU 507 Research Methods and Statistics (Graduate Studies)
- MOL 501 Foundations of Leadership (Graduate Studies)
- MOL 545 Information & Knowledge Management (Graduate Studies)
- MOL 550 The Effective Organization (Graduate Studies)
- MOL 580 Organizational Analysis Project (Graduate Studies)
- MOL 650 Analysis of the Organizational Environment (Graduate Studies)
- MOL 675 Developing People & Teams (Graduate Studies)
- LEAD 350 Community Leadership
- PSY 507 Research Methods and Statistics (Graduate Studies)
- PSY 509 Advanced Statistics (Graduate Studies)
- PSYA 345 Research Methods in Human Services
- BEHV/PSYC/SOCI/SWK/GOVT 210 Introduction to Statistics
- PSYC/SOCI 223 Social Psychology
- PSYC/SWK/SOCI/CJST/ 335 Drug Abuse & Alcoholism
- PSYC/SWK/SOCI 496 Guided Research (Research 3)
- SOCI 232 Social Problems
- SWK 272 Human Behavior in the Social Environment 2
SWK 354 Social Welfare System (Policy 1)
SWK 355 Introduction to Social Policy Analysis (Policy 2)
SWK/SOCI 480 Methods of Research
DEBORAH D. JOHNSON, PH.D.
3329 W. Grandview St., Springfield, MO 65803 | 417-459-2865 | johnsond@evangel.edu

EDUCATION
Capella University, Minneapolis, MN
Ph.D. in Human Services & Psychology 2001

Bradley University
M.A. in Clinical & Community Psychology 1986

Evangel, University, Springfield, MO
B.S. in Psychology & Sociology 1982

PROFESSIONAL EXPERIENCE
Evangel University, Springfield, MO
Professor of Psychology & Counseling 2012 - Present

Central Bible College, Springfield, MO
Professor of Psychology & Counseling 2004 - 2012

Southeastern University, Lakeland, FL
Associate Professor of Psychology 1993 - 2004
Assistant to Vice President for Academic Affairs
Co-Director of Student Life
Residence Life Coordinator

Bridgework Ministries, St. Petersburg, FL
Mental Health Counselor 1991 – 1993

First Assembly of God, Tarpon Springs, FL
Youth Pastor & Pastoral Counselor 1989 – 1997

Lincoln, England
Youth Pastor & School Outreach Coordinator 1988 - 1989

Human Service Center, Peoria, IL
Mental Health Counselor 1986 - 1988

Central Assembly of God, Peoria, IL
Youth Pastor & Family Life Coordinator 1982 - 1988
COMMUNITY, CHURCH, UNIVERSITY SERVICE

Pregnancy Care Center, Springfield, MO
**Board Member** 2008 – Present

University Planning Council, Evangel University, Springfield, MO
**Member** 2014 - Present

Make a Difference Day, Evangel University, Springfield, MO
**Faculty Sponsor** 2016 - January 2016

Impact Missions
**Faculty Sponsor** 2005 - 2015
Italy, Ireland, England, Germany, Croatia, Mardi Gras, Houston,
Chicago, Atlanta, St. Louis, Southeastern States Tour

Convoy of Hope, Springfield, MO

Central Bible College, Springfield, MO
**Mentor** 2006 - 2015

Oak Grove Assembly of God, Springfield, MO
**College & Career Sunday School Teacher** 2006 - 2008

PROFESSIONAL MEMBERSHIPS
- Ordained Minister, Assemblies of God, Illinois District, 1988
- Member, American Association of Christian Counselors
- Member, American Psychological Association
- Psi Chi Faculty Sponsor/Member, 2012-2016

AWARDS, PUBLICATIONS AND PRESENTATIONS
- Psi Chi Faculty Award
- Who’s Who Among America’s Teachers
- EU Faculty Blog, Summer 2015-2015
- You Are Loved Conference, Speaker/Preacher, January 2016
COURSES TAUGHT

Evangel University (2012 – Present)
- Introduction to Psychology
- Social Psychology
- Grief & Trauma Counseling
- Theories & Techniques of Counseling
- Pastoral Counseling
- Integration of Psychology & Theology
- Introduction to Counseling
- Introduction to Research Methods
- Human Diversity

Central Bible College (2004 – 2012)
- General Psychology
- Psychology of Human Relationships
- Adolescent Psychology
- Introduction to Counseling
- Sociology of Marriage & Family
- Grief Counseling
- Pastoral Counseling
- Multicultural Counseling
- Theories & Techniques of Counseling
- Marital & Family Therapy
- Biblical Theology of Counseling

- Introduction to Psychology
- Psychology of Adjustment
- Psychology of Gender
- Marriage & Family Therapy
- Adolescent Psychology
- Introduction to Sociology
E. GRANT JONES, Ph.D.

HOME ADDRESS:  
2957 S. Camber Ave.  
Springfield, MO 65809  
(417) 880-1724

OFFICE ADDRESS:  
Room 303, Trask Hall, Behavioral Sciences  
Evangel University  
1111 N. Glenstone  
Springfield, MO 65802  
(417) 865-2815 X8619

EDUCATIONAL BACKGROUND

PhD. in Counseling Psychology  
8/84 - 12/89  
University of Missouri, Columbia, Missouri  
Department of Educational and Counseling Psychology  
APA - Approved Program  
Advisor: Richard English, Ph.D.  
Director of Training: Richard Thoreson, Ph.D.  
3.89 G.P.A.

M.S. Guidance and Counseling  
8/78 - 5/84  
Southwest Missouri State University, Springfield, Missouri 65801  
Advisor: Ernest Purkey, Ph.D.  
3.8 G.P.A.

B.S. Psychology/Math/French  
8/73 - 5/77  
Evangel University, Springfield, Missouri 65802  
Advisor: Glen Bernet, Ph.D.  
3.8 G.P.A.

PROFESSIONAL EXPERIENCE

Professor,  
Evangel University, Springfield, Missouri 8/88 - Present

Responsible for teaching the following undergraduate courses: Physiological Psychology, Group Dynamics, Psychology of Personality, and Kenya practicum. Responsible for teaching the following graduate courses: Theories of Psychotherapy, Psychopathology, Addictions, Evidence-Based Therapy, Internship, Cross-cultural practicum/internship, and Physiological psychology. In addition, the following courses have been taught: Research Methods, Psychology of Parenting, Theories and Techniques of Counseling, Human Growth and Development, History of Psychology, Abnormal Psychology, Psychology of Learning, Practicum, Marriage and Family Therapy, and Introduction to Psychology.

Also function as the Program Coordinator for the undergraduate psychology program. This involves coordinating teaching assignments, scheduling of courses, and representing the program to Academic Council.

Visiting Professor/Speaker (1999 – present).

Teen Challenge, Inc.: Responsible for providing four regional in-service training sessions. Topics presented are: a) Conflict Management, b) Coping with the Fishbowl Syndrome, c) How to foster marital intimacy for Teen Challenge staff members.

Cape Theological Seminary, Cape Town, South Africa: Graduate course: Advanced Conflict Management
Tonga Bible School, Kingdom of Tonga- Graduate course: Advanced Conflict Management

Assemblies of God World Missions - Primary speaker for a five day retreat in Rome, Italy for missionary kids.

Global University, Beijing, China - Graduate Psychopathology course.

CAPS International Conference - The Jones Trauma Model

CAPS International Conference - The APA ethical mandate to address religious and spiritual issues in therapy.

MMHCA: The Jones trauma model.

Licensed Psychologist, Gateway Counseling Center, Inc.
Safe Harbor Counseling Center
Associated Psychological Services, Inc.
Springfield, MO 8/88-Present

Responsible for providing psychological services in a private practice setting. Services include individual psychotherapy, marital/family therapy, psychological assessments, neuropsychological evaluations, consultations, and speaking at workshops. Clients range from children to older adults.

Services rendered include treatment for anxiety disorders, affect disorders, adjustment disorders, post-traumatic stress disorders/sex abuse, dissociative disorders, pornography and weight management. Licensed as Psychologist in Missouri in April 1991.

Board Member, Christian Association for Psychological Studies (CAPS) 2008 - 2011.

Consultant/Director, Assemblies of God World Missions Department, Springfield, MO 1979-1993

Provided treatment services for returning adolescents and parents from overseas missionary work. Directed yearly extensive two-week summer re-entry treatment programs for adolescents returning to the United States and four week camps for those going overseas for the first time. Conducted a one-week retreat for missionaries in Mombassa, Kenya in August 1987, in the Philippines in January 1991, and in Spain in June 1994.

Psychologist in Training, Topeka VA Hospital, Topeka, KS 8/87-8/88

Internship involved three major rotations that included Neuropsychology, Chemical Problems Treatment Unit, and Inpatient Psychiatry. The Neuropsychology rotation emphasized the administration and interpretation of the Halstead-Reitan Battery and allied testing procedures, which culminated in comprehensive evaluative reports. Responsibilities on the inpatient Chemical Problems Treatment Unit and Inpatient Psychiatry included acting as psychologist on a multi-disciplinary treatment team, interpreting group-administered psychological tests, administering and interpreting individualized psychological tests, conducting treatment modules and groups, and consulting. The Inpatient Psychiatry rotation specialized in treating Post-traumatic stress disorders in Viet Nam Veterans.

Instructor, University of Missouri-Columbia 8/84-5/87

Responsible for teaching A208-Adolescent Development and A207-Child Development. Taught two sections each semester as well as one during summer school.

Assistant to the Dean of Students, Evangel University 8/82-6/84

Responsibilities included supervising/advising student activity organizations, directing
student leadership conferences, assisting in residence hall workshops, sitting on committees as representative from student life office, and counseling with disciplined students. This included representing the Dean at conferences involving student personnel services and supervising student functions.

**Counselor, Counseling Center, Evangel University 8/81-7/82**

Responsible for delivery of services to undergraduate students. Services included interpretation of C.P.I., M.M.P.I, S.C.I.I., and T-JTA, career and vocational counseling, individual psychotherapy, pre-marital and marital therapy, stress-management, and educational counseling. Clients concerns ranged from problem-solving skills to gender-identity issues and multiple personalities. In addition, conflict management services were provided to departmental personnel and staff. Supervisor: Larry Bass, Ph.D.

**Instructor, Evangel University 8/80-5/84**

Responsible to teaching beginning and advanced French courses for two years and then teaching Psychology courses (Mental Health and Adolescent psychology) for the next two years. Had regular faculty duties such as advising, committees, and supervision.

**Guidance Counselor and Teacher, Verona R-7, Verona, MO 8/77-5/80**

Responsible for teaching all the Mathematics and French courses for grades 7 - 12 for two years and being the high school counselor for one year. Duties included vocational assessment and counseling, individual assessment and counseling, academic advising, course planning, school assemblies, group testing, and I.E.P. staffing.

**Publication.**


This book traces the evolution of a missionary’s life from the moment of calling to retirement. It blends theory and pragmatics. It includes recommendations for sending agencies on care for their personnel from planning for deputational work to working in cross-cultural settings and then to reentry to their home country. It is now in its second printing.

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**CLINICAL EXPERIENCE AND TRAINING**

**Family Counseling Practicum.** Family Counseling Center, Columbia, MO 1/87-5/87

Responsible for providing psychotherapy to a wide variety of clients, which included families, couples, and individuals with presenting problems of alcohol/drug abuse, incest, suicide, abuse/neglect and violence. Participated in weekly training seminars, team meetings, individual/group supervision, and staff meeting. 6 credits/360+ hours. Supervisor: John Small, Ph.D. - Director and Psychologist.

**Neuropsychology Practicum.** Department of Neurology University of Missouri Hospital and Clinics 9/86-12/86

Responsible for diagnosis and assessment of learning disabled and mentally retarded-developmentally delayed patients, which included children, adolescents and adults. Assessments given include the following: personality, intellectual, educational, motor, sensory-perceptual, memory and speech. Other services included psychotherapy with vocational rehabilitation patient, monitoring research on treating a four-year-old homeosystinuric patient,
clinical interviews with parents, and participating in a treatment team. 3 credits/130 hours. Supervisor: Jim Koller, Ph.D. - Professor and Psychologist.

**Advanced Counseling Practicum.**  Counseling Services 1/85-5/85
University of Missouri - Columbia

Provided services to UMC students, staff and faculty. Services included psychological assessment, academic/vocational counseling, individual psychotherapy, marital counseling, family therapy, and assertiveness training. Six credits/250+ clock hours. Supervisor: Jim Irwin, Ph.D. - Director of Counseling Services.

**Group Counseling Practicum.**  Southwest Missouri State University, Springfield, MO 1/81-5/81

Responsible for co-facilitation a growth group of adolescent girls from divorced homes. Structured and unstructured treatment techniques were used. Three credits/75 hours. Supervisor: Gene Pratt, Ph.D. - Counseling Center

**Counseling Practicum I.**  Southwest Missouri State University, 1/81-12/81

Responsible for treating university students and community members. Services included individual psychotherapy, academic/vocational counseling, interpersonal relations, with special work done with borderline and grieving clients. Supervisor: Gary Wilson, Ph.D. - Guidance and Counseling Department.

**Reality Therapy Workshops**  Springfield, MO Summers, 1982 & 1984

Attended the first two basic workshops and have only one more to attend to become certified.

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### AREAS OF SPECIALIZATION

1. Depression, Anxiety, Trauma, and Dissociative Disorders
2. Marriages and Family and Human Sexuality
3. Human Development (Childhood and Adolescence)
4. Religious and Spiritual issues.

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### AWARDS AND SCHOLARSHIPS


Outstanding Graduate Teaching Assistant, Counseling Psychology: 1986 and 1987.


Ruth E. Norris Scholarship, College of Education, UMC – 1985

Governor’s Award for Excellence in Teaching, 2001
Heather Lake Kelly  
2118 S. Catalina Avenue, Springfield, MO 65804  
(831) 247-1490

**Purpose Statement**  
To serve Jesus Christ within Christian higher education through excellent teaching, mentoring, scholarship, and clinical practice as a psychologist.

**Summary of Qualifications**
- 15+ years of full time teaching in Christian universities.
- 10 years as a licensed psychologist.
- Spirit-filled Christian with long-standing roots in Pentecostal tradition.
- Married to ordained minister and co-pastored 3 AG church plants/replants.
- Theological training and passion for integration.
- Reputation for engendering excellent student scholarship.
- Commitment to faculty governance and collegiality.

**Education**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy.D. Clinical Psychology</td>
<td>Graduate School of Psychology, Fuller Theological Seminary, Pasadena, California</td>
<td>1994 - 1999</td>
</tr>
<tr>
<td>M.A. Theology</td>
<td>Graduate School of Theology, Fuller Theological Seminary, Pasadena, California</td>
<td>1994 - 1999</td>
</tr>
<tr>
<td>M.A. Clinical Psychology</td>
<td>Graduate School of Psychology, Fuller Theological Seminary, Pasadena, California</td>
<td>1994 - 1996</td>
</tr>
<tr>
<td>B.A. Psychology</td>
<td>Bethany College of the Assemblies of God, Scotts Valley, California</td>
<td>1990 - 1994</td>
</tr>
</tbody>
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**Employment Experience**

Professor of Psychology, Evangel University  
2014 - Present  
- Teach research coursework, as well as participate in psychology conferences and mentor student researchers in psychology.
• Course specialties include Research Methods, Experimental Psychology, Research Internship, Human Sexuality, Introduction to Statistics and numerous general education courses.
• Serve as rotating coordinator of the Midwest Christian Psychology Conference when EU hosts visiting schools to our campus.
• Serve as faculty sponsor of Christians for Biblical Equality chapter at EU.
• Teaching 15 or more credits per semester in traditional, online, and hybrid formats.

Associate Professor of Psychology, Southeastern University 2007 - 2014
• 7 years full time teaching in Psychology (B.A.) and Professional Counseling (M.A.).
• Course specialties include Social Psychology, Marriage & Family, Human Sexuality, Psychology of Religion, and Integration of Psychology & Theology.
• Committee work included Grants and Publications, Committee on Rank, and Writing Across the Curriculum Committee.
• Chaired Psychology task force to review and revise psychology curriculum.
• Facilitated Social Psychology research projects for all junior year Psychology majors.
• Served as Primary Investigator for honors students completing their Honors Theses.
• Served as Reader for Experimental Psychology students completing their experimental research projects.
• Faculty sponsor of Christians for Biblical Equality student chapter.
• Developed mentoring program for women students via faculty led small groups. Wrote small group curricula and leaders guides.
• Conducted premarital counseling for engaged student couples.
• Provided consultation for student residence staff as needed.
• Earned consistently high student, peer, and chair evaluations for teaching.
• Advised approximately 45 psychology students.
• Highly recommended for promotion in rank to Full Professor (2014).

Associate Tenured Professor of Psychology, Bethany University 1999 - 2007
• 8 years full time teaching in Psychology.
• Earned tenure in 2005. Promoted to Associate Professor in 2006.
• Course specialties included Counseling, Integration of Psychology & Theology, Human Sexuality, and Psychopathology.
• Supervised and edited the Senior Thesis Research Project and Oral Defense for all Psychology majors.
• Launched and Directed new, successful Master of Science degree in Clinical Psychology.
Director of Graduate Psychology Program, Bethany University 2004 - 2007

- Designed and revised the curriculum and program policies.
- Monitored compliance with state licensure board in CA.
- Recruited and supervised new faculty and staff.
- Established admissions criteria, interviewed, and selected applicants.
- Advised enrolled students.
- Helped to develop marketing strategies, managed program budget, and advocated for program needs.
- Facilitated the clinical and academic evaluation of all Psychology masters students for Advancement to second year, and again for Graduation.
- Developed the Practicum Handbook.
- Proposed new University Counseling Center.

Licensed Psychologist, California PSY#18917 2003 - 2013

- Maintained active status of license.
- Clinical work included psychological assessments, as well as individual and family treatment for adolescents, college age, adults, and seniors.

Registered Psychological Assistant, Santa Cruz private practice 1999 - 2003

- Accrued supervised clinical hours over 4 years conducting psychological assessments of children and adults, and providing individual, group, and family therapy.

Intern / Licensed Masters Level Psychologist, Family Guidance Center, Kansas 1998 - 1999

- Completed pre-doctoral internship providing therapy to abused and behaviorally-challenged children and families, providing crisis intervention, and assessing children, adolescents, and adults.
- Conducted live sessions with one-way mirror and ear-phone team supervision.
- Conducted parenting evaluations for court.

Psychology Assessment Clerk, LA County Hospital 1997 - 1998

- Completed psychology clerkship conducting neuropsychological assessments of bilingual and culturally diverse children and adults.
- Participated in grand rounds.
- Presented diagnostic assessment cases to team.


- 200 hours of classroom instruction with bilingual and culturally diverse children.

Professional Licenses
• Licensed Psychologist, State of California PSY 18917 2003 - 2013

Professional Memberships
• American Psychological Association (APA) since 1995
• Christian Association for Psychological Studies (CAPS) since 1999
• Christians for Biblical Equality (CBE) since 2010

Courses Taught
Evangel University:
• University Seminar
• Introduction to Psychology
• Psychology of Healthy Relationships
• Introduction to Statistics
• Applied Group Processes
• Research Methods
• Experimental Psychology
• Human Sexuality
• Guided Research
• Research Internship
• Marriage & Family Counseling

Southeastern University:
• Introduction to Psychology
• Marriage & Family
• Social Psychology
• Human Sexuality
• Psychology of Religion
• Integration of Psychology & Theology (graduate)
• Community Counseling (graduate)
• Human Sexuality (graduate)
• Holistic Pastoral Counseling (graduate)

Bethany University:
• General Psychology
• Personality Theory
• History and Systems of Psychology
• Adult Development & Aging
• Principles of Counseling
• Social Psychology
• Abnormal Psychology
• Human Sexuality
• Biological Psychology
• Research Methods
• Field Experience I & II
• Integration Seminar I, II, & III
• Integration of Psychology and Theology
• Senior Thesis
• Pastoral Counseling
• Addiction Assessment and Treatment
• Counseling Addictive Behavior
• Clinical Psychopathology (graduate)
• Clinical Case Formulation I (graduate)
• Human Sexuality (graduate)
• Clinical Case Formulation II and Defense (graduate)

Teaching Venues
• Traditional courses
• Undergraduate General Education courses
• Undergraduate Upper Division Major courses
• Graduate courses
• Online and Hybrid courses
• Weekend Professional Certificate courses
• Accelerated Evening courses
• Workshops/ Seminars

Selected Trainings Completed
• 3 hours: Healing Trauma; Interpersonal Neurobiology with Curt Thompson 2014
• 6 hours: Faculty Governance with Anita Henck 2013
• 2 hours: Emotional Regulatory Healing, with Juli Alvarado 2012
• 40 hours: MAPS Course for Adoptive Parents, Heartland for Children 2011
• 2 days: AG Faculty Seminar with Leonard Sweet 2009
• 4 hours: CPR Training 2009
• 6 hours: Self Harm: Assessment & Intervention, with Tracy Alderman 2006
• 6 hours: Clinical Supervision, with Ed Shafranske 2005
• 6 hours: The Brain throughout the Lifespan, with Daniel Amen 2004
• 7 hours: Bipolar Spectrum Disorders, with John Preston 2004
• 7 hours: What Works in Psychotherapy, with Scott Miller 2002
• 6 hours: Dual Relationships, with Ofer Zur 2001
• 12 hours: Strategic Family Therapy, with Chloe Madanes 1999

Selected Speaking Engagements
• Assessing Christian Counseling Outcomes from Client Characteristics Mar, 2016
  CAPS Conference, Pasadena, CA
• Assessment of Evidence Based Christian Counseling Sept, 2015
  AACC World Conference, Nashville
• Battle of the Sexes: Are Men and Women More Different or Alike? Feb, 2015
  Alternate chapel, Evangel University
• What Motivates Our Students to Go the Extra Mile? April, 2014
Dialogue on Excellence in Teaching, Southeastern University

- What Children Teach us About the Heart of God: Mother’s Day Service May, 2012
  Genesis Church, Highland City
- Ask Anything Chapel: Homosexuality February, 2012
  Southeastern University Chapel, Lakeland
- The Gift of Hospitality: Spiritual Gifts Series October, 2011
  Southeastern University Chapel, Lakeland
- Women in Leadership February, 2010
  Southeastern University Chapel, Lakeland
- Women and Authority: Exposition of 1 Timothy 2 October, 2010
  Genesis Church, Highland City
- Homosexuality and Transgender Issues: Workshop Presenter June, 2009
  AG Faculty Seminar, Springfield MO
- Leaving Well in the Body of Christ, Baccalaureate Speaker May, 2007
  Bethany University, Scotts Valley
- Brief Pastoral Counseling Seminar for Pastoral Staff Feb-March, 2006
  Bethany University, Scotts Valley
- Human Sexuality Clinical Training (8 CE hours) April, 2006 & 2007
  Bethany University, Scotts Valley
- Venus & Mars: Together on Earth October, 2005
  Bethany University Chapel, Scotts Valley
- Martha, Mary, and Jesus February, 2005
  Sojourners Church, Scotts Valley
- Marriage Enhancement Workshop 1 & 2 August & October, 2004
  Message of Peace International Church, South San Francisco

Research & Publications

Doctoral Dissertation:
Kelly, H. L. (1998). Gender differences in Alzheimer’s day-care patients on measures of behavioral, affective, and cognitive functioning. Reviewed and approved by Nancy S. Thurston, Psy.D., Committee Chair, and J. Galen Buckwalter, Ph.D.

Publications:

Volunteer Work/Ministry

- Children’s ministry at Evangel Temple, Springfield, MO 2014 - 2016
- Free consulting/counseling/mentoring at Southeastern University 2007 - 2014
- Co-pastoring church replant, renamed Genesis Church, Highland City, FL 2009 - 2014
- 2 years as foster parents to 2 children (aged 5 and 6) with intent to adopt 2010 - 2012
- Children’s ministry at Trinity Assembly of God, Lakeland, FL 2007 - 2009
- Co-pastoring new church plant called Sojourners Church, Scotts Valley, CA 2003 - 2007
- 1 year as Secretary of the Board, Monterey Bay Psychological Association 2001 - 2002
- 2 years facilitating support group for elderly in transition, Oak Tree Villa 2001 - 2003
- Children’s ministry at Christian Life Center, Santa Cruz, CA 2000 - 2002
- Co-pastoring church replant, renamed Pasadena Christian Center, CA 1995 - 1998

Noteworthy Assets

- Long history of high student ratings on course evaluations.
- Use of diverse teaching methodologies and strategies.
- Familiar with CACREP Standards.
- License eligible (as Psychologist) in MO.
- Familiarity with the Spanish language.
Roger Moore  
P.O. Box 1755  
Lebanon, MO 65536  
Phone (cell) 417-343-6615  
Home Email- rmoore1@socket.net  Work Email- moorer@evangel.edu

Education
Drury University  
BS Science, Criminal Justice
Missouri Police Chief’s Command College (2011-2012)
Lincoln University  
MA Criminal Justice/Sociology
Webster University  
Pending MA in Business and Organization Security Management

Professional Experience
Director of Public Safety
Evangel University (February 2014- Current)

Training Section Commander/Academy Director
August 2012-February 2014

Support Services Commander
Temporary assignment while the commander was away for three months

Uniformed Operations Section Commander
May 2008-August 2012

Academy Director
January 2005-May 2008

Patrol Sergeant
MSU (2001-2005)

Training Officer
Assigned to the Training Unit as Continuing Education Coordinator (1996-2001)

Community Policing Officer
Assigned as Police Area Representative (PAR Officer) 1995-1996

Patrol Officer
1994-1995

Adjunct Instructor
Drury University Law Enforcement Academy (1996-current)

Adjunct Professor
Evangel University Criminal Justice Program (2015-current)
Certifications & Honors and Licenses

State Director
American Society of Law Enforcement Trainers (1998-2001)

Missouri POST Subject Matter Expert
Defensive Tactics/Use of Force (1999-2001)

Generalist Instructor
Missouri POST Certified

Certified Staff Instructor-The Safe Approach
Personal safety training program for healthcare workers

Certified Associate Staff Instructor
- PPCT Defensive Tactics Instructor
- PPCT Spontaneous Knife Defense Instructor
- Disruptive Student Management
- PPCT Sexual Harassment
- Assault & Rape Prevention

Certified Instructor Trainer
- Aerosol Chemical Munitions Instructor
- GRASP Program (Ground Fighting for Law Enforcement)
- Chris Lien Arm Management Program (CLAMP)
- Lateral Vascular Neck Restraint (LVNR) (NLETC)
- Ground Defense/Control Tactics (NLETC)

Certified Instructor
- Incident Response to Terrorist Bombings
- Prevention and Response to Suicide Bombing Incidents
- Managing Civil Actions in Threat Incidents (Civil Disorder Events)
- Ripp Restraint System Instructor
- Laser Max Laser System
- Police Firearms & Range Operations (Springfield Police Dept.)
- Law Enforcement Physical Fitness Specialist (Cooper Clinic Certified)
- Law Enforcement Driving Instructor
- Verbal Judo (1999-2001)
- WMD Standardized Awareness Program (AWR 160)

Certified
- Hazardous Materials Technician
- Major Crime Investigator
- Field Training Officer
- Title IX Sexual Assault Investigator
Certified Training in:

Professional Memberships
Missouri Police Chief’s Association
ILEETA (International Law Enforcement Educators and Trainers Association)
ASIS (American Society for Industrial Security)
Christian Security Network

Courses Taught at Evangel University
BEHV 100 University Seminar- CJST
CJST/SOCI 241 Introduction to Criminal Justice
CJST 298 Field Observation in Human Services
CJST 372 Criminal Law & Procedure
CJST 423 Law Enforcement Organizations and Administration
CJST 498 Practicum in Criminal Justice
VITA

Lacey Nunnally, LCSW
3810 North Broadway
Springfield, MO  65803

Education

MSW, University of Southern Mississippi, Hattiesburg, Mississippi, 1982
B.S. Social Rehabilitation, University of Southern Mississippi, Hattiesburg, Mississippi, 1978

Employment and Experience

Assistant Professor, Social Work Program, Evangel University, Springfield, MO, 1995 - Present
Adjunct Professor, Social Work Program, Evangel University, Springfield, MO - 1994 -1995
Adjunct Professor, School of Social Work, Southwest Missouri State University, Springfield, MO 1999 - 2004
Medical Social Worker, MO Rehabilitation Center, Mt. Vernon, MO (9/92 - 6/96)
  • Contracted case management services to brain injured individuals
Long-term Care Consultant, 6 nursing homes in MO (9/92 - 6-97)
  • Trained and supervised nursing home social workers in Federal and State regulations
  • Conducted in-service training for nursing home staff in issues of dignity and quality of life
  • Developed community resource manuals
Long-term Care Social Worker, Price Hill Nursing Home, Cincinnati, OH, (11/88 - 8/92)
  • Director of Social Services

Long-term Care Social Worker, Goldcrest Nursing Home, Cincinnati, OH, 1987-1992
  • Director of Social Services

  • Provided counseling to geriatric clients
Medical Social Worker, Mississippi Methodist Rehabilitation Center, Jackson, MS, 1983 - 1984

- Provided medical social work to arthritis patients.

University Administrative Responsibilities

- Program Director
- Past administrative responsibilities include Faculty Liaison and Field Coordinator from 1995 to 2000.

Courses Taught

- Introduction to Social Work
- Practice I - Basic Generalist overview
- Practice II - Practice with Individuals and Families
- Practicum Integrative Seminar
- Sophomore Seminar
- Freshman Seminar
- Social Work Internship in Saipan - Northern Marianna Islands
- Case Management
- Parenting

Memberships

- National Association of Social Workers
- Council on Social Work Education
- Baccalaureate Program Directors
- NACSW - former member

Service to the Evangel Social Work Program

- Social Work Committee member
- Chair, search committee for faculty member
- Coordinated a practicum fair with over 30 agencies participating in 1998 and 2000 with Southwest Missouri State University - School of Social Work
- Coordinated Evangel University Social Work student involvement
  - Foster care child care during foster parent training on a monthly basis since 1995
  - Alzheimer's Memory Walks - yearly fundraiser
  - Mentoring children in Welfare to Work families
  - Celebration of National Social Work month

- Coordinated and conducted an international social work course in Saipan - Summer of 2000
• Liaison with the community and practice community
• Coordinated workshop on Borderline Personalities
• Coordinated teleconference on Violence through NASW
• Faculty Liaison to the Social Work Advisory Council
• Coordinated St. Patrick’s Day parade social work float

Service to the University
• Partners in Prevention – EU committee member
• Faculty Affairs committee member-Elected position
• Faculty Advisor for the Activities Board
• Evangel Behavioral Sciences Homecoming Committee
• Judiciary Council - PRN

Service to the Community
• Red Cross Volunteer – Disaster Mental Health worker in Joplin, MO
• State of Missouri - Children’s Division Advisory Council member
• Aids Project of the Ozarks – Board member
• City of Springfield Neighbor for Neighbor – Committee member
• Community Project of the Ozarks – UDTF – Higher Education Committee
• Adopt a Caseworker – Central Assembly of God liaison
• Homeless Count – Homeless Task Force
• United Way - Resource Allocations Committee
• Community representative to the Division of Social Services – CD Adoption Committee
• Community representative to the Division of Social Services – CD PPRT
• Domestic Violence training seminars for professionals, island clergy, and volunteers in Saipan, CNMI
• July 1998
• Central Assembly Church - Youth sponsor/group leader
• Hillcrest High School - Project Graduation Committee

Service to the Profession
• Coordinate and host free professional development seminars for local social workers
• Yearly coordinate numerous National Social Work Month activities for community
• NASW Missouri Chapter - Southwestern Unit Chairperson 1999-2001
• NASW Missouri Chapter Board Member - 1999-2002
• NASW March 2000 Annual Conference - Organized the unit conference "Navigating Challenging Issues in Social Work Practice and Administration"
• Southwest Missouri State University - Community Advisory Council 1997- 2003
• Consultant for Tri- County Counseling
• Consultant for Grace Christian Church-Social Services in Saipan, CNMI
• Past president of Missouri Chapter, SW Missouri Unit, of National Association of Social Workers
• Past president of Southwest Missouri Association of Social Services

**Honors**

• Evangel University E. M Estella Clark Award - 2006
• Outstanding Service Award - Evangel University - August 2000
• NASW Southwestern Unit Simkins/Jennings Catalyst Award - March 2000

**Professional Licensure**

Licensed Clinical Social Worker - Missouri 1992 - present
JEAN ORR  
7927 N. Devonwood Lane  
Fair Grove, MO 65648  
orrj@evangel.edu

EDUCATION

- **Doctor of Psychology.** Clinical Psychology  
  Forest Institute of Professional Psychology. Springfield, MO  
  1993

- **Master of Arts.** Clinical Psychology  
  Forest Institute of Professional Psychology. Springfield, MO  
  1988

- **Bachelor of Arts.** Psychology and Sociology  
  Evangel University. Springfield, MO  
  Summa cum Laude, Most Promising Psychology Graduate  
  1986

TEACHING POSITIONS

- **Associate Professor of Psychology: Evangel University.** Springfield, MO  
  August 2000 to present, Granted tenure.

- **Guest Instructor: Aruba’s Social Service Department and Local Pastors.** June 2012  
  Taught classes over “Compassion Fatigue” and “Basic Counseling Skills” to the country’s social  
  service department and to pastors and lay people in the churches. Also, provided counseling  
  services to those requesting it.

- **Adjunct Faculty Assignments:**  
  - **Bible College of Malaysia.** June 2009  
    - Intense one-week course entitled, “Basic Counseling Skills,” for undergraduate and  
      graduate students from 4 different countries.

  - **Assemblies of God Theological Seminary.** Springfield, MO  
    - Supervised and taught graduate Practicum students at Family Life Institute, the  
      Seminary’s mental health clinic open to the public (Spring 2002); Graduate counseling  
      courses: Psychopathology (Spring 1999-2001), Group Counseling (Fall 2000),  
      Psychological Tests and Measurements (Fall 1999), Child Psychopathology (Fall 2001),  
      Ethical, Legal, & Professional Issues (2002-2013).

  - **Evangel University.** Springfield, MO  

  - **Southwest Baptist University.** Springfield, MO  

  - **Drury University.** Ft. Leonard Wood and Lebanon, MO  

- **Staff Development Inservice Educator. Piney Ridge Center.** July 1992-July 1999  
  Professional topics included: Development of and Diagnostic Revisions to DSM-IV, Erikson’s  
  Psychosocial Theory of Development, Personality Disorders, Principles of Group Therapy,  
  Learning Disorders, Cognitive-Behavioral Therapy, Treatment Planning Process: Goals and  
  Objectives, Progress Note Documentation.

- **Guest Presenter Opportunities:**  
  - **CASA Inservices. Springfield, MO**  
    - Conduct Disorder, Oppositional Defiant Disorder, and ADHD.

  - **Conway High School. Conway, MO**
o Suicide Prevention and Assessment.

- Evangel University, Springfield, MO
  - Psychopathology (graduate course): Mental Disorders.
  - Abuse and Neglect: Presented in two classes on the topic of Sexually Abusive Youth
  - Introduction to Psychology: Practical Clinical Psychology.
  - Integration II (graduate course): Integration of Christian Belief and the Counselor.
  - Lifespan Psychology: Adolescent Identity Development.

- Evangel Temple Springfield, MO
  - Youth Group, Issues and Cycle of Grief.
  - Adult Education Class: Psychology of Religion.
  - Adult Education Class: Search for Significance.

- Local Church, Springfield, MO
  - Parenting Teenagers.

- National A/G Children’s Ministries Leadership Conference, Springfield, MO
  - Understanding and Dealing with ADHD within the Church.

- National Christian School Conference, Springfield, MO
  - Understanding ADHD and Implications for the Classroom.

- Parents as Teachers, Fair Grove, MO
  - The Benefits of Play.

**COUNSELING AND ASSESSMENT POSITIONS**

- **Psychologist**
  - Burrell Behavioral Health, Springfield, MO
  - August 1999 to present
  - Provide individual and family therapy for children, adolescents, adults, and their families. Provide marriage therapy and group therapy. Conduct clinical assessments, mental status exams, psychological evaluations, psychosexual evaluations, psychological testing, transfer summaries, discharge summaries, and treatment plans. Provide depositions and serve as expert witness in court.

- **Psychologist**
  - Evangel University Counseling Center, Springfield, MO
  - September 2001 - December 2001
  - Supervised a doctoral psychology intern in the provision of counseling services through the Counseling Center.

- **Psychologist**
  - Caring Communities: Weller, McGregor, and Campbell Elementary Schools
  - January 2000 to May 2001
  - Provided individual and family therapy. Conducted diagnostic interviews, psychological testing, treatment plans, and discharge summaries. Coordinated and consulted with the Principals, School Counselor, and teachers.

- **Psychologist**
  - Evangel University, Springfield, MO
  - November 1999 to May 2001
  - Conducted psychoeducational testing to identify learning disorders in students. Conducted psychological testing specific for adult attention-deficit hyperactivity disorder.

- **Psychologist**
  - Hillside Counseling, Waynesville, MO
  - July 1999 to August 2000
  - Conducted psychological evaluations, psychological testing, diagnostic interviews, and mental status exams.

- **Psychologist**
  - Piney Ridge Center, Waynesville, MO
  - October 1994 to July 1999
  - Provided individual and family therapy for children, adolescents, and their families at this residential treatment facility. Facilitated group therapies addressing topics of social/interpersonal skills, eating disorders, grief and loss, anger management, sexual abuse, and family issues. Conducted diagnostic interviews, mental status exams, psychological evaluations, psychosocial assessments, biopsychosocial assessments, psychoeducational evaluations, clinical formulations, psychological testing, and discharge summaries. Directed the treatment planning.
process. Supervised Counselor-in-Training Master prepared therapists and a post-doctoral Psychological Resident. Supervised graduate and undergraduate practicum students. Testified as an expert witness in court.

- **Psychologist** September 1996 to February 1998
  Skelton Counseling and Consulting, Waynesville, MO
  Provided individual and family therapy for children, adolescents, and their families. Conducted diagnostic interviews, psychological evaluations, and psychological testing. Attended IEP meetings through the local school districts to provide clinical assessment regarding clients.

- **Psychologist** September 1994 to December 1997
  Psychiatric Associates, Springfield, MO
  Provided individual and family therapy for children, adolescents, and their families. Provided marriage therapy. Conducted diagnostic interviews, psychological evaluations, and psychological testing. Attended IEP meetings at Springfield schools to provide clinical assessment regarding clients. Provided depositions for court.

- **Psychologist** June 1996 to July 1997
  Maranatha Village, Springfield, MO
  Provided individual and group therapy for nursing home residents. Conducted mental status exams, diagnostic interviews, psychological evaluations, and psychological testing.

- **Turning Point Group Facilitator** 1995
  Evangel Temple, Springfield, MO
  Received comprehensive training and then facilitated a group for those with life-controlling problems.

- **Psychological Resident** September 1993 to September 1994
  Behavioral Health Institute, Springfield, MO
  Provided individual, marriage, and family therapy. Conducted psychological evaluations and psychological testing. Provided depositions and testified as an expert witness in court.

- **Psychological Resident and Intern** July 1992 to September 1994
  Piney Ridge Center and Family Care Center, Waynesville, MO
  Provided individual, group, marriage, and family therapy. Conducted a variety of assessments and evaluations. Consulted with and provided recommendations to Head Start programs in Pulaski and Phelps Counties.

- **Counselor** September 1990 to May 1991
  Evangel University Counseling Center, Springfield, MO
  Completed graduate practicum. Provided individual and family therapy for university students. Facilitated support groups addressing personal growth, adult children of divorced parents, and grief.

**LEADERSHIP POSITIONS**

- **Mission Team Leader** January 2013
  Evangel University, Nairobi, Kenya
  Provided teaching and trauma-based group counseling to students at Teen Challenge as well as children at Kenya Kids orphanage, and high school students in the slums. Supervised Evangel students as they provided services. Provided debriefing groups for the Evangel students daily.

- **Mission Team Leader** March 2010
  Healthcare Ministries, Haiti
  Served as the psychologist on the trip along with a team of medical providers. Provided trauma-based counseling to various groups of people in Haiti following the earthquake of 2010. Provided group and individual counseling.

- **Mission Team Leader** March 2002
  Evangel University, Ecuador
  Ministered to children and adults through music, drama, puppets, and testimonies. Chaperoned students and supported missionary directors of the trip.

- **Leadership Advisory Committee Member** June 1999 to present
Royal Family Kids Camp, Evangel Temple, Springfield, MO
Organize and conduct a week of camp for abused, neglected, and abandoned children. Selected, interviewed, trained, and supported camp staff and counselors. Serve as Psychologist and Drama Coordinator. Served as Child Placement Coordinator.

- **Clinical Director**
  April 1998 to July 1999
  Piney Ridge Center, Waynesville, MO
  Oversaw clinical programs for ages eight to 18 including psychiatric residential, psychiatric day treatment, and sexually abusive youth residential. Directed the planning, development, implementation, supervision, and evaluation of clinical programs and services. Supervised Program Director, Primary Therapists, Psychological Resident, Pastoral Counselor, undergraduate psychology interns from Drury University and graduate practicum counseling students from Webster University. Directed the treatment planning process through the treatment team. Participated in facility leadership activities. Conducted Clinical Staff Meetings, Program Meeting, Discharge Planning Meeting, Difficult Case Analysis, and Interdisciplinary Work Groups. Developed plan for improving organizational performance. Developed peer review system. Created Behavior Management Plan including mission, philosophy, and level system. Developed and revised facility policies and procedures. Served as Acting Executive Director in the absence of the Executive Director.

- **Director of Professional Services**
  July 1997 to April 1998
  Piney Ridge Center, Waynesville, MO
  Directed and supervised the provision of professional treatment services to children, adolescents, and families. Supervised Primary Therapists, Substance Abuse Counselors, Activity Therapists, and Chaplain. Directed the treatment planning process. Participated in facility leadership activities. Conducted Program Meeting and Clinical Staff Meeting. Developed a graduate practicum site for Webster University counseling students.

- **Director of Psychology**
  October 1994 to July 1997
  Piney Ridge Center, Waynesville, MO
  Coordinated the provision of psychological services, particularly psychological evaluations and testing, for children, adolescents, and their families. Developed and implemented an undergraduate internship program for Drury University psychology students.

- **Fine Arts Coach and Editor**
  September 2002 to current
  Evangel Temple, Springfield, MO
  Coach drama solo, small drama group, large drama group, writing, spoken word, 3D art, sermon, children’s sermon, small children’s lesson.

- **Junior Bible Quiz Coordinator and Coach**
  August 1998 to 2008
  Evangel Temple, Springfield, MO

- **Foster Parent**
  Fall 2001 to Fall 2004
  Greene County, MO
  Together with my husband, participated in education and training to become foster parents. Fostered one girl and adopted her October 27, 2004.

- **Pastoral Care Group Member**
  Fall 1998 to 2000
  Evangel Temple, Springfield, MO
  Together with my husband, coordinated care for one of our pastors. Provided prayer support, encouragement, and fellowship.

- **Marriage Encounter Presenter/Prayer Couple**
  Spring 1997 to 1999
  Wrote a series of Marriage Encounter presentations with my husband. Served as a prayer couple for those attending Marriage Encounter.

- **Judge for Speech and Debate**
  Spring 2012 to current
  Fair Grove Schools, Fair Grove, MO
  Judged various categories of high school speech tournaments.
• **Residence Director**  
  August 1988 to June 1992  
  Evangel University, Springfield, MO  
  Managed residence hall of 180 students. Trained and supervised six resident assistants, three work-study students, nine hall officers, and 12 judiciary committee members. Led group devotions. Developed, implemented, and evaluated programs to meet student needs. Participated in work groups and disciplinary committees.

**RESEARCH**


• Designed and directed research to develop two outcome-based tests measuring effectiveness of treatment for children ages eight to 18 in long-term psychiatric care. One test is specific for the psychiatric residential population and the other for the sexually abusive youth population.

**PROFESSIONAL ASSOCIATIONS AND INTERESTS**

• Licensed Psychologist, Missouri  
• American Association of Christian Counselors  
• Christian Association of Psychological Studies  
• Christian Mental Health Association  
• Psi Chi Honor Society in Psychology  
• President of Professional Staff, Piney Ridge Center, 1998  
• Treasurer of Professional Staff, Piney Ridge Center, 1997  
• Fair Grove Lions Club Basketball Coach, 2nd grade  
• Fair Grove Elementary School Volunteer  
• Fair Grove PTO member

**Courses Taught at Evangel University**


**Responsibilities and Committee Assignments at Evangel University**

  Psychology Practicum Coordinator (2000-2013)  
  Psychology Program Committee  
  Clinical Mental Health Counseling Committee  
  Academic Probation Council Member  
  Student Affairs Committee  
  Critical Thinking and Moral Reasoning Committee  
  University Accountability Board  
  Founder’s Scholarship Interview Committee
Melody Darlene Palm  
Professional Vita  
April, 2016

Degrees

Forest Institute of Professional Psychology, (FIPP), Springfield, MO
- Clinical Psychology, (Doctorate/Psy.D)
- Psi Chi National Honor Society Member
- Magna Cum Laude, GPA 3.98

Assemblies of God Theological Seminary, (AGTS), Springfield, MO
- Counseling (Masters/MA)
- Marriage and Family Therapy Track (MFT)
- Kappa Delta Chi National Honor Society Member
- Summa Cum Laude, GPA 3.95

Bethany University, Santa Cruz, CA
- Multiple Subjects (Bachelors/BA)
- Clear California Teaching Credential
- Magna Cum Laude, GPA 3.75

Credentials

- Licensed Clinical Psychologist, State of Missouri
- Licensed Health Service Provider, State of Missouri
- Court Approved Expert Witness, State of Missouri
- Licensed Assemblies of God Minister
- Clear California Teaching Credential

Teaching/Educational Employment

- Professor of Counseling & Psychology  
  Evangel University, Adjunct 1998-1999, Full Time 2014 - present

- Professor of Counseling Psychology, Assemblies of God Theological Seminary,  
  Springfield, MO, Fall 1998 to current. Director of Counseling Department, 2004-2014

- Teach in the Master in Counseling Program (MAC), Practical Theology Department  
  & Doctorate of Ministry program at AGTS.

- Adjunct Professor, Evangel University, Springfield, MO, 1998-1999, Current
Visiting professor, to ATCEM, (Asia Theological Center for Evangelism and Ministry) Singapore, 2007 to current


Professional Psychology Experience

Palm Psychological Services, Springfield, MO, 2006-Current, Founder & Director, Licensed Clinical Psychologist


Safe Harbor Counseling Center, Springfield, MO, 2001 – 2002, Founding Director, Counselor

Assemblies of God Theological Seminary, 1998- Current, Adjunct, Assistant, Associate & Full Professor, Head of Counseling & Psychology Department. (Teaching, Supervisory, & Administrative roles)

Ozark Counseling Center, Springfield, MO, 1995 – 1996

International Ministry Involvement


Missions: Traveled to Southern India with Health Care Ministries; Offered psychological services, spiritual guidance, and evangelism. Purpose of these activities was to support the local Assemblies of God Church in its outreach to Tsunami survivors.

Education: Visiting Professor to ATCEM (Asia Theological Center for Evangelism & Missions.) Fall 2007, 2009.

Mentor: Holy Lands Study Tour, Sponsored by the Alliance for AG Higher Education, November 2010. (Accompanied 25 students from AG colleges around the country)

Professional Memberships and Community Service

Member of American Association of Christian Counselors (AACC)

Member of America Counselors Association (ACA)
♦ Board Member, Project Rescue Foundation

♦ Professional Consultation Committee Member, Mercy Hospital, Clinical Pastoral Education, (CPE), Springfield, MO.

♦ Representative for AGTS to: Substance Abuse and Mental Health Services Administration (SAMHSA). U.S. Department of Health and Human Services.

♦ National Board Member KidCare America, Inc., a national nonprofit after school mentoring program

♦ Co-facilitated CPE Interpersonal Growth Group for CPE, St. John’s Hospital, Springfield, MO.

♦ Mentor-Link: A small group mentoring project with students from AGTS, Evangel, and CBC.

♦ Board Member Cord of Three, a nonprofit organization serving needs of single mothers

♦ Consultant to Director of AG Chaplaincy

♦ Consultant to AGWM Directors of Personnel and of International Missions, AG

♦ Clinical Consultant to Victims Center. Non-profit agency serving victims of crime and abuse, Springfield, MO.

**Principal Writings and Publications**


♦ Ask Dr. Palm. Regular column in Woman’s Touch Magazine.

♦ Core Competencies for Clergy and Other Pastoral Ministers in Addressing Alcohol and Drug Dependence and the Impact on Family Members. Contributor to SAMHSA manual that helps faith communities address issues of substance abuse and dependence.

♦ Hands that Heal: International Curriculum to Train Caregivers of Trafficking Survivors, in cooperation with the Faith Alliance Against Slavery & Trafficking (FAAST). Co-
authored three chapters: “Psychological Consequences of Sexual Abuse & Spiritual Consequences of Sexual Abuse.”

♦ Desires in Conflict: Hope and Healing for Individuals Struggling with Same-Sex Attraction, Enrichment Journal, Fall 2010.


♦ When Should a Pastor Refer to a Professional Counselor? & How to Find a Counselor or Therapist? Two articles for Women Network Magazine; An Assemblies of God Publication for Women in Ministry Network.

Professional Presentations


♦ Ministering to the Abused – Women in Ministry Conference, Springfield, MO, Spring 2001


♦ Defeating Depression: Tools to Overcoming Depression, Assemblies of God School of Missions, 2006 & 2007

♦ Hands that Heal: International Curriculum to Train Caregivers of Trafficking Survivors. Presented curriculum at four day training sponsored by World Relief and Crisis Care International (Phyllis Kilbourn) (Co-presented with Dr. Beth Grant, editor of curriculum.)

A Biblical and Social Response to Same-Sex Attraction in the 21st Century. Faculty Conference 2010, Evangel University, Sponsored by the Alliance for AG Higher Education

Emotional and Spiritual Consequences of Sexual Trafficking. Human Trafficking Symposium, Sponsored by Project Rescues & AGWM, Kansas City, MO 2011, 2012

Serving with Integrity and Compassion: A Psycho Spiritual Paradigm for Effective Soul Care. Inaugural Lecture, Assemblies of God Theological Seminary,

Maintaining Emotional Well-being. Assemblies of God School of Missions, Springfield, MO, 2012

Trauma Training for Missouri Mental Health Providers, Springfield, MO, Summer 2012


Honors


Recipient of 2010 Alumni Award to Sigma Chi Pi Honor Society.

2006 Nominee for Ozarks Women of Distinction Annual Community Leadership Award—This award was sponsored by the Religious Studies and Women’s Studies department of Missouri State University.
HUBA ANN RAY
Associate Professor
Evangel University
1111 N. Glenstone
Springfield, MO 65802
417-865-2815
hubaray39@gmail.com

Professional Experience

Associate Professor
Evangel University
2008-present
Springfield, MO

School Diagnostician
Springfield R-XII School District
2008-present
Springfield, MO

SMSCA Southwest Counselor Mentor Trainer
DESE, Southwest District
2007-present

Graduate School Adjunct Professor
Evangel University, Springfield, MO
2004-2008
Missouri State University
Spring 2007

Elementary School Counselor
Springfield R-XII School District
1996-2008
Springfield, MO

Elementary Counselor Liaison
Springfield R-XII School District
2001-2002
Springfield, MO

School Psychological Examiner
Phelps School for the Gifted
1992-2008
Springfield, MO

Middle School Counselor
Springfield R-XII School District
1978-1996
Springfield, MO

School Psychological Examiner and Substitute Teacher
Fordland R-III School District, Fordland, MO,
1977-1978

Graduate Assistant
Missouri State University, School of Education and Psychology
1977-1978
Springfield, MO
Secondary Teacher
Nixa R-II School District, Nixa, MO

Education

Doctor of Education—Educational Leadership, Emphasis in Administration
Saint Louis University, St. Louis, MO
2000-2003

Master of Science in Guidance and Counseling
Missouri State University, Springfield, MO
1977-1979

Bachelor of Science in Education
Missouri State University, Springfield, MO
1970-1974

Certifications

Lifetime Certification

• Guidance Counselor K-12
• School Psychological Examiner K-12
• English 7-12
• Art K-12

Administration Certification

• Advanced Principal

Professional Counselor Certification

• Licensed Professional Counselor (LPC)
• National Certified Counselor (NCC)

Current Professional Memberships

• Southwest Missouri School Counselor Association (SMSCA)
• Missouri School Counselor Association (MSCA)
• Missouri Association of School Psychologists (MASP)

Professional Committees

• SMSCA Governing Board
• SMSCA Post-Secondary VP
• DESE Mentorship; SMSCA Mentorship Co-Chair
• DESE State Advisory Council for Counselor Educators
• DESE State Guidance Advisory Committee
• DESE State Mentorship Advisory Committee
• MASP Southwest Representative; MASP Board Member
**Trainer**

DESE Partnerships in Performance Based Evaluations (PRBE); Southwest Region Springfield Public Schools: Gifted Services and Inter-Reliability Assessments

**Recent Presentations**

*Digital Version of the WISC-V; Statistical Analysis of WISC-V, MASP Southwest Spring Regional Meeting, March 2016,*

**Publications**


Lisa A. Street, EdD, MSW, LCSW
3887 Rose Avenue
Springfield, MO 65803
417-988-0210
StreetL@evangel.edu

EDUCATION

2016 Doctor of Education (Ed.D.), University of Missouri-Columbia
Subject Area: Educational Leadership.

1997 Master of Social Work, University of Missouri-Columbia

1996 Bachelor of Social Work, *Summa cum Laude*
Certificate of General Honors, University of Missouri-Columbia

ACADEMIC APPOINTMENTS

**Assistant Professor & Coordinator of Field Education, Social Work Program**
Evangel University, Springfield, MO
August 2015 to present

**Clinical Assistant Professor & MSW Program Coordinator, School of Social Work**
Missouri State University, Springfield, MO
August 2014 to July 2015

**Clinical Instructor & Coordinator of Field Education, School of Social Work**
Missouri State University, Springfield, MO
August 2008 to July 2014

Courses Taught

<table>
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<tr>
<th>Prefix/Number</th>
<th>Title</th>
<th>Semester</th>
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<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology</td>
<td>Fall 2015, Spring 2016</td>
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<td>SWK 271</td>
<td>HBSE I Seminar</td>
<td>Spring 2016</td>
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<td>SWK 308</td>
<td>Social Justice (&amp; Honors Section)</td>
<td>Fall 2008, 2009</td>
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<td>SWK 332</td>
<td>Human Diversity</td>
<td>Spring 2016</td>
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<td>SWK 354</td>
<td>Social Policy I</td>
<td>Fall 2015</td>
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<td>SWK 420</td>
<td>Practice with Families &amp; Groups</td>
<td>Fall 2014</td>
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<td>SWK 471</td>
<td>Practice with Individuals &amp; Families</td>
<td>Fall 2015</td>
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<tr>
<td>SWK 480</td>
<td>BSW Integrative Seminar</td>
<td>Spring &amp; Fall 2010, Spring 2014-15</td>
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<tr>
<td>SWK 490</td>
<td>BSW Practicum in Social Work</td>
<td>Spring &amp; Fall 2010, Spring 2014-16</td>
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PROFESSIONAL PRESENTATIONS

Street, L. (October 2015). “Back to Basics: The Helping Process” at Greene County, Missouri Children’s Division, Staff Training Presentation, Springfield, MO.


Street, L., & White, A.R. (April 2012). "Putting the SUPER into Social Work Supervision" at the Missouri State University School of Social Work’s Continuing Education Series, Springfield, MO.


Street, L., & Street, C. (April 2011). “Courtroom Skills for Social Workers” at the Missouri State University School of Social Work’s Continuing Education Series, Springfield, MO and (November 2012) at Missouri State University School of Social Work’s Continuing Education Series, Joplin, MO.

Street, L. (March 2011). “Ethical Considerations with Involuntary Clients” at the Joplin Professional Social Workers Group’s 8th Annual Seminar for Professional Social Workers, Joplin, MO and (November 2011) at the Missouri State University School of Social Work’s Continuing Education Series, Springfield, MO.

Street, L., & White, A.R. (March 2011). “Peace & Love in Social Work Education and Supervision” at the National Association of Social Workers-Missouri Chapter Annual Conference, Osage Beach, MO.
Street, L. (March 2010). “Study Skills for Teens” at Programs for Youth Teen Life skills Training Program, Springfield, MO.

Street, L., & Bates, T. (March 2009). “KIDS: Kids in Drug Court Services” at the Missouri Association of Drug Court Professionals Annual Conference, Osage Beach, MO.

Street, L., Keys, R., & Davis, P. (May 2008). “KIDS: Kids in Drug Court Services” at the National Association of Drug Court Professionals Annual Conference, St. Louis, MO.

Street, L., & Keys, R. (October 2007). “Survival in Cases of Child Maltreatment & Parental Drug Abuse: Family Drug Court” at the Missouri Coalition of Children’s Agencies Annual Conference, Osage Beach, MO.

Street, L., & Keys, R. (June 2007). “Therapeutic Jurisprudence: The Drug Court Model” at the University of Pennsylvania’s One Child, Many Hands Annual Conference, Philadelphia, PA.


GRANTS AND CONTRACTS

- Street, L. (Spring 2010). MSW Student Stipend, Missouri Office of State Courts Administrator. Principal Investigator. Award: $7200.00.

- Sole or co-author of grant awards totaling over $1,780,000 in social work practice. Grantors included the Department of Justice, Bureau of Justice Assistance and the Robert Wood Johnson Foundation’s Reclaiming Futures.

PROFESSIONAL & SERVICE AFFILIATIONS

- Board Member, Programs for Youth (2009-2012)
- Member, Greene County Children’s Division Advisory Council (2009-2011)
- Member, Springfield Advocates for Youth (2011)
- Member, Greene County Domestic Relations Safe Havens Committee (2009-2011)
- Member, Greene County Child Permanency/Reunification Panel (2010)
- Community Representative, Greene County Children’s Division Adoption Staffings and Case Reviews (2011-2013)
- Member, Missouri Association for Social Welfare (2013-present)
- Member, National Association of Social Workers (2008-2013)
- Board Member, Missouri Association of Drug Court Professionals (2005-2008)
• Member, Missouri Association of Drug Court Professionals (2004-2009)

• UNIVERSITY SERVICE

• University Committees
  • Member, University Hearing Panel, Office of Student Conduct (fall 2014-summer 2015)

• College Committees
  • Member, College of Health & Human Services Scholastic Appeals Committee (fall 2013-spring 2015)
  • Member, College of Health & Human Services Budget Committee (fall 2010-spring 2012)
  • Faculty Fellow, College of Health & Human Services Living Learning Community (fall 2009-spring 2010)

• Department Committees
  • Chair, MSW Program Committee (fall 2014-present)
  • Member, MSW Program Committee (fall 2008-spring 2010)
  • Member, BSW Program Committee (fall 2008-spring 2014)
  • Chair, Continuing Education Committee (fall 2011-spring 2013)
  • Member, Continuing Education Committee (fall 2010-fall 2011, fall 2013-spring 2014)
  • Co-Chair, Program Evaluation Committee (fall 2008-fall 2010; committee discontinued)
  • Chair, Ad Hoc Retention & Dismissal Committee (fall 2009-spring 2010)
  • Member, Ad Hoc Field Education Committee (fall 2014)
  • Chair, School of Social Work Clinical Faculty Search Committee (fall 2011-spring 2012)
  • Member, School of Social Work Director Search Committee (summer 2014, spring 2015)
  • Member, School of Social Work Faculty Search Committees (fall 2010, spring 2010, 2013)
  • Member, Ad Hoc Graduation Planning Committee (fall 2008-2009)
  • Faculty Advisor, Alpha Delta Mu Social Work Honor Society (fall 2008-present)
  • Faculty Mentor to Field Education Per-Course Instructors (fall 2008-spring 2011)
  • Member, School of Social Work Community Advisory Board (fall 2008-present)
  • Member, School of Social Work Student Advisory Board (fall 2010-present)
HONORS AND AWARDS

- Nominee, Curtis P. Lawrence Excellence in Advising Award, Missouri State University, Spring 2011
- William Bryan Myers Memorial Scholarship Recipient, University of Missouri-Columbia MSW Program, 1997
- University of Missouri Social Work Alumni Association Outstanding BSW Student Award, 1996
- Phi Alpha Social Work Honor Society
- Phi Eta Sigma Academic Honor Society
- Golden Key Academic Honor Society
- Phi Kappa Phi Academic Honor Society
LARRY A. TOLL, Ph.D.
PROFESSOR OF HISTORY
BEHAVIORAL/SOCIAL SCIENCES DEPARTMENT
EVANGEL UNIVERSITY
1111 NORTH GLENSTONE AVENUE
SPRINGFIELD, MO  65802
417-865-2815 EXT. 8225
toll@evangel.edu

Education
Ph.D.   Social Science (American History), Ball State University, 1990
M.A.    American History, Ball State University, 1984
B.A.    History, Ball State University, 1982

Teaching Experience
Evangel University, Springfield, MO, Associate Professor of History, 2006-2013; Professor of History, 2013-present
Brewton-Parker College, Mount Vernon, GA, Assistant/Associate Professor of History, 1991-2006
Ball State University, Muncie, IN, Instructor of History, 1990-1991.

Courses Taught
America to 1877                      Britain since 1763
America since 1877                   Early Christian Era
Western Civilization to 1648         Early American Republic, 1783-1848
Western Civilization since 1648      Colonial America
World Civilization to 1547           Twentieth Century US
World Civilization since 1547        Nineteenth Century Europe
American Revolution                  Twentieth Century Europe
American Civil War                   Era of World War I
American Military History            Era of World War II
Ancient Roman Republic               Old South
Ancient Roman Empire                 American Indians
Trans-Mississippi West
Trans-Appalachian Frontier
Nationalism and Sectionalism, 1828-1860
Mexican-American War
Introduction to Public History

Living History Interpretation
Introduction to Museums
Museum Administration
Cross-Cultural Communication

Community Service
Board Member, Greene County (Missouri) Historical Society
Volunteer, Fort Scott National Historic Site, Kansas.
Volunteer, Fort Gibson Historic Site, Oklahoma.
Volunteer, Nathan Boone Home, Ash Grove, Missouri.
Civil War living historian/re-enactor, 1979-present.
Historian of the Daniel Boone Chapter, Frontiersman Camping Fellowship, Southern Missouri District
Royal Rangers, 2013 to the present.
Certified Instructor, Royal Rangers Gulf Region, 2013 to the present.
Royal Rangers Commander/Assistant Outpost Coordinator Life 360 Church, Springfield, MO 2009-present.
Royal Rangers Commander, First Assembly of God, Vidalia, Georgia, 2005-2006.

Non-Teaching Responsibilities
Seasonal Park Ranger, Wilson’s Creek National Battlefield, Republic, MO, 2008-present.
Academic Advising, Evangel University, 2006-present.
Orientation Committee Member, Brewton-Parker College, 1993-1998.
Steering Committee Member, SACS Self-Study, Brewton-Parker College, 1998-2000.
Chair, Institutional Effectiveness Committee, SACS Self-study, Brewton-Parker College, 1998-2000
Dissertation


Professional Organizations

Oklahoma Historical Society

National Association for Interpretation

Scholarly Programs

“Reading, Writing and Ciphering: Education in Rural Missouri in 1861.” Historical interpretive program written for Wilson’s Creek National Battlefield, 2014.


“The Civil War as an Evangelical Awakening,” presented at Evangel University Annual Spiritual Awareness Week, 2011.


“Hardtack and Coffee: the Common Soldier in the Wilson’s Creek Campaign.” Historical interpretive program written for

Wilson’s Creek National Battlefield, 2009.


Civic Organizations

Sons of Union Veterans of the Civil War
Greene County Historical Society

Honors

Mack Jordan Excellence in Teaching Award, Brewton-Parker College, 2006.
Bryan Rampey Distinguished Faculty Award, Brewton-Parker College, 2006.

Memberships in Honorary Organizations

Phi Alpha Theta
Pi Gamma Mu
Sigma Tau Delta
Education

Doctor of Philosophy, Counselor Education and Supervision
Regent University, Virginia Beach VA  
CACREP accredited Program
GPA 4.0  
May, 2015

Master of Social Work
Missouri State University, Springfield MO  
CSWE accredited program
GPA 3.92  
May, 1999

Bachelor of Social Work
Evangel University, Springfield MO  
CSWE accredited program
Graduated Magna cum laude  
May, 1998

Licensure

Licensed Clinical Social Worker  
2001-present
Granted by Missouri Division of Professional Registration-Committee for Social Workers-

University Administrative Experience

Department Chair for the Behavioral and Social Sciences  
August 2009-Present

- Coordinate and manage six undergraduate academic disciplines to include Criminal Justice, Psychology and Social Work, Social Science, Government and History, and interface with 250 plus students who major in the department.
- Oversee Masters of Science in Counseling Program (CMHC), with over 50 students
- Hire and retain full-time faculty and adjunct professors for each of the academic disciplines.
- Mentor and supervise the 10-15 adjunct professors who teach in the undergraduate programs
- Evaluate and supervise 25 full-time and adjunct professor in the department
- Act as the administrative liaison between the Behavioral and Social Sciences and the Evangel Administration to include Directors, Vice- Presidents and the President.
- All other administrative duties for an academic department to include staff management, budget, curriculum review, course scheduling, faculty evaluations and student worker evaluations.

Academic Honors-Tenure and Promotions

Promoted to Associate Professor, Evangel University, Springfield MO  
August 2013
Awarded the Orville Mills Young Faculty Award, Evangel University  
May 2011
Awarded Tenure, Evangel University  
August 2008
Teaching Experience

Evangel University

Associate Professor of Social Work and Counseling (tenured)  
August 2001- present

- Teach Graduate Counseling courses *(Course descriptions located on pg.6)*
- Teach Junior and senior level social work courses
- Create and maintain syllabi to meet all accreditation standards
- Oversee BEHV-100 University Seminar for incoming freshman student success.
- Have taught departmental elective courses as needed
- Utilize various forms of pedagogy to include lecture, discussion, groups, guest speakers, presentations, research paper, and visual materials.
- Proficient in the university online learning system, CANVAS, to supplement course work.

Evangel University

Field Coordinator  
August 2001-present

- Oversee, coordinate and manage the Field sequence of the CSWE accredited Social Work Program.
- Coordinate and assist between 15-20 students per year in obtaining a 9-month field internship (practicum), to include: recruiting new agencies, interviewing students for current and new agencies, acting as a liaison between the students and agencies, and trouble-shooting issues.
- Provide annual training for 10-15 agency clinicians.
- Supervise all senior social work students in their 450-hour field internship (practicum).
- Evaluate all students during in-agency field visits twice per semester, for a total of 4 times per year
- Serve as a consultant and resource for field supervisors.
- Supervise all senior social work students during weekly seminar class, to include theory integration.
- Assess field program yearly to include 50 page report with data analysis from 6 different instruments

Professional Clinical Experience

Consultant/Supervisor  
May 2003- Present

- Approved with the State of Missouri as a independent clinical supervisor.
- Serve as an independent off-site supervisor for Master level social workers obtaining their license.
- Meet weekly and review cases while providing consultation for ethical dilemmas, difficult client issues, program development and other supervisory functions.
- Provide supervision trainings for agencies and organizations surrounding the topic of clinical supervision

Clinical Social Worker /Therapist- Private Practice  
August 2001- May 2003

- Conducted weekly therapy sessions with adolescents and families and surrounding emotional and behavioral issues
- Utilized cognitive behavioral, solution-focused, and family systems theories as primary therapeutic orientation
Medicaid provider

Boys and Girls Town of Missouri, Springfield MO
Clinical Social Worker/Therapist November 1999-August 2001
- Clinical social worker/therapist for a caseload of up to 15 troubled adolescents in a long-term residential facility.
- Conducted education and therapy groups on to address social skills, anger management, and other relevant issues.
- Met weekly with teens to provide individual therapy, education, and skills training.
- Worked in a multi-disciplinary team to develop treatment plans.
- Intervened extensively with knowledge of treatment tools such as the DSM IV, Psychiatric tests and measures, and psychotropic drugs.
- Assisted Juvenile Officers and Division of Family Service workers with clinical judgment, client information, and conferencing with the treatment team.

Lakeland Regional Hospital, Springfield MO
Social Worker/Clinical Case Manager June 1999-November 1999
- Served as unit social worker for 20 adolescents ages 11-14.
- Completed bio-psycho-social history for all new admissions in addition to developing Master Treatment Plans including specified goals and objectives.
- Intervened with crisis intervention for both patients and family members.
- Participate in daily multidisciplinary team meetings.
- Assessed and hot-lined (referred to authorities) any suspected adolescents dealing with possible abuse and neglect.

Study Middle School, Springfield MO
Social Work Practicum Spring 1999
- Completed 525 hour practicum placement
- Assessed middle school students experiencing academic and emotional difficulties by utilizing social histories, genograms, and formal assessment devices.
- Conducted weekly sessions with a caseload of 15 students, utilizing behavioral, structural, and reality therapies.
- Conducted home visits for assessments and family interventions.
- Co-led a weekly conflict management and educational groups for students.
- Participated in weekly team meetings involving teachers and social workers.
Publications


Unpublished Manuscript, in process:

Conference Presentations


Community Trainings and Presentations

Annual Student Field Instruction Practices and Expectations August 2001-2012
Evangel University, Springfield MO,

Effective Supervision
National Social Work Month, Springfield, MO. March 2015
Greene County Children’s Division, Springfield MO. August 2012

Teens and Sexuality
Evangel Temple, Springfield MO

February 2012

Assemblies of God Theological Seminary Church Administrators, Springfield MO
**Strength-based Interventions**  
Assemblies of God Hillcrest Children’s Home, Hot Springs, AR  
September 2010

**Anger and Faith**  
Evangel Temple, Springfield MO  
October 2009

**Boundaries for Teens**  
Missouri Baptist Children and Family Ministries, Springfield MO  
October 2008

**Strength-Based Interventions**  
Missouri Baptist Children and Family Ministries, Springfield MO  
August 2008

**Team Work**  
Missouri Baptist Children and Family Ministries, Springfield MO  
May 2008

**Therapeutic Interventions**  
Missouri Baptist Children and Family Ministries, Springfield MO  
May 2007

**Child Abuse and Neglect Issues**  
National Girls’ Ministries Training Springfield, MO  
August 2008

**Basic Counseling Skills** and **Abuse and Neglect Issues**  
Teen Challenge USA, Regional Trainings for (8 trainings in all)  
2003-2005

**Courses Taught and Descriptions**

**COU 598- Internship in Counseling (4)**  
This is a multi-semester course resulting in one credit for each of 75 hours of internship activity with a supervision seminar focusing on the integration of theory and practice. This weekly supervision seminar supplements the supervision students are receiving at their internship sites. The seminar is conducted using a clinical staffing format in which students present cases, and discuss therapeutic, diagnostic, ethical, faith integration, and treatment-planning issues encountered at their internship site. Didactic instruction occurs on an as needed basis relevant to the issues presented by students. The seminar instructor maintains contact with the interns' site supervisor throughout the year. Six total credit hours are required for the degree which should correspond to 450 hours (225 must be direct [face-face] client therapy contact) of supervised counseling services.

**SWKA 233- Introduction to Human Services (3)**  
Learners will study the philosophy, historical development, and major concepts of human services. The course serves as an introduction to the many facets of human services as a profession, including practice with special populations. Learners will be challenged to develop an understanding of the integration of professional practice with Christian perspectives.

**PSYC/SWK 333- Helping Relationship Theories and Skills (3)**  
A study of the core communication skills essential to helping relationships. Basic listening and action-oriented skills within the context of professional values and a multi-disciplinary theory base, including issues related to working with diverse populations.
PSYC/SWK 336- Abuse and Neglect in U.S. Families (3)
A study of abuse and neglect in the U.S. and across the lifespan. Topics of sexual, physical, and emotional abuse and neglect are addressed. Theoretical models of understanding the phenomena and treatment for both the victim and offender. Attention is given to developing a framework for the church's response to families in crisis.

SWK 354- Social Policy I (3)
Survey of the American social welfare system and related fields of practice. The course examines major social welfare policies from various perspectives in light of current political and economic trends. Attention is given to social work values and ethics related to the social welfare system with a focus on at-risk populations and the impact of social and economic justice issues. The role of the church within social welfare system is addressed.

SWK 471- Social Work Practice II (3)
Second in a sequence of three social work practice courses. Utilizes the Generalist problem solving model for intervention with individuals and families with a focus on diverse client systems. Additional material is presented related to issues of mental illness, medications and related interventions.

SWK 472- Social Work Practice III (3)
Third in a sequence of three social work practice courses. Utilizes the generalist problem solving model for intervention with groups, communities and organizations. Includes a capstone macro community project with a leadership focus, and group development to include a 6-stage outline creation.

SWK/SOCI 480- Research Methods (3)
This course has been designed to give students a basic understanding of the research process and the skills to design individual research projects. This course is part one of two parts designed to allow students to work through the issues relating to research in social welfare and social work practice. Issues related to the role of scientific inquiry in social work will be addressed as well as specific issues related to research design.

SWK 499- Integrative Seminar (2)
Capstone course for the Social Work Program. Integrates a Generalist perspective of theory, methods, skills, and values of practice from prior and current Social Work courses, with knowledge and experience gained in the student's field placement. Provides students an opportunity to discuss practice concerns and learning contract/program objectives.
Steven Skipper Gause

3897 N. Franklin Ave. Springfield, MO 65803  863-393-8234  sjgause0706@hotmail.com

Current Positions

Assistant Basketball Coach
Evangel University  August 2009-Current

Compliance Officer- Athletics
Evangel University  May 2013-Current

Adjunct Faculty
Evangel University & James River Leadership College  August 2009-Current

Courses taught: Integration of Christian Belief and the School Counselor,
Theory of Basketball, Psychology of Healthy Relationships, Advanced Developmental,
Counseling (Graduate Level)

Education

M.S in Psychology/ School Counseling  Dec. 2003
Evangel University, Springfield, Missouri

B.A. in Missiology: Emphasis on Inner City  May 2001
Evangel University, Springfield, Missouri
3.82 GPA Magna cum Laude

Counseling Experience

Guidance Counselor
George Jenkins High School, Lakeland, Florida  July 2006-June 2008
Fulfilled the duties of a high school guidance counselor which include individual counseling,
academic advising, career counseling, crisis intervention, state testing, and assistance with
curriculum development

Guidance Counselor
Frostproof Middle-Senior High School, Frostproof, Florida  July 2003-June 2006
Fulfilled the duties of a high school guidance counselor which include individual counseling,
academic advising, career counseling, crisis intervention, state testing, and assistance with
curriculum development

Athletic Coaching Experience

High School Head Basketball Coach
George Jenkins High School  2006-2008
Director of basketball operations for 5A school including but not limited to game
management, practice planning, facilities management, budgeting, fundraising, preseason
conditioning, and off-season workouts
High School Assistant Coach, Basketball 2003-2006
Frostproof Middle-Senior High School, Frostproof, Florida
Coached team in drills, practice, and game preparation; head junior varsity coach for three seasons; director of off-season and preseason workouts

Graduate Assistant Coach, Basketball 2001-2003 Seasons
Evangel University, Springfield, Missouri
Coached team in drills, practice, and game preparation; scouted opponent teams, film breakdown, and provided game plans; participated in recruitment of high school athletes.
Team won the 2002 NAIA Division II National Championship
JAMES W. HOWSER
4319 N. Jenni Court
Ozark, MO  65721
(417) 582-1274

EDUCATION:
M.A., University of Central Oklahoma
Criminal Justice Administration 1999

B.A., Central Missouri State University –
Criminal Justice and Sociology 1994

WORK HISTORY:
Evangel University 2008 – Present
Adjunct Criminal Justice Teacher

State of Missouri Probation and Parole 2001 – Present
Probation and Parole Officer II

United States Army/Navy Reserve Force 1990 – Present
Petty Officer – Yeomen

Oklahoma State Office of Juvenile Affairs 1995 – 2001
Juvenile Justice Specialist II

EXPERIENCE DESCRIPTION:

- Conducted intake interviews with offenders, families and victims
- Assessed the needs and risk levels of offenders to determine the appropriate supervision strategy
- Recommended placements and appropriate levels of care to the Court
- Cooperated with public and private agencies and law enforcement agencies in matters relating to assigned offenders
- Served as a liaison to treatment facilities and community agencies to the Court
- Coordinated efforts of psychological, chemical dependency and educational treatment staffs to ensure the Court’s orders are being met
- Analyzed department policy and monitored budget expenditures for all cases assigned to caseload
- Maintained ongoing records of supervision activity and submitted reports to the designated legal authority
- Administered and observed breathalyzer and urinalysis testing on offenders
- Prepared statistical and other reports of work activities
- Served as the Court Liaison Officer to Green County 2006-2010
- Served as In-Take Training Instructor
- Served as the District 10 Absconder Specialist 2007-Present
PROFESSIONAL TRAINING:

- Conflict Resolution and Decision Making
- Multi-Systematic Therapy
- Effective Stress Management
- Effective Communication in Management
- Public Speaking
- Financial Management

COURSES TAUGHT AT EVANGEL UNIVERSITY

- CJST 353- Corrections in America
- CJST 334- Criminal and Delinquent Behavior
Professional Work Experience

Springfield, Missouri Police Department 1994-Present

- **Criminal Investigations Division Commander (Captain)** 2013-present
  - Responsible for the overall command of criminal investigations city wide; including the following investigative sections; Persons Crimes, Property Crimes, Special Investigations. The sections included the following units; Violent Crimes, Special Victims, Property Crimes, Financial Crimes, Cyber Crimes, Vehicle Theft, Robbery/Homicide, Narcotics and Special Investigations (Gang Unit).

- **Patrol Division Commander (Captain)** 2012-2013
  - Responsible for the overall command of operations for the south district; included the Traffic Section, Missouri State University Sub-Station and seven patrol squads.

- **Commander of the Criminal Investigations Section (Lieutenant)** 2009-2012
  - Responsible for overall command of the following units; Violent Crimes, Persons, Financial Crimes, Property, Vehicle Theft, Cyber Crimes, and the Administrative Unit.

- **Commander of the Special Investigations Section (Lieutenant)** 2008-09
  - Responsible for overall command of the following units; Narcotics/Special Investigations, including officers assigned to the DEA Task Force.

- **Commander of the Traffic Section (Lieutenant)** 2007-08
  - Responsible for the overall command of the following units and personnel: two traffic squads, LSOA investigators, and a DWI officer. Responsible for state and federal grant writing and reporting. I also represented the Department on the Traffic Advisory Board, MODOT Blueprint Committee, and other traffic related boards.

- **Academy Director (Sergeant)** 2001-05
  - Responsible for supervising both the Academy and in-service training for the Springfield Police Department. At the time, the SPD had a contractual agreement with Drury University; therefore, I also served as the Academy Director for the Drury Basic Law Enforcement Academy. As the Academy Director, I was involved in the management of a $1.2 million dollar grant awarded to the police department.

- **Patrol Supervisor (Sergeant)** 1999-01 and 2005-07
  - Responsible for the supervision of a north side patrol squad of ten officers and a Corporal. Responsibilities included: manpower resource allocation, crime scene investigation and management, rapid deployment operations in special response situations, personnel
evaluations, class two internal affairs investigations, and day-to-day supervision of patrol operations.

- **COP Supervisor (Corporal/Acting Sergeant) 1998-99**
  - Responsible for the largest unit in the Department with twelve officers and three corporals, four police sub-stations, and the Department’s Public Information Officer. Implemented problem-solving strategies for neighborhoods, planned and applied the adoption of the Crime Prevention Unit into the COP Unit, and crossed trained officers for the dual role. Assigned and reviewed investigations conducted by the three corporals assigned to the unit. Also responsible for the organizing and planning of the Department’s response to major events such as Park Days, Ozark Empire Fair, First Night Out, National Night Out, and Fat Tuesday. Worked with the section commander on budgeting and implementation of federal grants involving community policing. While supervising the unit, oversaw the restoration of the Department’s 1891 jail, which was made into a museum and downtown sub-station.

- **Public Information Officer 1997-98**
  - Responsible for writing press releases, conducting press conferences and interviews, speaking at public engagements, and responding publically to major events. I was also involved in recruiting prospective police officers, developing a recruiting brochure, and publishing and editing the Department’s 1998 Yearbook. I was then transferred to COP Unit after being promoted to the rank of Corporal.

- **Crime Prevention Officer 1996-97**
  - Responsible for security surveys of homes and businesses, conducting crime prevention programs for businesses, such as armed robbery prevention, internal theft prevention and burglary prevention. I also developed a seminar for hotel/motel operators on recognizing drug trafficking activities at their businesses.

- **Patrol Officer 1994-96**
  - Responsible for calls for service, traffic accident investigation, traffic enforcement, preliminary criminal investigations, crime scene investigations, and pro-active and directed patrol activities.

**Juvenile Officer for the 26th Circuit Court of Missouri 1983-94**

- Responsible for the supervision of an office staff, investigating child abuse and neglect cases, criminal offenses committed by persons under the age of seventeen, preparing cases for court, and supervising offenders placed on probation by the court.

**Laclede County Sherriff’s Office 1985-88**

- Officer for the Drug Task Force and Heavy Equipment Theft Task Force. Worked in the patrol and investigative section. Wrote the Department’s Reserve Officer’s Manual and served on the Reserve Review Board.

**Adjunct Instructor**

- **ITT-Technical College 2009-2011**
  - Criminal Justice Instructor
- Drury University 2010-present
  - Leadership and Ethics Instructor
  - Organizational Policy and Law
  - Case Preparation

- Evangel University 2015 – present
  - Criminal Investigations

**Education**

Tiffin University 2001-03
- Master of Science in Criminal Justice

Springfield Police Academy 1994

University of Missouri- Basic Law Enforcement Academy 1983

Central Missouri State University 1981-84
- Bachelor of Science in Criminal Justice Administration and Broadcasting and Film

**Professional Development**

Police Senior Management Institute 2015

IACP program for Leadership in Police Organizations 2014

Northwestern University School of Police Staff and Command 2011
- Served as Class 317 President

Northwestern University Traffic Commander School 2008

Northwestern University School of Supervision 2001

Missouri Highway Patrol School of Supervision 2000

**Accreditations**

- Missouri POST Certified Generalist Instructor
- Registered Investigator, American College of Forensic Examiners
- Certified Medical Investigator III, American College of Forensic Examiners

**Professional Memberships**

- Missouri State Investigators Association 2010-Present
  - Vice President 2011-2012
  - President 2013-Present
• Past Board of Directors of Registered Investigators  
  ❖ American College of Forensic Examiners 2009-2014

• American Society of Industrial Security 2012-Present

• Member of Missouri Police Chief’s Association 2013-Present

**Awards**

• Lebanon Downtown Optimist Club Law Enforcement Officer of Year 1987

• Victims’ Memorial Brick Placement 2010
  ❖ Awarded by Springfield Victims’ Center for work with crime victims

**Springfield Police Department Committees**

• Chairman of the Leadership Council

• Past Chairman of the SPD Uniform Committee

• Past Chairman of the SPD Yearbook Committee (1998)

• Member of the SPD 150th Anniversary Committee

• Past Chairman of the Intelligence-Led Policing Committee

• Member of the SPD Training Advisory Board

**Community Involvement**

• Chairman of the Family Violence Task Force

• Board of Directors Ozarks Fighting Back

• Springfield Public Schools Committee on Violence Prevention

• Member of the Mt. Zion Freewill Baptist Church

• Board of Directors for the Lebanon Area Sports Hall of Fame

• Past President of the Lebanon Downtown Optimist Club

• Western District of Missouri Optimist Club Lieutenant Governor

• Past President of Lebanon R-3 School Board

• Past President of Lebanon Babe Ruth World Series Committee

• Past President of Lebanon Babe Ruth League

• Past President of Lebanon Bambino Baseball League
• Appointed to Governor Ashcroft’s Blue Ribbon Committee on Children’s Health/Education and Welfare

• Republican nominee for Laclede County Sheriff in 1992
Worl Experience

- **Evangel University, Springfield, Missouri**
  Missionary in Residence, August 2016 – Present

- **KAG EAST University, Nairobi, Kenya**
  - Oversee the University responsible to the Chancellor, Board of Trustees, and University Council
  - Continue to direct the student missions program for the institution
  - Notes: EAST grew from 330 students in 2008 to 1764 in 2016. EAST became KAG EAST University and now includes KAGE (diploma), GU (correspondence), EAGS (MA), and PATHS (PhD East Africa). The University received the Letter of Award of Charter dated April 14, 2014 from the Commission for University Education, Government of Kenya. A new campus was built (2011-2014) opened at Kitengela and expanded to Career Courses in January 2015. The first PhD graduate and the first career course graduates came in 2016.
  - Develop and oversee the academic programs of the institution
  - Continued to direct the student missions program of the institution
  Faculty Member, May 2001 – June 2004 (furlough year July 2003 – June 2004)
  - Teach courses as assigned
  - Direct the student missions program of the institution

- **Assemblies of God World Missions, Springfield, MO**
  - Served on the Kenya Field Leadership Team with various responsibilities
  - Serve on the Kenya Assemblies of God Mission Commission as secretary
  - Lead 29 missions trips, planted 22 churches in Kenya, and ministered among 12 Unreached People Groups

- **Rosslyn Academy, Nairobi, Kenya**
  Superintendent, August 2012 – July 2013
  - Oversee the K – 12 international Christian school for one year during the leave of absence of the superintendent. Note: During the year I was CEO of both EAST and Rosslyn. We saw both schools grow and building expansion took place.

- **Valley Full Gospel Chapel (A/G), Healy, Alaska**
  Pastor, July 1992 – December 1999
  - Pastoral duties
  - During this time I was a bi-vocational minister
  - Note: The church had been through difficulties as previous pastors had been asked to leave. We saw the church develop into health once again. We were able to build a parsonage while we were there and the next pastor stayed about ten years.

Note: From November 1990 to June 1992 I worked odd jobs in ND and AK and served at Nenana (AK) Assembly of God as a volunteer minister while God helped us heal and we prepared for ministry again.
Assembly of God, Bottineau, ND
Pastor, July 1987 – November 1990
• Plant the church and develop it
• During this time I was a bi-vocational minister
• April 5, 1989 Ordained to Preach
• Note: We were able to plant the church getting land and a building. The Sunday school, worship ministry, lady’s, men’s and children’s ministries were developed.

Trinity Bible College, Ellendale, ND
Youth Pastor, Student Ministries Director, Volleyball Coach, August 1983 – June 1987
• Youth Pastor, we started and developed the youth ministry for the campus church
• April 1984 Licensed to Preach
• I began as the coordinator for Student Ministries and then became the director
• I started the Volleyball program and coached for four years. We won the national championships.

Education
• Pan Africa Theological Seminary, Lome, Togo (KAG EAST University, Nairobi, Kenya)
  PhD in Theological Studies concentrations in Missions and Leadership, July 2016
  • Dissertation Title: A Strategic Framework for Planting Churches among Somalis in Kenya with the Kenya Assemblies of God
  • Summa Cum Laude CGPA 3.98, Delta Epsilon Chi Honor Society, John V. York Missio Dei Award

• Global University (East Africa Graduate Studies), Springfield, MO (Nairobi, Kenya)
  MA Ministerial Studies - Leadership, December 2008
  • Delta Epsilon Tau Honor Society CGPA 4.0, 36 cr. hrs.

• Trinity Bible College, Ellendale, ND
  BA Bible/Theology; minors Missions and Music, May 1984
  • Magna cum Laude Honor Society CGPA 3.6, 139 cr. hrs.

• Grantsburg High School, Grantsburg, WI
  High School Diploma, May 1980
  • Magna cum Laude, Top 10% of class

Additional Skills
• Mission and Vision: I have found in the various positions that it is important to preserve the mission of the organization while expanding the vision.
• Administration: I have served as a leader and under leaders. Administration is an areas I enjoy.
• Teaching: I have always enjoyed teaching. In the classroom I feel alive as I inspire students to fulfill their God-given gifts.
• UPG Passion: I strongly believe the every person in every parish should do everything possible to reach every people group. I have led Bible school students and US teams on mission trips to hard areas and unreached people group and have been involved in one UPG (the Rendille) being removed from the UPG list.
• Leadership: Leading has been part of my life since high school and college. Capacity has grown from a few students in a Bible study group to leading organizations with scores of employees and multimillion-dollar budgets. Yet in it all I am conscience that unless God gives favor it will not succeed.
Trenton Sims  
1182 S. Strasbourg  
Springfield, MO 65802  
(417) 880-9073  
Trenton.a.sims@gmail.com

**Education**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science, Political Science</td>
<td>Southern New Hampshire University</td>
<td>Expected July 2018</td>
</tr>
<tr>
<td>Master of Science, Community Economic Development</td>
<td>Southern New Hampshire University</td>
<td>July 2015</td>
</tr>
<tr>
<td>Bachelor of Arts, Public Administration</td>
<td>Missouri State University</td>
<td>May 2011</td>
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</table>

**Employment History**

<table>
<thead>
<tr>
<th>Company</th>
<th>Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evangel University</td>
<td>Adjunct Professor</td>
<td>January 2016 to Present</td>
</tr>
<tr>
<td>Ozarks Regional YMCA</td>
<td>Development Specialist</td>
<td>July 2015 to Present</td>
</tr>
<tr>
<td>Community Partnership of the Ozarks</td>
<td>Director of Community Collaborative Initiative</td>
<td>July 2012 to July 2015</td>
</tr>
<tr>
<td>Habitat for Humanity of Springfield, MO</td>
<td>Community Development Coordinator</td>
<td>October 2010 to July 2012</td>
</tr>
</tbody>
</table>

- Grant writing
- Assist with program development
- Cradle-to-Career Collective Impact Model and Achievement Gap Initiative
- Local Sprouts
- Support LIHTC application
- Developed the Neighborhood Revitalization Initiative with HFHI consultant
  - Created family selection process for home repair programs
  - Oversaw volunteer projects
  - Managed Federal Home Loan Bank grant for $280,000
- Grant writing
Grant and tax credit management and compliance
  • o NAP tax credits
  • o MHDC tax credits
  • o Federal SHOP grant
  • o Federal NSP funds

Air Force Reserve
  July 2005 to July 2013
Air Crew Flight Equipment Technician
  • Maintain flight equipment for A-10 fighter pilots
  • Served a short tour in Afghanistan

Missouri State University
  August 2008 to May 2011
Student Community Action Team
  • Supported MASRU loan program at American Red Cross
  • Conducted emergency military communications with families during deployment
  • Worked at Make-A-Wish Foundation

Missouri State University
  August 2009 to September 2010
Center for Social Science and Public Policy
  • Collected political survey data for Dr. Calfano
  • Analyzed data in SPS
  • Assisted with survey design

**Volunteer Experience**

Drew Lewis Foundation at the Fairbanks
  March 2015 to Present
Volunteer
  • Grant writing
  • Painting

Court Appointed Special Advocate
  August 2012 to March 2016
  • Visits to foster children
  • Court reports
  • Represent child during FST meetings

**Awards**

2010 Presidential Service Award – Gold
2008-2009 Member of the Year – Student Community Action Team at MSU
Brian Upton  
241 Sage Rd.  
Ozark, MO 65721  
417-224-4170  
uptonb@evangel.edu

PRESENT POSITIONS
Evangel University  
Director of Counseling Services  
1111 N. Glenstone Ave.  
Springfield, Mo. 65802

UpWord Counseling Services: Private Practice  
241 Sage Rd.  
Ozark, Mo. 65721

Evangel University  
Adjunct Faculty  
1111 N. Glenstone Ave.  
Springfield, Mo. 65802

EDUCATION

Ph.D. Regent University, 2014  
Major: Counselor Education and Supervision

M. A. Assemblies of God Theological Seminary, 1997  
Major: Professional Counseling

B. S. Missouri State University, 1993  
Major: Psychology

PROFESSIONAL LICENSES AND CERTIFICATIONS
Licensed Professional Counselor  MO License# 2001003596

GRADUATE TEACHING EXPERIENCE

Evangel University, Springfield, MO

- Fall 2004 Integration of Christianity and the Counselor/Therapist
- Fall 2015 to current Career Counseling
UNDERGRADUATE TEACHING EXPERIENCE

Evangel University, Springfield, MO

- Spring 2010 to current  Christian Development and Life Planning
- Fall 2013 to 2016  Psychology of Healthy Relationships
- Spring 2014  Behavioral Sciences Seminar
- Spring 2006 to 2009  Adult and Prior Learning Assessment
- Fall 2005  Psychology of Religion
- Spring 2005  Marriage and Family Counseling
- Fall 2004  Integration of Christianity and the Counselor
- Spring 2004  Abnormal Psychology
- Fall 2003  Abnormal Psychology

PROFESSIONAL WORK EXPERIENCE

May 2003-present  Counselor and Clinical Director, Evangel University Counseling Services, Full-time mental health counseling, Springfield, MO
Jan 2006-present  Counselor and Owner/Operator, UpWord Counseling Services, Private practice mental health counseling with an emphasis in marital and premarital counseling, Springfield, MO
Aug 2003-present  Adjunct Faculty in the Behavioral Sciences and Adult Studies Departments, Evangel University, Springfield, MO
2004-present  Missouri approved LPC Supervisor
May 2001-Aug 2003  Primary Therapist: Lakeland Regional Hospital, Springfield, MO
Oct. 1998-May 2001  Intake Assessment Specialist: Lakeland Regional Hospital, Springfield, MO

PROFESSIONAL MEMBERSHIPS

- American Counseling Association
- Association for Counselor Education and Supervision
- American Counseling Association of Missouri
- Christian Association for Psychological Studies
PROFESSIONAL PRESENTATIONS

March 2012  “Involvement, Influence, and Impact within Professional Organizations”, Co-presented with Sherie Malcom, Meagan Jones, and Dr. Linda Leitch-Alford at the Christian Association for Psychological Studies International Conference, Washington, D.C.

NON-REFEREED PRESENTATIONS

Sept. 2011  “Where’s The Line? How to develop appropriate personal and professional boundaries in leadership” - Leadership Forum, Evangel University, Springfield, MO

May 2011  Poster board presentation at Regent University – Summer, 2011 (Multicultural Counseling)

Feb. 2009  “Dealing with Separation Anxiety” – CASA in-service, Greene County Division of Family Services, Springfield, MO

Jan. 2008  “Forgiveness and Childhood Abuse” – Part of the Faces of Forgiveness Symposium – Evangel University, Springfield, MO


PUBLICATIONS


OTHER PROFESSIONAL ACTIVITIES

Feb. 2012  Development and implementation of “How to Love” Marriage and Relationship Conference, Clearwater Assembly of God, Exuma, Bahamas

2003-present On-site supervisor for accredited Masters Level Students completing practicum and internships, Evangel University, Springfield, MO

2003-present Development and implementation of annual pre-marital seminars with sessions on communication, conflict resolution, finances, sexuality, family matters, spirituality, and couple strengths, Branson, MO
2005-present  Underage Drinking Task Force (UDTF) – as part of the Community Partnership of the Ozarks (CPO) - works to prevent underage drinking through education, intervention, and targeted program initiatives, Greene County, MO

2009-present  Partners in Prevention – Both statewide through the University of Missouri and Evangel University chapters - coalition focused on preventing high-risk drinking among Missouri’s college students

2003-present  Eating Disorder Coalition of the Ozarks – Member
Reba A. Woolverton

Skills and Abilities
- Work effectively with both adolescent and adult populations
- Excellent communication skills
- Self-motivated; able to set effective priorities and implement decisions to achieve immediate and long-term goals and meet operational deadlines
- Strong interpersonal abilities; professional, organized, team player, diplomatic, trustworthy

Education
1995 Southwest Missouri State University Springfield, MO
Master of Science, Guidance & Counseling
1977 Warner Southern College Lake Wales, FL
Bachelor of Arts, Church Ministry Minor: Psychology
1976 Polk Community College Winter Haven, FL

Professional Experience
2008 – present Evangel University Springfield, MO
Adjunct Faculty
2013 – present Evangel University Counseling Center Springfield, MO
Therapist
2010-2013 Cox Heath Systems Springfield, MO
Manager of Psychiatric Unit
- Managed 39 member multi-disciplinary team
- Managed budget and day-to-day operations of inpatient psychiatric unit.
1991 – 10/2010 Cox Health, Center for Addictions Springfield, MO
Treatment Coordinator
- Provide marital/family counseling
- Act as director in absence of director
- Coordinated opiate replacement caseload
- Performed health assessment and provided health education
- Lectured on topics related to health, addictions and family systems
Guidance Counselor
1990-1999 Springfield Public Schools Springfield, MO
Parent Educator
- Provided in-home parenting education for ages birth - 5 years
- Conducted developmental screening in children ages 1-4 years
- Taught monthly group meetings to pregnant teens and teen mothers
1993-1994  Springfield Public Schools  Springfield, MO

**Classroom Teacher, Bailey Alternative School**
- Taught parenting to pregnant and parenting teens
- Coordinated social service agencies
- Supervised site nursery

1983-Present  Private Practice  Southern Illinois and Southwest Missouri

**Consultant, Trainer, Prevention Specialist**
- Performed independent consulting and training in prevention services
- Consulted for area educators, religious leaders and social service agencies
- Provided staff in-services and training sessions
- Lectured junior and high school students on topics ranging from pregnancy prevention to substance use and abuse

1988-1990  Alton Head Start  Alton, IL

**Head Start Nurse**
- Coordinated health, mental health, nutrition, and disabilities programs
- Provided staff development and parent training
- Identified and coordinated services for at-risk and medically and emotionally handicapped children

1983-1988  Family Services/Visiting Nurse Association  Alton, IL

**Maternal Child Health Coordinator**
- Coordinated services for low income pregnant women and adolescents
- Taught prenatal and Lamaze classes to low income pregnant women
- Presented programs in area churches, schools, and civic organizations to create awareness of teen pregnancy
- Supervised R.N.’s providing direct client services
- Assisted in writing grant proposals
- Prepared quarterly and annual reports for Illinois Department of Public Health

**Professional Licenses**
- Registered Nurse, Georgia and Missouri
- Licensed Professional Counselor, Georgia and Missouri
- Eligible for Missouri Certification for Guidance and Counseling, 7-12
- Eligible for Missouri Teaching Certificate K-12 Health
Lindsay Wray, MSW, LCSW  
Licensed Clinical Social Worker

Education

<table>
<thead>
<tr>
<th>June 2004-May 2005</th>
<th>Southwest Missouri State University</th>
<th>Springfield, MO</th>
</tr>
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<tbody>
<tr>
<td>Masters of Social Work</td>
<td>Cumulative GPA: 3.9</td>
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<tr>
<td>Concentration: Family Health</td>
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<table>
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<tr>
<th>January 2000-December 2003</th>
<th>Evangel University</th>
<th>Springfield, MO</th>
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<tbody>
<tr>
<td>Bachelors of Social Work</td>
<td>Cumulative GPA: 3.9</td>
<td></td>
</tr>
<tr>
<td>Concentration: Generalist Practice</td>
<td>Graduated Summa cum Laude</td>
<td></td>
</tr>
</tbody>
</table>

Professional Experience

August 2016- Present  
Evangel University  
Springfield, MO

- Adjunct Faculty member teaching Juvenile Delinquency.

November 2011- Present  
Compass Counseling  
Springfield, MO

- Mental Health Counselor providing individual and family therapy to children, youth and adults.
- I work closely with children that are referred as well as the agencies or institutions they belong to.

June 2014- September 2015  
Life360 Church Parkcrest  
Springfield, MO

- Children’s Ministry Assistant and Early Childhood Coordinator.
  This position included a vast array of tasks including financial budgeting, weekly planning, overseeing volunteers, coordinating Kids Camp, constant communication with parents and children, assisting the children’s Pastor and obtaining supplies for any events put on by the Children’s Department.

August 2007-August 2011  
Good Samaritan Boys Ranch  
Brighton, MO

- Residential Therapist for troubled boys ages 12-18yo.
- Provided Case Management for a caseload of 10-12 boys.
- Conducted Individual, Family and Group therapy as part of the Residential Treatment Program.
- Co-Founded a therapeutic group on Grief after the death of a parent, and also co-founded a Loss group which focused on helping children in foster care deal with the many losses they have endured.

August 2005-July 2007  
Missouri Baptist Children and Family Ministries  
Springfield, MO

- Family Foster Care worker as part of first collaborative in Greene County involved in privatized case management for the Children’s Division. I was promoted to Family Foster Care supervisor after one year and managed 60 protective service cases as well as four case workers.
- As a case worker managed a caseload of 15-18 children ages 0-21 years old
- Worked to provide services to foster children, biological parents and foster parents
- Worked closely with the Greene County Children’s Division, Greene County Juvenile Office, and treatment team members including Guardians ad Litem, Juvenile Officers, families, foster parents and attorneys.
- Managed cases from the day children enter foster care until they reach permanency including Adoption, Guardianship, and reunification with a parent
- As Supervisor was responsible for keeping workers and program accountable to Performance Based Contract standards, Children’s Division Standards, and MBCH.

June 2004-May 2005  
Missouri Mentoring Partnership  
Springfield, MO

- Graduate Assistant in teen parent and worksite programs
- Managed caseload of youth and teen parents ages 15-21 years old
- Developed and implemented program curriculum and activities
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 worldview, 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 of various components of 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 court 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.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td><strong>G1</strong>-1. Understand the role and function of law enforcement agencies</td>
<td>BEHV 100</td>
</tr>
<tr>
<td>and officers</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>G1</strong>-2. Understand and articulate the many components of the United</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>States courts system</td>
<td></td>
</tr>
<tr>
<td><strong>G1</strong>-3. Understand and analyze the corrections system in the United</td>
<td></td>
</tr>
<tr>
<td>States, to include local, state and federal agencies</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>G2</strong>-1. Analyze and critique why people commit crimes</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>G2</strong>-2. Develop and understanding and process on how to treat citizens</td>
<td></td>
</tr>
<tr>
<td>when they do commit crimes</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>G2</strong>-3. Use theoretical frameworks supported by empirical evidence</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>to understand individual and societal development and behavior</td>
<td></td>
</tr>
<tr>
<td><strong>G3</strong>-1. Students will effectively identify, collect and process</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>evidence</td>
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</tr>
<tr>
<td><strong>G3</strong>-2. Students will learn and demonstrate effective interviewing</td>
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<tr>
<td>techniques</td>
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</tr>
<tr>
<td><strong>G3</strong>-3. Students will learn and demonstrate effective techniques of</td>
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<tr>
<td>interrogation</td>
<td></td>
</tr>
<tr>
<td><strong>G3</strong>-4. Illustrate effective communication skills through report</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>writing</td>
<td></td>
</tr>
<tr>
<td><strong>G3</strong>-5. Analyze and apply techniques of crime scene reconstruction</td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>G4</strong>-1: Understand and function within standard organizational design</td>
<td></td>
</tr>
<tr>
<td><strong>G4</strong>-2: Understand and analyze the legal and political aspects of</td>
<td></td>
</tr>
<tr>
<td>law enforcement administration</td>
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</tr>
<tr>
<td><strong>G5</strong>-1: Demonstrate discretion in working with the public</td>
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<tr>
<td>Course Objective</td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>G5-2: Describe and utilize ethical principles in all areas of criminal justice</td>
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</tr>
<tr>
<td>G5-3: Understand and demonstrate professional and appropriate behavior in regards to civil liability</td>
<td></td>
</tr>
<tr>
<td>G6-1: Understand and articulate issues of constitutional law</td>
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</tr>
<tr>
<td>G6-2: Understand and articulate Supreme Court decisions governing the activities of law enforcement officers pertaining to arrest, search and seizure, and detention</td>
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</tr>
<tr>
<td>G7-1: Demonstrate a practical knowledge through experience of a criminal justice agency of the student’s choice</td>
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<tr>
<td>G7-2: Apply knowledge and skills within a practicum field setting</td>
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<tr>
<td>G7-3: Act in a manner consistent with Christian values and professional ethics</td>
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<tr>
<td>G8-1: Apply a Christian world view to all aspects of course work and field experiences</td>
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<tr>
<td>G8-2: Understand the role that Christians have within every facet of the criminal justice system</td>
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<tr>
<td>Key to Course Prefixes and Numbers</td>
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<tr>
<td>------------------------------------</td>
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<tr>
<td>SOCI 111 Intro to Sociology</td>
<td>CJST 210 Introduction to Statistics</td>
</tr>
<tr>
<td>SOCI 223 Social Psychology</td>
<td>CJST 241 Intro to Criminal Justice</td>
</tr>
<tr>
<td>SOCI 232 Social Problems</td>
<td>CJST 296 Sophomore Seminar</td>
</tr>
<tr>
<td>SOCI 332 Human Diversity and Behavior</td>
<td>CJST 334 Criminal and Delinquent Behavior</td>
</tr>
<tr>
<td>SOCI 337 Urban Sociology</td>
<td>CJST 335 Drub Abuse and Alcoholism</td>
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<tr>
<td></td>
<td>CJST 336 Abuse-Neglect/US Families</td>
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<td></td>
<td>CJST 342 Juvenile Delinquency</td>
</tr>
<tr>
<td></td>
<td>CJST 353 Corrections in America</td>
</tr>
<tr>
<td></td>
<td>CJST 372 Criminal Law and Procedure</td>
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<tr>
<td></td>
<td>CJST 422 Criminal Investigation</td>
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<td></td>
<td>CJST 498 Practicum</td>
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<td></td>
<td>PSYC 234 Child Psychology</td>
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<td>PSYC 235 Adolescent Psychology</td>
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<td>PSYC 237 Lifespan Development</td>
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Criminal Justice Program Assessment Tool Grid

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tool</th>
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</thead>
<tbody>
<tr>
<td>Test Items</td>
<td>Paper</td>
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<tr>
<td>G1--1. Understand the role and function of law enforcement agencies and officers</td>
<td>x</td>
</tr>
<tr>
<td>G1-2. Understand and articulate the many components of the United States courts system</td>
<td>x</td>
</tr>
<tr>
<td>G1-3. Understand and analyze the corrections system in the United States, to include local, state and federal agencies</td>
<td>x</td>
</tr>
<tr>
<td>G2-1. Analyze and critique why people commit crimes</td>
<td>x</td>
</tr>
<tr>
<td>G2-2. Develop and understanding and process on how to treat citizens when they do commit crimes</td>
<td>x</td>
</tr>
<tr>
<td>G2-3. Use theoretical frameworks supported by empirical evidence to understand individual and societal development and behavior</td>
<td>x</td>
</tr>
<tr>
<td>G3-1. Students will effectively identify, collect and process evidence</td>
<td>x</td>
</tr>
<tr>
<td>G3-2. Students will learn and demonstrate effective interviewing techniques</td>
<td>x</td>
</tr>
<tr>
<td>G3-3. Students will learn and demonstrate effective techniques of interrogation</td>
<td>x</td>
</tr>
<tr>
<td>G3-4. Illustrate effective communication skills through report writing</td>
<td>x</td>
</tr>
<tr>
<td>G3-5. Analyze and apply techniques of crime scene reconstruction</td>
<td>x</td>
</tr>
<tr>
<td>G4-1: Understand and function within standard organizational design</td>
<td>x</td>
</tr>
<tr>
<td>G4-2: Understand and analyze the legal and political aspects of law enforcement administration</td>
<td>x</td>
</tr>
<tr>
<td>G5-1: Demonstrate discretion in working with the public</td>
<td>x</td>
</tr>
<tr>
<td>G5-2: Describe and utilize ethical principles in all areas of criminal justice</td>
<td>x</td>
</tr>
<tr>
<td>G5-3: Understand and demonstrate professional and appropriate behavior in regards to civil liability</td>
<td>x</td>
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<td>Objective</td>
<td>G6-1</td>
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<tr>
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<tr>
<td>Understand and articulate issues of constitutional law</td>
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<tr>
<td>Understand and articulate Supreme Court decisions governing the activities of law enforcement officers pertaining to arrest, search and seizure, and detention</td>
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<tr>
<td>Demonstrate a practical knowledge through experience of a criminal justice agency of the student’s choice</td>
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<td>Apply knowledge and skills within a practicum field setting</td>
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<tr>
<td>Apply a Christian world view to all aspects of course work and field experiences</td>
<td></td>
</tr>
<tr>
<td>Understand the role that Christians have within every facet of the criminal justice system</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Fields of Study</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>GOVT 202, 221, 322, 341, 345, 498</td>
</tr>
<tr>
<td>International Relations</td>
<td>GOVT 347, 348, 349, 350, 364, 270-370</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>GOVT 272, 322, 323, 334, 349, 391, 435, 498;</td>
</tr>
<tr>
<td></td>
<td>CJST 372; COMM 441; MGMT 331, 332; NBUS 333 (available for prelaw students only)</td>
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</table>
## Curriculum Map and Assessment Tools for the Government Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Courses</th>
<th>Assessment Tool</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Test Items</td>
</tr>
<tr>
<td><strong>Program Core:</strong></td>
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<td></td>
</tr>
<tr>
<td>1. Students will be able to explain the structure, principles, and processes of the American federal government.</td>
<td>GOVT 170</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>GOVT 437</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>SSCI 225</td>
<td>x</td>
</tr>
</tbody>
</table>

| 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 | | x |
| Pre-Law | GOVT 272, 322, 332, 349, 391, 435, 498; CIST 372; COMM 441; MGMT 331, 332; NBUS 333 (prelaw students only) | x | x | x | x | x | x |
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.

<table>
<thead>
<tr>
<th>Fields of Study</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>HIST 111, 112, 331, 341, 351, 361, 492</td>
</tr>
<tr>
<td>Public History</td>
<td>HIST 215, 225, 305, 325, 498</td>
</tr>
<tr>
<td>World History</td>
<td>HIST 115, 116, 334, 340, 345, 346</td>
</tr>
<tr>
<td>Military History</td>
<td>HIST 470</td>
</tr>
</tbody>
</table>
## History Program Curriculum Map and Assessment Tools

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Courses</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core:</strong></td>
<td></td>
<td>Test Items</td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td>X</td>
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<tr>
<td>2. Students will be able to demonstrate analytical reading skills and engage various primary and secondary source materials (E1: Reading &amp; Imagination).</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. Students will demonstrate knowledge of nations and regions of the world with key historical and cultural events in those regions (G3: Global Cultures).</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Summarize and evaluate perspectives of people groups and nations, historic and contemporary (E4: Research &amp; Analysis).</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. Critique and analyze historical worldviews in light of commonly held Christian views (I1 Integrational Philosophy).</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### 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.

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<thead>
<tr>
<th>Field of Study</th>
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<tr>
<td>American History</td>
<td>HIST 111, 112, 331, 341, 351, 361, 492</td>
<td>X</td>
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<td>Public History</td>
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<td>X</td>
</tr>
<tr>
<td>World History</td>
<td>HIST 115, 116, 334, 340, 345, 346</td>
<td>X</td>
</tr>
<tr>
<td>Military History</td>
<td>HIST 470</td>
<td>X</td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Courses</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will make use of the scientific method in the study of human behavior and experiences</td>
<td>BEHV 100</td>
<td>Test Items, Paper, Practicum</td>
</tr>
<tr>
<td></td>
<td>PSYC 210</td>
<td></td>
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<tr>
<td></td>
<td>PSYC 223</td>
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<td>PSYC 237</td>
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<td>PSYC 345</td>
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<td>PSYC 371</td>
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<td>PSYC 443</td>
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<td>PSYC 449</td>
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<td>PSYC 480</td>
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<td></td>
<td>PSYC 498</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Student will understand everyday human behavior as it is expressed in various levels of human growth and development | BEHV 100 | Test Items, Paper, Practicum |
|                                                                                                                          | PSYC 210 |                 |
|                                                                                                                          | PSYC 223 |                 |
|                                                                                                                          | PSYC 237 |                 |
|                                                                                                                          | PSYC 296 |                 |
|                                                                                                                          | THEO 350 |                 |
|                                                                                                                          | PSYC 345 |                 |
|                                                                                                                          | PSYC 371 |                 |
|                                                                                                                          | PSYC 443 |                 |
|                                                                                                                          | PSYC 449 |                 |
|                                                                                                                          | PSYC 480 |                 |
|                                                                                                                          | PSYC 498 |                 |

| 3. Students will be familiar with the major theoretical approaches, systems, and historical trends in psychology | BEHV 100 | Test Items, Paper, Practicum |
|                                                                                                                          | PSYC 210 |                 |
|                                                                                                                          | PSYC 223 |                 |
|                                                                                                                          | PSYC 237 |                 |
|                                                                                                                          | PSYC 296 |                 |
|                                                                                                                          | THEO 350 |                 |
|                                                                                                                          | PSYC 345 |                 |
|                                                                                                                          | PSYC 371 |                 |
|                                                                                                                          | PSYC 443 |                 |
|                                                                                                                          | PSYC 449 |                 |
|                                                                                                                          | PSYC 480 |                 |
|                                                                                                                          | PSYC 498 |                 |

| 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 | BEHV 100 | Test Items, Paper, Practicum |
|                                                                                                                          | PSYC 210 |                 |
|                                                                                                                          | PSYC 223 |                 |
|                                                                                                                          | PSYC 237 |                 |
|                                                                                                                          | PSYC 296 |                 |
|                                                                                                                          | THEO 350 |                 |
|                                                                                                                          | PSYC 345 |                 |
|                                                                                                                          | PSYC 371 |                 |
|                                                                                                                          | PSYC 443 |                 |
|                                                                                                                          | PSYC 449 |                 |
|                                                                                                                          | PSYC 480 |                 |
|                                                                                                                          | PSYC 498 |                 |

| 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. | BEHV 100 | Test Items, Paper, Practicum |
|                                                                                                                          | PSYC 210 |                 |
|                                                                                                                          | PSYC 223 |                 |
|                                                                                                                          | PSYC 237 |                 |
|                                                                                                                          | PSYC 296 |                 |
|                                                                                                                          | THEO 350 |                 |
|                                                                                                                          | PSYC 345 |                 |
|                                                                                                                          | PSYC 371 |                 |
|                                                                                                                          | PSYC 443 |                 |
|                                                                                                                          | PSYC 449 |                 |
|                                                                                                                          | PSYC 480 |                 |
|                                                                                                                          | PSYC 498 |                 |

| 6. Students will be able to express themselves effectively in written and oral communication. | BEHV 100 | Test Items, Paper, Practicum |
|                                                                                                                          | PSYC 210 |                 |
|                                                                                                                          | PSYC 223 |                 |
|                                                                                                                          | PSYC 237 |                 |
|                                                                                                                          | PSYC 296 |                 |
|                                                                                                                          | THEO 350 |                 |
|                                                                                                                          | PSYC 345 |                 |
|                                                                                                                          | PSYC 371 |                 |
|                                                                                                                          | PSYC 443 |                 |
|                                                                                                                          | PSYC 449 |                 |
|                                                                                                                          | PSYC 480 |                 |
|                                                                                                                          | PSYC 498 |                 |

| 7. Students will have an understanding of applications of psychology to personal, social, and organizational issues. | BEHV 100 | Test Items, Paper, Practicum |
|                                                                                                                          | PSYC 210 |                 |
|                                                                                                                          | PSYC 223 |                 |
|                                                                                                                          | PSYC 237 |                 |
|                                                                                                                          | PSYC 296 |                 |
|                                                                                                                          | THEO 350 |                 |
|                                                                                                                          | PSYC 345 |                 |
|                                                                                                                          | PSYC 371 |                 |
|                                                                                                                          | PSYC 443 |                 |
|                                                                                                                          | PSYC 449 |                 |
|                                                                                                                          | PSYC 480 |                 |
|                                                                                                                          | PSYC 498 |                 |

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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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Courses</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Items</td>
<td>Projects</td>
<td>Exercises</td>
</tr>
</tbody>
</table>

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:

| 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:

| 1.2 Understanding issues related to the purposes of social studies from historical and contemporary perspectives | X | | | x | x |

1.3 Knowledge of various methods of teaching secondary & middle school social studies:

| 1.3 Knowledge of various methods of teaching secondary & middle school social studies | X | | | | |
2. Explain Principles Expressed in Documents shaping Constitutional Democracy in the United States (SS-1; CR-1, 3; NCSS-1.3)

<table>
<thead>
<tr>
<th>2.1 Identify basic historic documents, including their origins, evolution, and changing interpretations:</th>
<th>x</th>
<th></th>
<th></th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Relate basic democratic ideals implicit in basic documents (human dignity and rights, justice, general welfare, freedom, equality, rule of law, etc.)</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
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<tr>
<td>2.3 Analyze and interpret how past events and developments relate to each other and to the present time.</td>
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<td>x</td>
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<tr>
<td>2.4 Demonstrate methods used to analyze situations where democratic ideals are in conflict.</td>
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<td>x</td>
</tr>
</tbody>
</table>
Goal 3. Explain continuity and change in the history of Missouri, the United States, and the World.

<p>| 3.1 Explain major concepts of historical periods, people, events, developments, and documents. | x | | |  | 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 | x | |
| 3.3 Analyze how and why people have viewed and continue to view events, circumstances, and developments differently. |  | x |  | 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 | |</p>
<table>
<thead>
<tr>
<th><strong>Goal 4:</strong> Principles and processes of governance systems (SS 3, CR 3, NCSS 1.3)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>4.1 Use examples to compare the impact of political theories and philosophies.</strong></td>
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</tr>
<tr>
<td><strong>4.2 Demonstrate knowledge of government and politics in the United States.</strong></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.3 Compare similarities and differences in governments and politics worldwide.</strong></td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>4.4 Explain how nations interact.</strong></td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>7.1 Analyze sociological concepts (culture, mores, stereotypes, socialization, etc.).</th>
<th></th>
<th></th>
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<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2 Compare the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet these needs.</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>7.3 Examine interactions among individuals, groups, institutions, and cultures.</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>7.4 Explain how individuals, groups, institutions, and cultures, change over time.</td>
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<td></td>
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</tr>
<tr>
<td>7.5 Explain psychological concepts and theories such as personality, developmental processes, cognitive theory, etch.</td>
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</tbody>
</table>
**Goal 8: Social Science Tools and Inquiry (SS 7, CR 1-6, NCSS 4.0):**

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

**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).

<table>
<thead>
<tr>
<th>Field Requirements</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Field</strong></td>
<td>A minimum of 24 credits in one of the academic disciplines.</td>
</tr>
<tr>
<td><strong>Field 1</strong></td>
<td>From a field, not the major, a minimum of 6 credits.</td>
</tr>
<tr>
<td><strong>Field 2</strong></td>
<td>From a secondary field, not the major, a minimum of 3 credits.</td>
</tr>
<tr>
<td><strong>Field 3</strong></td>
<td>From a tertiary field, not the major, a minimum of 3 credits.</td>
</tr>
<tr>
<td><strong>Other Requirements</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
### Social Science Major Assessment Grid

<table>
<thead>
<tr>
<th>Courses</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test Items</td>
</tr>
</tbody>
</table>

| **Outcomes** |

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

<table>
<thead>
<tr>
<th>Fields of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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.
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)
<table>
<thead>
<tr>
<th>Competency 1</th>
<th>Demonstrate Ethical &amp; Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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.</td>
</tr>
<tr>
<td>1.2</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
</tr>
<tr>
<td>1.4</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
</tr>
<tr>
<td>1.5</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2</th>
<th>Engage Diversity and Difference in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
</tr>
<tr>
<td>2.2</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
</tr>
<tr>
<td>2.3</td>
<td>Apply self-awareness and self-regulation to manage the influences of personal biases and values in working with diverse clients and constituencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3</th>
<th>Advance Human Rights and Social, Economic, and Environmental Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for the human rights at the individual and system levels.</td>
</tr>
<tr>
<td>3.2</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
</tr>
<tr>
<td><strong>Competency 4</strong></td>
<td><strong>4.1</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Engage in</strong></td>
<td><strong>4.2</strong></td>
</tr>
<tr>
<td><strong>Practice-informed</strong></td>
<td><strong>4.3</strong></td>
</tr>
<tr>
<td><strong>Research &amp;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Research-informed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Competency 5</strong></td>
<td><strong>5.1</strong></td>
</tr>
<tr>
<td><strong>Engage in</strong></td>
<td><strong>5.2</strong></td>
</tr>
<tr>
<td><strong>Policy Practice</strong></td>
<td><strong>5.3</strong></td>
</tr>
<tr>
<td><strong>Competency 6</strong></td>
<td><strong>6.1</strong></td>
</tr>
<tr>
<td><strong>Engage with</strong></td>
<td><strong>6.2</strong></td>
</tr>
<tr>
<td><strong>Individuals, Families, Groups, Organizations, &amp; Communities</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Competency 7
**Assess Individuals, Families, Groups, Organizations, & Communities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1</strong></td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
</tr>
<tr>
<td><strong>7.2</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>7.3</strong></td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
</tr>
<tr>
<td><strong>7.4</strong></td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
</tr>
</tbody>
</table>

## Competency 8
**Intervene with Individuals, Families, Groups, Organizations, & Communities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1</strong></td>
<td>Critically choose and implement interventions to achieve the practiced goals and enhance capacities of clients and constituencies.</td>
</tr>
<tr>
<td><strong>8.2</strong></td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
</tr>
<tr>
<td><strong>8.3</strong></td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
</tr>
<tr>
<td><strong>8.4</strong></td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
</tr>
<tr>
<td><strong>8.5</strong></td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
<tr>
<td>Competency 9</td>
<td>9.1</td>
</tr>
<tr>
<td>--------------</td>
<td>-----</td>
</tr>
<tr>
<td>Evaluate Practice</td>
<td>9.2</td>
</tr>
<tr>
<td>with Individuals, Families, Groups, Organizations, &amp; Communities</td>
<td>9.3</td>
</tr>
<tr>
<td></td>
<td>9.4</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Competency 10</th>
<th>10.1</th>
<th>Understand and identify one’s professional and personal strengths, limitations and challenges (self-awareness)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate a Judeo-Christian perspective into Generalist social work practice</td>
<td>10.2</td>
<td>Maintain professional roles and boundaries.</td>
</tr>
<tr>
<td></td>
<td>10.3</td>
<td>Demonstrate honesty, integrity and respect for all others designed with purpose and meaning</td>
</tr>
<tr>
<td></td>
<td>10.4</td>
<td>Demonstrate professional use of self with clients and constituencies.</td>
</tr>
<tr>
<td></td>
<td>10.5</td>
<td>Articulate religious and personal biases and identify a course of action for change.</td>
</tr>
<tr>
<td>CSWE Competency #</td>
<td>Learning Goals</td>
<td>Measurement Source</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1</td>
<td>Students will demonstrate ethical &amp; professional behavior</td>
<td>Field Evaluation Likert Scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Ethical Research Certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACAT = Values &amp; Ethics section only</td>
</tr>
<tr>
<td>2</td>
<td>Students will engage diversity &amp; difference in practice</td>
<td>Field Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policy Debates #6 - Advocate for a position</td>
</tr>
</tbody>
</table>
| 3 | Students will advance human rights & social, economic, and environmental justice | • ACAT – Diversity section only  
80% of seniors will receive a standard score of 500 in this area | • ACAT – PAR & SEJ areas only  
80% of seniors will receive a standard score of 500 in each area | • Field evaluation - Likert Scale  
80% of seniors will score 5 or higher in final field evaluation | • Field evaluation - Likert Scale=5.9, 80% had 5+ (mean of 2 behaviors 12/15) | • Trip to Capital policy brief  
Policy debate – Advocate a position | • ACAT – 70% made 500 or above standard score in this area.  
Diversity 67%’ile, knowledge range of 75.2-87.2%  
ACAT – PAR = 75 percentile, SEJ = 46 percentile, Advance HR...knowledge of 60-75% |
<table>
<thead>
<tr>
<th></th>
<th>Students will engage in Practice-informed Research &amp; Research-informed Practice</th>
<th>Field Evaluation</th>
<th>80% of seniors will score 5 or higher in final field evaluation</th>
<th>Field Evaluation - Likert Scale=6, 80% had 5+ (mean of 3 behaviors 12/15)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Literature Review</td>
<td></td>
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<tr>
<td></td>
<td>ACAT – <em>Research</em> area only</td>
<td>80% of seniors will receive a standard score of 500 in each area</td>
<td>ACAT - 86% made 500 or above standard score in this area. ACAT – Research 81st percentile, knowledge range of 87-95%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students will engage in policy practice</td>
<td>Field Evaluation</td>
<td>80% of seniors will score 5 or higher in final field evaluation</td>
<td>Field Evaluation - Likert Scale=5.8, 86% had 5+ (mean of 3 behaviors 13/15)</td>
</tr>
<tr>
<td></td>
<td>Practice seminar – Practice Policy Analysis</td>
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<td></td>
<td>Policy I research paper</td>
<td></td>
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<tr>
<td></td>
<td>ACAT – <em>Policy</em> section only</td>
<td>80% of seniors will receive a standard score of 500 in each area</td>
<td>ACAT - 72% made 500 or above standard score in this area. ACAT – Policy &amp; Services 66%, knowledge range of 60-75%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students will engage with Individuals, Families, Groups, Organizations &amp; Communities</td>
<td>• Field Evaluation</td>
<td>80% of seniors will score 5 or higher in final field evaluation</td>
<td>• Field Evaluation- Likert Scale=6.15, 86% had 5+ (mean of 2 behaviors 13/15)</td>
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<tr>
<td></td>
<td></td>
<td>• Practice II – Case Conceptualizations mid-term and final</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Helping Skills - &gt;&gt;Role Play #1 – Attending Skills</td>
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<tr>
<td></td>
<td></td>
<td>• ACAT – Practice section only</td>
<td>80% of seniors will receive a standard score of 500 in each area</td>
<td>ACAT - 80% made 500 or above standard score in this area. ACAT – SWK practice 73%, knowledge of 75.2 – 87.2</td>
</tr>
<tr>
<td>7</td>
<td>Assess Individuals, Families, Groups, Organizations &amp; Communities</td>
<td>• Field evaluation</td>
<td>80% of seniors will score 5 or higher in final field evaluation</td>
<td>• Field evaluation - Likert Scale=5.97, 86% had 5+ (mean of 4 behaviors= 13/15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice I – Social Hx and Goals</td>
<td></td>
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<tr>
<td>Practice II Case conceptualization – Mini Family Assessment</td>
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<tr>
<td>ACAT - Practice section only</td>
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</tbody>
</table>

ACAT - 80% made 500 or above standard score in this area.  
ACAT – SWK practice 73%, knowledge of 75.2 – 87.2

<table>
<thead>
<tr>
<th>Intervene with Individuals, Families, Groups, Organizations &amp; Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field evaluation</td>
</tr>
</tbody>
</table>

80% of seniors will score 5 or higher in final field evaluation

Field evaluation - Likert Scale=6.04, 86% had 5+ (mean of 5 behaviors)

<table>
<thead>
<tr>
<th>Practice II – Case Conceptualizations</th>
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</thead>
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<table>
<thead>
<tr>
<th>Practice III – Student created group therapy project</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACAT - Practice section only</th>
</tr>
</thead>
</table>

ACAT - 80% made 500 or above standard score in this area.  
ACAT – SWK practice 73%, knowledge of 75.2 – 87.2
<table>
<thead>
<tr>
<th></th>
<th>Students will evaluate Practice with Individuals, Families, Groups, Organizations &amp; Communities</th>
<th>Field Evaluation</th>
<th>80% of seniors will score 5 or higher in final field evaluation</th>
<th>Field Evaluation - Likert Scale=6.05, 86% had 5+ (mean of 4 behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Field Evaluation</td>
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<td></td>
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<td></td>
<td></td>
<td>• Practice I-TAS scale</td>
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<td></td>
<td></td>
<td>• Practice II – Case Presentations 1:1 &amp; Family</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>ACAT– SWK practice 73%, knowledge of 75.2 – 87.2%</td>
<td></td>
<td>• ACAT– SWK practice 73%, knowledge of 75.2 – 87.2%</td>
</tr>
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<tr>
<td>10</td>
<td>Students will integrate a Judeo-Christian perspective into Generalist social work practice</td>
<td>• Field Evaluation</td>
<td>80% of seniors will score 5 or higher in final field evaluation</td>
<td>• Field evaluation - Likert Scale=6.04, 93% had 5+ (mean of 5 behaviors)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seminar spring – Assignment to be created</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

BEHAVIORAL & SOCIAL SCIENCES COURSE REQUIREMENTS

All department undergraduates meet the same Core Curriculum Requirements leading to their respective degrees, Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work.

Requirements for each of the majors in the department are provided to students on degree sheets that list core curriculum requirements as well as the specific requirements of the major they are completing. Each of the degree sheets is presented on the following pages.

In addition to the requirements listed for each major, students have unique requirements depending upon the specific degree to be obtained. Those working toward a Bachelor of Science must complete an additional 6 hours of science courses. Those working toward a Bachelor of Arts must complete an additional 6 hours of a foreign language. All students must complete a minimum of 124 hours of course work.
Criminal Justice

### University Proficiencies

<table>
<thead>
<tr>
<th>Writing Proficiency earned by . . . circle one:</th>
<th>ACT/SAT (Score: )</th>
<th>AP</th>
<th>CLEP</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>If ACT English = &gt; 26 or SAT Writing = &gt; 590, student is proficient. Place in Effective Communication option.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If transfer student has a 200-level (or above) composition course, take WPE to fulfill Effective Communication requirements. If transfer student has taken only 100-level ENGL composition, take WPE to qualify for 200-level Effective Communications Course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If ACT English = 24 – 25, SAT Writing 550 – 580, take Writing Proficiency Exam in first semester. If pass, place in Effective Communication option*; if no pass, place in ENGL 111 the next semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If ACT English &lt; = 15, SAT Writing &lt; 380, place in ENGL 100.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If ACT English 16 – 20, SAT Writing 390 – 460, place in ENGL 102.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>If ACT English 20 – 23, SAT Writing 470 – 540, place in ENGL 111.</td>
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</tr>
</tbody>
</table>

### Core Curriculum Requirements (53 Hours)

<table>
<thead>
<tr>
<th>Cr</th>
<th>Wellness Proficiency</th>
<th>Yes ( )</th>
<th>No ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>BEHV 100 University Seminar</td>
<td>1</td>
<td>Effective Communication Option* (WPR)</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 111 Essential Christianity</td>
<td>3</td>
<td>BEHV 210 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 115 Old Testament Literature</td>
<td>3</td>
<td>Historical Inquiry Option*</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 116 New Testament Literature</td>
<td>3</td>
<td>Artistic Expression Option*</td>
<td>3</td>
</tr>
<tr>
<td>Christian Stewardship: FIN 138 Personal Finance</td>
<td>3</td>
<td>Behavioral and Social Sciences Option*</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 138 Healthy Relationships</td>
<td>3</td>
<td>Humanities Option*</td>
<td>3</td>
</tr>
<tr>
<td>Reading and Imagination Option*</td>
<td>3</td>
<td>Bible Book Study Option*: BIBL 360-370 (WPR)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science without Lab Option*</td>
<td>3</td>
<td>ICST 350 Global Connections</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science with Lab Option*</td>
<td>4</td>
<td>THEO 320 Pentecost</td>
<td>3</td>
</tr>
</tbody>
</table>

*Refer to each term's advising handbook for options. WPR = Writing Proficiency Required

### Criminal Justice Program Requirements (38 hours)

<table>
<thead>
<tr>
<th>Cr</th>
<th>Cr</th>
<th><strong>38</strong></th>
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</thead>
<tbody>
<tr>
<td>SOCI 111 Introduction to Sociology</td>
<td>3</td>
<td>CJST 422 Criminal Investigation</td>
</tr>
<tr>
<td>SOCI 223 Social Psychology</td>
<td>3</td>
<td>CJST 423 Law Enforcement Org &amp; Adm</td>
</tr>
<tr>
<td>CJST 241 Introduction to Criminal Justice</td>
<td>3</td>
<td>CJST 498 Practicum</td>
</tr>
<tr>
<td>CJST 296 Sophomore Seminar</td>
<td>2</td>
<td>CJST Upper Division elective</td>
</tr>
<tr>
<td>CJST 334 Criminal and Delinquent Behavior</td>
<td>3</td>
<td>Behavioral and Social Sciences Elective</td>
</tr>
<tr>
<td>CJST 353 Corrections in America</td>
<td>3</td>
<td>Behavioral and Social Sciences Elective</td>
</tr>
<tr>
<td>CJST 372 Criminal Law and Procedure</td>
<td>3</td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

This major requires a minor with a minimum of 18 hours or a second major to graduate.
### Government Major

#### University Proficiencies

<table>
<thead>
<tr>
<th>Writing Proficiency earned by . . . circle one:</th>
<th>ACT/SAT (Score: )</th>
<th>AP</th>
<th>CLEP</th>
<th>IB</th>
</tr>
</thead>
</table>

*If ACT English = ≥ 26 or SAT Writing = ≥ 590, student is proficient. Place in Effective Communication option.*

*If transfer student has a 200-level (or above) composition course, take WPE to fulfill Effective Communication requirements. If transfer student has taken only 100-level ENGL composition, take WPE to qualify for 200-level Effective Communications Course.*

*If ACT English = 24 – 25, SAT Writing 550 – 580, take Writing Proficiency Exam in first semester.*

*If pass, place in Effective Communication option*; if no pass, place in ENGL 111 the next semester.

<table>
<thead>
<tr>
<th>If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100.</th>
<th>1</th>
<th>Wellness Proficiency</th>
<th>Yes ( )</th>
<th>No ( )</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If ACT English 16 – 20, SAT Writing 390 – 460, place in ENGL 102.</th>
<th>2</th>
<th>Complete in University Seminar</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If ACT English 20 – 23, SAT Writing 470 – 540, place in ENGL 111.</th>
<th>3</th>
<th>Or check the Advising Handbook for instructions.</th>
<th></th>
</tr>
</thead>
</table>

### Core Curriculum Requirements (53 Hours)

<table>
<thead>
<tr>
<th>SSCI 100 University Seminar</th>
<th>Cr</th>
<th>Effective Communication Option* (WPR)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBL 111 Essential Christianity</td>
<td>3</td>
<td>BEHV or MATH 210 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 115 Old Testament Literature</td>
<td>3</td>
<td>Historical Inquiry Option*</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 116 New Testament Literature</td>
<td>3</td>
<td>Artistic Expression Option*</td>
<td>3</td>
</tr>
<tr>
<td>Christian Stewardship: FIN 138 Personal Finance (preferred)</td>
<td>3</td>
<td>Behavioral and Social Sciences Option*</td>
<td>3</td>
</tr>
<tr>
<td>Healthy Relationships: PSYC 112 or 138</td>
<td>3</td>
<td>Humanities Option*</td>
<td>3</td>
</tr>
<tr>
<td>Reading and Imagination Option*</td>
<td>3</td>
<td>Bible Book Study Option*; BIBL 360-370 (WPR)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science without Lab Option*</td>
<td>3</td>
<td>ICST 350 Global Connections</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science with Lab Option*</td>
<td>4</td>
<td>THEO 320 Pentecost</td>
<td>3</td>
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</tbody>
</table>

*Refer to each term's advising handbook for options

WPR = Writing Proficiency Required

### Government Program Requirements (30 hours)

<table>
<thead>
<tr>
<th>GOVT 170 Intro to American Government</th>
<th>Cr</th>
<th>GOVT Elective</th>
<th>3</th>
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<tbody>
<tr>
<td>SSCI 225 Research Methods for SSCI</td>
<td>3</td>
<td>GOVT Elective</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 437 Church and State Relations</td>
<td>3</td>
<td>GOVT Elective</td>
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<tr>
<td>GOVT Elective</td>
<td>3</td>
<td>GOVT Elective</td>
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<tr>
<td>GOVT Elective</td>
<td>3</td>
<td>GOVT Elective</td>
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</table>

**Total hours 30**

This major requires a minor with a minimum of 18 hours or a second major to graduate.

171
### University Proficiencies

<table>
<thead>
<tr>
<th>Writing Proficiency earned by . . . circle one:</th>
<th>ACT/SAT (Score: )</th>
<th>AP</th>
<th>CLEP</th>
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<td>If ACT English ≤ 15, SAT Writing &lt; 380, place in ENGL 100.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Wellness Proficiency</td>
<td>Yes ( )</td>
<td>No ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If ACT English 16 – 20, SAT Writing 390 – 460, place in ENGL 102.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Complete in University Seminar</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If ACT English 20 – 23, SAT Writing 470 – 540, place in ENGL 111.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Or check the Advising Handbook for instructions.</td>
<td></td>
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</table>

### Core Curriculum Requirements (53 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCl 100 University Seminar</td>
<td>1</td>
<td>WPR</td>
</tr>
<tr>
<td>BIBL 111 Essential Christianity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIBL 115 Old Testament Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIBL 116 New Testament Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Christian Stewardship: FIN 138 Personal Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
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<td>Reading and Imagination Option*</td>
<td>3</td>
<td></td>
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<tr>
<td>Natural Science without Lab Option*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Science with Lab Option*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*Refer to each term's advising handbook for options</td>
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### History Program Requirements (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 111 American History I</td>
<td>3</td>
<td></td>
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<tr>
<td>HIST 112 American History II</td>
<td>3</td>
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</tr>
<tr>
<td>HIST 115 World Civilization I</td>
<td>3</td>
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<td>HIST 116 World Civilization II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 498 Internship or Upper Level History Elective</td>
<td>3</td>
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This major requires a minor with a minimum of 18 hours or a second major to graduate.
# Psychology Major

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<th>Wellness Proficiency</th>
<th>Yes ( )</th>
<th>No ( )</th>
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<tbody>
<tr>
<td>Complete in University Seminar</td>
<td></td>
<td>0</td>
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## Core Curriculum Requirements (53 Hours)

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<th>Cr</th>
<th>Course Description</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>BEHV 100 University Seminar</td>
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</tr>
<tr>
<td></td>
<td>BIBL 111 Essential Christianity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BIBL 115 Old Testament Literature</td>
<td>3</td>
</tr>
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<td></td>
<td>BIBL 116 New Testament Literature</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 112 Introduction to Psychology+</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reading and Imagination Option*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Natural Science without Lab Option*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Natural Science with Lab Option*</td>
<td>4</td>
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<tr>
<td></td>
<td>BEHV 210 Statistics</td>
<td>3</td>
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<tr>
<td></td>
<td>Historical Inquiry Option*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Artistic Expression Option*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral and Social Sciences Option*</td>
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</tr>
<tr>
<td></td>
<td>Humanities Option*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Bible Book Study Option*: BIBL 360-370 (WPR)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ICST 350 Global Connections</td>
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<td>THEO 320 Pentecost</td>
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*Refer to each term’s advising handbook for options

WPR = Writing Proficiency Required

## BS in Psychology Program Requirements (38 hours)

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 112 Introduction to Psychology+</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 223 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Developmental PSYC course**: PSYC 234 Child Psychology, PSYC 235, Adolescent Psychology, or PSYC 237 Lifespan Development</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 296 Sophomore Seminar</td>
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<tr>
<td></td>
<td>PSYC 345 Research I: Intro to Research Methods</td>
<td>3</td>
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<td></td>
<td>PSYC 371 Abnormal Psychology</td>
<td>3</td>
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<td></td>
<td>PSYC 433 Psychology of Personality</td>
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<td></td>
<td>PSYC 449 Psychology &amp; Christian Theology</td>
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<td></td>
<td>PSYC 480 Research II: Experimental Psychology</td>
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<tr>
<td></td>
<td>PSYC elective: May be lower division</td>
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<tr>
<td></td>
<td>PSYC Upper Division elective</td>
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<td></td>
<td>PSYC Upper Division elective</td>
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<td></td>
<td>PSYC Upper Division elective</td>
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</table>

Total hours: 38

173
This major requires a minor with a minimum of 18 hours or a second major to graduate.

### Social Sciences Major

#### University Proficiencies

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<thead>
<tr>
<th>Writing Proficiency earned by . . . circle one:</th>
<th>ACT/SAT (Score: )</th>
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If ACT English = 24 – 25, SAT Writing 550 – 580, take Writing Proficiency Exam in first semester.

If **pass**, place in Effective Communication option*; if **no pass**, place in ENGL 111 the next semester.

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<tr>
<th>If ACT English &lt; = 15, SAT Writing &lt; 380, place in ENGL 100.</th>
<th>Wellness Proficiency</th>
<th>Yes ( )</th>
<th>No ( )</th>
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</table>

#### Core Curriculum Requirements (53 Hours)

<table>
<thead>
<tr>
<th>Cr</th>
<th>Effective Communication Option* (WPR) 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCI 100 University Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIBL 111 Essential Christianity</td>
<td>3</td>
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**WPR = Writing Proficiency Required**

#### Social Sciences Program Requirements (40 hours)

Complete 24 credit hours from a major program in the Behavioral and Social Sciences

| Behavioral and Social Sciences fields include ANTH, ECON, GEOG, GOVT, HIST, SOCI, PSYC, CJST, and SWK |
|----------------------------------------------------------|-------------------------------------------------------|
| Major Field Elective                                    | Major Field Elective                                    |
| Major Field Elective                                    | Major Field Elective                                    |
| Major Field Elective                                    | Major Field Elective                                    |
| Major Field Elective                                    | Major Field Elective                                    |
| Major Field Elective                                    | Major Field Elective                                    |

Total hours 24
Complete 16 credit hours in three separate fields of study in the Behavioral and Social Sciences

<table>
<thead>
<tr>
<th>Field 1</th>
<th>Cr</th>
<th>Field 2</th>
<th>Cr</th>
<th>Field 3</th>
<th>Cr</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>Elective</td>
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This major requires a minor with a minimum of 18 hours or a second major to graduate.
Social Science Education Major, Grades 9-12

University Proficiencies

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If pass, place in Effective Communication option*; if no pass, place in ENGL 111 the next semester.

If ACT English < = 15, SAT Writing < 380, place in ENGL 100.

Wellness Proficiency

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<th>No ( )</th>
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<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete in University Seminar 0

Or check the Advising Handbook for instructions.

Core Curriculum Requirements (53 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Effective Communication Option* (WPR)</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>SSCI or GNST 100 University Seminar</td>
<td>1</td>
<td>3</td>
<td></td>
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<tr>
<td>BIBL 111 Essential Christianity</td>
<td>3</td>
<td>EDUC 434 Test and Measurements</td>
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<tr>
<td>BIBL 115 Old Testament Literature</td>
<td>3</td>
<td>Historical Inquiry Option*</td>
<td>3</td>
</tr>
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<td>PSYC 235 Adolescent Psy or PSYC 237 Lifespan</td>
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WPR = Writing Proficiency Required

Social Science Secondary Education Program Requirements (76 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>EDUC 225 Intro to Curriculum &amp; Instr Planning</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>HIST 111 American History I</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>HIST 112 American History II</td>
<td>3</td>
<td></td>
<td>2</td>
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<tr>
<td>GOVT 170 Introduction to American Government</td>
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<td>GOVT 202 State and Local Government</td>
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<td>GEOG 211 World Regional Geography</td>
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<td>SSCI 213 Economics in Society</td>
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<td>HIST 331 Colonial America</td>
<td>3</td>
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<td>HIST 361 20th Century US</td>
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<td>HIST 345 19th Century Europe</td>
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<td>Course Name</td>
<td>Credits</td>
<td>Notes</td>
<td>Course Name</td>
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<td>HIST 346 20th Century Europe</td>
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<td>EDUC 497 Secondary Practicum</td>
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<td>Upper Division Social Sciences Elective</td>
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<td>EDUC 417 Educational Psychology</td>
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Social Work

University Proficiencies

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<th>No ( )</th>
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<tr>
<td>1</td>
<td>BEHV 100 University Seminar</td>
<td>Effective Communication Option* (WPR)</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>BIBL 111 Essential Christianity</td>
<td>BEHV 210 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BIBL 115 Old Testament Literature</td>
<td>Historical Inquiry Option: GOVT 170</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BIBL 116 New Testament Literature</td>
<td>Artistic Expression Option*</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Christian Stewardship: FIN 138 Personal Finance</td>
<td>Behavioral &amp; Social Sciences Option: SSCI 213</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>PSYC 112 Introduction to Psychology</td>
<td>Humanities Option*</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Reading &amp; Imagination Option*</td>
<td>Bible Book Study Option*: BIBL 360-370</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Natural Science without Lab Option*</td>
<td>SOCI 111: Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Natural Science with Lab Option: BIOL 124</td>
<td>THEO 320 Pentecost</td>
<td>3</td>
</tr>
</tbody>
</table>

*Refer to each term's advising handbook for options

Bachelor of Social Work Program Requirements (BSW) (54 hours)

<table>
<thead>
<tr>
<th>Cr</th>
<th>SWK 223 Introduction to Social Work</th>
<th>SWK 471 Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SWK 271 HBSE I</td>
<td>SWK 472 Practice III</td>
</tr>
<tr>
<td>3</td>
<td>SWK 272 HBSE II</td>
<td>SWK 480 Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>SWK 296 Sophomore Seminar</td>
<td>SWK 498 Practicum</td>
</tr>
<tr>
<td>2</td>
<td>SWK 332 Human Diversity</td>
<td>SWK 499 Integrative Seminar (FA)</td>
</tr>
<tr>
<td>3</td>
<td>SWK 333 Helping Relationships</td>
<td>SWK 499 Integrative Seminar (SP)</td>
</tr>
<tr>
<td>3</td>
<td>SWK 343 Practice I</td>
<td>Upper Div Behavioral &amp; Social Sciences Elective</td>
</tr>
<tr>
<td>3</td>
<td>SWK 354 Social Policy I</td>
<td>Upper Div Behavioral &amp; Social Sciences Elective</td>
</tr>
<tr>
<td>3</td>
<td>SWK 355 Social Policy II</td>
<td></td>
</tr>
</tbody>
</table>

Total hours 54

Minimum total credits to graduate 124
APPENDIX D

BEHAVIORAL & SOCIAL SCIENCES ADVISORY COMMITTEE MEMBERS AND RECENT ACTIVITY

The following pages provide listings of advisory committee membership along with recommendations that have arisen in recent meetings. In addition, there is documentation of the program faculty's response to the recommendations.

Advisory Committees Listed include:

- Graduate Counseling Program
- Criminal Justice Program
- Government/Pre-Law Program
- History Program
- Psychology Program
- Social Work Program
# Master's in Counseling Curriculum Advisory Board

## 9/27/16

## Members

<table>
<thead>
<tr>
<th>Name &amp; Credentials</th>
<th>Area of Expertise</th>
<th>Service Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Wiggs LPC</td>
<td>Severe/Persistent Mental Illness, Men’s Issues, Christian Counseling, Grief and Trauma</td>
<td>9/27/16</td>
</tr>
<tr>
<td>Pat Mclean LPC, LMFT</td>
<td>Vocational/Career, Marriage/Family, Ethics, Supervision, Personal Identity/Growth, Acculturation</td>
<td>Not in Attendance</td>
</tr>
<tr>
<td>Kim Mundt LPC</td>
<td>Child/Adolescents, Depression, Anxiety, Psychometrics, Assessment</td>
<td>9/27/16</td>
</tr>
<tr>
<td>Rachel Hilmer LPC</td>
<td>School Counseling; Child/Adolescents, Career/Vocational</td>
<td>9/27/16</td>
</tr>
<tr>
<td>Ken Kuschel LPC</td>
<td>Testing/Assessment, Addictions, Grief/Recovery, Mental Health, Child/Adolescents; Human Resources</td>
<td>9/27/16</td>
</tr>
<tr>
<td>Kelly Ward LPC</td>
<td>Child/Adolescents, Marriage, Depression, Anxiety, Trauma and Attachment, Foster families</td>
<td>9/27/16</td>
</tr>
<tr>
<td>Rob Marshall LPC</td>
<td>School Counseling, Child/Adolescent, Christian Counseling</td>
<td>Not in Attendance</td>
</tr>
<tr>
<td>Open Slot</td>
<td>ELEM School Counseling</td>
<td></td>
</tr>
</tbody>
</table>

## Advisory Committee Recommendations and Actions:

<table>
<thead>
<tr>
<th>Advisory Committee Recommendation</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to work towards merging school and clinical counseling program – emphasis on both types of clients</td>
<td>Look to hire Ph.D. in CES; with specialty in school counseling; gather job descriptions as template off CES List serve; compile list of faith based schools with CES program; submit budget proposal to Provost for new hire.</td>
</tr>
<tr>
<td>Students need to be prepared to experience hostility towards their values and faith background.</td>
<td>Highlight this need to faculty teaching courses such as Foundations, Professional Orientation/Ethics, and Field courses on how to manage value differences among professionals/colleagues. This may include a case study, mock demonstration or role play.</td>
</tr>
<tr>
<td>Do not loosen admission requirements – must insure quality graduates</td>
<td>Tie admission requirements to CACREP standards as a means to insure quality applicants, admission, and graduates.</td>
</tr>
<tr>
<td>Provide more oversight to practicum students so they are better prepared for field experience (internship)</td>
<td>Investigate partnership opportunities (on campus/off campus) for EU sponsored Practicum experience. Rural - community mental health centers have more point of service clients than they have therapists to meet the need. This will only increase as MO pilots the Excellence in Mental Health Care Act. Also, need to investigate the vacuum left by Forest Institutes closing (Jordan Valley, Victory Mission) a place for free services for public.</td>
</tr>
</tbody>
</table>

## Submitted by:

Christine Arnzen, Ph.D., LPC
Criminal Justice Curriculum Advisory Committee Members

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Area of Expertise</th>
<th>Service Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Moore, Program Coordinator</td>
<td>Police Academy</td>
<td>August 2015 – present</td>
</tr>
<tr>
<td>Tony Bowers, Academy Director</td>
<td>Drury Law Enforcement Academy</td>
<td>September, 2016</td>
</tr>
<tr>
<td>Todd Revell, Director of Public Safety</td>
<td>Criminal Investigation, Law Enforcement</td>
<td>September, 2016</td>
</tr>
<tr>
<td>David Millsap, Laclede County Sheriff</td>
<td>Police Academy and Law Enforcement</td>
<td>September, 2016</td>
</tr>
</tbody>
</table>

Advisory Committee Recommendations and Actions

<table>
<thead>
<tr>
<th>Advisory Committee Recommendations</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a FireArms Course</td>
<td>Proposal to Academic Council for course, October 2016</td>
</tr>
<tr>
<td>Consider Curriculum change for Criminal Investigation course and make two courses: A. Interrogation and B. Forensic Science</td>
<td>Under Consideration</td>
</tr>
<tr>
<td>Develop online courses</td>
<td>Course may be offered Summer 2017</td>
</tr>
<tr>
<td>Develop Crisis Management Course</td>
<td>Material may be added to future FireArms course.</td>
</tr>
</tbody>
</table>

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Government Curriculum Advisory Committee  
(Initial focus is for Government students planning on Law School)  
Rob Bartels, JD – Government Adviser

Members:

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Area of Expertise</th>
<th>Service Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Myers</td>
<td>Networking</td>
<td>FA 16 -</td>
</tr>
<tr>
<td>Shannon Grisham</td>
<td>Family Law</td>
<td>FA 16 -</td>
</tr>
<tr>
<td>Courtney Hayes</td>
<td>Business Law</td>
<td>SP 16 -</td>
</tr>
<tr>
<td>James Hayes</td>
<td>Law School prep</td>
<td>SP 16 -</td>
</tr>
<tr>
<td>Brandon Schmidly</td>
<td>Philosophy</td>
<td>SP 16 -</td>
</tr>
</tbody>
</table>

Advisory Committee Recommendations and Actions

<table>
<thead>
<tr>
<th>Advisory Committee Recommendation</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus students on developing writing skills, by assisting with course registration each term.</td>
<td>Utilized in academic advising each semester.</td>
</tr>
<tr>
<td>Develop a reading list to help prepare students for graduate work.</td>
<td>Developing survey for graduates to complete with their suggestions for book titles to include on list. Not distributed yet.</td>
</tr>
<tr>
<td>Get Evangel out into Legal Community before getting students involved.</td>
<td>Beginning discussions on CLE Bar approved courses to be offered on Evangel campus have been held. Courtney has taken the lead to follow through with this topic with other committee members and with alumni in the community. Meeting held August 30, 2016.</td>
</tr>
<tr>
<td>Help students attend Bar Conferences to give them opportunities to develop networking connections,</td>
<td>Will work with committee members to gain information on upcoming Bar events that students can attend.</td>
</tr>
<tr>
<td>Help prelaw students prepare for LSAT exam and Law school application process.</td>
<td>James Hayes has taken the lead to work with PreLaw Society President Kaitlyn Shepherd to find topics and speakers who can meet with Society members, helping them in their preparations. Meeting held August 30, 2016.</td>
</tr>
</tbody>
</table>
### History Curriculum Advisory Committee Members

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Area of Expertise</th>
<th>Service Dates</th>
</tr>
</thead>
</table>

Advisory Committee Recommendations and Actions

<table>
<thead>
<tr>
<th>Advisory Committee Recommendation</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Psychology Curriculum Advisory Committee Members

Members

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Area of Expertise</th>
<th>Service Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Myer, PhD</td>
<td>Psychologist</td>
<td>2016-17</td>
</tr>
<tr>
<td>Patty Cogswell, MS</td>
<td>LPC</td>
<td>2016-17</td>
</tr>
<tr>
<td>Deonna Crabtree, MS</td>
<td>LPC</td>
<td>2016-17</td>
</tr>
<tr>
<td>Kelly McLeland-Reiner, PsyD</td>
<td>Psychologist</td>
<td>2016-17</td>
</tr>
<tr>
<td>James Skinner, MS</td>
<td>LPC</td>
<td>2016-17</td>
</tr>
<tr>
<td>Brooke Ulrich, MS</td>
<td>LPC</td>
<td>2016-17</td>
</tr>
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</table>

Advisory Committee Recommendations and Actions

<table>
<thead>
<tr>
<th>Advisory Committee Recommendation</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase research emphasis</td>
<td>PSYC 480 Experimental Psychology now a required course</td>
</tr>
</tbody>
</table>
# Social Work Curriculum Advisory Committee

## Members

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Area of Expertise</th>
<th>Service Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casey Wray LPC, Executive Dir. Footsteps</td>
<td>Administration, therapy</td>
<td>April 13, 2016</td>
</tr>
<tr>
<td>Cindy Dodson BSW, MA, Volunteer Coord. of Boys &amp; Girl's Club</td>
<td>Administration</td>
<td>April 13, 2016</td>
</tr>
<tr>
<td>Dr Billie Davis, Retired SWK professor</td>
<td>Administration</td>
<td>April 13, 2016</td>
</tr>
<tr>
<td>Renee Jenkins MSW, LCSW, Oxford Hospice Coordinator</td>
<td>Administration</td>
<td>April 13, 2016</td>
</tr>
<tr>
<td>Tressa Moyle MSW, LCSW, Cox Center for Addictions</td>
<td>Administration</td>
<td>April 13, 2016</td>
</tr>
</tbody>
</table>

## Advisory Committee Recommendations and Actions

<table>
<thead>
<tr>
<th>Advisory Committee Recommendation</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase partnerships with neighboring nonprofits</td>
<td>Information provided to students re: volunteer opportunities within a 1-mile radius of campus.</td>
</tr>
<tr>
<td>Locate funding for experiential learning due to 2016-2017 budget cuts</td>
<td>Grant written in May, 2016 and granted in Sept 2016</td>
</tr>
</tbody>
</table>
APPENDIX E

ASSESSMENT DATA BY PROGRAM OBJECTIVES

Data has been provided by programs corresponding to their program objectives.

- Counseling Program
- Criminal Justice Program
### Counseling Program Assessment Data for Program Objectives

**With Benchmarks and Data Collection Schedule for Upcoming Academic Years**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Benchmark</th>
<th>Proposed Data Collection</th>
<th>Available Historical Data Academic Year 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Mission:</strong> Train professional counselors who are dedicated to providing holistic and ethical counseling services to assist diverse individuals and groups across the lifespan.</td>
<td>1. COU 598 – Internship Final Evaluation – Hiring Question</td>
<td>1. 80% of students would be considered for hiring per site supervisor.</td>
<td>1. Spring 18 and Fall 18</td>
<td>1. CMHC 2015-16; 100% (25/25) would be considered for hiring.</td>
</tr>
<tr>
<td></td>
<td>2. CPCE – aggregate score</td>
<td>2. 80% of students will achieve within .5 standard deviation (SD) of the national mean or higher for exit exam.</td>
<td>2. Spring 18</td>
<td>2. CMHC 2015-16, 82% (10/17) met proposed benchmark; SC, in-house comprehensive 100% (17/17) met passing benchmark.</td>
</tr>
<tr>
<td></td>
<td>3. NCE – aggregate score (voluntary)</td>
<td>3. 80% of all students completing the NCE exam will earn passing score as set forth by the NBCC.</td>
<td>3. Spring 18</td>
<td>3. CMHC 2015*-16, 95% (23/24) met benchmark. (EU CMHC and Counseling Psy, AGTS, and Forest Teach-out)</td>
</tr>
<tr>
<td></td>
<td>4. Two MEGA – School Counseling Students Only (voluntary)</td>
<td>4. 80% of all students completing two MEGA exams will earn a passing score set for by DESE</td>
<td>4. Spring 18</td>
<td>4. SC 2015-16, 94% (16/17) met benchmark.</td>
</tr>
<tr>
<td>Objective</td>
<td>Measurement</td>
<td>Benchmark</td>
<td>Proposed Data Collection</td>
<td>Available Historical Data – Academic Year 2015/16</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td><strong>Christian Integration:</strong> Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. COU 534 – Summative Paper</td>
<td>1. 90% of students earn 600/750 or better of total points possible</td>
<td>1. Summer 17</td>
<td>1. CMHC 100% (17/17) met benchmark</td>
<td></td>
</tr>
<tr>
<td>2. Summative Paper</td>
<td>2. 90% of students will earn a score of 85/100 or higher</td>
<td>2. Summer 17</td>
<td>2. CMHC 94% (16/17) met benchmark</td>
<td></td>
</tr>
<tr>
<td>3. Skill demonstration</td>
<td>3. 90% of students will earn a score of 35/40 or higher</td>
<td>3. Summer 17</td>
<td>3. CMHC 100% (17/17) met benchmark</td>
<td></td>
</tr>
<tr>
<td><strong>Counseling Theory:</strong> Demonstrate knowledge and application of major counseling theories and to individual and group counseling services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. COU 526 - COU 526 - Cumulative exam score</td>
<td>1. 90% will earn 80% or higher</td>
<td>1. Fall 16</td>
<td>1. CMHC 87% (13/15) met benchmark</td>
<td></td>
</tr>
<tr>
<td>2. COU 526 - Student presentation</td>
<td>2. 90% will earn 80% or higher</td>
<td>2. Fall 16</td>
<td>2. CMHC 100% (15/15) met benchmark</td>
<td></td>
</tr>
<tr>
<td>3. COU 526 - Student paper</td>
<td>3. 90% will earn 80% or higher</td>
<td>3. Fall 16</td>
<td>3. CMHC 100% (11/11) met benchmark</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Measurement</td>
<td>Benchmark</td>
<td>Proposed Data Collection</td>
<td>Available Historical Data – Academic Year 2015/16</td>
</tr>
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<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| **Human Growth and Development:** Demonstrate knowledge of basic human development and its impact on the human experience and counseling process. | 1. CPCE – Human Growth and Development  
2. Case Conceptualization | 1. 80% of students will achieve within .5 SD national mean or higher for exit exam.  
2. 90% will earn 80% or higher | 1. Spring 18 | 1. CMHC 2015-16, 94% (16/17) met benchmark. |
| | | | 2. Summer 17 | 2. CMHC 2015-16, 77% (10/13) met benchmark. |
| **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. | 1. CPCE – Social and Cultural Diversity  
2. COU 627 – Immersion Project  
3. COU 598 - CCS-R, Question 2. F | 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 | 1. Spring 18  
2. Summer 17  
2. CMHC 2015-16  
3. NA |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Benchmark</th>
<th>Proposed Data Collection</th>
<th>Available Historical Data – Academic Year 2015/16</th>
</tr>
</thead>
</table>
| **Helping Relationships:** Demonstrate knowledge and application of effective counseling techniques in order to assist individuals and groups achieve treatment goals. | 1. CPCE – Helping Relationships  
2. COU 523 – Clinical Demonstration  
3. COU 598 - Internship Counselor – CCS-R - Part I | 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 | 1. Spring 18  
2. Fall 16  
3. Spring/Fall 18 | 1. CMHC 2015-16, 88% (15/17) met benchmark.  
2. CMHC of 2015-16, 95% (20/21) met benchmark.  
3. No information available |
| **Group Counseling:** Demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills. | 1. CPCE – Group Counseling  
2. COU 625 – Group Leadership Skills  
3. COU 625 – Group Curriculum Project | 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 | 1. Spring 18  
2. Spring 17  
2. CMHC 100% (16/16); SC 100% (15/15) met benchmark.  
3. CMHC 94% (15/16); SC 1100% (15/15) met benchmark. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Benchmark</th>
<th>Proposed Data Collection</th>
<th>Available Historical Data – Academic Year 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Counseling:</strong> Demonstrate knowledge of career development theories and career assessment skills for the purpose of counseling individuals and groups.</td>
<td>1. CPCE – Career Development</td>
<td>1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam.</td>
<td>1. Spring 18</td>
<td>1. CMHC 2015-16, 82% (14/17) met benchmark</td>
</tr>
<tr>
<td></td>
<td>2. COU 604 Career Autobiography project.</td>
<td>2. 90% will earn 80% or higher</td>
<td>2. Fall 17</td>
<td>2. SC 2015-16, 88% (16/18) students met benchmark</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Demonstrate knowledge and skills of basic assessment techniques for individuals and group appraisal.</td>
<td>1. CPCE – Assessment</td>
<td>1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam.</td>
<td>1. Spring 18</td>
<td>1. CMHC 2015-16, 76% (13/17) met benchmark.</td>
</tr>
<tr>
<td></td>
<td>2. COU 610 – Clinical Demonstration of skills</td>
<td>2. 90% will earn 80% or higher</td>
<td>2. Spring 17</td>
<td>2. No data available</td>
</tr>
<tr>
<td></td>
<td>3. Written Assessment Report</td>
<td>3. 90% will earn 80% or higher</td>
<td>3. Spring 17</td>
<td>3. No data available</td>
</tr>
<tr>
<td><strong>Research and Program Evaluation:</strong> Demonstrate the ability to read, critique, and evaluate professional research to inform appropriate counseling practice.</td>
<td>1. CPCE – Research and Program Evaluation</td>
<td>1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam.</td>
<td>1. Spring 18</td>
<td>1. CMHC 2015-16, 70% (12/17) met mean or higher</td>
</tr>
<tr>
<td></td>
<td>2. COU 507 Research Proposal Mini-Lit Review</td>
<td>2. 90% of students will earn a score of 80% or higher.</td>
<td>2. Fall 17</td>
<td>2. CMHC 2015-16, 94% (17/18) met benchmark</td>
</tr>
<tr>
<td>Objective</td>
<td>Measurement</td>
<td>Benchmark</td>
<td>Proposed Data Collection</td>
<td>Available Historical Data – Academic Year 2015/16</td>
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</tr>
<tr>
<td><strong>Professional Orientation and Ethics:</strong></td>
<td>1. CPCE – Professional Orientation and Ethical Practice</td>
<td>1. 80% of students will achieve within .5 SD of the national mean or higher for exit exam.</td>
<td>1. Spring 18</td>
<td>1. CMHC 2015-16, 94% (16/17) met benchmark.</td>
</tr>
<tr>
<td></td>
<td>2. COU 508/509 Licensure/Certification Research Paper</td>
<td>2. 90% will earn an 80% or higher</td>
<td>2. Spring 17</td>
<td>2. No data available</td>
</tr>
<tr>
<td></td>
<td>3. Case Study, Ethical Response Paper</td>
<td>3. 90% will earn an 80% or higher</td>
<td>3. Spring 17</td>
<td>3. No data available</td>
</tr>
<tr>
<td><strong>Psychodiagnoses:</strong></td>
<td>1. COU 506 - Cumulative Exam Score</td>
<td>1. 90% of students will earn a score of 80% or higher</td>
<td>1. Fall 16</td>
<td>1. CMHC 2015-16, 93% (13/14); SC 80% (12/14) met benchmark</td>
</tr>
<tr>
<td></td>
<td>2. COU 506 – Class Presentation</td>
<td>2. 90% of students will earn a score of 80% or higher</td>
<td>2. Fall 16</td>
<td>2. CMHC 2015-16, 100% (14/14); SC 100% (14/14) met benchmark</td>
</tr>
<tr>
<td>Objective</td>
<td>Measurement</td>
<td>Benchmark</td>
<td>Proposed Data Collection</td>
<td>Available Historical Data – Academic Year 2015/16</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Evidence Based Interventions and Treatment Planning</strong>*: Gain knowledge in evidence based clinical interventions and skills to formulate and apply treatment plans.</td>
<td>1. COU 524 - Cumulative exam score</td>
<td>1. 90% of students will earn a score of 80% or higher</td>
<td>1. Spring 17</td>
<td>1. CMHC 2015-16, 100% (16/16) met benchmark</td>
</tr>
<tr>
<td></td>
<td>2. COU 524 - Final assessment paper</td>
<td>2. 90% of students will earn a score of 80% or higher</td>
<td>2. Spring 17</td>
<td>2. CMHC 2015-16, 100% (16/16) met benchmark</td>
</tr>
<tr>
<td></td>
<td>3. COU 524 - Student presentation</td>
<td>3. 90% of students will earn a score of 80% or higher</td>
<td>3. Spring 17</td>
<td>3. CMHC 2015-16, 100% (16/16) met benchmark</td>
</tr>
<tr>
<td></td>
<td>4. COU 598 – Case Conceptualization</td>
<td>4. 90% of students will earn a score of 80% or higher</td>
<td>4. Spring 18</td>
<td>4. 100% (29/29) met benchmark</td>
</tr>
<tr>
<td><strong>Crisis Intervention</strong>*: Gain working knowledge of how crisis and trauma impacts mental health functioning and skills needed to provide ethical trauma informed care.</td>
<td>1. COU 528 – Research Paper</td>
<td>1. 90% of students will earn a score of 80% or higher</td>
<td>1. Summer 17</td>
<td>1. CMHC 2015-16, 100% (16/16) met benchmark</td>
</tr>
<tr>
<td></td>
<td>2. COU 528 - Comprehensive Final Examination</td>
<td>2. 90% of students will earn a score of 80% or higher</td>
<td>2. Summer 17</td>
<td>2. CMHC 2015-16, 100% (16/16) met benchmark</td>
</tr>
<tr>
<td>Objective</td>
<td>Measurement</td>
<td>Benchmark</td>
<td>Proposed Data Collection</td>
<td>Available Historical Data – Academic Year 2015/16</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Comprehensive Developmental School Counseling Program</strong>*: 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.</td>
<td>1. COU 500 – Final Exam</td>
<td>1. 90% of students will earn a score of 80% or higher</td>
<td>1. Summer 17</td>
<td>1. SC 2015-16, 100% (16/16) met benchmark.</td>
</tr>
<tr>
<td></td>
<td>2. COU 500 – Curriculum Development Project</td>
<td>2. 90% of students will earn a score of 80% or higher</td>
<td>2. Summer 17</td>
<td>2. SC 2015-16, 100% (16/16) met benchmark.</td>
</tr>
<tr>
<td><strong>Evidence Based School Counseling Services</strong>: Gain significant knowledge in directing school counseling services to close gaps in achievement, opportunity, and aspiration so all students meet school success.</td>
<td>1. COU 512 – Supporting Families Portfolio</td>
<td>1. 90% of students will earn a score of 80% or higher</td>
<td>1. Summer 18</td>
<td>1. SC 2015-16, 100% (16/16) met benchmark</td>
</tr>
<tr>
<td></td>
<td>2. COU 625 Group Curriculum Project</td>
<td>2. 90% of students will earn a score of 80% or higher</td>
<td>2. Spring 17</td>
<td>2. SC 2015/16, 100% (15/15) met benchmark</td>
</tr>
</tbody>
</table>

*Clinical Mental Health Program Specific Objective

**School Counseling Program
Criminal Justice Program Assessment Data for Program Objectives with Benchmarks

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measurement Source</th>
<th>Benchmark</th>
<th>Date Collected</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1: Equip students with knowledge and understanding of the history and operation of various components in the criminal justice system</td>
<td>Exam#1 CJST 423 SP2016, Exam #3 CJST 241 FA2015, Exam #4 CJST 241 FA2015</td>
<td>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015, Spring 2016</td>
<td>Exam #1 CJST 423 - class average 76% Exam #3 CJST 241 79% class average Exam #4 class average 87%</td>
</tr>
<tr>
<td>Goal #2: Prepare students to think critically and develop an understanding of the various criminological theories</td>
<td>Exam #1 CJST 241 FA2015, CJST 498 FA2015 Practicum Organizational Analysis Paper, CJST 241 FA2015 Court observation assignments paper</td>
<td>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015</td>
<td>Exam #1 CJST 423 - class average 76% CJST 498 FA2015 Practicum Organizational Analysis Paper class average 95%, CJST 241 FA2015 Court observation assignments paper</td>
</tr>
<tr>
<td>Goal #3: Equip students with the knowledge and skills to competently apply principles of criminal investigation.</td>
<td>CJST 422 FA2015 Crime Scene Practical Exercise</td>
<td>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015</td>
<td>100% of the class passed the exercise</td>
</tr>
<tr>
<td>Goal #4: Prepare students to demonstrate an understanding of concepts and theories of police administration:</td>
<td>CJST 498 FA2015 Practicum – Organizational Analysis Paper</td>
<td>75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015</td>
<td>CJST 498 FA2015 Practicum Organizational Analysis Paper class average 95%</td>
</tr>
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</tr>
<tr>
<td>Goal #5: Develop within students the understanding and application of significant law enforcement values, ethics and behavior</td>
<td>Exam#2 CJST 241 FA2015</td>
<td>75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015</td>
<td>Exam#2 CJST 241 FA2015 - class average was 78%</td>
</tr>
<tr>
<td>Goal #6: Equip students with knowledge and history of state and federal laws</td>
<td>Exam #2 CJST 241 FA2015, Exam #5 Final CJST 241 FA 2015</td>
<td>75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015</td>
<td>Exam#2 CJST 241 FA2015 - class average was 78% Exam #5 Final CJST 241 FA 2015 class average was 86%</td>
</tr>
<tr>
<td>Goal #7: Prepare students to function competently and ethically within a criminal justice setting</td>
<td>CJST 498 SP2016 Practicum Site Evaluation FA2015</td>
<td>75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2015, Spring 2016</td>
<td>100% of class received a passing evaluation from the practicum site coordinator</td>
</tr>
<tr>
<td>Goal #8: Prepare students to work in the criminal justice field using a Christian world view as their lens</td>
<td>CJST 372 FA2016 Paper on integration of Christian world view and Criminal Justice</td>
<td>75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises.</td>
<td>Fall 2016</td>
<td></td>
</tr>
</tbody>
</table>